THE IMPACT OF INCENTIVES ON NUTRITION EDUCATION

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This project was designed to assess the impact of nutrition education and the use of monetary support for food purchases on positive dietary behavior changes. This project relied on the Expanded Food and Nutrition Education Program (EFNEP) population, which is characterized as low-income (below 185 percent poverty). All participants were newly enrolled in EFNEP. Three treatment groups were established to compare the effectiveness of classroom education that included the addition of a hands-on grocery store tour, a $25 grocery store gift certificate to aid in the selection and consumption of fresh fruits, vegetables and whole grains, and basic food resource management skills. The goal of this project was to demonstrate the effectiveness of incorporating of grocery store tours into the nutrition education of EFNEP.

METHODS

This project assigned EFNEP participants in the Kansas City and St. Louis metropolitan areas to three treatment groups. Standard EFNEP evaluations were used to evaluate the study. Participants completed a 24-hour diet recall and a food behavior checklist during the first and final class sessions. Participants were asked to repeat the checklists two months following their final class to determine if behaviors were sustained. Data was analyzed using the NERS-5 database that is used nationally with EFNEP participants.

TREATMENT GROUPS

**TREATMENT 1**
- Received a minimum of six Eat Smart • Being Active* lessons.
- Completed a pretest, post-test and 2-month follow-up evaluation which includes a dietary recall and behavior checklist.

**TREATMENT 2**
- Received a minimum of six Eat Smart • Being Active* lessons.
- Participated in a grocery store tour using the Shopping Matters** curriculum with a nutrition educator and/or a student.
- Completed a pretest, post-test and 2-month follow-up evaluation, which includes a dietary recall and behavior checklist.

**TREATMENT 3**
- Received a minimum of six Eat Smart • Being Active* lessons.
- Participated in a grocery store tour using the Shopping Matters** curriculum with a nutrition educator and/or a student.
- Received a $25 grocery store gift card to purchase foods following the grocery store tour.
- Completed a pretest, post-test and 2-month follow-up evaluation, which includes a dietary recall and behavior checklist.

*developed by University of California, Davis and Colorado State University specifically for the low-income audience and EFNEP participants.

**curriculum developed by Cooking Matters

RESULTS

<table>
<thead>
<tr>
<th></th>
<th>Percent of participants improving at least 1 nutrition behavior</th>
<th>Percent of participants improving at least 1 food resource mgmt behavior</th>
<th>Percent of participants who have a positive change in any food group</th>
</tr>
</thead>
<tbody>
<tr>
<td>TREATMENT 1</td>
<td>67%</td>
<td>65%</td>
<td>100%</td>
</tr>
<tr>
<td>TREATMENT 2</td>
<td>73%</td>
<td>67%</td>
<td>93.3%</td>
</tr>
<tr>
<td>TREATMENT 3</td>
<td>79%</td>
<td>74%</td>
<td>95.8%</td>
</tr>
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The table above addresses the first three objectives of the project. For Objective 1 and 2, positive behavior change was seen, however, not at the expected rate. There was also no significant difference between treatments. For Objective 3, the number of participants who made a positive behavior change within one or more food groups was well above expected rates for all treatment groups.

Objective 4 indicated that those who received a grocery store tour or a tour and gift card would significantly improve their behavior related to nutrition and/or food resource management. Overall, we saw little difference between the three treatment groups.

CONCLUSIONS

This study shows that regardless of treatment, participants report improvement in dietary choices, however, no significant differences were seen between groups other than the vegetable intake among Treatment 2 participants and grain consumption among Treatment 3 participants.

Although further studies are recommended, this study indicates that a monetary gift card incentive does not improve behavior change significantly. This study appears to indicate that classroom education (7 lessons or greater) provides the greatest influence on EFNEP participants. The addition of a grocery store tour and/or a monetary incentive do not significantly impact behavior change.