Wilcoxon-signed rank test assessed significance in mean differences. Qualitative exit interviews were thematically analyzed and categorized with quantitative results for Implementation Outcomes (5-pt) and Kirkpatrick Learning measures (10-pt).

**Results:** Knowledge scores (n=8) were significantly higher after the intervention (6.75 ± 0.68) compared to before (4.13 ± 0.68), p= 0.0234, and supported by the Kirkpatrick Scale quantitative (mean scores between 6.94 ± 1.7 (Learning), 7.35 ± 1.9 (Reaction)) and qualitative findings. Expertise rankings were significantly higher after the intervention (3.14 ± 0.29) compared to before (1.86 ± 0.29), p=0.0313. Qualitative results align with the validated psychometric Implementation Outcome findings (3.59 ± 1.26, appropriateness score 3.94 ± 0.85, feasibility score of 4.09 ± 0.67) and support continued implementation of the training.

**Conclusion:** The absence of nutrition-focused D&I science training created a capacity barrier in nutrition, which hindered ability to evaluate implementation of interventions. This pilot study suggests that a nutrition-specific D&I science training increased knowledge and expertise among participants; and implementation outcomes suggest that this approach is feasible, acceptable, and appropriate resource to build knowledge and expertise in nutrition D&I science. This provides a feasible, acceptable, and appropriate resource for nutrition to build knowledge and expertise in D&I science.

**Funding:** None

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**Eliciting Temporally Marginalized Voices in a National Aging Network Needs Assessment**

Savannah Schultz, MS, RDN, LD, schultzz@iastate.edu, Department of Food Science and Human Nutrition, Iowa State University; Aaron D. Vincent, MA, Research Institute for Studies in Education, Iowa State University; Sarah L. Francis, PhD, RD, M.H.S., Department of Food Science and Human Nutrition, Iowa State University; Cori Hyde, MS, Research Institute for Studies in Education, Iowa State University; Alexandra Bauman, RD, LDN, National Resource Center on Nutrition & Aging, Iowa Department on Aging

**Background:** The Nutrition and Aging Resource Center (NRCNA) aims to build the capacity of the Older Americans Act Nutrition Services by supporting the national aging network (NAN). To guide NRCNA programming, a needs assessment was conducted with the NAN.

**Objective:** The NRCNA prioritizes Inclusion, Diversity, Equity, and Access (IDEA); therefore, this study 1) identified the NRCNA programming needs/preferences of Black, Indigenous, and Persons of Color (BIPOC) respondents and, 2) investigated whether these differed from the collective network (CN).

**Study Design, Settings, Participants:** An online-needs assessment survey with a convenience sample of the NAN (1,910 respondents) was completed. One out of nine respondents identified as BIPOC (n=190), with an average age of 45 years, 36.5% are NAN service providers, and 66.8% indicated working in NAN for 6+ years.

**Measurable Outcome/Analysis:** Data were analyzed using R software. Descriptive statistics assessed frequencies and compared differences between BIPOC and CN needs/preferences. Chi-square tests and unpaired t-tests assessed differences for racial category.

**Results:** BIPOC respondents’ top three organization goals were 1) implementing innovative programs, 2) connecting with local partners, and 3) emergency planning. The latter two differed from those identified by the CN. The lead training needs for BIPOC respondents were 1) technology, 2) network partnerships/referrals, 3) funding diversification, 4) IDEA, 5) long-term/emergency planning, and 6) Medicaid/Medicare. The latter two differed from the CN. Preferred continuing education and quick information formats were related (p=0.01) to race; however, the three top preferences for BIPOC respondents were the same as the CN including webinars, online courses and emails. BIPOC respondents were more likely than White respondents to attend conferences (p<0.0003), receive innovation project funding (p<0.001), and indicate an interest in learning about alternative meal delivery services and Medicaid (p<0.0009).

**Conclusion:** This study highlights the importance of viewing data through a racial equity lens as new training needs and modalities were identified, thus, aiding the NRCNA effort to better support aging communities and service providers from populations that have been historically marginalized.

**Funding:** Administration for Community Living, U.S. Department of Health and Human Services

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**Eliciting Temporal Perceptions of a Retrospective Food and Physical Activity Behaviors Survey Among Low Income Adults**

Qing Chen, MS, Rutgers, The State University of New Jersey; Graham E. Bastian, PhD, RDN, LN, South Dakota State University; Debra Palmer-Keenan, PhD, M.Ed., Rutgers, The State University of New Jersey; Nurgul Fitzgerald, PhD, RDN, nurgul.fitzgerald@rutgers.edu, Rutgers, The State University of New Jersey

**Background:** Traditional pretest-posttests are commonly used in programs such as the Expanded Food and Nutrition Education Program (EFNEP). A significant disadvantage of this method is the potential for response shift bias, which can be eliminated by using a retrospective pretest-posttest.

**Objective:** To assess how EFNEP participants perceive the temporality of the retrospective pretest-posttest questions, and their survey design preferences.

