

# An Evaluation of Social Marketing: Show Them the Way

FY 2024 Report

## Show Them the Way

### Overview

The Health Choices Catch On Campaign is a foundation for the Show Them the Way (STTW) messaging and taglines that invite Michiganders to eat fruits and veggies every day and get outside and play every day. The campaign is disseminated using various modes and methods including On the Ground Marketing materials (e.g., pop up tables, sandwich boards, etc).

### Adjusting the Evaluation Plan

From 2012 through 2023, annual evaluation of the STTW was conducted by Altarum, a nonprofit health systems research organization, in collaboration with Michigan Fitness Foundation (MFF) (Appendix A). The evaluation assessed reach of campaign messages among the focus audience, as well as outcomes such as fruit and vegetable consumption, level of physical activity, and intent to change dietary and physical activity behaviors, known as the stages of change (SOC).

The same STTW survey used by Altarum from FY21 to FY23 is being used to measure FY24 outcomes and the survey will be disseminated in January 2025. The FY24 evaluation plan includes similar design features as FY21 to FY23 and expands upon components to incorporate more community context. For example, FY24 STTW survey dissemination methods will change: local SNAP-Education organizations will be asked to disseminate the STTW survey to participants who participated in at least one SNAP-Education program, and the STTW survey will be disseminated through social media and through Over the Top Television. Additionally, a new survey will be used to measure On the Ground (OTG) social marketing activities. The OTG survey was disseminated in Sep 2024 to local SNAP-Education organizations to understand how, where, and in what ways the use of OTG social marketing campaign materials were being used (summarized below).

# On the Ground Social Marketing Survey

## Overview

On the Ground (OTG) materials incorporate short, concise social marketing (SM) messages.

On the Ground Kits include a selection of items - pillowcase banners, A-Frame Signs, food demo popup serving stations, table covers with overlays, and literature holders for local SNAP-Ed organizations to use at farmers markets, schools, grocery stores, food pantries, corner stores, and other venues across the community to carry social marketing messages forward. The kits are offered in five different languages including Arabic, Burmese, English, Ojibwe, and Spanish. Images printed on the materials in the kits represent various Michigan geographies and settings. The printed images also represent people from different age groups, races, and ethnicities as well as people who play different roles in a family unit (e.g., grandparent, parent, son, daughter, sibling).

## Purpose and Methods

MFF conducted an end of season post-only survey to understand how and in what ways local partners were implementing On the Ground Materials across Michigan communities. Data were collected from 29 local SNAP-Ed organizations.

## Sample and Analysis

All 42 organizations that deliver SNAP-Ed locally were invited to participate in the end of year survey. Of the 42 organizations, 29 participated. Local Partners who participated represent small to large non-profit organizations, most regions of Michigan, and rural, semi-urban, urban, and suburban geographies. Descriptive statistics were generated and content analysis was conducted on written responses to one open-ended question.

# Summary of Findings

**Material Utilization:** 86% of respondent organizations used at least one type of On the Ground Social Marketing material.

**Most Utilized Materials:** The Table Cover with Overlay was the most frequently implemented OTG SM material, with 55% utilization. The Pop-Up Serving Station/Tables, Pillowcase Banner Stand, and the A-Frame Stand were used by 52%, 41%, and 28% of respondents, respectively.

**Locations of Materials:** Organizations utilized OTG materials at K-12 schools, farmers markets, food pantries, community events, and other community locations throughout the state. The specific utilization of OTG materials varied by material type.

**Anticipated Utilization of Static Window Cling:** 62% of respondent organizations expressed an interest in utilizing static window cling OTG SM material, if provided.

