

Serving Up a New Approach to SNAP-Ed Social Marketing Campaigns

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RESCUE
The Behavior Change Agency.

WE WORK TO MAKE POSITIVE BEHAVIORS **MORE APPEALING**

22
YEARS

Focused exclusively on positive social change through behavior change marketing since 2001

6
OFFICES

Serve clients from offices throughout North America and field staff in 20 states and provinces

200+
CHANGE AGENTS

Strong team that embodies diverse backgrounds like public health, comms, and psychology, accumulating hundreds of years of combined experience

100+
CAMPAIGNS

Develop, implement, and evaluate campaigns in both urban and rural areas, and across diverse populations and distinct health behaviors

We change health behaviors in:

With strategies including change in:

Among populations that include:

TOBACCO

OPIOIDS

KNOWLEDGE

POLICY

NORMS

YOUTH & YOUNG ADULTS

ADULTS

ALCOHOL

MARIJUANA

NUTRITION

DECISION
BLOCKS™

POLICY
360™

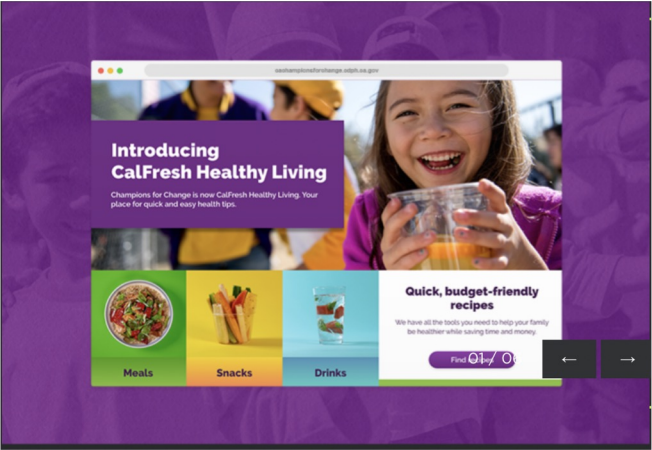
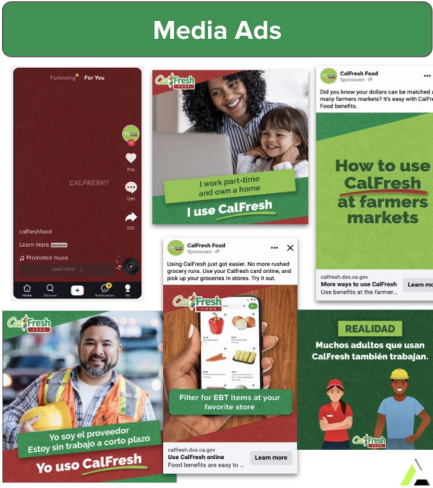
SB
SOCIAL
BRANDING™

LGBTQ

MULTICULTURAL

PREGNANT &
BREASTFEEDING
WOMEN

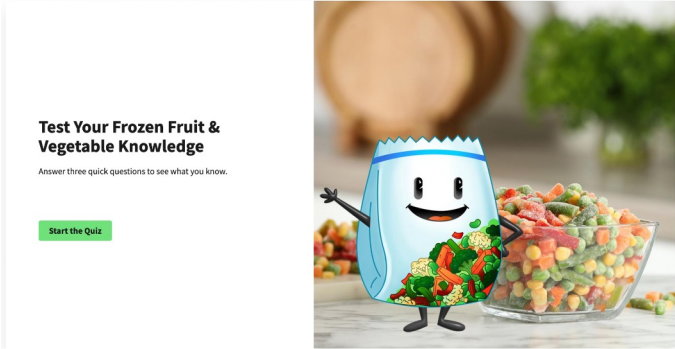
OUR NUTRITION & SNAP/SNAP-ED EXPERIENCE



Over 35% of Rescue's work is in nutrition and food insecurity, majority being SNAP and SNAP-Ed

Implemented successful social marketing campaigns tailored to SNAP-Ed populations in 4 states

Conducted research with over 6,000 SNAP-Ed eligible participants around the country



WHAT IS SOCIAL MARKETING AND HOW DOES IT FIT IN?



WHAT ARE THE MOST COMMON MARKETING TYPES?

Commercial Marketing

To sell a product or
service

Policy Marketing

Cause Marketing

Fundraising

Corporate Social
Responsibility

Behavior Change/Social Marketing

To change or
prevent a behavior

SOCIAL MARKETING IS ONE OF 3 USDA SUPPORTED INTERVENTIONS



Direct Education

An evidence-based behavior-focused nutrition education and physical activity intervention conducted at the individual and interpersonal levels with an intensity and duration that supports behavior change and allows for active engagement in person in a live online format, or through interactive media

Policy, Systems, and Environmental Change

Interventions that have the potential to improve a community's health by making healthy food and physical activity choices more accessible, easier, and the default option

Social Marketing Campaign

A coordinated set of communications delivered to one or more SNAP-Ed market segments of a particular population across a large geographic area. It is typically branded, communicates a common call to action, is delivered in multiple complementary settings and channels, and focuses on one or more priority behavior changes

Each of the three intervention types seeks to support individuals in making the healthy choice the easy choice. ***Direct education and social marketing increase people's knowledge and awareness of healthy lifestyle options,*** while PSE changes improve access, affordability, and appeal of those healthy lifestyle options*

*Department of Agriculture (USDA) FNS

SOCIAL MARKETING IS AN EQUITABLE WAY TO MEET YOUR COMMUNITY WHERE THEY ARE



"I was thinking in the grocery stores, either where you're entering, or where the self-checkout or somewhere in that vicinity. I think would be great. Since they're utilizing their SNAP benefits at the grocery store. Why not have it advertised there?"

