impact of course selection on changes in diet quality before requiring students to enroll in nutrition courses as a strategy to improve dietary quality.

**Funding:** None

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**Advancing Dietetics and Nutrition Through Nutrition LEADers Learning Community at a Hispanic-Serving Institution**

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**Objective:** To describe initial student acceptance and perception of the LEADers program, as a model for recruiting, engaging, and supporting students at a Hispanic-Serving Institution (HSI).

**Use of Theory or Research:** Using the socio-ecological model, students work on self-assessment (individual), leadership and skills development (interpersonal), and network building (professional). LEADers focuses on research engagement, and peer and near-peer mentorship in nutrition and dietetics programs.

**Target Audience:** Any student enrolled in an undergraduate or graduate nutrition programs at Texas State University.

**Program Description:** LEADers is a USDA-funded learning community that intentionally recruits Latino/a students and underrepresented students. The student-led food pantry (“Bobcat Bounty”) serves as a research laboratory. Research projects focus on USDA priority areas, such as food/nutrition security. LEADers events, activities, and assessments prioritize workforce development for careers within USDA priority areas.

**Evaluation Methods:** Outcome evaluations take place at the end of each semester and academic year. For year 1, students completed surveys at baseline to assess initial individual characteristics and engagement with events/activities. Process evaluation activities are ongoing, including observations and reflections from participating students and faculty to provide the opportunity to consolidate their experiences within the program, consider personal meaning, and identify aspects for future development. Process evaluations to understand acceptance and perceptions included qualitative and quantitative data, such as post-event observations and reflections and participation logs.

**Results:** During the first semester, 14 students participated in LEADers (64% Hispanic or Latino/a). Preliminary findings suggested involvement in the program helped students connect with nutrition research, feel motivated to network with peers and mentors, build a community, and discover professional development opportunities and career possibilities. Consistent participation of students suggested acceptance during its first semester of implementation.

**Conclusion:** Future work will prioritize marketing to boost membership and engagement of students, increasing opportunities for experiential learning with research labs, and mentor/mentee activities. Positive reception and perception of the program suggests this model may be a promising strategy to strengthen the public health nutrition workforce.

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**Appropriateness and Relevance of Infant Feeding Mobile Applications for Lesbian, Gay, Bisexual, Transgender, or Queer Mothers**

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**Background:** For mothers of Lesbian, Gay, Bisexual, Transgender, or Queer identity (LGBTQ mothers, for brevity), infant feeding (IF) mobile applications (apps) represent new avenues for easily-accessible information and support tailored to their unique experiences and challenges. However, the appropriateness or relevance of commercially-available IF apps for LGBTQ mothers is unknown. Healthcare providers (HCPs) who provide IF education to mothers of diverse backgrounds, may provide valuable input on IF app quality for this group.

**Objective:** Assess the appropriateness and relevance of commercially-available IF apps for LGBTQ mothers from HCPs’ perspectives.

**Study Design, Setting, Participants:** Researchers selected apps using an iterative process, only including free apps with breastfeeding and solid-foods information. HCPs (n=10), including Registered Dietitians and lactation consultants, evaluated each app using the App Quality Evaluation Tool (AQEL). The present analysis was part of a larger study assessing app quality for low-income mothers. Therefore, while HCPs had experience with mothers of diverse backgrounds, experience with mothers of LGBTQ identity was not assessed.

**Measurable Outcome/Analysis:** Five AQEL questions on app appropriateness and relevance, which are modifiable for specific audiences, were tailored for LGBTQ mothers and analyzed using descriptive statistics (proportion of respondents who answered ‘yes’ to each question). We used interclass correlation coefficients (ICC) to assess interrater reliability (ICC>0.6=good agreement).

**Results:** Six apps were evaluated: WebMD Baby, Baby+, Text4Baby, BabyCenter, What to Expect, and The Bump. All evaluators were White, female, with a bachelor’s degree or higher. Most respondents (70%) agreed that Baby+ and The Bump were appropriate for LGBTQ mothers; only 20-30% agreed for other apps. Half of respondents (range:40-60%) agreed app content met infant nutrition needs for LGBTQ mothers. Fewer agreed apps contained relevant topics (average:18%; range:0-40%), representative content (average:27%; range:10-50%), nor inclusive images or videos (average:20%; range:0-40%). There was good agreement (ICC>0.6) across evaluators for all apps.

