P161 Food, Health & Choices: Curriculum and Wellness Program Associated With Improvements in State Test Scores

Joshua Sopher, jsopher@collegiateschool.org, Collegiate School, 40 E 83rd Street, Apt. 4E, 10028, New York, NY 10028; I. Contento, PhD, Teachers College, Columbia University; P. Koch, RD, BS, MS, MEd, EdD; H. L. Gray, PhD, RD

Objective: It has not been well investigated whether good nutrition through nutrition education helps improve standardized test scores in school-aged children, especially low-income, minority students. This study examines of a nutrition education intervention impacts state test scores.

Design, Setting and Participants: The study used a pre-post, intervention-control design to compare test scores in a sample of New York City 5th-graders. Students in the five intervention schools received Food Health & Choices (FHC) curriculum (as replacement to the recommended 5th-grade science curriculum) and wellness program. FHC is based on social cognitive and self-determination theories. The five matched control schools were selected from the NYC Department of Education's (DOE) "peer schools" which have similar student population, taking into account the schools' location, economic need, race, language, and portion of students with special needs. Peer schools are expected to score similarly on state tests.

Outcome Measures and Analysis: School-level Math and English test scores were publically available on the DOE database. To examine changes from pre (4th-grade) to post (5th-grade), scores were normalized to account for across state drops in scores, due to test restructuring to meet Common Core Standards. Independent T-tests examined differences in the normalized change scores between intervention and control schools.

Results: The intervention and control groups' z-scores for Math (0.8 vs. -0.64) and English (0.2 vs. -0.43) were significantly different ($p < 0.05$), with schools receiving FHC scoring higher.

Conclusions and Implications: These findings are promising, indicating nutrition education interventions could positively impact standardized test scores. Further research is warranted.

Funding: None.

P162 What School Lunchrooms are More Innovative? School-Related Factors Influencing Adoption of Smarter Lunchroom Approach

Gnel Gabrielyan, PhD, foodandbrandlab@cornell.edu, Cornell University, 475 Warren Hall, Ithaca, NY 14853; D. Just, PhD; K. Hoy, MS, RD, LDN; D. Hanks, PhD, Ohio State University; B. Wansink, PhD, Cornell University

Objective: Smarter Lunchroom (SL) program is designed to encourage selecting and eating healthier choices at school cafeterias based on principals of behavioral economics and psychology. The purpose of this study is to

determine school-related characteristics that influence the adoption of the SL approach.

Design, Setting and Participants: Data on school-wise adoption were collected in 2014 using a survey sent out to all schools in the U.S. 8200 school nutritionists across the U.S. responded to the survey.

Outcome Measures and Analysis: Key data variables were program awareness, training, type, and adoption. Adoption differences across schools were analyzed using an ANOVA.

Results: Results indicate that schools that are located in urban and suburban areas are more likely to adopt compared to schools located in towns and rural areas of the country. The results also indicate that schools with less than 25% of students that qualify for free and reduced meals have the highest rates of adoptions of different SL proposed changes.

Conclusions and Implications: The findings indicate that in order to improve the well-being of students, efforts should be concentrated on schools that are located in rural areas and are comparably poor. Based on these characteristics the efforts can be explicitly tailored to make the adoption process more efficient.

Funding: Cornell Food and Brand Lab.

P163 Who's Adopting Smarter Lunchroom Approach? Individual Characteristics of Innovative Food Service Directors

Gnel Gabrielyan, PhD, foodandbrandlab@cornell.edu, Cornell University, 475 Warren Hall, Ithaca, NY 14853; K. Hoy, MS, RD, LDN; B. Wansink, PhD; D. Just, PhD; D. Hanks, PhD, Ohio State University

Objective: Smarter Lunchroom (SL) program was designed to encourage selecting and eating healthier choices at school cafeterias based on principals of behavioral economics and psychology. The purpose of this study was to determine individual-specific factors that influence the adoption of SL approach. The study profiled the individual-specific characteristics of food service directors (FSD) who adapts the new program.

Design, Setting and Participants: Data of 8200 FSD across the U.S. on school-wise adoption were collected in 2014 using a survey sent out to all U.S. schools.

Outcome Measures and Analysis: Key data variables were program awareness, training, type, and adoption. Adoption differences across schools were analyzed using an ANOVA.

Results: There are significant differences between the program awareness ($F(4, 6501)=61.22, p=0.000$), having a training ($F(4, 6501)=45.27, p=0.000$), made any change ($F(4, 1397)=2.85, p=0.023$), the number of SL proposed changes made (the adoption) ($F(4, 6501)=9.44, p=0.000$) and FSD's memberships to professional organizations.

Conclusions and Implications: The findings show that being a member to any nutritional organization such as state's School Nutrition Association (SNA), the National SNA, the Academy of Nutrition and Dietetics increases