- Male, English

"And also like more information, that the person can find more accessible information. It could be through Instagram, through Facebook, through social networks, since people are always using them all the time"

- Female, Spanish

"My library has some bulletin boards and I go there a few times a week to bring my little one to play ... So, I could imagine seeing a poster for one of these with like one of those links that you take a picture of on your phone, and it takes you... a QR code, there we go. So, like a poster with a QR code maybe at the library."

- Female, English

AND USDA/SNAP-ED HAS BEEN UTILIZING SOCIAL
MARKETING CAMPAIGNS FOR DECADES



EAT.MOVE.SAVE.



AND TOGETHER, WE ARE ABLE TO REACH THE MAJORITY OF OUR AUDIENCE IN THE WAYS THEY NEED IT MOST

Social marketing, PSE, and direct education **work together** to create positive change for the individual – collectively, reaching as much of the SNAP-Ed population as possible.



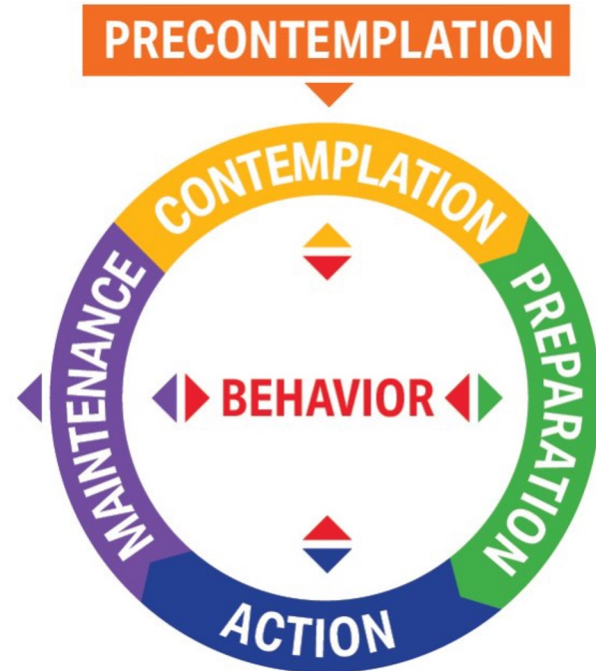
WHY USE SOCIAL MARKETING? THE SCIENCE.



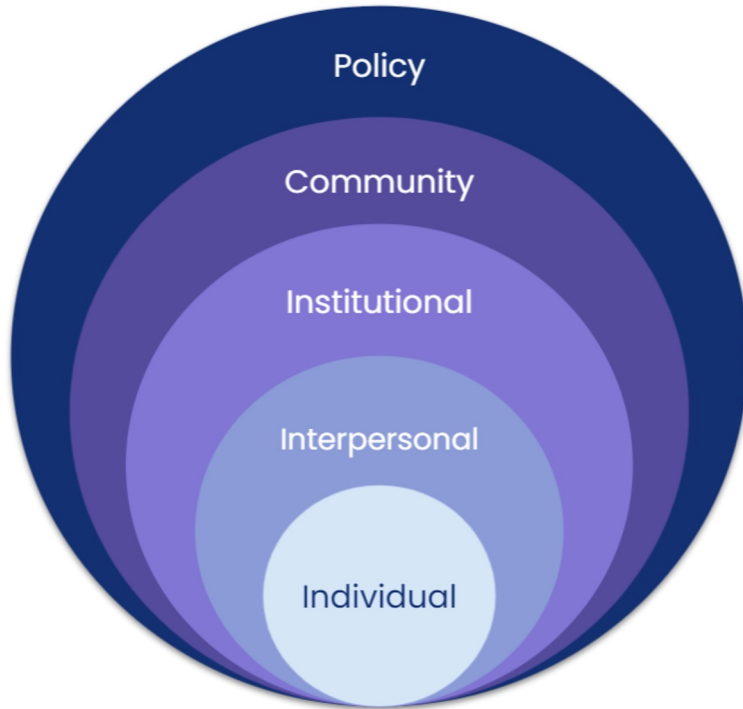
TRANSTHEORETICAL MODEL: STAGES OF CHANGE

Social marketing campaigns can impact policies, communities and interpersonal environments. They also can effectively move people through the stages of change at the individual.

Most importantly, social marketing campaigns can reach a very large number of people, including people who may be in precontemplation. Social marketing can help support individuals who are not even considering shifting behaviors or accessing resources. This can help move them to a place where they begin to explore what resources may be available.



SOCIAL MARKETING IS DRIVEN BY BEHAVIOR CHANGE THEORY



Social Marketing Operates at Multiple Levels of the Socio-Ecological Model, always using a theory driven approach

Eg. Community level: Diffusion of innovation theory; Positive deviance approach and trials of improved practices

Eg. Interpersonal level: Social cognitive theory

Eg. Individual Messaging: Health belief model; Theory of planned behavior; Transtheoretical model

PSYCHOGRAPHIC SEGMENTATION AND SOCIAL MARKETING





DIFFERENT PEOPLE CHANGE FOR DIFFERENT REASONS



WHAT IS PSYCHOGRAPHIC SEGMENTATION

The process of classifying a market into **distinct segments** that behave in similar ways or have similar needs using their **attitudes, lifestyles**, and hobbies; and creating **unique messages** that appeal to each.









