

Evaluating the 5-4-3-2-1 Go! Community-based Social Marketing Campaign

Presented by

W. Douglas Evans, Ph.D.

The George Washington University

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Overview

- What is social marketing?
- Evidence for *5-4-3-2-1 Go!* evaluation
- Describe the *5-4-3-2-1 Go!* Campaign
- Describe the Evaluation
- Planning for evaluation of a community-based social marketing evaluation
 - Major planning activities
 - Work with partners
 - Challenges & lessons learned
 - Quick summary of baseline data
 - Next steps



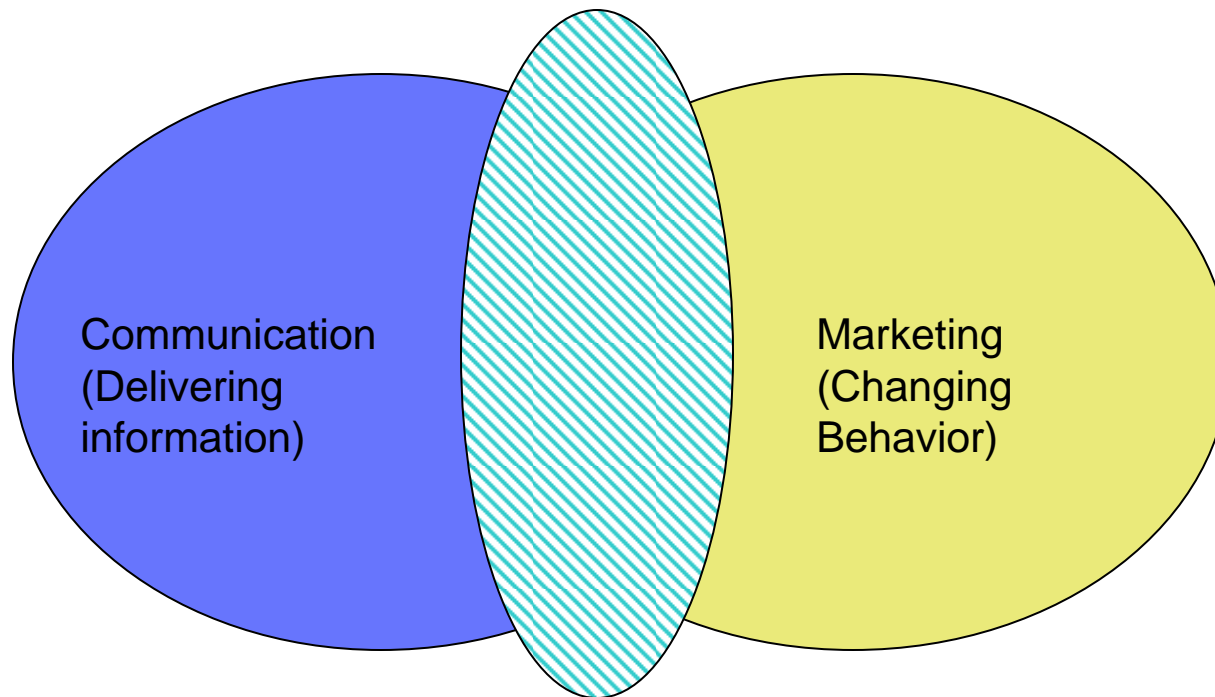
What is social marketing?



What is social marketing?

- SM uses marketing & communication principles to change modifiable behaviors (Evans 2006)
- It differs from commercial marketing in that it benefits the audience rather than the marketer (Andreasen & Kotler 2003)
- SM uses the 4 Ps – place, price, product, promotion, typically multiple approaches
- It's more than just communication!

Communication and Marketing: Distinct but Overlapping Fields



Strategic marketing
communications



Defining “campaigns”

- Campaigns deliver messages to audiences to achieve behavioral objectives
- Mass (and new) media one major strategy but community-based outreach also common (Evans, et al 2008)
- Comprehensive strategies most effective in tobacco and cancer control
- Use of partners & intermediaries common in tobacco & cancer control (eg, coalitions)



Evidence base for social marketing



Evidence base in Social marketing

- Evidence indicates SM effective in changing modifiable health behavior
 - Snyder & Hamilton (2002)
 - Grilli et al (2000)
- Relatively small effect sizes in range of 5-9%; few examples 20+%
- Larger effect sizes for limited or 1-time behavior changes
- Some evidence for targeted messages like *5-4-3-2-1 Go!*



Evidence base – Simple Behaviors

- Simple behaviors are more easily adopted & campaigns show bigger effects
- 1% milk campaign in California used mass media & community outreach strategies
- Doubled 1% milk consumption over 2 year period in late 1990s (Reger et al, 1999)
- Reduced higher-fat milk purchases from 66% to 24% of total milk
- 1-time decision (action → adoption/maintenance simple)



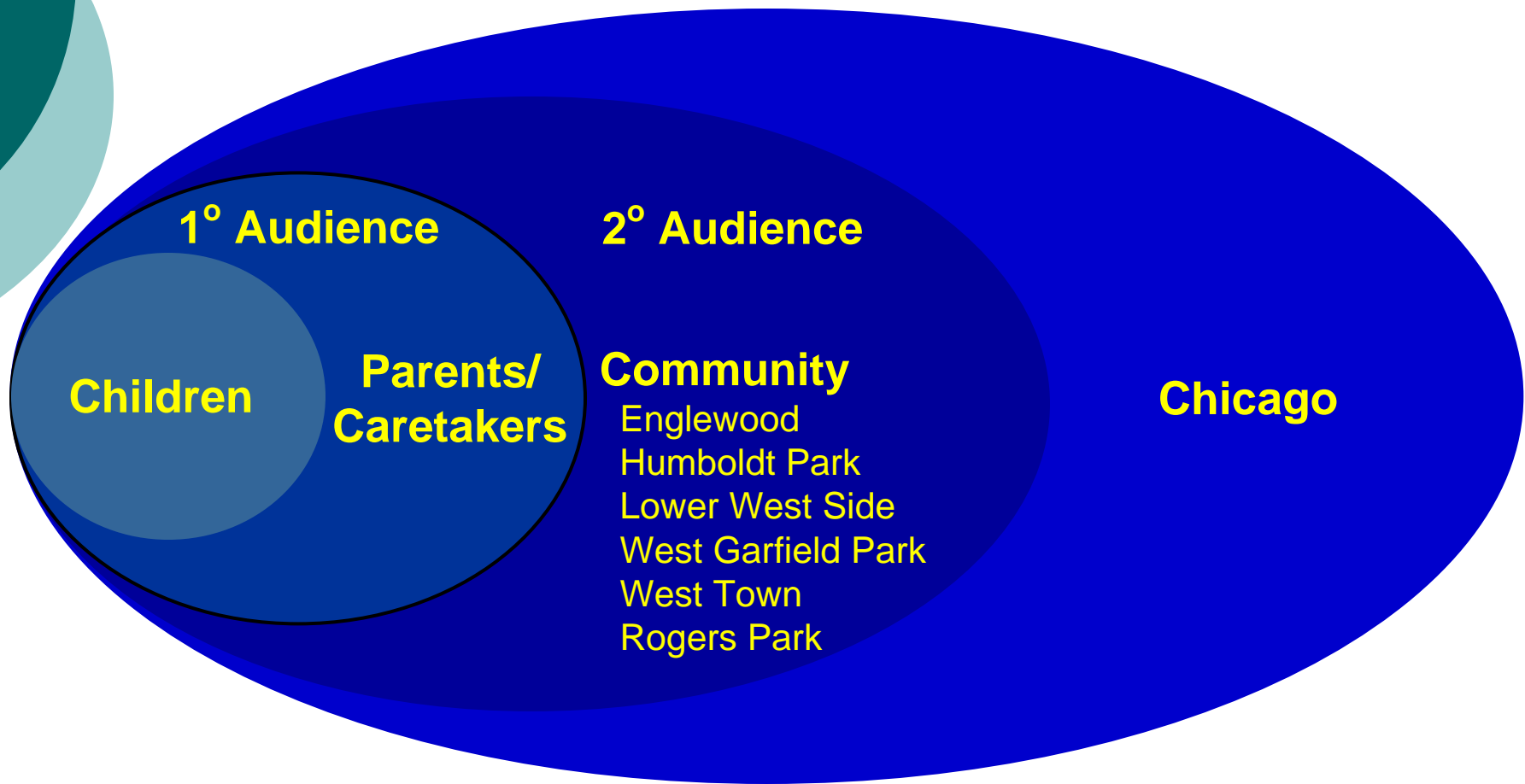
Evidence Base – Targeted Messages

- Huhman, et al. (2008): *VERB* targeted competing behaviors (e.g., excess media use), showed increase in daily physical activity among 9-13 year olds
- *loveLife* condom use campaign showed increase in knowledge, attitudes, beliefs and condom use among adolescents and young adults (KFF 2007)
- Farrelly et al. (2005) showed *truth* campaign associated with 22% of observed decline in youth smoking prevalence from 1999 to 2002
- Evans et al (2005) showed *truth* brand mediated campaign effects on smoking uptake
- Sly et al. (2002): teens with anti-tobacco industry attitudes 4 times less likely to try smoking & 13 times less likely to be established