**Training Requests:** 46% of organizations surveyed expressed a desire for training on how to use OTG SM materials.

## Results

### FY 2024 On the Ground Social Marketing Material Utilization

Figure 1: Did your organization use one or more On the Ground Social Marketing Kit in FY24? (n = 28)

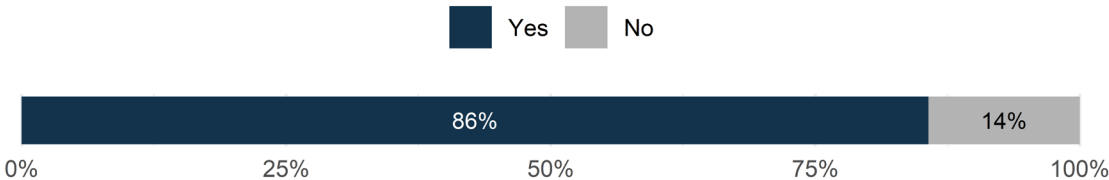
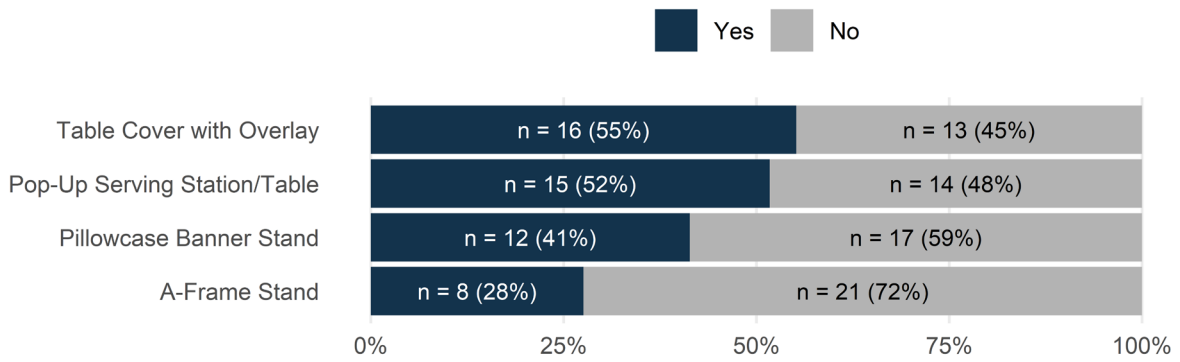
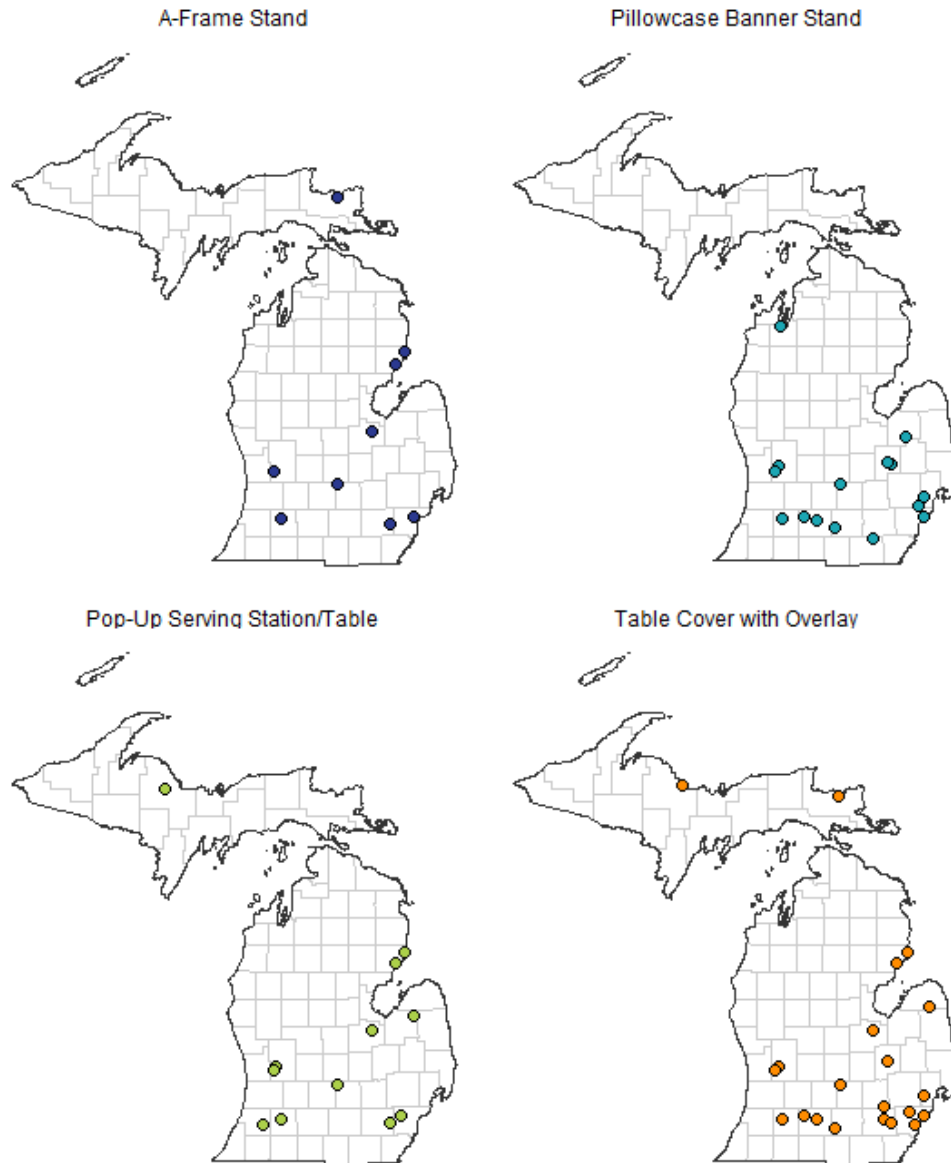