**PROMOTES A DEEPER
UNDERSTANDING OF
OUR AUDIENCE**

**In public health segmentation is often based
on demographics**

**This mistakenly assumes people with similar
demographics have similar motivations**

FORMING A DEEPER UNDERSTANDING

What do they value?



MIXED VALUES



SEGMENTATION

**CLEAR
& DISTINCT
VALUES**

CARING FOR OTHERS



CARING FOR OTHERS

***I WANT TO EAT
MORE PRODUCE***



OR

***I WANT TO MAKE MY
FAMILY HAPPY***



CARING FOR OTHERS

***I WANT TO EAT
MORE PRODUCE***



AND

***I WANT TO MAKE MY
FAMILY HAPPY***



CREATING SOCIAL MARKETING MESSAGES



WHEN CREATING SOCIAL MARKETING CAMPAIGNS...

- Understand and address **barriers**
- **Avoid generic messages**, focus on the specifics
- Use a tested strategic framework (**SAVI**)
- Connect messages to **audience values**

Hearing
from
Moms
Directly...



SIMILAR OBSTACLES TO SEEKING HELP AND WELLNESS

FINANCIAL PRESSURES

LONG WORK HOURS

LACK OF TIME

SINGLE PARENTING

Moms already wanted to live “healthier”. But they didn’t know how to overcome their specific obstacles.

So much of public health communications tends to tell people what to do, rather than *show them how.*

**IN PUBLIC HEALTH, IT IS OUR DUTY TO HELP
EVERYONE AND NOT LEAVE ANYONE OUT**

BUT, GENERAL MESSAGING

DOESN'T CHANGE ANYTHING

**WE HAVE AN OPPORTUNITY TO ESTABLISH
NEW WELLNESS HABITS**

**IN A REALISTIC AND
EMPATHETIC WAY**

**RATHER THAN CAMPAIGNS
OVERSIMPLIFYING A COMPLEX ISSUE**

**COMMUNICATIONS MUST
SPECIFICALLY ADDRESS PEOPLE'S
REAL OBSTACLES**

HOW CAN WE HELP?

Behavioral decisions are impacted by motivations and barriers.

Behavior change requires that we increase motivation and/or decrease barriers.



COMMUNICATION FRAMEWORK



SAVI™ MESSAGING

SPECIFIC

Messaging must focus on tangible examples that help our audiences understand exactly what they can do.

ACEPTABLE

Include only requests that make sense within audience's current daily routine. Ideas must require similar levels of effort and access as current activities.

VIABLE

All changes must be feasible for our audience to execute from the perspective of skill, family, budget, culture, and personal preferences.

IMPACTFUL

Include behaviors that, once adopted, will cause meaningful long-term impact. Suggestions must be worth the effort for everyone involved.

FOR MESSAGING, TRY ASKING YOURSELF...

SPECIFIC

Does our message provide one specific piece of information that reduces our audience's burden of figuring out how to make a change?

ACEPTABLE

Is this message acceptable in terms of cost, taste, culture, and kids' receptivity?
Consider people's hesitation to waste any food.

VIABLE

Is what we are proposing/asking our audience to do feasible to execute from the perspective of time, skill, accessibility, family, culture, taste?

IMPACTFUL

Are we including behaviors or solutions that, if adopted, will cause meaningful impact?

Whether from a nutritional or financial standpoint, it needs to be worth the effort for all parties involved.

A SNAPSHOT: WA SNAP-ED FORMATIVE RESEARCH



Understanding SNAP-Ed eligible families in Washington

GOALS:



Uncover what additional nutrition messages will inspire change and provide priority audiences with a clear road map towards wellness.



Identify barriers that may be best approached through policy, systems or environmental-level change.



Gain insights to inform campaign branding and media channels.



Identify audience psychographic segments and how to tailor campaign messaging.

These learnings will help us develop an empathetic, social marketing campaign for those who need the most support living a more nourished life on a budget.



BUILD ON EXISTING RESEARCH



Research Activities | In-Person Participant Observations

Data Collection Notes

- Questions followed a semi-structured format; in addition to the guide, questions arose organically throughout participant observation.
- Each observation concluded with a thought partnership session, where researchers engaged participants as subject matter experts who could contribute strategies, ideas and solutions for this campaign.

Store-to-Spoon: In-Person Research Activities



Introduction Phone Call (15 min):

Participants are called & informed of the purpose and expectations for the day. Meet-up point set at grocery store of participants' choice. Participants ask clarifying questions to research team.



Semi-structured interview questions and photos are taken through each stage of the Store-to-Spoon process



“Store” Observation (30-75 min):

Gain insights into participants' grocery shopping experience, including how they navigate the store, considerations for their purchases, how their shopping experience fits into their schedule, and stressors specific to their shopping experiences.



“Spoon” Observation (1.5-3 hrs):

Gain insights into participants' food preparation, storage and consumption patterns. Conduct interview that goes in-depth about any unique observations made throughout day.

