P211 (continued)

Programming level measured with Healthy School Progress Report (HSPR), 100-point scale. Analysis was hierarchical linear regression with FV consumption as student-level variable, square root transformed to account for skewed data due to many students eating no FV, and HSPR scores as school-level variable.

Results: FV consumption (n=2571 trays): 96% of students had FV on tray, mean amount on tray: 0.96 ± 0.49 cups, amount consumed (student who had F&V on tray): 0.45 ± 0.40 cups. HSPR: range 24 to 97, mean 55.0 ± 17.2 . Overall HSPR not associated with consumption ($p=0.119$). Score on nutrition education (25 point scale, range 5 to 25) was positively associated with FV consumption ($p=0.004$). Students from school with score of 5 ate 0.18 cups and students from school with score of 25 ate 0.61 cups. Other HSPR sections were not significant.

Conclusions and Implications: Nutrition education appears to be associated with FV consumption at school lunch. Pre-post outcomes evaluation to determine impacts of increased programming on FV consumption is recommended.

Funding: FoodCorps Inc.

P212 Modeling Positive Behavior: Beyond the School Lunchroom

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Objective: To assess the impact of modeling positive behavior and creating a supportive environment on elementary students in order to develop an awareness about healthy eating.

Study Design, Setting, Participants: Children's eating behavior was measured through tray waste data, school food production data, and school environment checklist. The data were collected in three conditions across nine (n=9) schools: Intervention I (n=1,978 students) 2 sets of posters used throughout the school using school role model (teachers, staff, and/or principals) posters plus USDA/TN posters, Intervention II (n=1,729 students) 1 set of school role model posters, and control group (n=2,039 students) no posters/intervention.

Outcome Measures and Analysis: Descriptive statistics and t-tests were used to examine differences from before and after the intervention in three outcomes: food waste, school food production, and school environment utilizing the Smarter Lunchroom Self-Assessment.

Results: The intervention groups out-performed the Control. In the tray waste data, Intervention II consistently had the lowest waste levels and, Intervention I showed the most improvement from pre to post. In the production data, Intervention II was the only group to show a significant decrease in the overall food waste percentage. In the Smar-

ter Lunchroom checklist, the Control had the lowest increase in checks at post.

Conclusions and Implications: The results from this study showed modeling positive behaviors and creating a supportive environment were successful to some degree in reducing food waste and influencing eating behavior. However, more efforts need to be made in improving the lunchroom through nutrition education that emphasize increased motivational activities, taste testing and cooking that lead to long-term changes.

Funding: USDA Team Nutrition

P213 Nutrient Composition of School Provided and Packed Lunches of Elementary School Children Grades Three Through Five

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Objective: The aim of this study was to compare the nutrition composition of school provided lunches through the National School Lunch Program (NSLP) and packed lunches of elementary school children grades three through five.

Study Design, Setting, Participants: Non-experimental, comparative design. The study was conducted in a public-school district in Northeast Ohio. The school district participates in the NSLP. The study included a total of 286 lunches between the two schools.

Outcome Measures and Analysis: The composition of the packed and school provided lunches were measured using the photography method. A nutrient analysis was conducted from the photographs using diet analysis software. Independent t-tests determined differences between the packed lunches and the NSLP lunches at $p \leq 0.05$.

Results: School provided lunches contained significantly ($p \leq 0.05$) more ounces of grain, cups of vegetables, cups of milk, and ounces of meat/beans, milligrams of calcium, and milligrams of sodium compared to packed lunches. Packed lunches contained significantly ($p \leq 0.05$) more cups of fruit, grams of fat, grams of fiber, and milligrams of iron compared to school provided lunches. Total calories ($p=0.603$), grams of saturated fat ($p=0.335$), and grams of sugar ($p=0.597$) were not different.

Conclusions and Implications: The composition of the school provided lunch was very different than the packed lunch. It is important to educate both school personnel and caregivers on these differences to hopefully improve weaknesses in both lunch types.

Funding: None

P214 Parental Support for Breakfast after the Bell Program

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