5-4-3-2-1 Go! Campaign Summary

Multiple Environmental Levels



Chicago Community Locations

Rogers Park

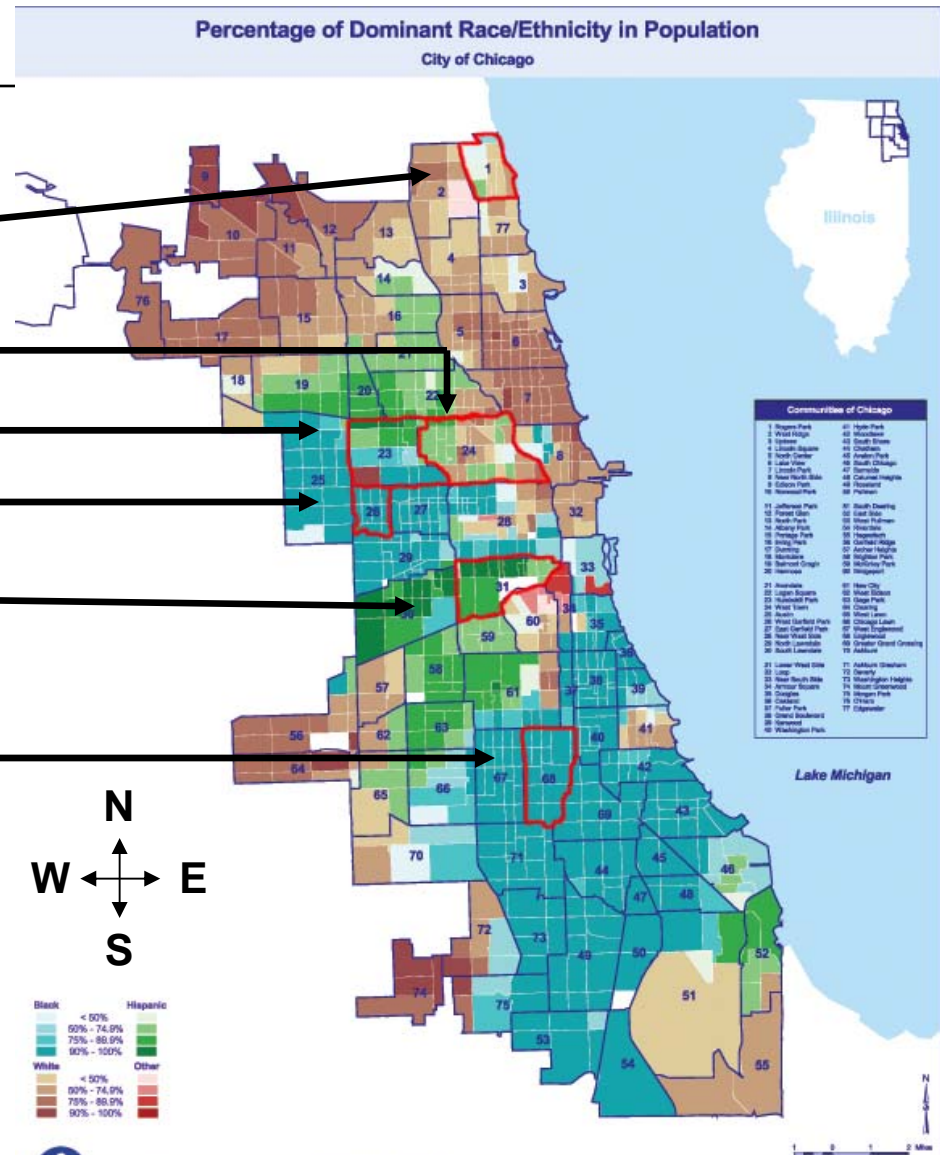
West Town

Humboldt Park

West Garfield Park

Lower West Side
(Pilsen/Little Village)

Englewood



Communities of Chicago

| | |
|--------------------|--------------------|
| 1 Rogers Park | 41 Hyde Park |
| 2 West Loop | 42 Woodlawn |
| 3 Uptown | 43 South Ewing |
| 4 South Loop | 44 South Loop |
| 5 Lake View | 45 South Chicago |
| 6 South Loop | 46 South Loop |
| 7 Near West Side | 47 Calumet Heights |
| 8 Edson Park | 48 Woodlawn |
| 9 West Loop | 49 Pullman |
| 10 Jefferson Park | 50 South Dering |
| 11 South Loop | 51 Lake Park |
| 12 Albany Park | 52 Woodlawn |
| 13 Humboldt Park | 53 South Loop |
| 14 Irving Park | 54 South Loop |
| 15 Irving Park | 55 South Loop |
| 16 Irving Park | 56 South Loop |
| 17 Irving Park | 57 South Loop |
| 18 Irving Park | 58 South Loop |
| 19 Irving Park | 59 South Loop |
| 20 Irving Park | 60 South Loop |
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| 25 Irving Park | 65 South Loop |
| 26 Irving Park | 66 South Loop |
| 27 Irving Park | 67 South Loop |
| 28 Irving Park | 68 South Loop |
| 29 Irving Park | 69 South Loop |
| 30 Irving Park | 70 South Loop |
| 31 Lower West Side | 71 South Loop |
| 32 Lower West Side | 72 South Loop |
| 33 Lower West Side | 73 South Loop |
| 34 Lower West Side | 74 South Loop |
| 35 Lower West Side | 75 South Loop |
| 36 Lower West Side | 76 South Loop |
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| 38 Lower West Side | 78 South Loop |
| 39 Lower West Side | 79 South Loop |
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| 58 Lower West Side | 98 South Loop |
| 59 Lower West Side | 99 South Loop |
| 60 Lower West Side | 100 South Loop |



The 5-4-3-2-1 Go! Messages

- Branding healthy lifestyle on 5-4-3-2-1 behaviors
- Consume 5 or more servings fruits/vegetables daily
- Drink 4 servings of water daily
- Eat 3 servings of low-fat dairy daily
- Spend 2 hours or less on screen time
- Get 1 hour or more per day of physical activity

5-4-3-2-1 Go! Recommendations

Eating Right and Being Active Are as Easy as...



5 servings of fruits and vegetables

Fresh or frozen, whole or cut-up, fruits and vegetables are natural sources of many important nutrients. Five or more servings of fruits or vegetables a day provide your children with vitamins, minerals and fiber that may help reduce their risk of illness, including heart disease. A serving is one-half cup of cut fruit or veggies, one cup of salad greens or one-quarter cup dried fruit.

Suggestions: Choose whole fruits and vegetables over juice, since these contain more fiber and offer a natural balance of vitamins and minerals without added sugar. Keep fresh cut-up fruits and veggies around for snacks.

4 cups of water

Encourage your children to drink water every day to satisfy their thirst and provide fluid for their growing bodies. Four or more glasses of water will help keep your kids healthy and active without adding extra calories.

Suggestions: Give your children water bottles and keep them filled. Keep track of how much they drink, especially during play or sports. Put a pitcher of water on the table at dinner.

3 servings of low-fat dairy

Low-fat dairy products provide protein and calcium for strong bodies, bones and teeth. A serving is an eight-ounce cup of low-fat or skim milk or yogurt, or 1½ ounces of low-fat cheese.

Suggestions: Blend low-fat or skim milk or yogurt with fruit and ice to make a tasty treat. Add low-fat cheese to soups and salads.

2 hours or less of screen time

Time spent watching television, using the computer or playing video games means fewer calories burned and extra weight gained.

Suggestions: Work with your children to select age appropriate shows and turn the television on only for those programs. Limit overall television, computer and video game time. Make TV a reward, not a daily routine.

1 hour or more of physical activity

Encourage your children to participate in 60 minutes of walking, running, skipping, jumping or dancing each day. Physical activity combined with good nutrition will help them stay healthy.

Suggestions: Scatter activities throughout the day. For short trips, walk instead of driving, and take the stairs when possible. Enroll your children in after-school or weekend activities, or plan for active family time.

5 servings of fruits and vegetables a day

4 cups of water a day

3 servings of low-fat dairy a day

2 hours or less of screen time a day

1 hour or more of physical activity a day



For more information, please contact: (please put your contact information here)



5-4-3-2-1 Go! Marketing Strategy

- Promote a *5-4-3-2-1 Go!* brand
- Raise awareness of local resources available to promote healthy lifestyles
- Drive intent to participate in activities that promote health using authentic sources
- Increase year-round healthy living
- Raise awareness of Chicago's changing social norm about obesity – a city working to improve public health
- Raise awareness of CLOCC's work among partners & stakeholders



The *5-4-3-2-1 Go!* Evaluation



Evaluation focused on *5-4-3-2-1 Go!* community-based campaign

- Community efforts to use 4 Ps to build *5-4-3-2-1 Go!* brand
- Developed in collaboration between CLOCC, CISC, and evaluators
- Evaluation committee including all partners was critical activity
- Study participants are families in communities – not school children (CISC)



How to Evaluate PH Brands?

- Was the audience exposed to message?
- What were audience message reactions (message perceived as credible, likeable?)
- What associations were formed by target audience with brand?
- Is brand exposure associated with positive reactions and associations?
- Are reactions and associations related to intended behavior change?