Participant Overview (n=34)



Virtual Participants (n=34)

Gender Identity		Race / Ethnicity*	
	<i>n</i>		<i>n</i>
Female	24	Black / African American	5
Male	10	Hispanic / Latino(a)	15
Nonbinary	0	American Indian / Alaska Native	3
Age		Language	
	<i>n</i>		<i>n</i>
18-29	7	White	12
30-39	13	Pacific Islander	2
40-54	14	Other	1
Region		Language	
	<i>n</i>		<i>n</i>
Rural	14	Only English	23
Urban	20	English more than Spanish	4
Parental Status		Language	
	<i>n</i>		<i>n</i>
Parent	27	English & Spanish equally	3
Non-Parent	7	Spanish more than English	4
		Only Spanish	–

*Could select more than one race, n=34



In-Person Participants (n=6)

Gender Identity		Race / Ethnicity†	
	<i>n</i>		<i>n</i>
Female	5	Black / African American	1
Male	1	Hispanic / Latino(a)	–
Nonbinary	0	American Indian / Alaska Native	–
Age†		Language†	
	<i>n</i>		<i>n</i>
18-29	–	White	2
30-39	2	Pacific Islander	2
40-54	3	Other	–
Region		Language†	
	<i>n</i>		<i>n</i>
Rural**	4	Only English	5
Urban	2		
Parental Status		Language†	
	<i>n</i>		<i>n</i>
Parent	6		
Non-Parent	–		

†Self-identified

**Missing for one participant

Living in poverty is an energy-draining experience and is compounded by multiple factors

*“But most people that are in our position financially, **don't have the extra time, the mental, like, energy to tackle those problems.**”*

– M, 38

*“What most people don't understand about being a single mom is **the mental fatigue, is extreme. You just don't have the mental space to think.**”*

– F, 42

*“**One of my big things is energy. That is a big one for me.** Is—do I have the energy, A) to wash the dishes I need? B) prep the food? C) even cook the food... I can't even do that. So it may be pop in a TV dinner, or eat something I know I'm not supposed to have.”* –

F, 34

*“Healthy is a lot more expensive in a lot of ways. Especially **when you're disabled and don't have the energy to do so.**”* – F,

24

**WA SNAP-Ed eligible adults
already *want* to eat more produce
and move more**

Participants **are aware of the benefits** produce have on themselves and their families

We sought to deeply understand the authentic lived experience of Washington adults in order to understand strengths, not only barriers. Participants have a **general understanding of the short and long-term benefits of eating produce** and **want to limit processed foods**. Some spoke of various ways they have changed or are changing their diets, including:

Continuing to cook meals they ate growing up, but try to improve the nutritional quality by adding produce.

Looking to their childhood for ideas of ways to incorporate more produce, in a modern day environment that has more processed foods.

*"I'm surprised I'm alive because **I don't think I ever ate a vegetable growing up.** [...] Lots of ramen, lots of hamburger helper, maybe canned peaches. And I **refuse to have any of that in my house.** But I... my kids do like it, so I will occasionally **make a homemade version of hamburger helper...**" – F, 44*

*"So, one of the things that I like to cook from my childhood, I like to **barbecue.** I like to grill any... any type of meat on the grill. I'm a griller. **Or vegetable, you can put it on the grill.** I'll grill that, too." – F, 21*

*"When I was growing up, we had chips and all that, but there was always **jicama and cucumbers and carrots with Tajín and lime,** and that's so healthy, but **here it's not a thing...**my girls grab chips more than they'll grab a veggie" – F, 50*

WA SNAP-Ed eligible adults want to limit “unhealthy processed foods” but have competing needs

Consumption of “unhealthy processed foods” is weighted against other circumstantial needs



Ability to buy vitamins with SNAP benefits would ensure regular micronutrient intake.

Participants want to limit “unhealthy **processed foods**”, but must **weigh purchasing a processed food against other circumstantial needs**. Aside from the potential to save time in decision making (and thus helping mitigate mental fatigue), participants are willing to consider processed foods for various reasons:

1

If it means satisfying their children’s palettes

“I go more towards pasta, spaghetti. And then, the kids really like the chicken tenders, chicken strips, macaroni and cheese.” – F, 29

2

If they are fortified or are protein-rich

*Examples
From the
Field*



3

If they are on sale

“If it’s there, if it’s on sale and if I haven’t picked up anything, I kind of... I do prefer sales. That kind of drives what we’re going to be eating.” – F, 44


4

If they have a longer shelf life than fresh produce

“I’d say... I’d say things that are filling, or things that it will last longer. [...] Rice or tortillas.” – F, 24

Psychographic Segmentation Offers a Roadmap

Psychographic Segmentation: **SATISFYING BASIC NEEDS**

 Increased government support programs could help meet basic needs, allowing for more focus on nutritional quality

JUST TRYING TO GET BY

“A lot of times I have to prioritize what’s affordable versus my health, which sucks, but it’s too expensive. My husband recently had his ninth mini stroke... so the nutritionist wants him to majorly amp up his nutrition, but we can’t afford that. I’m doing the best we can.” – F, 34

Key Food Concerns

There must be **enough** food.

Basic needs must be addressed first before attending to nutritional quality.

Core Values

- Satisfy the basic housing and food needs of my family

Barriers to maintaining wellness

- Needs financial relief first before able to focus on nutritional quality
- Needs to prioritize basic needs, like housing, mental health and having enough food.
- Many experience history of childhood food insecurity.
- As money is inconsistent, occasionally impulsive with purchases when money is available.

Food to me is...

- Something I try to control. The more food I have, the more control I have. I can’t think about food quality until I’ve addressed more pressing concerns.

Psychographic Segmentation: **COMFORT**

THIS WORKS FOR NOW

“Our 7-year-old is very picky, probably more so even than most 7-year-olds, because of the sensory texture stuff as well. And so I have...I've kind of gone with a, ‘He’s eating. It’s good!’ So that is not... it is not a... a perfect nutrition approach, but simply getting him to eat is such a challenge.” – M, 38

Key Food Concerns

Produce preparations must be **easy** and help meet the busy needs of today.

