

anticipate that by including TSBM questions into established surveys and applications, survey burden will be low and response rate will be high. These data will be used to create impact profiles and case studies. A section of our CTSI website will be dedicated to these deliverables, we will disseminate them internally, and we will submit the most compelling ones to the TSBM website. Once we have enough TSBM data gathered, we will create dashboards to display a broad evaluation of our CTSI impact. We will also use the dashboards to identify gaps in our impact and adjust pilot funding to support projects that address such gaps. **DISCUSSION/SIGNIFICANCE OF IMPACT:** By keeping the TSBM questions brief, auto populating the follow-up survey with previous responses, and adding to existing surveys, we expect a high response rate leading to robust data for long-term evaluation, informed decision-making, and effective dissemination.

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Mapping the National Center for Advancing Translation Sciences (NCATS) translational science principles to Clinical and Translational Science Awards (CTSA) UM1 hub initiatives

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OBJECTIVES/GOALS: Apply the NCATS translational science principles as a framework to describe CTSA UM1 hub activities in terms of effective translational science approaches. Identify and characterize the distribution of principles across UM1-funded initiatives to support strategic management and reporting. **METHODS/STUDY POPULATION:** Hub-affiliated faculty and staff convened at an annual, in-person retreat for the Northwestern University Clinical and Translational Sciences (NUCATS) Institute. Module teams, including at least one co-lead from Workforce Development for Clinical Research Staff Professionals (C1), Community and Partner Engaged Research (C2), Resources and Services (D1), and Health Informatics (D3), completed a concept mapping exercise to identify which, if any, of the 7 translational science principles were exemplified by their initiatives. Teams worked collaboratively to map principles to each initiative. Data were aggregated at the module and hub levels. **RESULTS/ANTICIPATED RESULTS:** Each module reported 5–10 active, UM1-funded initiatives. Every initiative was mapped to >2 translational science principles, with 2 initiatives mapped to all 7 principles. On average, 4.6 principles were identified per initiative. “Focus on Unmet Needs” was the most highly reported across all initiatives. “Boundary-Crossing Partnerships,” mapped to all Community and Partner Engaged Research (C2) projects, and “Creativity and Innovation” mapped to all resources and services (D1). 90% of Informatics (D3) initiatives were mapped to “Generalizable Solutions.” Across the hub, “Bold and Rigorous Approaches” was the least likely to be identified. **DISCUSSION/SIGNIFICANCE OF IMPACT:** The translational science principles can be used to frame module-specific and hub-wide strengths and gaps. Concept mapping can be incorporated into project planning and reporting to increase shared understanding and alignment with the principles that support the translational science enterprise.

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Dyadic Health: The impact of daily health literacy utilization on parent and adolescent physical activity

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OBJECTIVES/GOALS: The current study seeks to evaluate daily health literacy utilization and self-efficacy as predictors of physical activity in adolescents and parents. **METHODS/STUDY POPULATION:** A 7-day ecological momentary assessment (EMA) study in which adolescent-parent dyads report baseline self-efficacy and health literacy utilization four times daily. Participants will also wear Fitbits continuously. **RESULTS/ANTICIPATED RESULTS:** We anticipate that higher daily health literacy utilization at the day-level will predict greater physical activity at the day level. Self-efficacy is expected to moderate these effects. Cross-dyad effects are also expected, such that one partner’s higher daily health literacy utilization will predict improved health behaviors in the other. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Findings will clarify how daily fluctuations in health literacy and self-efficacy influence individual and dyadic engagement in physical activity, informing the development of adaptive family-based interventions and precision health literacy promotion. **OBJECTIVES/GOALS:**

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Social emotional learning curriculum impacts on externalizing behaviors in elementary school: Effects moderation by race, ethnicity, and gender

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METHODS/STUDY POPULATION: We partnered with a local urban public school district to access school records for K5-5th grade students ($N = 16,528$) in the district during the 2023–2024 school year. Students were matched to teachers and their SELC instruction records. Number of SELC lessons received over the school year was evaluated a predictor of discipline referrals and suspensions. Mixed effects zero-inflated negative binomial regression controlled for classroom- and school-level variation and the left-shifted distribution of disciplinary outcomes. Moderators were student race/ethnicity and gender. Covariates included age, economic disadvantage, special education status, days absent, and school characteristics including number of discipline referrals and suspensions per student and percent SELC completion. **RESULTS/ANTICIPATED RESULTS:** We found that the number of SELC lessons predicted significantly fewer referrals for chronic disruption ($\beta = -0.21$, $p < 0.001$). Referrals for disorderly conduct, fighting, and chronic disruption were most common. On average per student, there were 1.44 (SD 1.49) referrals, 0.28 (SD 0.53) suspensions, and students received 11 (SD 9) of 20 total SELC lessons over the school year. However, SELC was 90% less effective for African American