5-4-3-2-1 Go! evaluation planning

- EPIC model of community-based evaluation planning (Holden & Zimmerman 2008)
- Evans et al (2008) on planning for social marketing evaluation
- Key steps:
 - Assess context
 - Gather reconnaissance
 - Engage stakeholders
 - Focus the evaluation



Assess Context

- Social marketing evaluators design evaluations around campaign plans
- Context is determined by formative research done to design campaign
- For example, *5-4-3-2-1 Go!* context was to evaluate 3 main campaign objectives
- *truth* objectives:
 - Brand healthy lifestyle
 - Create social movement with community partners in Chicago
 - Change community & social norms
 - Change 5-4-3-2-1 behaviors



Gather Reconnaissance

- Evaluators must understand the strategy used by campaign developers and use sensitive measures and methods
- Formative research
- For example *5-4-3-2-1 Go!* evaluators interviewed campaign developers and described the basic strategy: build a healthy lifestyles brand and change Chicago social norms (Evans et al. 2007)



Engage Stakeholders

- Direct and indirect stakeholders
- Direct (immediate stake):
 - Sponsor (PepsiCo Foundation)
 - Campaign developers (CLOCC)
- Indirect (audience for campaign)
 - Formative research (eg, used results of Chat 'n Chew sessions in measurement)
 - Targeted population (eg, pre-tested survey instrument with community members)
 - Community stakeholders (eg, interviewed community networkers, partner orgs)
 - Policy (eg, informed about Chicago schools nutrition policy, Mayor's planned initiatives)



Focus the evaluation

- Design sensitivity – Does design reflect campaign implementation?
 - Evaluation design, data collection tied to *5-4-3-2-1 Go!* implementation
- Measurement sensitivity – Do measures reflect campaign objectives
 - Survey designed based on *5-4-3-2-1 Go!* messages
- Sampling sensitivity – Does sample reflect target?
 - Sampled in target communities
- Analysis sensitivity – Do analyses relate campaign exposure, mediators & behavioral outcomes?
 - Analysis plans based on conceptual model



5-4-3-2-1 Go! Evaluation Design

- Randomized trial of *5-4-3-2-1 Go!* in 6 communities
- Participants randomly assigned to home intervention or not
 - *5-4-3-2-1 Go!* materials/messages provided in brief home session (primer to intervention in community)
 - No home session
 - Both groups potentially exposed in community (measured)
 - Account for both experimental and community exposure
- Data collection using Community Healthy Living Awareness Survey (CHLAS), in-person interview



Study Aims

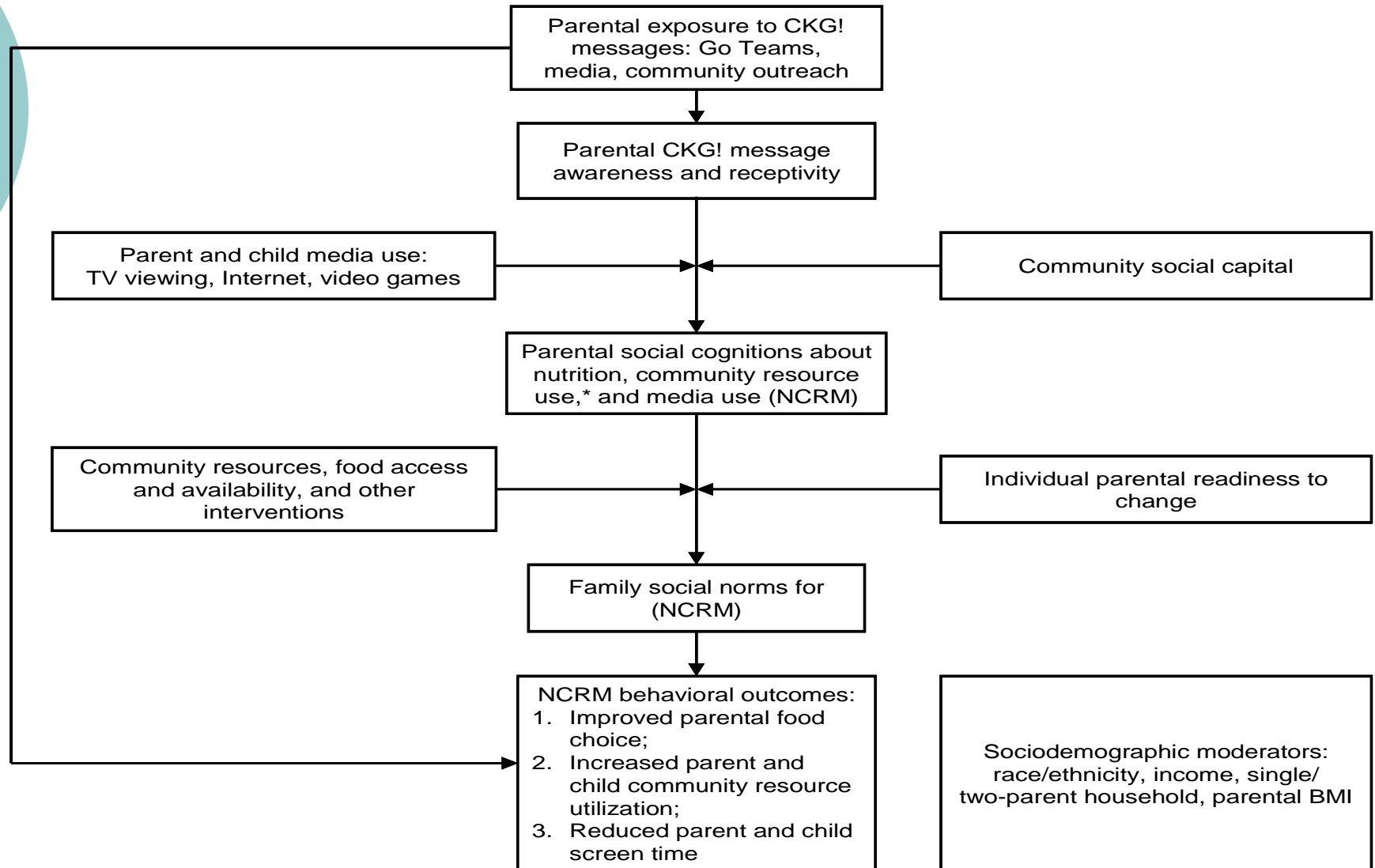
- Determine potential of *5-4-3-2-1 Go!* for national replication as a model social marketing campaign
- Identify direct effects of *5-4-3-2-1 Go!* messages on family outcomes - food choice, use of community resources, media use & screen time
- Identify moderating effects of social capital, food access and availability, community resources on *5-4-3-2-1 Go!* outcomes
- Determine mediating effects of determinants (eg, nutrition attitudes) on the relationship between *5-4-3-2-1 Go!* messages on behavioral outcomes



CHLAS instrument

- Developed Community Healthy Living Assessment Survey (CHLAS)
- Designed to be sensitive to conceptual model & outcomes
- Interviewer-administered, 64-item questionnaire
- Items derived from validated surveys; new *5-4-3-2-1 Go!* items developed where appropriate

5-4-3-2-1 Go! Conceptual Model





CHLAS pre-testing

- Conducted pre-test with 17 eligible residents of 6 Chicago communities
- Partner organizations recruited pre-test respondents
- Telephone survey
- \$20 incentive (Target gift cards)
- Survey generally tested well, small wording changes made



CHLAS measurement categories

- Socio-demographics, moderators
- Parent 5-4-3-2-1 KAB
- Child's 5-4-3-2-1 KAB (from parent)
- Social & physical environment (food availability, resource use, safety)
- Media use/channels
- Exposure/reactions to 5-4-3-2-1 messages & channels



Data Collection

- Recruited participants randomly from Census tract lists (households)
- 1 parent per household
- Used targeted list sampling
- Screened/scheduled interviews by phone and in-person
- All interviews conducted in person
- \$20 incentive
- Baseline data collection Sept 2007 to Feb 2008 (524 baseline interviews)



Data collection lessons learned

- Expected tough go – it was harder!
- Targeted list sampling was helpful, but less than predicted
- Children's Memorial name was valuable for recruiting
- Easier to reach residents in Winter – people inside
- Incentives, lead letters helpful