Produce preparations must be **family-centric** and accepted by family members.

Core Values

- Comfort, achieved by keeping the kids fed and happy today.

Barriers to maintaining wellness

- Desire to please children and avoid meltdowns by responding to children’s food preferences.
- Letting children’s food preferences impact what the adults also eat.

Food to me is...

- A way to make my children smile, today.

Psychographic Segmentation: **SAFETY**

PREPARE FOR THE WORST

“We’ll be upgrading our storage in the future, and our capacities. We want to get a couple freezers, chest freezers, so we can buy meat from meat market. Big...part.. Large amounts, to have on hand”
– M, 50

Key Food Concerns

Alternatives must be about to be **stored for a long time** and easily incorporated into **existing routines**.

Shifts must promote family **stability** for the future.

Core Values

- Keep myself and my family safe by preparing now for uncertain times.

Barriers to maintaining wellness

- Fear of not having money for food, or access to food in the future, promotes stockpiling.
- Quantity is more important than nutritional quality.
- Many discussed instability in childhood. Currently have a need for things to stay the same/fear of change.

Food to me is...

- Something to get ahead of. The future is uncertain, and I want to make sure me and my family are fed when things go bad.

Psychographic Segmentation: **SUCCESS**

PLAN FOR THE BEST

"I think you have a lot of moms just, they call it you pick your battles, but they're picking the battles that aren't going to benefit the child long term...you've picked your battle, but long term, your child is being conditioned to always want this thing. And the more you have of something, the more likely you're going to crave it." – F, 44

Key Food Concerns

This segment is already taking action to support physical health or help avoid illness through food choices.

This group is motivated to understand and correct misconceptions of "healthy" foods.

Core Values

- Feed my family nutritiously to set them up for success.

Barriers to maintaining wellness

- Minimal. They consistently eat produce and teach children to do the same.
- They have found ways to circumvent barriers.
- Mild misinformation on what is considered "healthy" which they are proactively addressing.

Food to me is...

- A way of supporting success and autonomy. It is also a way to teach my children about how to avoid or limit illness, and have a successful life.

**Policy, systems and
environmental changes are also
needed**

Participants' recommendations for PSE Level Change

During ethnographic fieldwork, we asked participants the types of policy, systems and environmental changes they would like to see to increase their access to nutritional food and physical activity.

At the policy level, they want to see:

- ◆ An increase in SNAP benefits
- ◆ Ability to purchase vitamins & supplements with SNAP benefits
- ◆ Ability to purchase hot foods with SNAP (e.g.rotisserie chickens)

"If every household on SNAP with kids got a pack of vitamins for the kids. Man I bet you'd see like school test scores go up" – M, 38

At a systems level, they suggested:

- ◆ Produce delivery service
- ◆ Peer mentorship programs that teach cooking tips & tricks
- ◆ Homestead workshops or food sovereignty programs
- ◆ Kitchen appliance programs that allow swaps, donation, or provide new ones
- ◆ Free exercise classes

"More benefits, or even if it's a produce delivery, I know United Way, for example, they have like a food delivery. And you get produce with that sometimes." – F, 40

At an environmental-level, they envision:

- ◆ Safer walking/biking trails
- ◆ More local, accessible and affordable farmers markets that allow SNAP use

"So the thing that helped me the most was having the \$20 I could spend at the farmers market...If I could talk to the people making the decision that \$20 to go spend at the farmers market." – F, 42

WHERE CAN YOU FIND SOCIAL MARKETING?

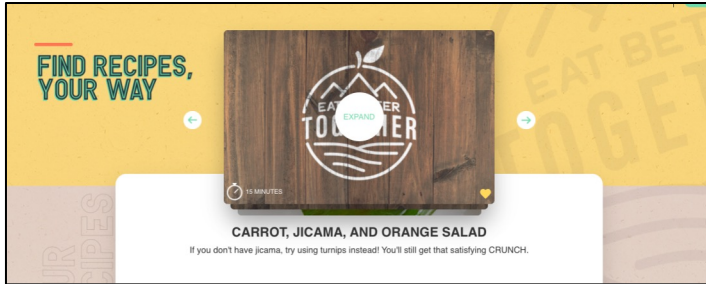
Examples.



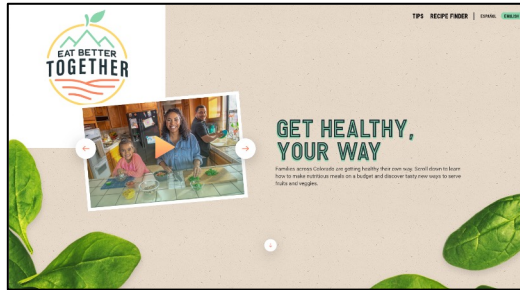
SOCIAL MARKETING CAN LOOK LIKE THIS...



Digital Billboard

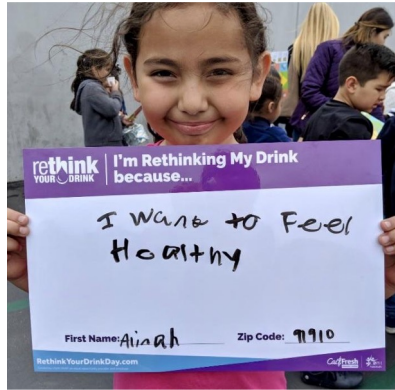


Website & Digital Experience



Digital Ads

AND IT CAN ALSO LOOK LIKE THIS...