**Study Design, Setting, Participants:** Forty adult EFNEP participants from 5 U.S. states/territories partook in semi-structured interviews in 2019-2022. Each participant received a “separate-page” and a “side-by-side” design of the retrospective pretest-posttests, which included one

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question from each of the 5 EFNEP educational domains (ie, diet quality, physical activity, food resource management, food safety, and food security). The questions were modified by adding "Before EFNEP" for the retrospective pretest and "Now" for the posttest.

**Measurable Outcome/Analysis:** Demographic characteristics (eg, age, gender, race/ethnicity) were examined in Microsoft Excel 16.55. Perceptions of temporality and preferences for the survey designs were analyzed following template analysis procedures using NVivo 1.7.1.

**Results:** Many of the participants (mean age 36 y) self-identified as female (95%), White (55%), Black (29%), and/or Hispanic/Latino (15%). Most of the participants (28/34) properly distinguished the timeframes between the retrospective pretest and posttest by using various response strategies. While most of the responses (53%) included explicit and different timeframes for "Before" and "Now," 37% of the responses relied on participants' lifestyle routines, and 6% used "EFNEP participation" as a frame of reference when determining the timeframes. Most of the participants preferred the side-by-side design, finding it easier to use.

**Conclusion:** A retrospective pretest-posttest survey, which presents the questions side-by-side, may serve as a suitable alternative to the traditional pretest-posttests for EFNEP's outcome evaluation. The criterion validity and feasibility of retrospective surveys need to be assessed in future studies.

**Funding:** Agricultural Experiment Station, NC3169 Multistate Project

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**Empowering Food Citizens Through a Coordinated SNAP-Ed Garden-Based Nutrition Education Program**

*Caramie Edwards, MS, University of Arkansas Cooperative Extension; Katie Holland, MS, RDN, University of Arkansas Cooperative Extension; Amy McClelland, MS, RD, University of Arkansas Cooperative Extension; Sarah David, MBA, MM, University of Arkansas Cooperative Extension; Crystal Bowne, MPH, MA; Josh Phelps, PhD, jphelps@uada.edu, University of Arkansas Cooperative Extension*

**Objective:** Implement a coordinated nutrition and gardening-based program in a SNAP-Ed eligible school facilitating policy, systems, and environmental (PSE) change interventions.

**Use of Theory or Research:** Studies show coordinated garden-based nutrition education interventions have potential to improve children’s diet quality and are associated with more positive food choices.

**Target Audience:** K-5th grade students in a SNAP-Ed eligible school.

**Program Description:** The University of Arkansas Division of Agriculture Cooperative Extension Service (UADA CES) SNAP-Ed Program partnered with other CES programs, community organizations, and an elementary school in Northwest Arkansas to establish a school garden and implement garden-based nutrition education. The garden was constructed between the K-2nd grade and 3rd-5th grade buildings, making it convenient for all students to utilize the garden. SNAP-Ed personnel delivered nutrition education lessons throughout the school year using Pick-A-Better Snack and School Garden Lesson Plans curricula, reaching 893 students. "Garden Time" was incorporated into the school day, allowing students time to visit the garden (40 minutes every 3 weeks). SNAP-Ed personnel participated in parent night events to share information with parents. Members of the School Garden Club worked in the garden and harvested produce during summer. Local farmers and producers visited the school and shared their expertise with students. This project was a collaboration between 4-H Healthy Habits, Arkansas Discovery Farms, UADA Master Gardeners, the Elementary School, and UADA CES SNAP-Ed.

**Evaluation Methods:** In collaboration with partners, PSE change efforts were identified in accordance with the Program Evaluation And Reporting System (PEARS).

**Results:** PSE change efforts resulting from implementation of this coordinated program included: initiated use of the garden for nutrition education; initiated opportunities for parents/students/community to work in the garden; initiated and maintained edible gardens; incorporated physical activity into the school day or during classroom-based instruction; incorporated physical activity/reduced sitting during usual, on-going site activities.

**Conclusion:** This coordinated gardening-based nutrition education program led to initiation and maintenance of PSE change interventions towards empowering youth and families to become food citizens.

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

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**Empowering Tennesseans to Improve Nutrition Security and Reduce Food Waste**

*Kristen Johnson, RD, PhD, Kristen.Johnson@utk.edu, University of Tennessee; Ashley Cabrera, BS, Tennessee Department of Environment and Conservation; Karen Franck, PhD, University of Tennessee*

**Objective:** Evaluate a statewide initiative to improve nutrition security and reduce food waste.

**Use of Theory or Research:** In 2021, 10% of US households experienced food insecurity. Black and Hispanic households experienced food insecurity at higher rates. Yet, one-third of food produced in the US is unused, making food the largest category of material in US landfills. These issues are costly and negatively impact health, well-being, and our environment.

**Target Audience:** University of Tennessee Extension (UTE) county agents who participated in the 2022 Tennessee Food Waste Awareness Week (TFWAW) statewide food drive.

**Program Description:** In April 2022, the Tennessee Department of Environment and Conservation (TDEC) coordinated TFWAW, a statewide initiative to improve nutrition security and reduce food waste. TFWAW was implemented through a multi-sector network of 40+

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