Figure 2: Which of the following did you use? (n = 29)



# Locations of On the Ground Social Marketing Materials used in Michigan

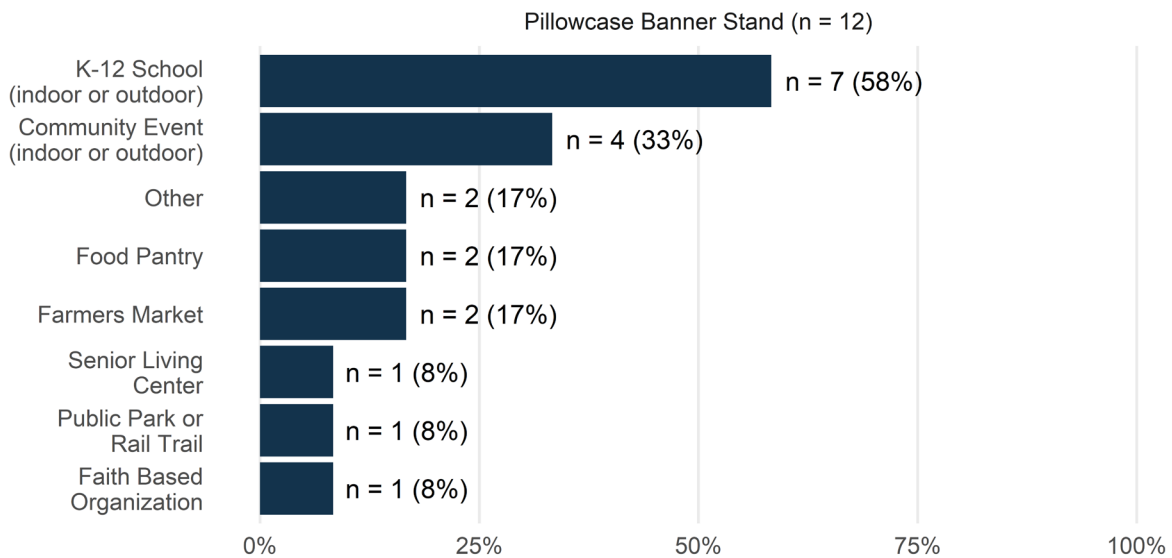
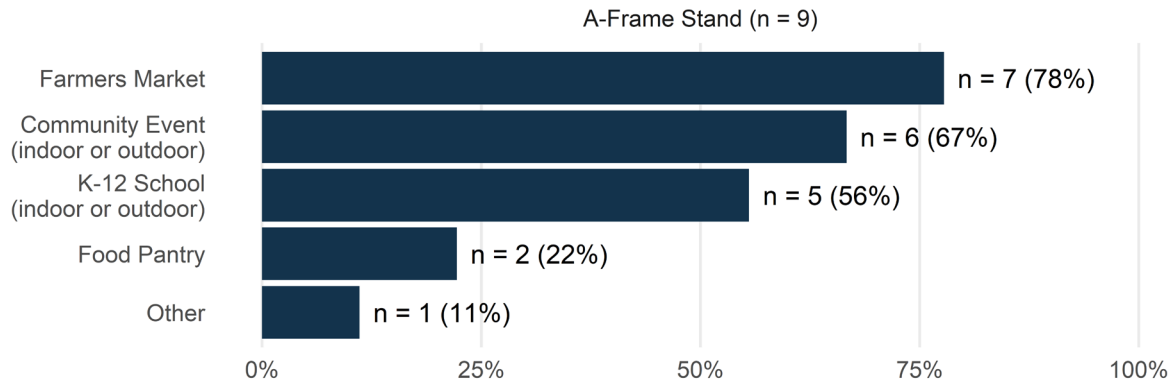
Figure 3: Please provide the physical addresses (full street address, city, and zip) of three places where you most often use the On the Ground Materials