HOW IMPACTFUL IS SOCIAL MARKETING?



HOW CAMPAIGNS ARE EVALUATED



Statewide Survey



Observational Tracking



Interviews



Analytics Tracking



ANNUAL CAMPAIGN EVALUATION GOALS

Aligning with the SNAP-Ed Evaluation Framework, evaluations aim to:

- ✓ Determine if the campaign is reaching the audience (awareness);
- ✓ Determine the impact of the campaign on those reached on mid-term goals (knowledge, attitudes, beliefs, intentions);
- ✓ Determine the campaign impact on long-term goals (behaviors); and
- ✓ Gain insights to inform campaign pivots.

	PROCESS EVALUATION		OUTCOME EVALUATION			IMPACT EVALUATION
	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	MEDIUM TERM OUTCOMES	LONG TERM OUTCOMES	IMPACT
	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished, these activities will lead to changes in precursors to behavior change, and will impact the following intentions/goals in earlier exposure to activities, for SNAP-eligible individuals in Washington:</i>	<i>With adequate exposure, the proposed campaign is designed to impact the following behaviors after repeated exposure to a single activity or deep engagement with the campaign, for SNAP-eligible individuals in Washington:</i>	<i>With extensive exposure, the proposed campaign is designed to impact the following behaviors after repeated exposure to a single activity or deep engagement with the campaign, for SNAP-eligible individuals in Washington:</i>	<i>We expect that if accomplished these activities will lead to the following changes after repeated exposure to multiple activities and deep engagements, for SNAP-eligible individuals in Washington:</i>
Individual	Develop and launch statewide social marketing paid media campaign Develop plan to create website, including developing digital experience	# of campaign assets launched (including # of ads, online videos, radio spots aired, digital/social web experiences, social media posts, OOH) # of views (estimated and actual when available), impressions and engagements for each campaign asset # visits to website digital experience # of earned media engagements	Goals and Intentions Theoretical precursors to behavior change (e.g., knowledge, attitudes, beliefs, self-efficacy) Goals & intentions to increase consumption of produce Goals & intentions to choose healthy foods for my family on a budget Goals & intentions to increase physical activity	Behavioral Changes Increased consumption of a variety of produce Increase purchasing and cooking of healthy budget-friendly foods Increased duration and frequency of general physical activity	Maintenance of Behavioral Changes Maintenance of consumption of various types of produce Maintenance of purchasing and cooking of healthy budget-friendly foods Maintenance of higher duration and frequency of general physical activity	Impact # consuming fresh, frozen or canned fruit one or more times per day # consuming vegetables one or more times per day # reporting achievement of target minutes per week of physical activity # SNAP-Ed eligible children, teens and adults at healthy weight
Environmental Settings	Develop peer ambassador program, including	# of outreach efforts aiming to recruit	Organizational Motivators	Organizational Adoption and Promotion	Organizational Implementation and Effectiveness	

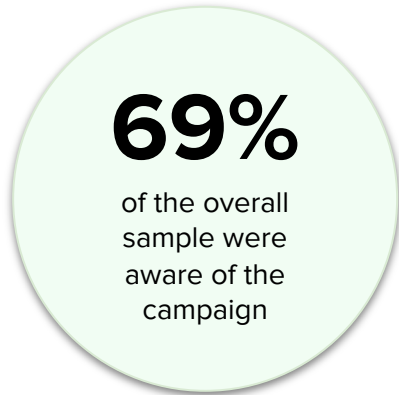
Sample evaluation components of a logic model linked to the SNAP-Ed evaluation framework for reference.

CASE STUDY 1



Campaign awareness was high and targeting effective

Participants were considered to have awareness of the *Eat Better Together* campaign if they met one or more of the following criteria: recalled seeing/hearing the campaign brand name/logo; recalled one or more of the campaign’s key taglines; recalled seeing one the campaign’s 0:30 video ads; recalled seeing at least one other piece of campaign content (i.e., social media, digital, radio); or engaged with campaign content. **At 69%, campaign awareness among the overall sample was high. Awareness was high among key subpopulations.**



Audience Subgroups	% Campaign-Aware
Intended Audience	
Primary (adults 25–44 years, with minors in household)	70%
Secondary (adults 18+ years)	62%
Language¹	
English	71%
Spanish	66%
Location²	
Priority counties	67%

¹Language is based on reported language spoken at home or language chosen for survey completion.

²While messaging was implemented statewide, counties with the highest SNAP enrollment received the most messaging. This includes Denver, El Paso, Adams, and Arapahoe counties.

Media Performance: Engagement

Exploratory engagement media metrics show learning, interest and engagement with ads, media content and content. These include clicks, likes and comments, among others. Active Engagement shows participation with the media campaign and is measured by interactions such as comments, shares, and new page likes.

We have achieved **over 3.4 million engagements**, **exceeding Rescue’s benchmarks**. Similar to the reported survey findings, this suggests that our target audience is engaging with the campaign in a variety of ways.



