O9 (continued)

for-profits, universities, and hospitals, partner with schools to provide nutrition education programs (NEPs).

Objective: This study assessed NEPs in NYC schools.

Study Design, Setting, Participants, Intervention: Cross sectional study of the 40 organizations that run 101 NEPs in NYC schools in the 1,840 NYC public schools.

Outcome Measures and Analysis: Survey completed by organizations that run NEPs with questions on organizational structure, program characteristics, and schools worked with during 2016–17 school year; and publically available data from NYC Department of Education on school demographics. Descriptive statistical analysis.

Results: Most NEPs surveyed (68%) have ≤10 full time staff. Forty-three percent of NEPs started after 2011. Common student activities include cooking (69%), classroom lessons (66%), gardening (46%), and field trips (31%). Reported barriers include limited time for NEPs (37%) and limited space for implementation (34%). Overall, 56% of NYC schools had at least one NEP. Only 27% of schools had more than one. NEPs were evenly distributed across schools with varying percentage of students qualifying for free/reduced price lunch and percentage Black and Hispanic students. NEPs varied by school type: 69% of elementary schools had one or more NEP; 50% of middle schools; and 32% of high schools. A previous study from 2011–2012 found 39% of elementary schools in the NYC boroughs of Brooklyn, Manhattan and Queens had one or more NEPs. An analysis of elementary schools in these boroughs for the 2016–2017 data found a rate of 71%.

Conclusions and Implications: There are not enough NEPs being implemented in NYC schools for students to receive the full benefits of nutrition education. Policy makers, researchers, funders, and advocates need to effectively collaborate for more schools to have more NEPs. This study can be a model for other cities, regions, or states to conduct landscape assessments of NEPs.

Funding: New York State Health Foundation.

O10 Food Waste in Schools: An Intervention of Randomized Schools on the Reduction of Food Waste

Sara Elnakib, MPH, RD, CHES, elnakib@njaes.rutgers.edu, Rutgers Cooperative Extension, 1310 Route 23 North, Wayne, NJ 07470; Mariel Mendez, MPH

Background (Background, Rationale, Prior Research, and/or Theory): The USDA estimates that 30 to 40% of the food produced in the United States is wasted, resulting in a loss of \$218 billion dollars in food. In addition to the economic cost of food, there is an additional cost in resources such as land, water, labor and transport that is not often factored into the cost of food waste. Food waste is also the leading emitter of methane in the world. Methane is a greenhouse gas more potent than carbon dioxide.

Objective: This study sought to address many of the gaps in the current research on food waste intervention programs in schools by measuring a large sample size, measuring each meal component and randomizing the selection of schools participating.

Study Design, Setting, Participants, Intervention: The school district used for this intervention has a total of 46 schools of which 30 schools were elementary/middle schools that prepare their meals on-site. A randomly selected 15 of the 30 eligible schools participated in the study. Data collection occurred one month prior to the intervention training from February 16, 2017 until March 8, 2017. Afterwards we conducted a training session on March 10, 2017 for the food service workers and March 22, 2017 for the lunchroom monitors. Finally we measured the post intervention food waste from April 4, 2017 until April 28, 2017.

Outcome Measures and Analysis: A total of 9,140 trays were measured for food waste, 4,637 for the pre-intervention and 4,503 trays for the post-intervention.

Results: Of the food and beverages served during our 60 visits to schools 2,473 pounds were wasted before the intervention and 2,123 were wasted after the intervention. Overall, 350 pounds of food was saved which was a 14% reduction in food waste due to this intervention.

Conclusions and Implications: Overall the intervention showed the impact of a food service training program on reducing food waste. One of the limitations was that the study only measured plate/tray waste and did not include production waste.

Funding: None.

Student Showcase

O11 Hunger and Environmental Nutrition (HEN) Garden Lab: Participant Outcomes in a Garden Literacy Program Targeting Nutrition and Dietetics Students

Virginia Woollens, MS, RD, Appalachian State University; Maggie Gartman, MS, RDN; Lanae Hood, PhD, klball@meredith.edu, Meredith College, 3800 Hillsborough Street, Raleigh, NC 27607; Nadine Gregory, BS, Appalachian State University; Carla Toolan, BS; Kyle Hood, BS, Meredith College

Objective: Although gardens are now common in K-12 farm-to-school initiatives, there currently is a deficit of research on initiatives targeting adult, college-aged students. The goal of this project was to identify which teaching practices best improved garden literacy and self-efficacy in nutrition and dietetics students.

Target Audience: Nutrition and dietetic students (n = 30). **Theory, Prior Research, Rationale:** This study used a community-based participatory approach that guided development and implementation of the HEN Garden Lab education and teaching methods.

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