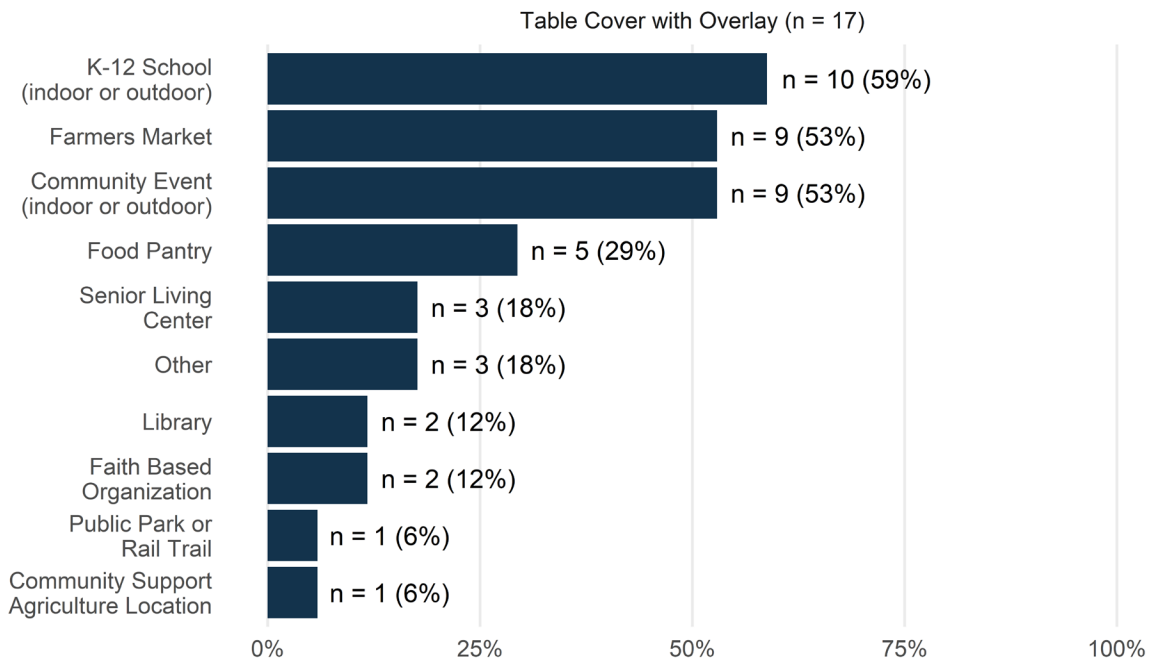
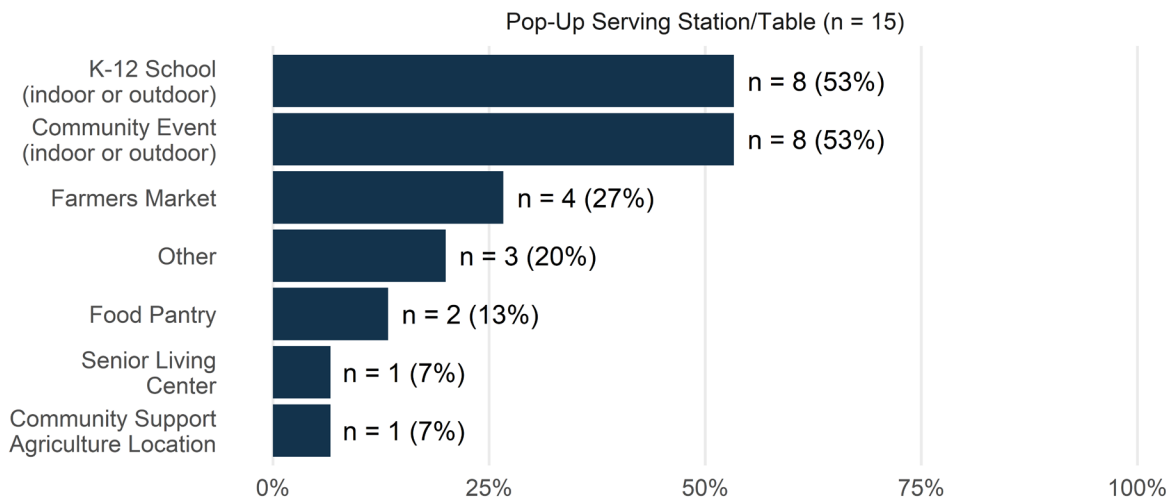