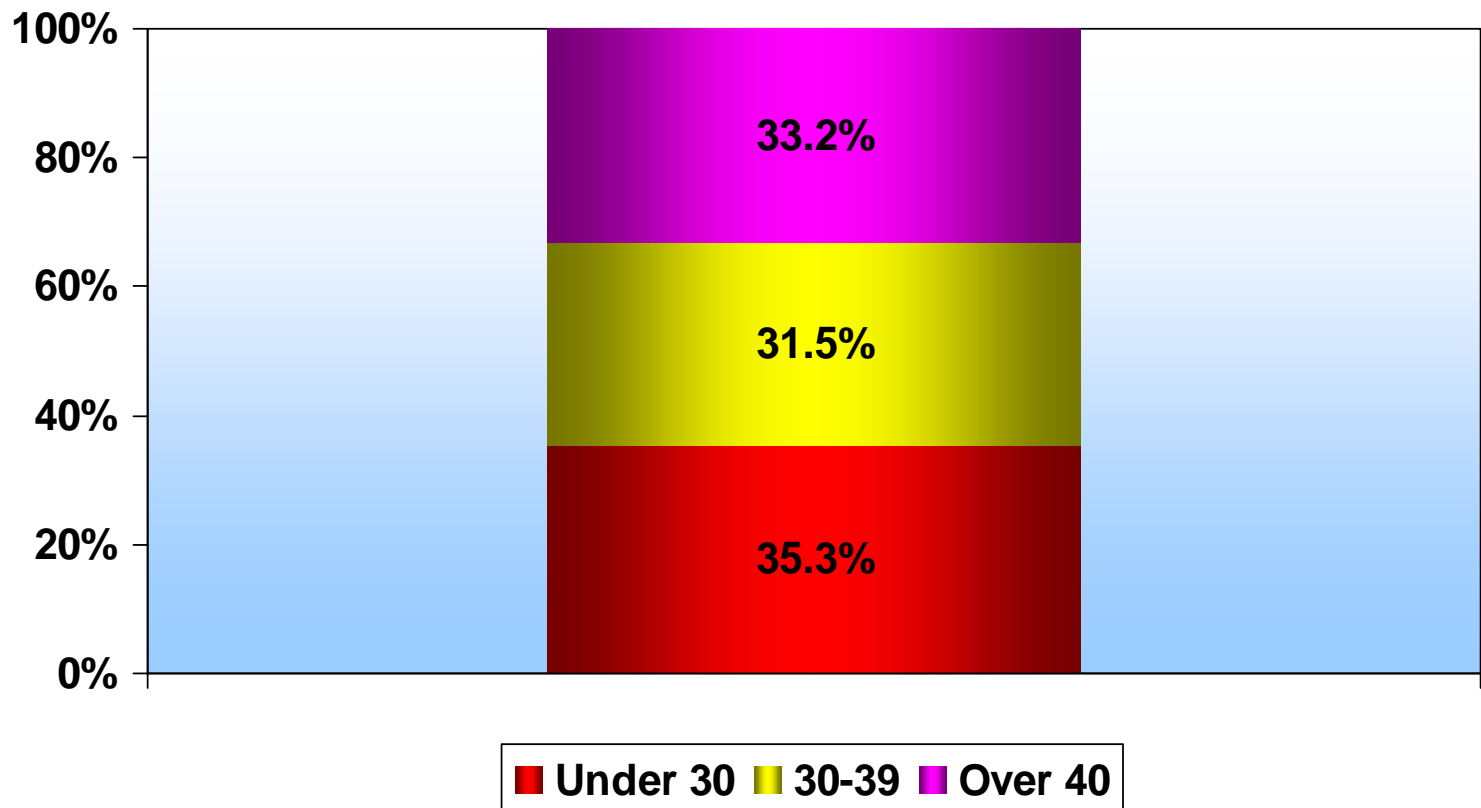
Analysis

- Descriptive, bi-variate tests of association
- Main effects of *5-4-3-2-1 Go!* exposure on KAB
- Mediation (per conceptual model)
- Moderation
- Special topics (eg, effects of safety, food marketing, shopping habits)

