Snelling (continued)

and three were over Zoom. Our participants included 27 older adults, 17 families with small children, and 5 individuals in their 20s and 30s.

**Measurable Outcome/Analysis:** Qualitative data was put in Dedoose, a codebook was developed, and themes were identified.

**Results:** Qualitative analysis of the listening sessions identified the following themes among the different households. Older adults recalled structured mealtimes with home-cooked meals as a noted difference, that food is wasted because it’s a better deal to buy bigger quantities, and shopping more frequently used to be more convenient. Families with children emphasized the focus on easily prepped meals and food being everywhere as a difference in their environment, that the temptation to buy too much or appease requests of their children leads to wasted food, and that healthy food is likely to be wasted since it’s perishable. Singletons in their 20s and 30s shared they eat more fresh foods compared to their childhood homes, that gatherings with friends result in excess food, and lack of time and poor planning causing food to go bad.

**Conclusion:** Across demographics, there are similar and unique drivers of wasted food. Recommendations to reduce food waste must be customized to achieve reductions in food waste that can support a circular food system.

**Funding:** National Science Foundation

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**SNEB Nutrition Educator Competencies:**

**Basic Food and Nutrition Knowledge**

**Adapting Nutrition Education Materials to Address Aging-related Concerns of Low-Income Older Adults**

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**Background:** Physiological, environmental, and lifestyle changes in older adulthood increase risks for malnutrition. Nutrition education is needed to help older adults implement strategies that address these risk factors.

**Objective:** The objective of this study was to examine food preparation, preferences, and values among low-income older adults in Oregon. The results were used to develop tailored nutrition education materials grounded in social marketing strategies and social cognitive theory.

**Study Design, Setting, Participants:** Semi-structured focus groups were held in two cities in Oregon. Eligible study participants were enrolled in the Commodity Supplemental Food Program (CSFP), and responsible for grocery shopping and preparing meals. Participants (n=20) were 55% female, 95% White, and 90% had an annual income of < $25,000.

**Measurable Outcome/Analysis:** Focus groups were recorded and transcribed. Thematic analysis was used to analyze focus group transcripts.

**Results:** Older adults in this study wanted information about preparing foods that address health conditions (eg, diabetes, hypertension). Older Adults were concerned about aging-related barriers, limitations, and changes they experienced in physiology, food security, environment, and lifestyle that affected food access and preparation. Key concerns were altered mobility and loss of strength affecting their ability to prepare food. Some expressed lack of motivation to cook, citing changes in the household or inexperience cooking for themselves. Many participants shared uncertainty about how to use some CSFP items, including dried beans and dry/evaporated milk. Upon reviewing nutrition education materials, older adults preferred positive, hopeful messaging that inspired them to maintain their health. They accessed nutrition information using a variety of modes. Many shared they prefer printed information to keep or share.

**Conclusion:** These findings underscore that nutrition education materials for older adults should address health concerns, changes in mobility, promote use of CSFP foods, and use positive messaging. Heterogeneity among older adults in the study suggests nutrition education for older adults should address diverse abilities, health conditions, nutrition status, and preparation styles, and be shared using multiple communication modes.

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

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**Addressing SNAP Education Training and Program Implementation Needs Within a Land Grant University System**

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**Background:** The development of staff core competencies and effective program implementation strategies forms the foundation of SNAP Education through provision of ongoing training. Previous training systems in the Illinois SNAP Education program were proving to be duplicative and inefficient. The need for a learning environment to provide consistent training and easy access to resources was identified.

**Objective:** Conduct a needs assessment to identify requirements for a centralized system for nutrition education staff to easily access programming and training resources at the land-grant university implementing SNAP-Ed in Illinois.

**Study Design, Setting, Participants:** One hundred and fifty-two SNAP-Ed program delivery staff who implement both direct education and PSE change participated in one of six, 90 minute, focus groups conducted across the state. Focus groups used an Appreciative Inquiry pro-

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