## Community locations

The plots below show the percentages of respondents that reported using on the ground materials at various community locations, calculated from the total number of organizations that utilized that type of on the ground material.

**Figure 4: In FY 2024, where did you use On the Ground Materials?**

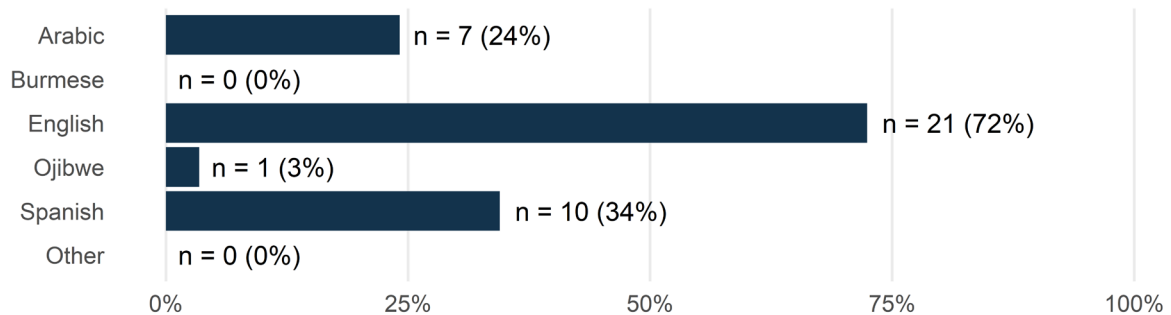




Note: None of the participants selected “Other” for this item.

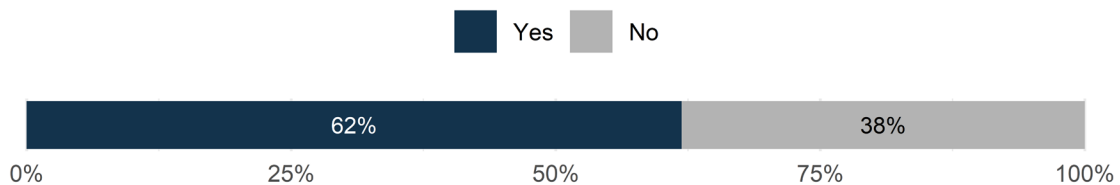
## Languages

Figure 5: Which language(s) best served your priority audience? (n = 29)



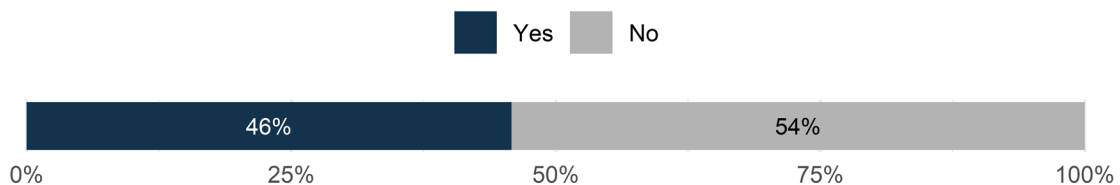
## Window Clings

Figure 6: If you were provided a static window cling (about the size of a bumper sticker) would you use them in your programming (such as a store, food pantry, etc.)? (n = 21)



## Training

Figure 7: Would you like training about how to use On the Ground Social Marketing campaign materials? (n = 24)





## Pairing with Social Marketing strategies

Practice implementation narrative was requested and solicited by asking, “How or in what ways has your organization paired On the Ground Materials with Social Media or other Social Marketing strategies?” to which n=13 organizations responded.