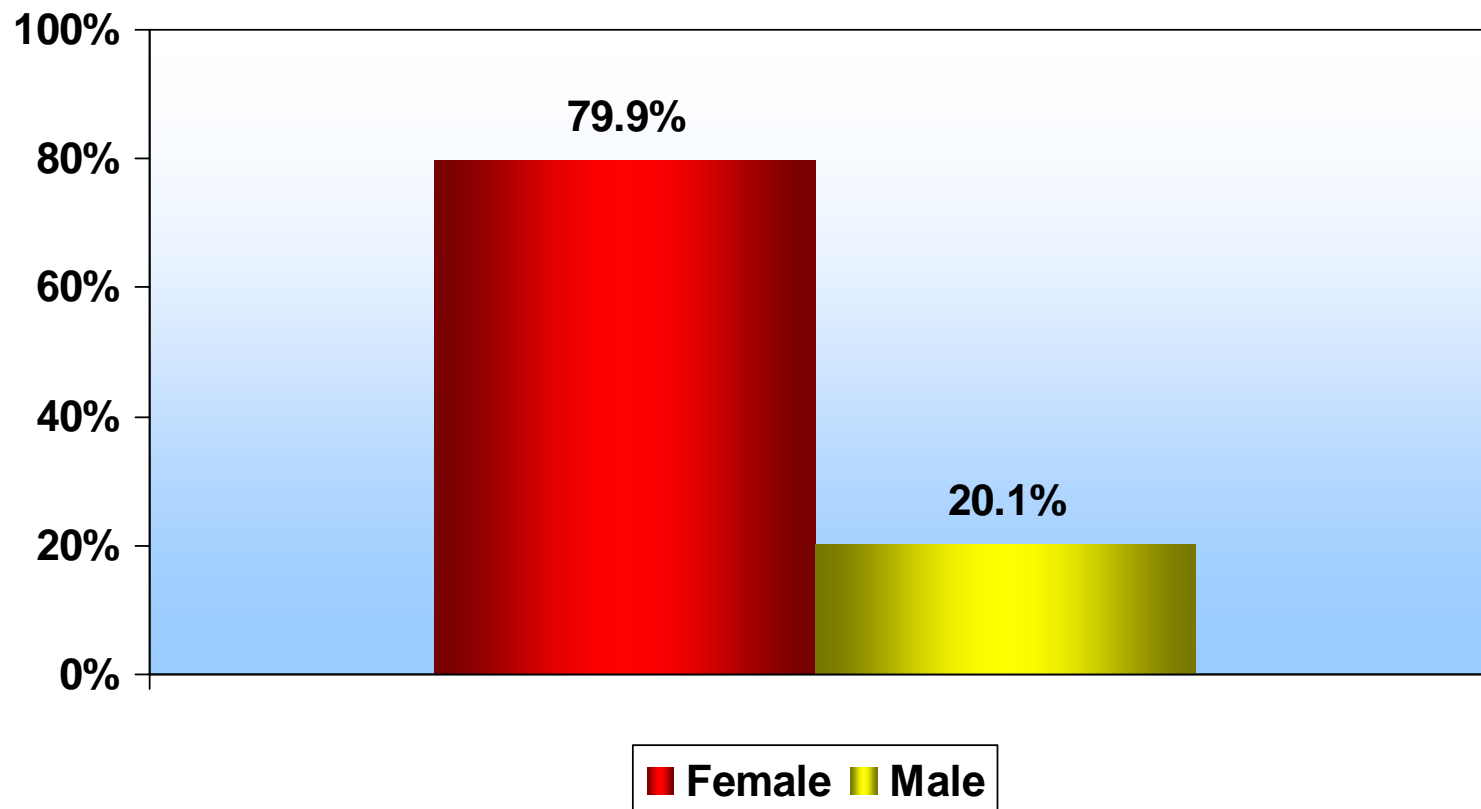


Demographics

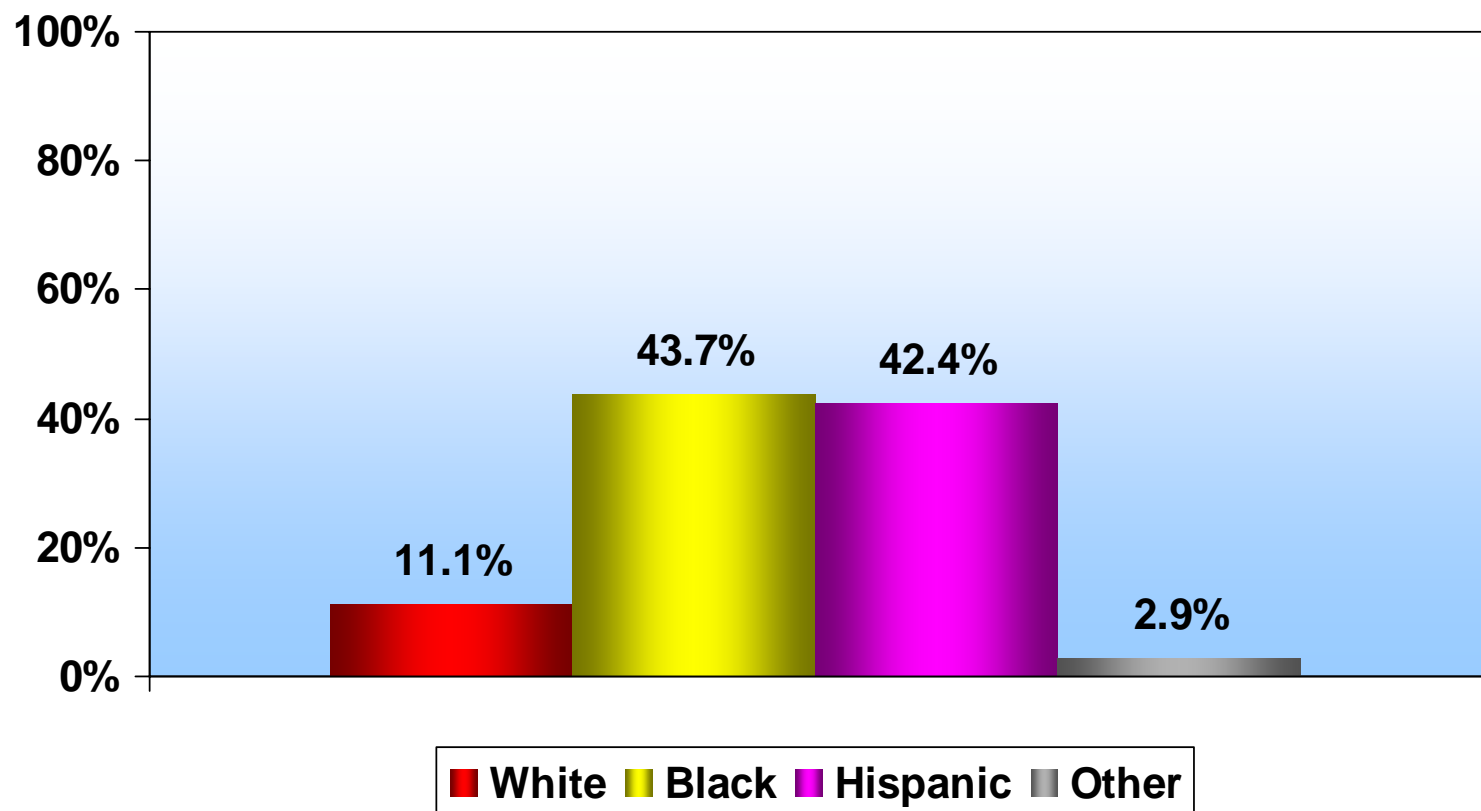
Age



Gender



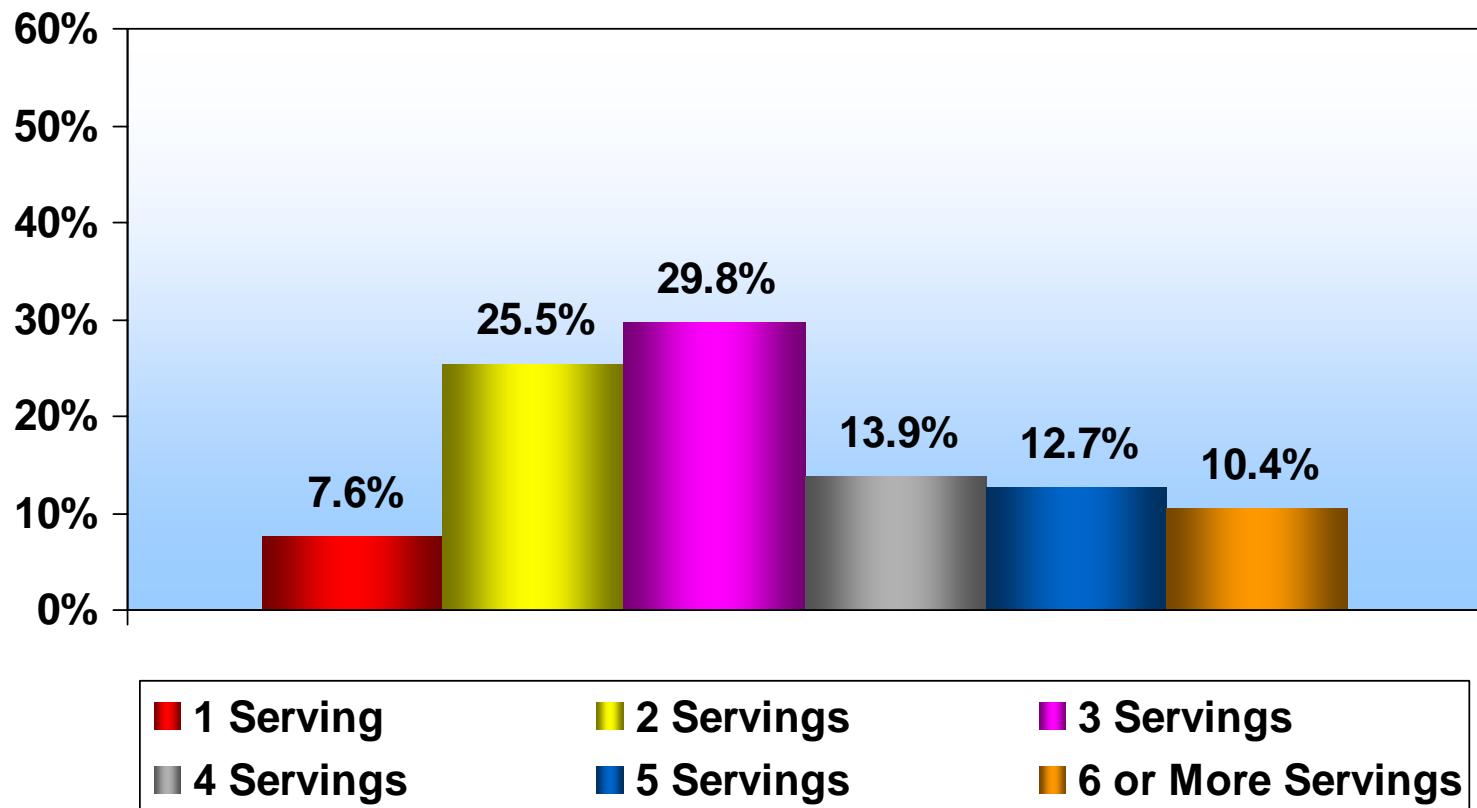
Race / Ethnicity



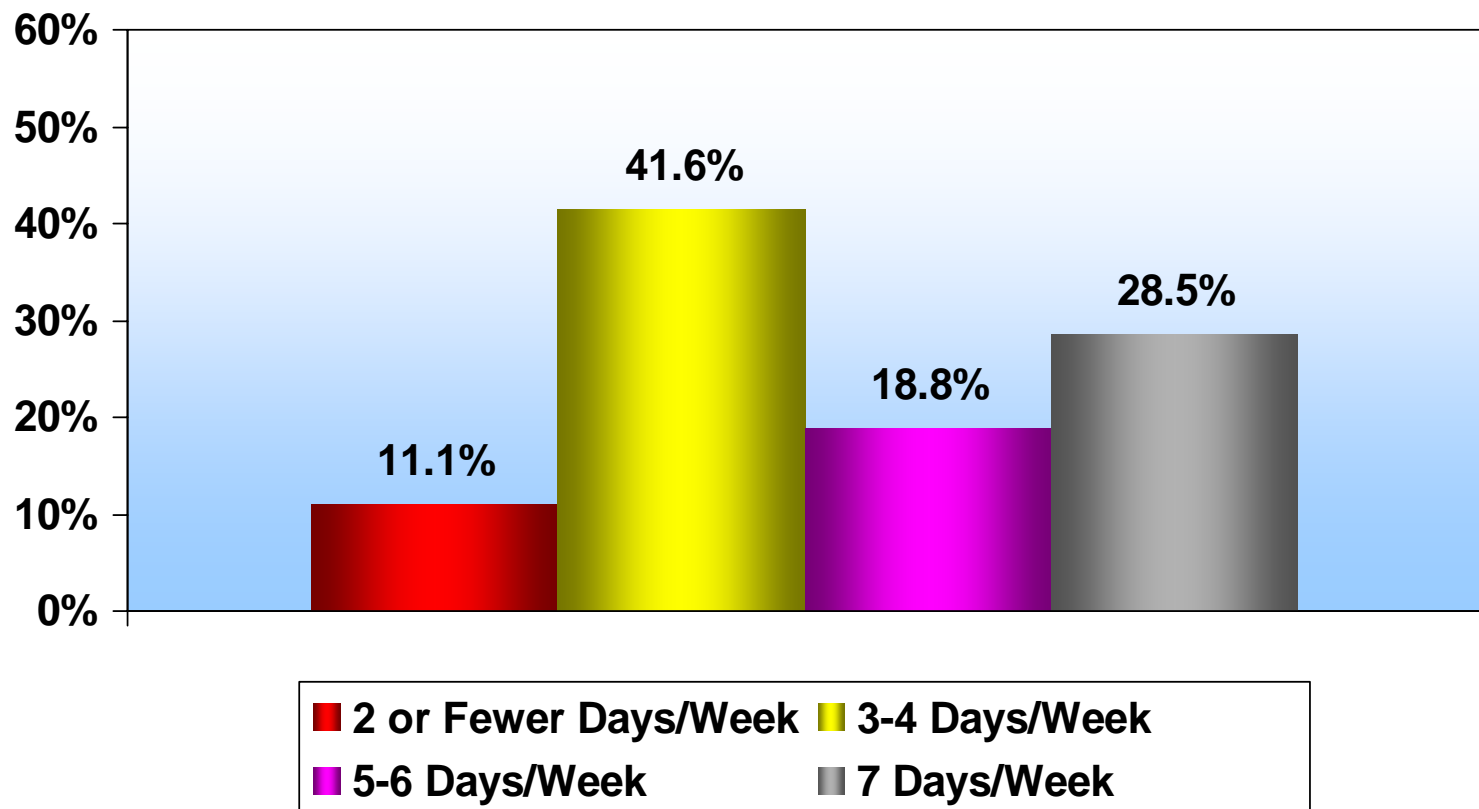


5-4-3-2-1 KAB

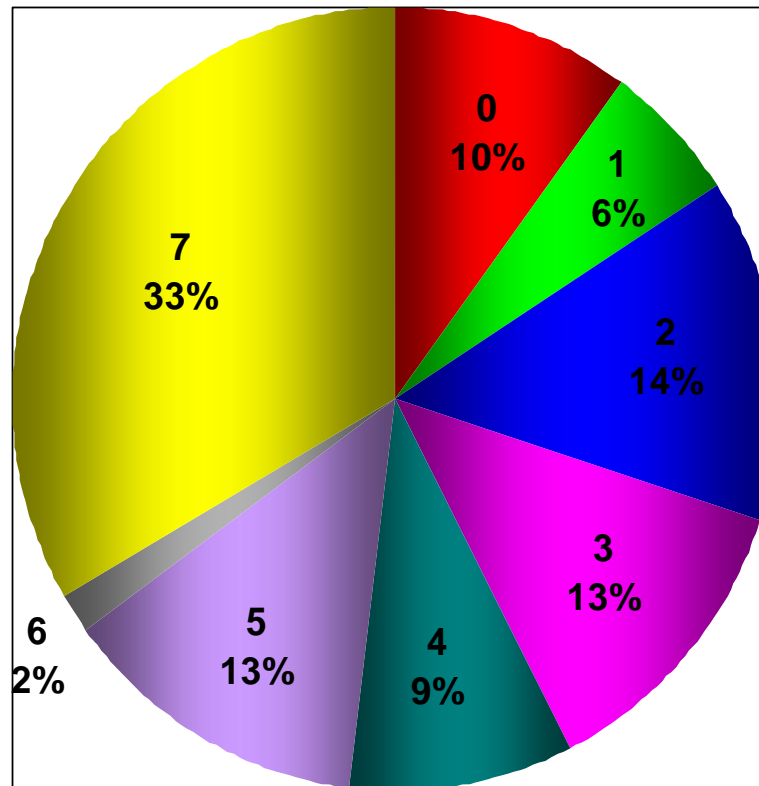
Knowledge of recommended servings of fruits & vegetables