42,369
Clicks



2,296
Reactions



91
Comments



456
Shares



35
Saves



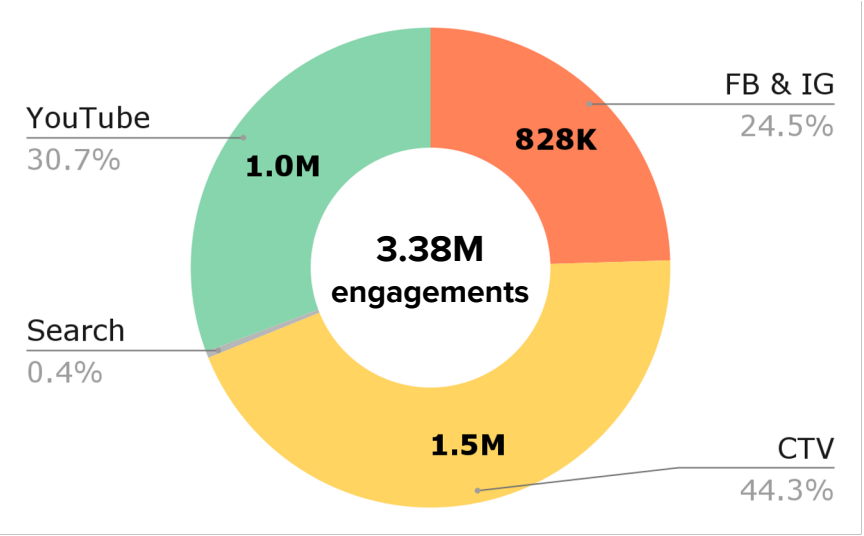
7
Page Follows



140,337
GIF Views



3,193,888
Video Completions

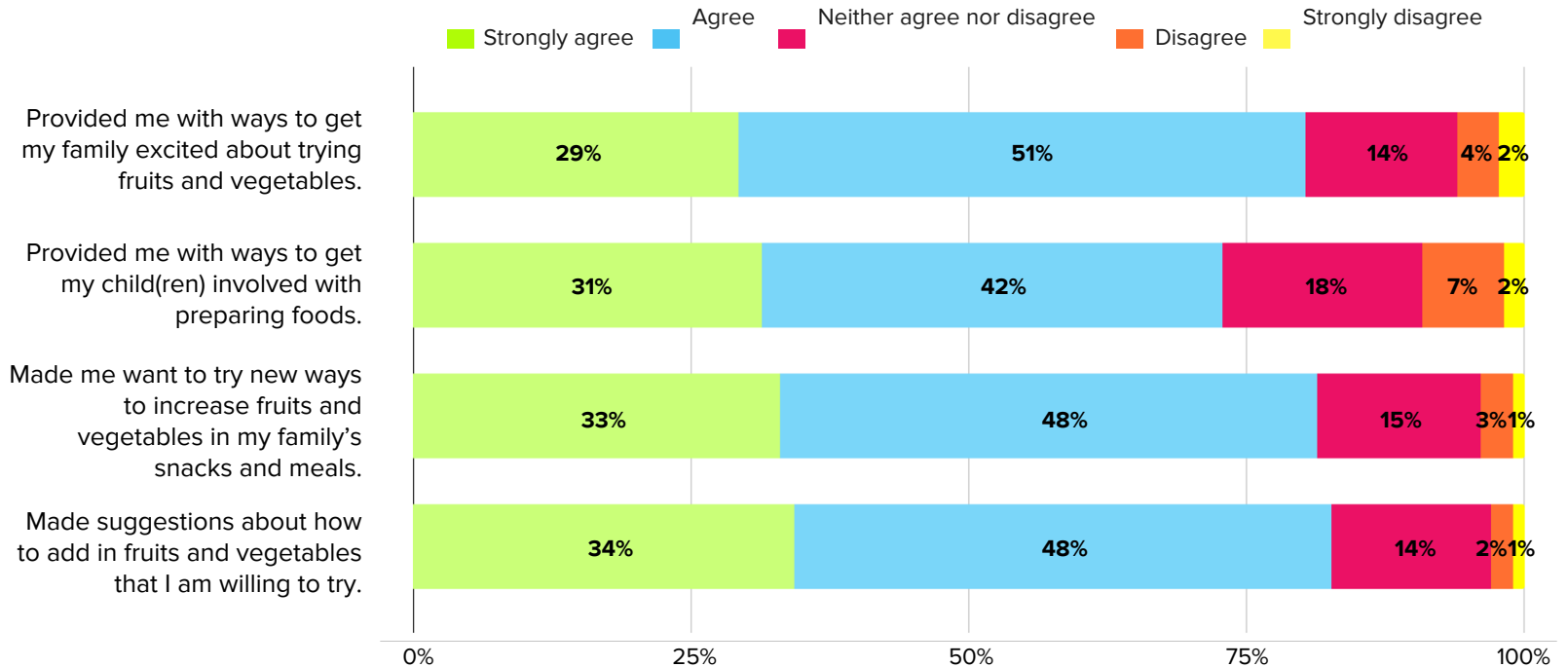


Exploratory engagement indicates learning & interest and **active engagement** indicates participation with the media campaign.

FB & IG: Facebook & Instagram (Meta)
CTV: Connected TV (Streaming Video)

Participants perceived the campaign as effective

Participants reacted very well to campaign materials presented to them in the evaluation survey. The majority of participants reported that the *Eat Better Together* campaign **provided them with new information** and **encouraged them to make healthier dietary choices** for themselves and their families.