Most local SNAP-Ed organizations that responded to the open-ended question reported they did not pair social media strategies with their On the Ground Materials. The minority who did report pairing On the Ground Materials with social media usually did so to meet language preferences (e.g., Ojibwe) or embed in newsletter distribution.

Qualitative content analysis was conducted on the open-ended survey question responses. Based on respondents input and the content analyzed, there is potential for bridging the gap between physical and digital engagement media strategies, tapping into the enthusiasm of local SNAP-Ed staff, and addressing logistical challenges to optimize the use of On the Ground materials. Respondents reported they use a physical implementation approach (i.e., use the OTG materials) before an online approach (i.e., social media).

Shifts in staffing as well as staff buy-in were cited as variables that reduce or eliminate the use of the On the Ground Materials. New staff, however, are motivated to use the materials. Local SNAP-Ed organizations are willing to get trained in social media and social marketing practices; however, respondents reported wanting to know more about the kinds of trainings that can be offered. Notably, organizations acknowledged digital community engagement practices are in demand. Taking this input into consideration has the potential to enhance visibility, community connection, and overall program effectiveness.

## Considerations

The data from the survey on On the Ground Social Marketing Material Utilization in FY 2024 reveals a high level of adoption of these materials in local SNAP-Ed programming. Most organizations utilized these materials, with the Table Cover with Overlay and Pop-Up Serving Station/Tables being particularly popular. In general, OTG materials were used in diverse community-level locations, indicating their versatility. Furthermore, the open-ended data paired with preferred languages of community members suggest the importance of accommodating linguistic diversity. The interest in static window cling materials and the

desire for training indicate a strong commitment to enhancing the impact of these materials in promoting healthier behaviors and engaging eligible participants.

## Appendix A. Outcome Indicators and Measures used in the Evaluation of Show Them the Way

Outcomes (SNAP-Ed Evaluation Framework Indicator)	Measures
1. Self-reported health status (R11)	<ul style="list-style-type: none"> <li>How would you rate your overall health? Responses: Excellent, Very Good, Fair, Poor</li> </ul>
2. Recall of social marketing campaigns: the number and percentage of people in each market segment who were exposed to and can recall specific messages from statewide social marketing campaign (MT12c)	<ul style="list-style-type: none"> <li>Have you seen any signs or messages that say, 'Show them the way: eat fruits and veggies every day'?</li> <li>Where have you seen the message 'Show them the way: eat fruits and veggies every day' in any of the following places in your daily travels? Where have you seen the message 'Show them the way: eat fruits and veggies every day' in any of the following places where you or someone you know might get food? Where have you seen the message 'Show them the way: eat fruits and veggies every day' in any of the following types of stores? Where have you seen the message 'Show them the way: eat fruits and veggies every day' on an electronic device?</li> <li>Have you seen any messages that say, 'Show them the way: go out and play'?</li> <li>Where have you seen messages that say, 'Show them the way: go out and play' in any of the following places in your daily travels? Where have you seen messages that say, 'Show them the way: go out and play' in any of the following places where you or someone you know might get food? Where have you seen messages that say, 'Show them the way: go out and play' in any of the following types of stores? Where have you seen messages that say, 'Show them the way: go out and play' on an electronic device?</li> </ul>
3. Healthy actions	<ul style="list-style-type: none"> <li>[Asked of exposed respondents] After seeing the message about eating more fruits and vegetables, did it cause you to take any of the following actions? [drop-down list of response options]</li> <li>[Asked of exposed respondents] After seeing the message about being more physically active, did it cause you to take any of the following actions? [drop-down list of response options]</li> </ul>
4. Fruit and vegetable consumption (R2)	<ul style="list-style-type: none"> <li>How many <u>times a day</u> do you eat fruit? Examples of <u>fruits</u> are apples, bananas, oranges, grapes, raisins, melon, and berries. Include fresh, frozen, dried, or canned fruit. <i>Do not include fruit juice.</i></li> <li>How many <u>times a day</u> do you eat vegetables? Examples of <u>vegetables</u> are green salad, corn, green beans, carrots, potatoes, greens, and squash. Include fresh, canned, or frozen vegetables. <i>Do not count french fries, potato chips, or rice.</i></li> <li>Over the last week, <u>how many days</u> did you eat red and orange vegetables? Example of <u>red or orange vegetables</u> are tomatoes, red peppers, carrots, sweet potatoes, winter squash, and pumpkin.</li> <li>Over the last week, <u>how many days</u> did you eat dark green vegetables? Example of <u>dark green vegetables</u> are broccoli, spinach, dark green lettuce, turnip greens, or mustard greens.</li> </ul>
5. Healthy eating: the percentage of people who	<ul style="list-style-type: none"> <li>About how long have you been eating this amount of fruits on a regular basis?</li> </ul>