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MacMillan Uribe (continued)

**Conclusion:** Most commercially-available IF apps may not be appropriate nor relevant for LGBTQ mothers. More research is needed to assess LGBTQ mothers’ perspectives on IF app quality.

**Funding:** Northern Illinois University

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Assessments of Practices to Support Nutrition and Physical Activity at California SNAP-Ed Eligible Schools Reveal Inequities

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**Background:** Schools are critical partners in California’s Supplemental Nutrition Assistance Program Education (SNAP-Ed) efforts to improve nutrition and physical activity (nutrition-PA) opportunities for low-income students and families. School nutrition-PA practices were assessed to identify opportunities for SNAP-Ed partnership.

**Objective:** To determine the nature and extent to which SNAP-Ed-eligible schools are supporting nutrition-PA best practices. Examine differences by school sociodemographics to identify inequities.

**Study Design, Settings, Participants:** In school-year 2020-21, cross-sectional, comprehensive, validated site-level assessment questionnaires (SLAQs) were completed among a convenience sample of 91 SNAP-Ed-eligible elementary schools in 25 California counties. Respondents were personnel familiar with their school’s nutrition-PA strategies.

**Measurable Outcome/Analysis:** SLAQ scores (0-100%) were generated for each of 8 sections, covering various nutrition-PA best practices (eg, wellness policies, meal programs, PE), and in total. Beta regression was used to examine associations between school-level sociodemographics, urbanicity, and SLAQ scores.

**Results:** On average, schools scored lowest in Gardens (19%) and Nutrition-Education (40%) and highest in Non-Meal Food/Drinks (76%) and PE (74%) practices. Regression analyses found significant (p<0.05) negative associations between schools with greater proportion of students: experiencing homelessness and Wellness Policies and PE scores; identifying as American Indian/Alaska Native and Parent/Family Involvement score; and classified as English learners and Non-Meal Food/Drinks score. Being located in suburban areas was significantly negatively associated with Nutrition-Education, PE, and Other PA scores, and positively associated with Non-Meal Foods/Drinks score. The final presentation will also include 2021-22 results.

**Conclusion:** With limited SNAP-Ed resources, comprehensive school assessments are an important tool for program planning. Sociodemographic analyses identify opportunities for reducing inequity. These findings demonstrated that the two sections (Non-Meal Foods/Drinks, PE) with the highest average scores were negatively associated with certain school demographics, highlighting the need to improve equity in nutrition-PA practices. At the site-level, SLAQs are designed to help program implementers work with school partners to assess needs and collaboratively craft action plans. One-size-fits-all programming is inadequate; equity-focused planning and evaluation are critical for reducing health disparities in under-resourced communities.

**Funding:** Supplemental Nutrition Assistance Program - Education

Association Between Healthy Food Store Accessibility and Obesity Prevalence Among School-Age Children in Guam

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**Background:** Food store environment has been associated with child obesity in Guam. Living near a small market was negatively correlated with child BMI z-score, yet a convenience store was positively correlated. No research on the school food store environment, particularly fruit and vegetable availability and access, and child obesity exists for Guam.

**Objective:** Examine the association of children’s school food store environment and obesity prevalence in Guam.

**Study Design, Settings, Participants:** Secondary cross-sectional study using data collected by the Children’s Healthy Living Program (2013) and the Guam Department of Education (SY2011-2012) included 8,233 students, 5-19 years old, from 13 public schools and 30 stores within 1 mile of schools. Community of Excellence Food Availability and Marketing Survey (CX3) sub-scores were used to evaluate healthy food availability, cost, and food store access.

**Measurable Outcome/Analysis:** Mean obesity prevalence with 95% confidence intervals (CI) were calculated for each school. Multilevel logistic regression tested associations between food store CX3 sub-scores and students’ obesity status. Student-level measures were age, sex, and obesity status; school-level measures were mean CX3 sub-scores.

**Results:** There were statistically significant differences in obesity prevalence among schools (10.9%-34.2%, P<0.01). Boys had a higher prevalence of obesity compared to girls (24.2% vs. 20.3%, P<0.01). Children attending schools near stores with high fruit (OR=0.94, 95% CI: 0.88-0.96, P<0.05), vegetable (OR=0.92, 95% CI: 0.88-0.96, P<0.001),