

Eating Smart, Being Active (ESBA)

(Research-tested)

Summary of Evaluation Methods

A quantitative, multi-state, nonequivalent¹ comparison group pretest-posttest study design was used to compare nutrition related behavior changes in adults enrolled in the Expanded Food and Nutrition Education Program (EFNEP). This study was used to determine the effectiveness of ESBA (8 sequential lessons) both independently and compared to other nutrition curricula (8-12 lessons) delivered in five states. The self-report evaluation tools used were the 24-hour dietary recall and 10-item EFNEP Behavior Checklist Questionnaire which assesses nutrition practices (5 items: preparing foods without salt, feeding children breakfast, using the Nutrition Facts label to make food choices, planning meals ahead of time, and making healthy food choices), food resource management practices (4 items: planning meals ahead of time, comparing prices when shopping, not running out of food at the end of the month, and making a grocery list) and food safety. Responses were reported on a 5-point Likert Scale ranging from 1 “never” to 5 “almost always”. One additional question asked about daily physical activity: “How much moderate physical activity do you get on an average day?” with response options of less than 30 minutes, 30 to 60 minutes, or more than 60 minutes. Each state collected pre/post data over two 6-month periods between 2005 and 2010: first using non-ESBA curricula and later using ESBA.

Evaluation Audience

ESBA was evaluated using matched pre/post surveys from 7,231 low-income adults attending EFNEP classes in Arkansas (n=326), California (n=4,732), Colorado (n=381), Ohio (n=1,587) and New York (n=205). Most participants were female (89%) and of Hispanic ethnicity (57%); demographic data varied across states.

Curriculum Audience

ESBA is meant to be used to teach low-income adults (ages 18 years and older) with young children in one-on-one or small group classes (2 to 12 people). By using the adult learning principles, smaller groups allow for more engagement with participants and enhanced learning. All participant materials are available in English and Spanish.

Summary of Evaluation Results

ESBA participants reported significant ($p < .001$) positive behavior changes from pre to post in food resource management, food safety, nutrition practices and physical activity levels; increased consumption of fruits, vegetables, and dairy; and reductions in bread collectively across the five states. Compared to other nutrition curricula previously used,

¹ “Nonequivalent” indicates that the comparison group was not randomly assigned.

ESBA demonstrated significantly ($p < .001$) better outcomes for nutrition practices, physical activity, and servings of fruit and vegetables. Summaries of additional ESBA case studies, pilot studies and practice-based evidence from participating communities is available on the Colorado State University Extension website.

References

Auld, G, Baker, S, Conway, L. Outcome Effectiveness of the Widely Adopted EFNEP Curriculum Eating Smart Being Active. *JNEB* 2015; 47(1): 19-27.

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