set goals or intend to increase fruit/vegetable consumption (stages of change) (ST1)	<ul style="list-style-type: none"> <li>• Are you seriously thinking about eating more fruits <i>in the next 6 months</i>?</li> <li>• Do you intend to eat more fruits <i>in the next 30 days</i>?</li> <li>• About how long have you been eating this amount of vegetables on a regular basis?</li> <li>• Are you seriously thinking about eating more vegetables <i>in the next 6 months</i>?</li> <li>• Do you intend to eat more vegetables <i>in the next 30 days</i>?</li> </ul>
6. Role-modeling healthy eating and parental feeding practices	<ul style="list-style-type: none"> <li>• If I eat fruits and vegetables, there is a good chance my family will eat fruits and vegetables.</li> <li>• How often do you eat the same foods and beverages as your child during meal and snack times?</li> <li>• When you eat a snack in front of your child, how often do you eat fruit or vegetables as a snack?</li> <li>• During the past week, how often did you give your child fruit for a snack? Do not include fruit juice or fruit with added sugar, such as frozen fruit pops.</li> <li>• During the past week, how often did you give your child a vegetable for a snack? Do not include fried potatoes such as french fries, potato chips, hash browns, or tater tots.</li> </ul>
7. Reported level of physical activity (R7)	<ul style="list-style-type: none"> <li>• In the last 7 days, on how many days were you physically active where you breathed harder or faster than normal?</li> <li>• About how long did each of these physical activity sessions last?</li> </ul>
8. Physical activity: the percentage of people reporting intentions or setting goals to increase physical activity (stages of change) (ST3b)	<ul style="list-style-type: none"> <li>• About how long have you been participating in this amount of moderate or intense physical activity?</li> <li>• Are you seriously thinking about getting more moderate or intense physical exercise in the next 6 months?</li> <li>• Are you planning on getting more moderate or intense physical exercise in the next 30 days?</li> </ul>
9. Access to places to be physically active	<ul style="list-style-type: none"> <li>• There is enough safe outdoor spaces to be active near where I live.</li> <li>• There are enough low-cost programs or places to be active near where I live.</li> </ul>
10. Role modeling physical activity	<ul style="list-style-type: none"> <li>• If I am physically active, there is a good chance my family will be physically active.</li> </ul>
11. Food and nutrition insecurity (R6)	<ul style="list-style-type: none"> <li>• For the following statements, please indicate whether the statement was often true, sometimes true, or never true for you or your household in the last 12 months:</li> <li>• The food that we bought just didn't last, and we didn't have money to get more.</li> <li>• I worried whether my food would run out before I got money to buy more.</li> <li>• In the last 12 months, we worried that the food we were able to eat would hurt our health and well-being.</li> <li>• In the last 12 months, we could control if we were able to eat foods that were good for our health and well-being.</li> <li>• In the last 12 months, we had little control over the food we were able to eat.</li> <li>• How many adults in your household received income last month that was used for household expenses? (Count any income such</li> </ul>

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	<p>as from a job, assistance program, retirement program, or any other income that came to the household.)</p> <ul style="list-style-type: none"><li>• In the past 12 months, how many adults in your household lost their job, lost a source of income, or had their hours cut? (Count any income such as from a job, assistance program, retirement program, or any other income that came to that household.)</li><li>• How often in the past 12 months was your household able to put money into savings?</li></ul>
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