Knowledge of recommended moderate physical activity per week

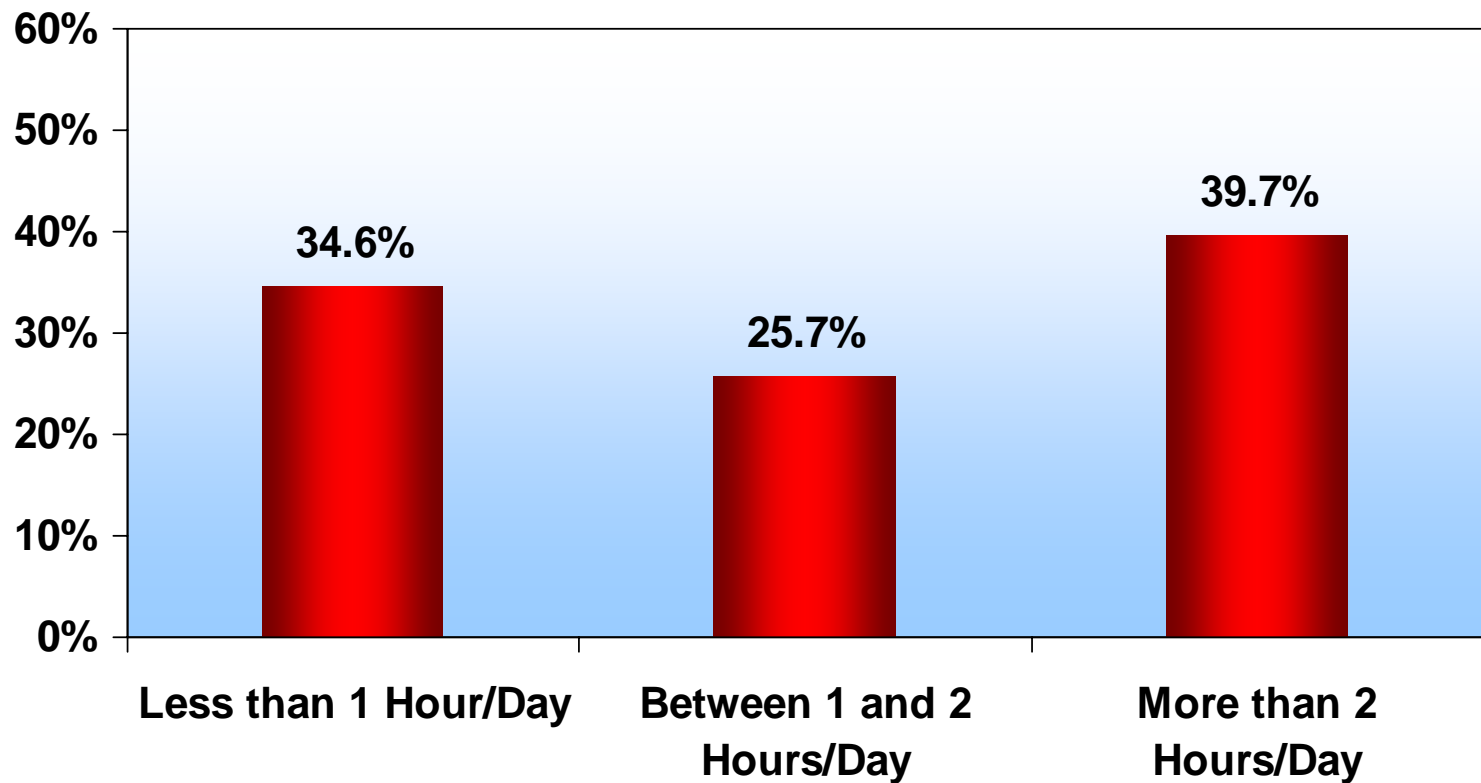


During the past 7 days, on how many days did you do moderate physical activity?

