vent early childhood obesity. Technology has become an integral part of continuing services as a result of COVID-19, yet no standardized digital curriculum targeting childhood obesity prevention currently exists.

Objective: To determine the perceptions and barriers of key stakeholders on using technology to enhance home visitation programs, as well as preferred digital learning formats related to the development of a digital nutrition education curriculum.

Study Design, Setting, Participants: Key stakeholders of the Maternal, Infant, and Early Childhood Home Visitation (MIECHV) Program (N = 27) in Florida participated in a one-time, 30-minute qualitative interview via Zoom with a trained researcher using a semi-structured script based on the Technology Acceptance Model.

Measurable Outcome/Analysis: Interviews were audio-recorded, transcribed verbatim, and coded by two researchers using an inductive thematic approach.

Results: Since the onset of the COVID-19 pandemic and implementation of virtual home visits, participants expressed positive attitudes surrounding the use of technology, such as greater flexibility in scheduling and increased access to readily available information for both parents and home visitors. Further, they were receptive to continued virtual programming opportunities, but identified several barriers, including limited access to smartphones and internet access, privacy concerns, and lack of personal connection to parents. Recommendations included providing families with technology devices, using secure platforms, and developing brief digital nutrition education modules with interactive and personalized features.

Conclusions: Perceptions surrounding the use of technology for nutrition education in home visitation programs were positive. This promising formative research will be used to determine future directions for the development steps of a technology-based home visitation early childhood obesity prevention curriculum.

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O24 Today’s Mom: HappyHealthy Baby: Transforming a Traditional Nutrition Education Curriculum Into an Online Course for SNAP-Ed

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Objective: To develop, deliver, and evaluate a SNAP-Ed program using technology to reach pregnant moms.

Use of Theory or Research: Transformational learning theory was used to integrate key information, skill building, and affective engagement.

Target Audience: Limited resource pregnant moms and Extension educators trained to deliver the course.

Program Description: Today’s Mom: HappyHealthy Baby, was developed as an online course for pregnant moms, adapted from the face-to-face Today’s Mom curriculum using the 6-D model of project management. The
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O25 Evaluation of Commercially Available Infant Feeding Mobile Applications Using the App Quality Evaluation Tool

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Background: Mobile applications (apps) are a promising tool for healthful infant-feeding (IF) promotion among low-income mothers, helping establish healthy dietary patterns in children with high obesity risk. Mothers frequently use health apps, but the quality of existing IF apps is unknown. The App Quality Evaluation Tool (AQEL) is a valid and reliable tool for evaluating nutrition app quality.

Objective: Assess the quality of commercially available IF apps and their appropriateness for a low-income audience using the AQEL.

Study Design, Setting, Participants: Researchers used an iterative process to select apps for evaluation, only including free apps with breastfeeding and solid foods information. Registered dietitians, lactation consultants, and healthcare providers (n=10) who work with low-income mothers of infants were recruited to complete the AQEL for each selected app.

Measurable Outcome/Analysis: Five standard AQEL domains (behavior change potential, knowledge support, skill development potential, app functionality, and meeting intended purpose) and two modifiable domains (appropriateness for low-income audience and relevance for those seeking IF information or support). Each domains' score ranged between 0-10 with score>8 considered high quality. Average scores for each domain were calculated for every app. Interrater reliability was assessed using interclass correlation coefficients (ICC; ICC>0.6 considered good agreement).

Results: Researchers selected six apps for evaluation: WebMD Baby, Baby+, Text4Baby, BabyCenter, What to Expect, and The Bump. All evaluators were white, female, with a bachelor's degree or higher. Evaluators highly rated app function and app purpose for WebMD Baby (8.0+1.8 and 8.2+0.9) and Baby Center (8.0+2.1 and 8.0+2.6). For other apps, no domains were rated highly. For appropriateness for low-income audiences, no apps were rated highly (range: 5.7-7.7). There was good agreement (ICC>0.6) across evaluators for all apps.

Conclusions: Commercially available IF apps are of limited quality and may not be appropriate for low-income audiences. This indicates a need for developing apps that effectively support healthful IF behaviors among low-income mothers.

Funding: Northern Illinois University.

O26 “These Texts Really Changed My Life”: Outcome Evaluation Findings of a Text Message Intervention for Low-Income Adults

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Objective: The objective of this program was to evaluate a SNAP-Ed mobile text message intervention to encourage low-income adults to drink more water and less sugar-sweetened beverages (SSBs).

Use of Theory or Research: A comprehensive needs assessment, including a literature review and qualitative focus groups and interviews with low-income adults informed the development of the intervention, including

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