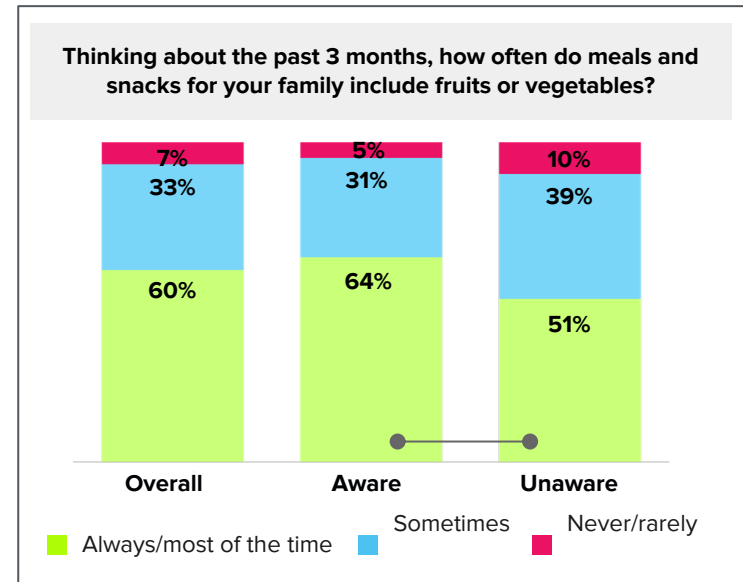


Campaign-aware adults are feeding their families more fruits and vegetables

Campaign-aware individuals were significantly more likely than campaign-unaware individuals to have **tried a new way of adding fruits or vegetables into their family's snacks or meals** in the past 3 months (95% vs 84%). Campaign-aware individuals were also significantly more likely to report that their children are **eating fruits and vegetables more often than usual** in the past three months, compared to campaign-unaware individuals (69% vs 56%).

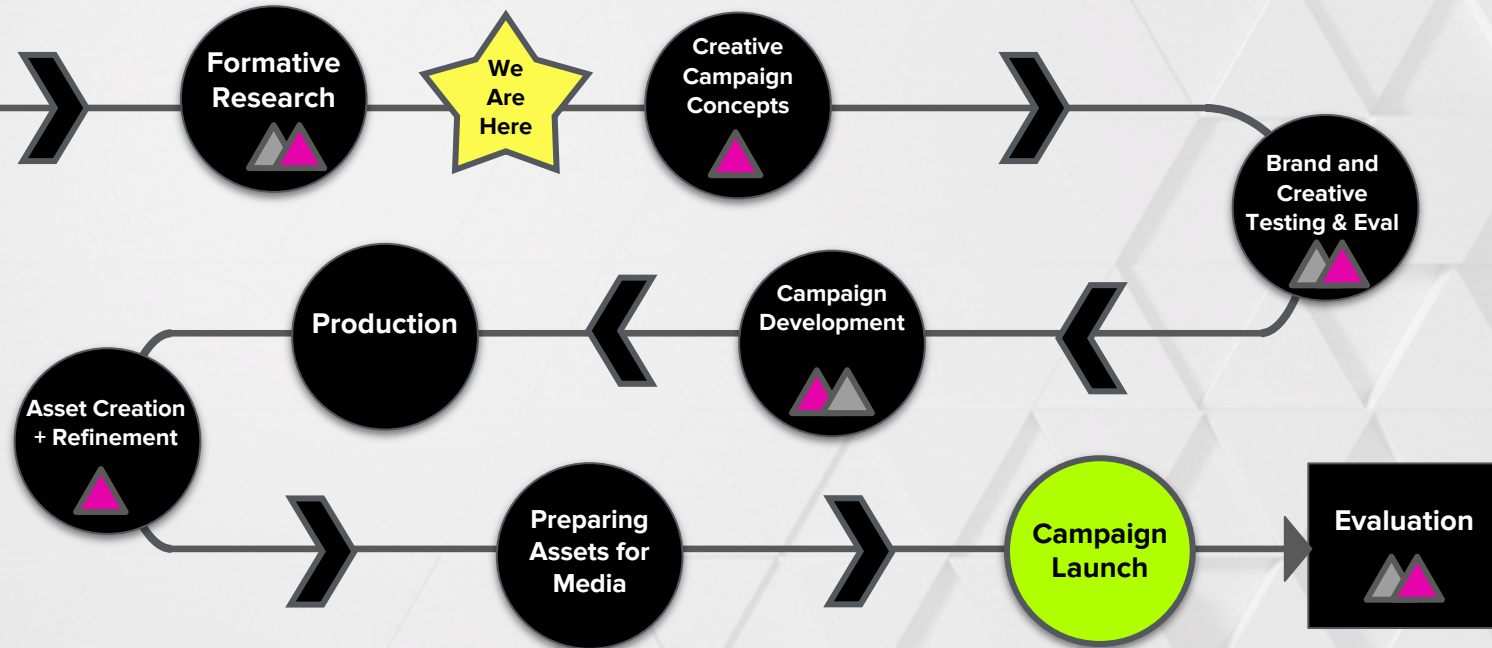
	Overall	Aware	Unaware
Tried a new way of adding fruits or vegetables into family's snacks or meals in the past 3 months	91%	95% ¹	84%
Children are eating fruits and vegetables more often than usual in the past 3 months	65%	69% ¹	56%

¹ Significant difference between Aware and Unaware ($p < 0.05$)



HIGH-LEVEL ROADMAP

WHERE WE ARE, WHERE WE'RE GOING,
AND WHERE YOU CAN JOIN US!



LEGEND



Process Phase



Partners



Community Members

THANK YOU FOR ATTENDING



Shiloh Beckerley, PhD (she/her)
VP, Research & Evaluation



Dina Weldin (she/her)
SVP, Nutrition
Programs

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