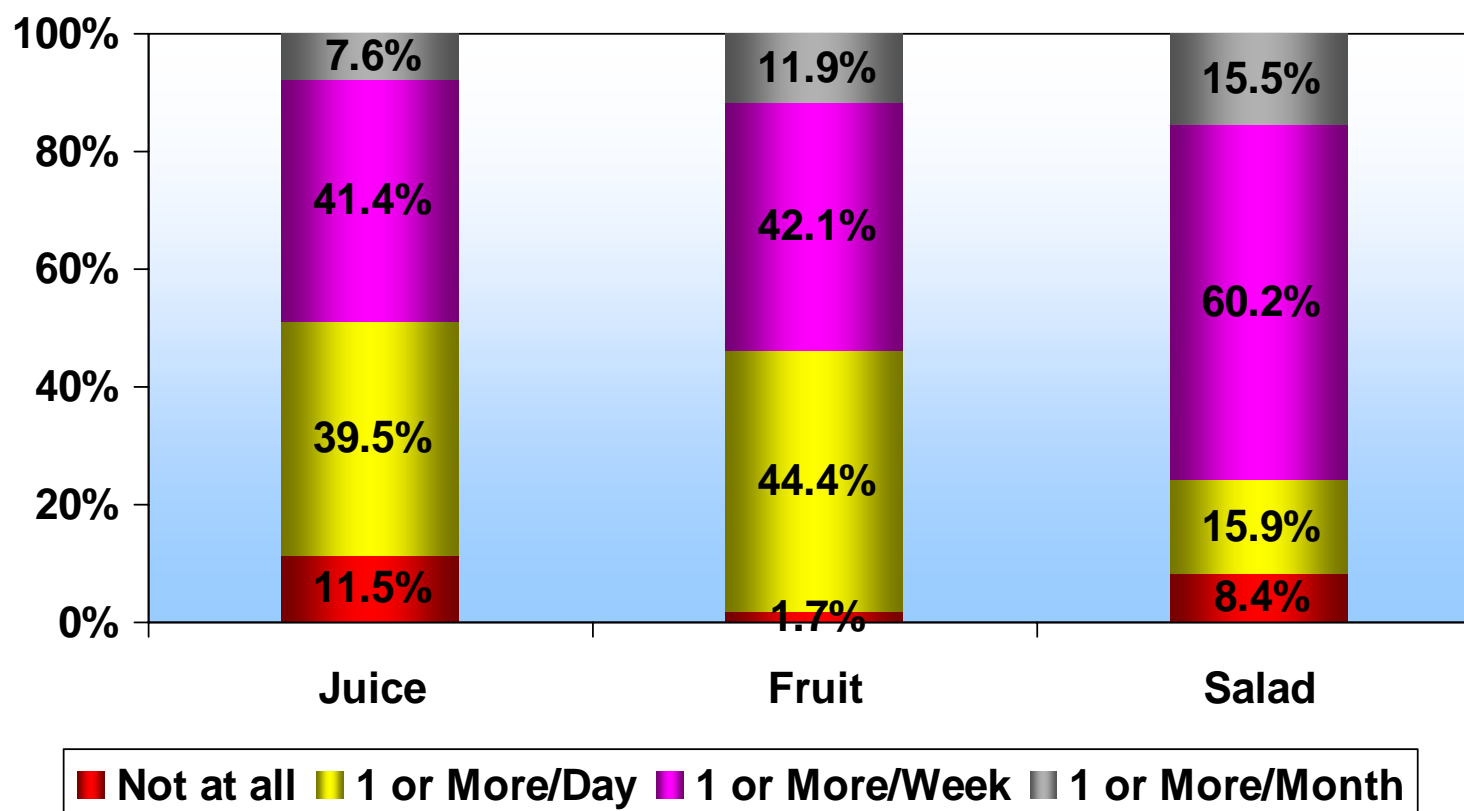




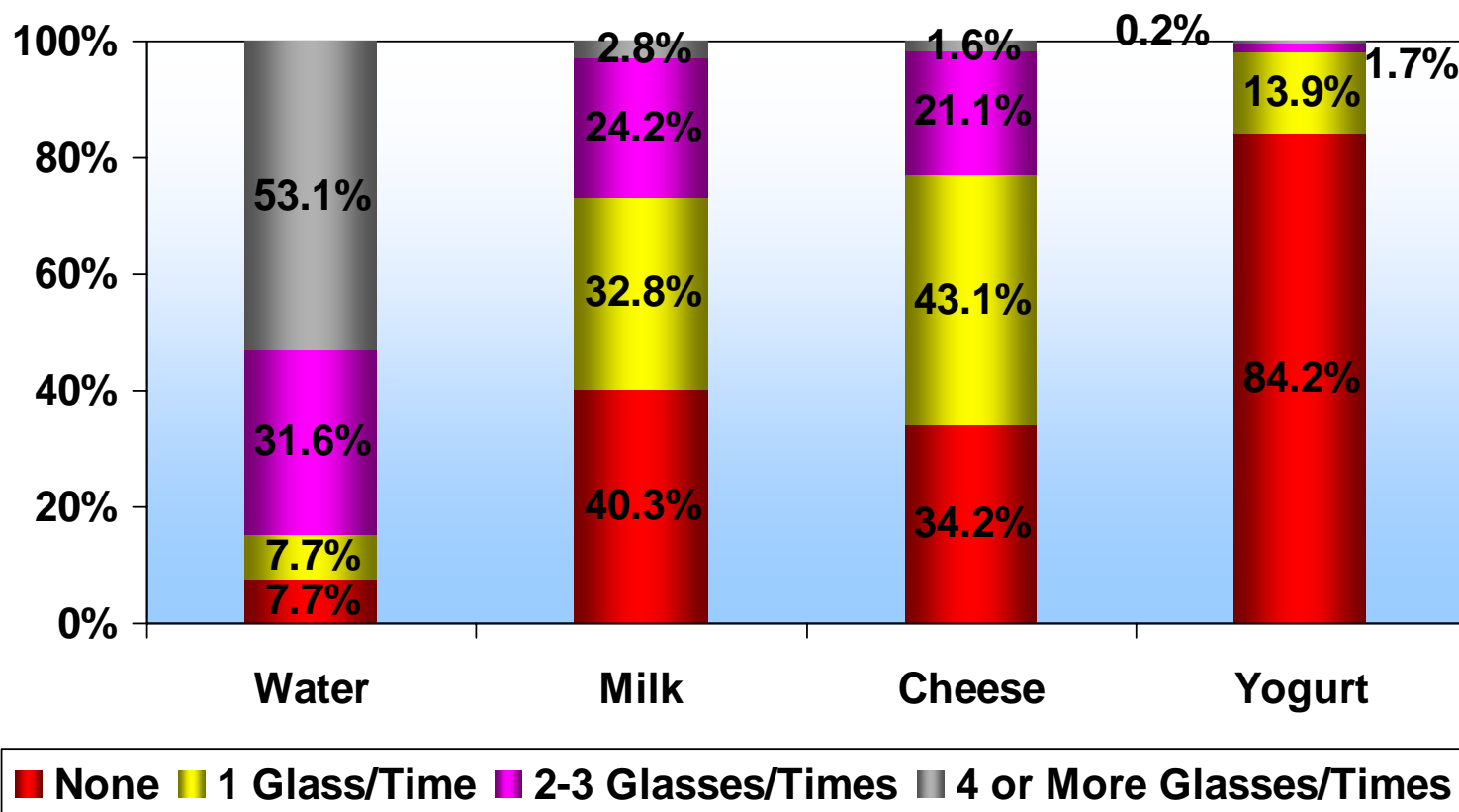
How much time did you usually spend doing moderate physical activity on any 1 of these days?



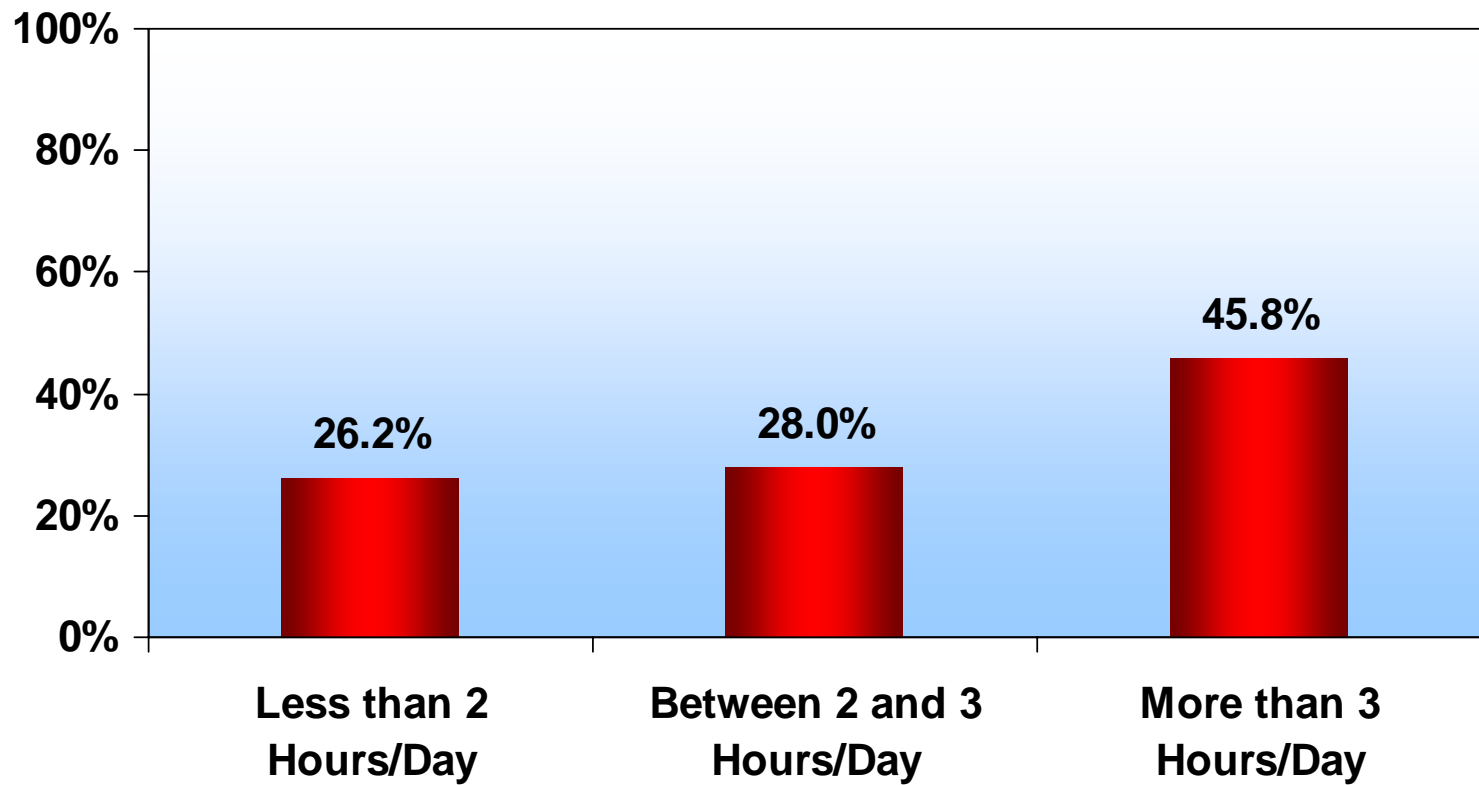
Frequency of eating (fruits and vegetables)



Water, Milk, Cheese, Yogurt Yesterday



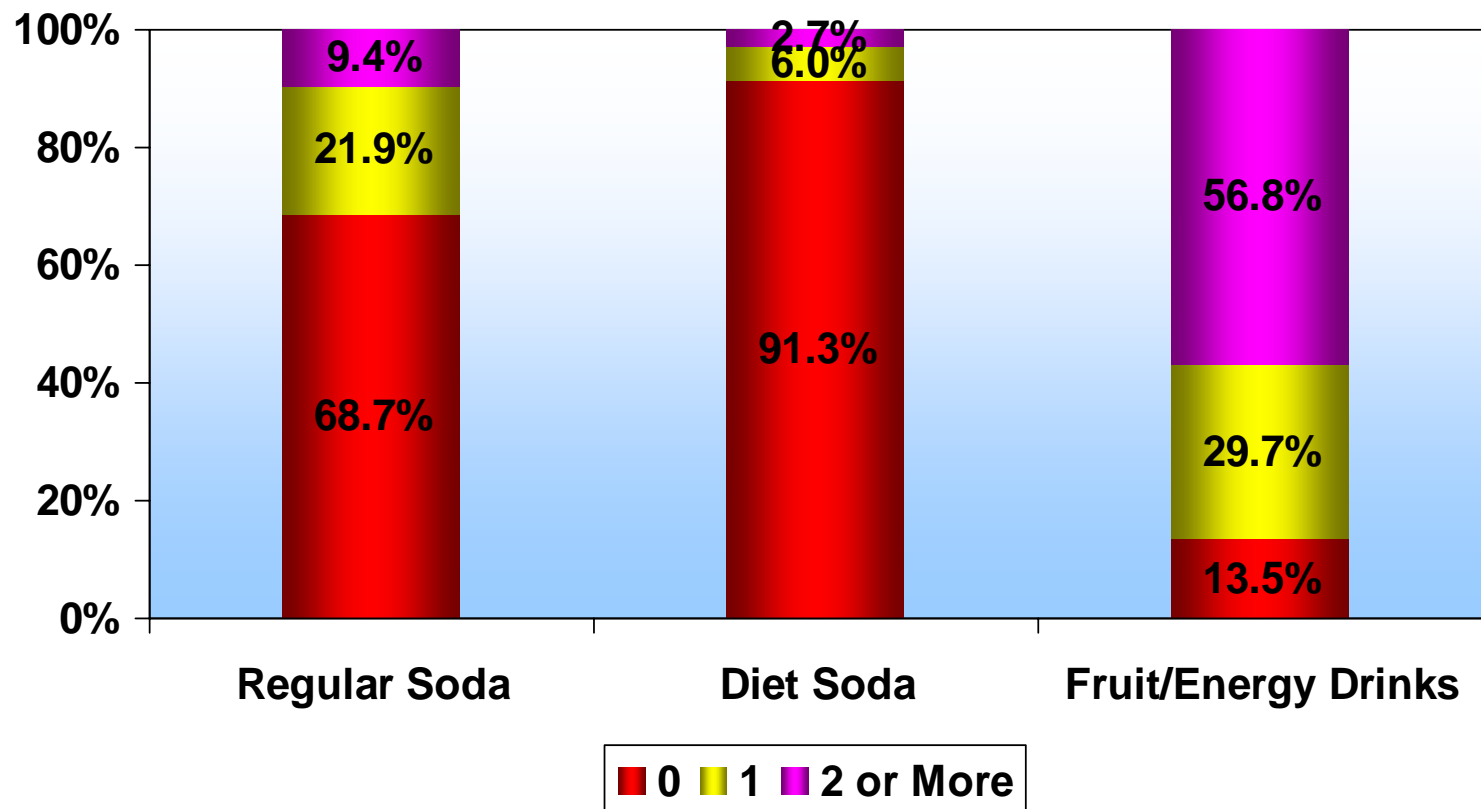
How many hours a day do you watch TV?



