surfaces) and access to healthy food were assessed via the Child Opportunity Index 2.0. An exhaustive search for the best subsets of these variables (gray space, access to healthy food, walkability, air pollution, and heat exposure) predicting cognitive performance was run to examine the best fitting model based on adjusted R^2, using the 'leaps' package in R. Then, a multiple linear mixed effects regression model, using the lmer package in R, was fitted adjusting for various and relevant demographic factors.

Results: The results of the regression indicated that walkability index ($F(1, 1322.4) = 11.07$, $p < 0.001$) and heat exposure ($F(1, 81.1) = 5.54$, $p < 0.001$) explained a significant amount of the variance (Adjusted $R^2 = 20\%$) predicting total cognitive performance while controlling for sex, age, household income, parent education, marital status, family relatedness, and site.

Conclusions: Findings suggest that walkability of the neighborhood and heat exposure may play a role in cognitive development over and above other SDoHs and demographic factors. However, this study was limited to baseline assessment and a single measurement of total composite cognitive score, thus it is crucial for future research to investigate relationships over the life course across cognitive domains to further clarify these findings. The present study can help inform future public policy on improving lived and built environments, which may aid in supporting cognitive development in youth. These findings identify key factors, walkability and heat exposure, to consider when investigating the interaction between poverty, health, and environmental justice.

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21 Socioeconomic Influences on Instrumental Activities of Daily Living in Older Black Adults

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Objective: Socioeconomic factors, spanning from childhood to mid-adulthood, were examined in an older adult Black cohort to better understand their influence on the ability to complete instrumental activities of daily living. Previous research with socioeconomic factors has primarily focused on cognitive changes rather than everyday functioning. Additionally, research that has been conducted examining functioning has been with predominantly White samples.

Participants and Methods: Data on Black participants were obtained from Rush University's Memory and Aging Project (MAP), Minority Aging Research Study (MARS), and the Latino CORE study (CORE). Participants (n = 1,273) were predominately female (79.9%) and ranged in age from 54 – 97 years (M = 73 years old). Participants were stratified into two groups based on their consensus diagnosis: no cognitive impairment (NCI; 76.1%) and mild cognitive impairment (MCI). Linear regression analyses were utilized on each group to examine predictors of decreased functioning in instrumental activities of daily living. Predictors included income levels during childhood, at age 40, and current income level. Additionally, sex, education level, and parental education levels were included in the models.

Results: Impairment of functioning in instrumental activities of daily living was predicted by the age of the participants at the time of their visit in both NCI and MCI groups ($p < 0.001$). Current income levels for the NCI participants significantly predicted functioning in IADLs ($p < 0.001$). This relationship was not present for the MCI group, rather, total family income at age 40 better predicted functioning ($p = 0.043$).

Conclusions: Previous research has found that early and mid-life socioeconomic circumstances have cascading and complex effects on late life cognition. These same associations may be applicable to functioning with instrumental activities of daily living as they are with cognition. In the present study, current income levels were influential on the functioning of participants without cognitive impairment. Although, when examining those with mild cognitive impairment, mid-life economic circumstances were more impactful on everyday functioning. While the economic status of both

groups were predictors of functioning, these findings highlight the importance of better understanding socioeconomic factors across the lifespan and all levels of cognition.

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22 How Cultural Factors Affect CVLT Performance in Individuals from the Former Soviet Union

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Objective: Neuropsychological test norms are developed as a reference point for assessing normal and abnormal test performance (Manly & Echemendia, 2007; Mitrushina et al., 2005). However, these norms are often created without considering the cultural experiences that influence neuropsychological test performance in ethnically diverse individuals. Since the Soviet Union's collapse, approximately 2.66 million people migrated to different countries, with one of the most popular destinations being the United States (Tishkov, Zayinchkovskaya, & Vitkovskaya, 2005). The objective of this study was to examine whether specific cultural factors can significantly influence Former Soviet Union's neuropsychological test performance on the California Verbal Learning Test-Second Edition Short Form (CVLT-II-SF).
Participants and Methods: A total of 66 fluent, English-speaking first- or second-generation healthy immigrants from the Former Soviet Union participants were recruited from the greater Los Angeles area for this study. Participants ranged in age from 18 to 75 years old. Participants were administered the CVLT-II-SF as part of a larger battery. This shorter version of the CVLT-II requires participants to learn 9 words that fall into 3 different categories over 4 learning trials. This is followed by distractor task, free recall of the 9 items and free recall of the items again after 10 minutes, followed by recall with cuing of the categories. A questionnaire designed to assess the participants' various cultural experiences was given and include the amount of education that was obtained outside of the U.S. as well as the percentage of time they spoke English growing up. Finally, all participants completed an acculturation measure.
Results: Correlation analysis was performed in order to assess which cultural factors significantly correlated with the CVLT-II-SF variables. The results revealed that two of the cultural factors (percentage of education that was obtained outside of the U.S. and the acculturation score) are significantly correlated with several neuropsychological variables. Stepwise regression analysis was then used to further examine the best cultural predictors of CVLT-II-SF variables. This analysis revealed that the percent of education obtained outside of the U.S. significantly predicted the total learning trial scores, the long free recall trial, and the long-cued recall trials, while the acculturation scores significantly predicted the short free recall trial.
Conclusions: The results of this study indicate that specific cultural factors should be taken into account when interpreting the test results of immigrants of former Soviet Union individuals. More specifically, acculturation and the amount of education obtained outside of the U.S. are important factors to consider.

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23 Subjective Cognition in African American and White Older Adults: Interactions with Psychosocial Factors

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