P93 (continued)

to show affection in ways that do not involve over-servings.

Funding: Cornell Food and Brand Lab.

P94 The Value of Convenient Nutrition Information: Assessing the Impact of an Online, Interactive School Lunch Menu

Andrew Hanks, PhD, hanks.46@osu.edu, Ohio State University, 130A Campbell Hall, 1787 Neil Avenue, Columbus, OH 43210; M. Craig, BS, Nutrislice; D. Just, PhD, Cornell University; E. McNeeley, Ohio State University

Objective: To determine the value-added, to parents, students, and school lunch rooms, of an online, interactive school lunch menu.

Design, Setting and Participants: Through a website and email list parents across the country were invited to complete an online survey consisting of a random assignment to view either a hypothetical weekly (Monday through Friday) .pdf school lunch menu or an online interactive school lunch menu developed by Nutrislice (both presented the same foods), a chance to select or decline purchasing lunch for their child(ren) on each day, questions pertaining to school lunch perceptions.

Outcome Measures and Analysis: Primary outcome measures were whether or not a parent agreed to purchase lunch from the hypothetical menu for each week day. Secondary outcome measures were 7 point Likert scale responses to questions gauging views related to school lunch.

Results: Parents who viewed the Nutrislice menu were willing to purchase lunch an average of 3 out of 5 week days compared to 2.5 for parents viewing the .pdf menu ($p < 0.05$). These parents also perceived the lunches as more nutritious (4.4 vs. 4.9 on Likert scale; $p < 0.05$) and thought school lunch information about was easier to find (4.6 vs. 5.2; $p < 0.05$), specifically in regards to allergy and price information.

Conclusions and Implications: In general, menu information was more convenient to access in the Nutrislice menu, generating a greater willingness to purchase school lunch and potentially influencing nutritional perceptions about school lunch. Menus of this nature have the potential to help parents and children better understand the nutritional value of school lunches and make healthful school lunch decisions.

Funding: None.

P95 Children's Variety in Fruit and Vegetable Intakes is Associated With Healthier Eating

Samantha Ramsay, PhD, RD, LDN, sramsay@uidaho.edu, University of Idaho, 875 Perimeter Drive, Moscow, ID 83844-3183; L. Shriver, PhD, University of North Carolina Greensboro; C. Taylor, PhD, RD, LDN, Ohio State University

Objective: Children are encouraged to eat a specific amount and variety of fruit and vegetables to optimize health. The aim of this study was to determine whether consumption of fruit and vegetables was related to greater diet quality among young children.

Design, Setting and Participants: Dietary intakes of 2- to 5-year-old children ($n = 2,595$) from the 2005-2010 NHANES and categorized by MyPlate were examined.

Outcome Measures and Analysis: Diet quality was tabulated using the 2010 Healthy Eating Index (HEI) to determine total diet and twelve subscales scores. Categories were determined based on children's fruit, vegetable, and fruit juice consumption on the recalled day. Differences in diet quality were examined using t-tests.

Results: Children who consumed whole fruit versus those who did not had significantly greater diet quality scores for total fruit, whole fruit, whole grains, dairy, seafood, refined grains, sodium, and empty calories. Significantly higher HEI scores for total fruit, whole fruit, fatty acids, sodium, and empty calories, but a lower dairy HEI score, were identified in children who consumed fruit juice. Vegetable consumption was significantly associated with higher total vegetables, greens and beans, and empty calories, but a poorer sodium score. Children's whole fruit and fruit juice consumption was significantly associated with a higher total HEI score, but not vegetables.

Conclusions and Implications: Reinforcing fruit and 100% fruit juice consumption may indirectly support overall healthier diets among children. Associations between fruit, fruit juice, and vegetable intakes and diet quality should be examined further to identify specific intervention targets.

Funding: None.

P96 Fruit and Vegetable Weights or Pan Weight are Valid Methods to Estimate Elementary Student Self-Service Salad Bar Portions

Stephanie Smith, MS, RD, steph.smith@colostate.edu, Colorado State University, Department of Food Science and Human Nutrition, 1571 Campus Delivery, Fort Collins, CO 80523; K. Dunn, MS, RD; B. Lohse, PhD, RD, Pennsylvania State University; L. Cunningham-Sabo, PhD, RD, Colorado State University

Objective: To assess the validity of weighing both individual fruit and vegetable (FV) pieces and salad bar pans of specific FV for estimating amounts taken from self-service salad bars.

Design, Setting and Participants: Cross-sectional design with 4th graders in 4 elementary schools participating in Fuel for Fun program. In lunch line, trained researchers recorded types and number of salad bar selections on card affixed to students' trays.

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