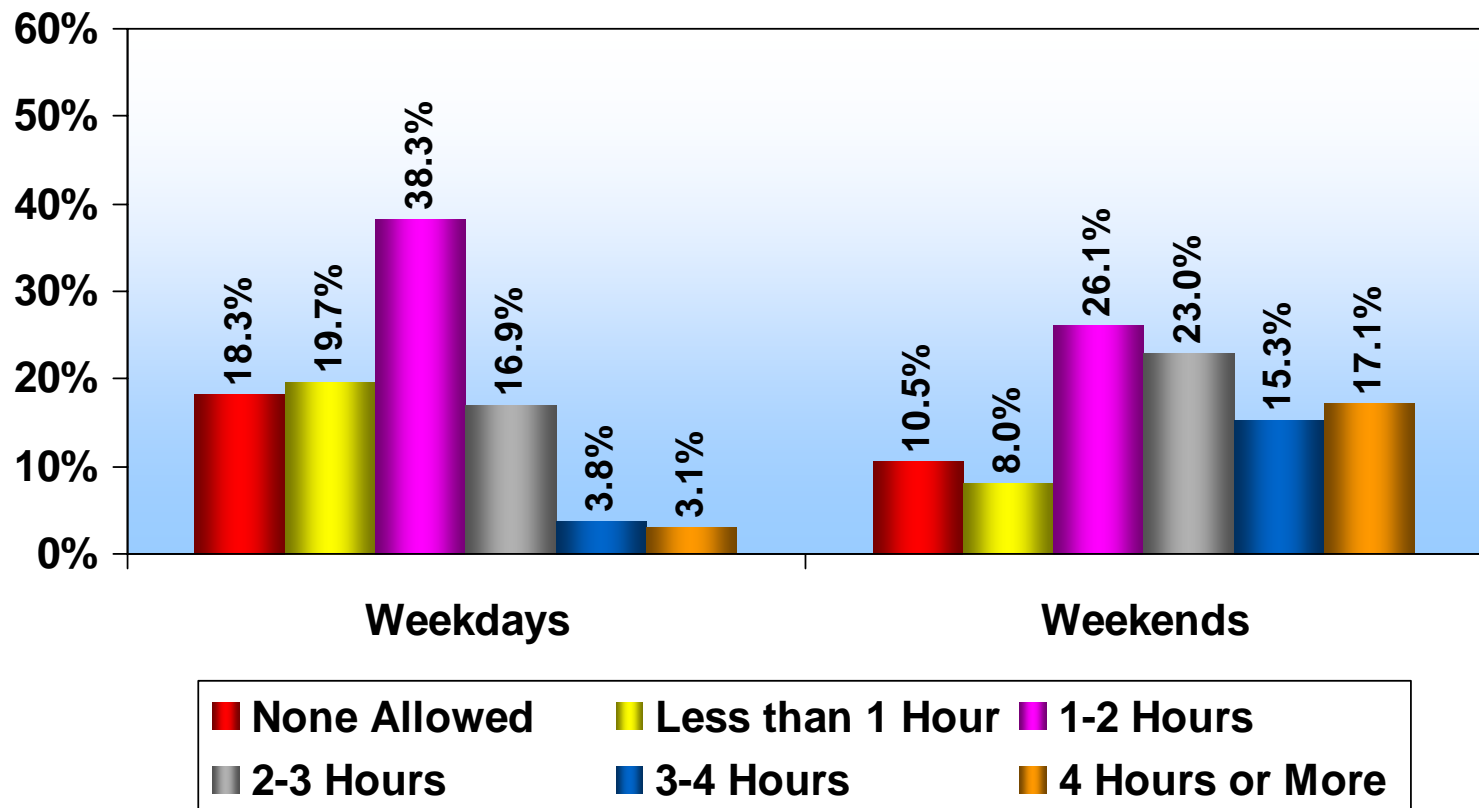


Children's *5-4-3-2-1 Go!* KAB

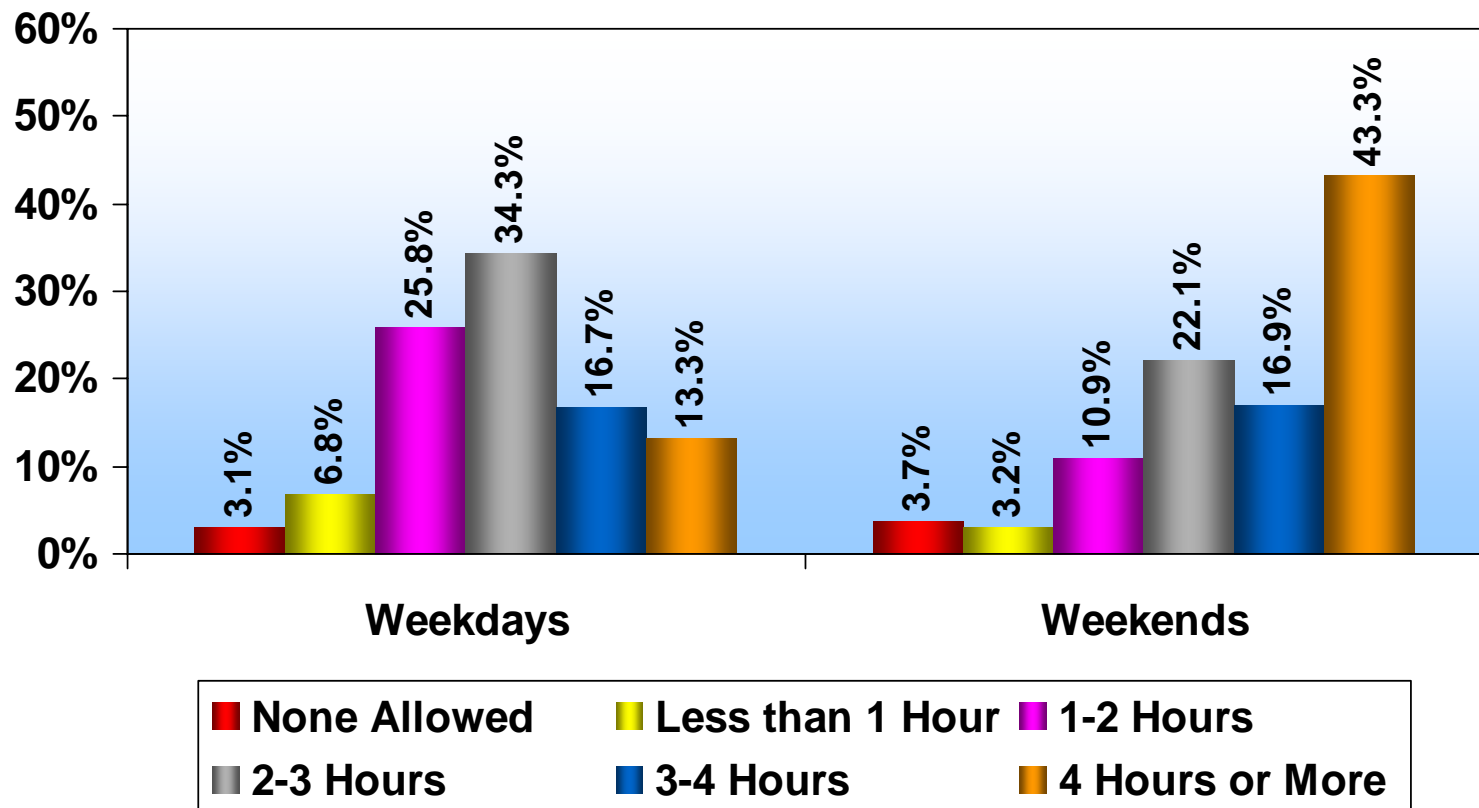
Servings of soda and sugar-sweetened drinks per day



Hours of video gaming children allowed on weekdays/weekends



Hours of TV children allowed on weekdays/weekends





Baseline comments

- Low knowledge/awareness of *5-4-3-2-1 Go!* recommendations
- Generally poor nutrition and inadequate physical activity
- Parents not providing good NPA role models
- Opportunity for *5-4-3-2-1 Go!* campaign to make a difference!
 - Awareness, attitude change targets of SM



Next Steps

- Conducting baseline analysis
- Journal articles on evaluation design and baseline results
- Conduct follow up data collection (Fall-Winter)
- Analyze & publish program effects (2009)
- Identify replicable components of *5-4-3-2-1 Go!* (2009-on)



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Thank you!

- Doug Evans, wdevans@gwu.edu