Moore (continued)

increased significantly (mean difference +3.2, SD 2.3 p<0.05). No differences were found in pre (76% correct) and post (75% correct) levels of knowledge of MHC.

Conclusion: This gamified nutrition label education intervention is feasible to use with Year 10 students. There is potential for further development and impact on participants’ learning and confidence when using nutrition labels to make healthier choices.

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Feasibility of Adding Weekly Goal Setting Activities to an Adolescent Nutrition Curriculum for UGA EFNEP Youth Programming

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Objective: The objective of this study was to assess the feasibility and implementation of goal setting activities added to the Teen Cuisine (TC) nutrition education curriculum with youth participating in the Expanded Food and Nutrition Education Program at the University of Georgia (UGA EFNEP).

Use of Theory or Research: TC, developed by Virginia Cooperative Extension, utilizes a learner-centered approach and Experiential Learning Model. The Social Cognitive Theory, commonly used in adolescent nutrition education, identifies goal setting as a component of health behavior change. UGA EFNEP adapted the original curriculum to include SMART (Specific, Measurable, Achievable, Realistic, Timely) goal setting in each session.

Target Audience: High school-aged youth participating in UGA EFNEP (9th-12th grade).

Program Description: TC is a six-session, evidence-based adolescent nutrition education curriculum. UGA EFNEP adapted TC to include goal setting activity sheets, including instructions and an example for creating a SMART goal. EFNEP nutrition peer educators presented these sheets to participants at the end of each session.

Evaluation Methods: Implementation of goal setting activities during TC programming was evaluated by EFNEP state staff observations and informal interviews with peer educators. A question to assess self-report goal setting was included in post survey data collection. The use of goal setting was explored as a factor of diet quality improvements measured by the EFNEP Youth 9th-12th Nutrition Education Survey using independent t-tests.

Results: Preliminary analyses suggest that mean overall diet quality improvements did not significantly differ between classes using goal setting activities (n = 290, 0.24±0.54) vs. those that did not (n = 241, 0.28±0.57) (p=0.478). Both the goal setting activities and non-goal setting activity groups demonstrated improvements in diet quality such as increased consumption of fruits and vegetables.

Conclusion: Implementation and promotion of SMART goal setting activities with high school-aged youth is feasible and can be a part of UGA EFNEP youth programming. Further research is needed to assess if this population will self-report setting SMART nutrition/health goals.

Funding: None

Formative Assessment of Beverage Consumption Among SNAP-eligible Alabamians to Inform SNAP-Ed Social Marketing Messages

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Background: In 2015, Alabama Cooperative Extension (ACES) at Auburn University launched a social marketing billboard campaign to reach a larger segment of SNAP-eligible residents and, in 2016, ACES’ Nutrition Education Program was rebranded as Live Well Alabama. To inform campaign delivery channels and messages, ACES contracted Altarum to conduct multi-year formative and outcome evaluations. Altarum recently conducted focus groups to learn about beverage consumption among the priority population.

Objective: To examine attitudes and behaviors related to beverage consumption among SNAP-eligible Alabama adults to inform future campaign messages.

Study Design, Settings, Participants: Altarum conducted ten virtual focus groups in 2022 consisting of 32 participants recruited by Alabama SNAP-Ed educators and administrators.

Measurable Outcome/Analysis: Focus group discussions examined attitudes and behaviors related to beverage consumption and the kinds of communication, messages, and images that would cause SNAP-eligible Alabamians to change beverage consumption behaviors. Focus group audio recordings were transcribed and analyzed using qualitative analysis software.

Results: Focus group participants regularly drink sugary beverages compared to other options, such as water. While more than half reported the desire to limit sugary beverages and increase water, participants expressed difficulty changing consumption patterns. Family is a substantial motivator and influencer for beverage selection and consumption; participants are primarily concerned about providing healthy beverage options to their family mem-

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Fostering Nourished Families: Outcomes Research on Nutrition Training for Foster Parents

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Objective: To evaluate the implementation of Fostering Nourished Families, a nutrition training for resource (foster) parents.

Use of Theory or Research: Resource (foster) parents lack clear and stress-relieving guidance on healthfully feeding children. The curriculum centered research on nutrition for socio-emotional and physical wellbeing, resource management, child feeding best practices, and understanding feeding challenges through a trauma lens.

Target Audience: Designed to support caregivers in providing a nourishing environment for foster children.

Program Description: A three-session, 3-hour Zoom training with optional resource guides (printed and digital) which includes instruction in self-care practices, such as movement and emotional regulation and guidelines for modeling nourishment and self-care practices for the children in the home.


Results: Data showed a statistically significant increase in caregivers’ healthy values (modeling healthy eating, p=0.009), healthy habits (eating fruit, p=0.029), involvement of children in food resource management (grocery shopping, p=0.048), in the adoption of emotionally positive/non-controlling feeding practices (child portion choices, p=0.046), and a significant decrease in emotionally controlling feeding (food in exchange for behavior, p=0.029). Findings suggest that caregivers exhibited high levels of prior knowledge and confidence in caring for the health and nourishment of their children. Notwithstanding, the curriculum 1) afforded a form of validation and reinforcement to caregivers, 2) created new knowledge and new lived experiences supportive of caregivers’ inner wisdom and confidence, and 3) created a novel platform for learning using the acceptance of and generosity with oneself as a starting point.

Conclusion: The statistically significant and encouraging findings indicate that the Fostering Nourished Families curriculum has the potential to help resource caregivers provide healthier, more nutritious, and more emotionally regulated environments for their children. It offers a much-needed tool to provide meaningful nutrition education and to incorporate trauma-informed nutrition practices into the resource family system.

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Gardening Is a SNAP!: A SNAP-Ed Garden-Based Nutrition Education Program for Arkansas Seniors

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Objective: Implement a garden-based nutrition education program in a SNAP-Ed eligible senior center promoting gardening, healthy eating, physical activity, and policy, systems, and environmental (PSE) change interventions.

Use of Theory or Research: Studies show garden-based nutrition education has potential to improve health and well-being of aging adults.

Target Audience: SNAP-Ed eligible seniors attending a senior center in South Central Arkansas.

Program Description: The University of Arkansas Division of Agriculture Cooperative Extension Service (UADA CES) SNAP-Ed Program partnered with a Senior Center in South Central Arkansas to implement a nutrition and gardening project. Monthly nutrition lessons using Fresh Conversations curriculum were conducted by the county CES Family and Consumer Sciences Agent, reaching 17 participants. Community volunteers built the raised-bed gardens, while Senior Center participants planted vegetables and herbs starting in Spring and extending through the fall, 2022. Seniors learned to grow, harvest, and use vegetables grown in the gardens to prepare healthy recipes. They were in charge of maintaining the garden, which allowed them to incorporate physical activity into their normal routines. Food demonstrations were conducted using vegetables and herbs from the garden.

Evaluation Methods: Post surveys were used to assess benefits of the nutrition and gardening program for seniors. PSE change efforts were reported in accordance with the Program Evaluation And Reporting System (PEARS).

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