The Jump with Jill-Texas Department of Agriculture partnership is creating an unprecedented swell of change in Texas schools. Employing media strategies, Jump with Jill (JWJ) is a music-based program that transforms nutrition education into a school wide rock concert. JWJ gets students dancing and singing to behaviorally-focus songs that covers:

- increasing consumption of fruits, vegetables, low-fat milk products.
- eating breakfast.
- promoting local agriculture.

The JWJ program includes:

- SHOWS (live event attendance 11,734): 20 one-hour shows for the entire school.
- CRATES: 260 “Texas Crates” filled with educational materials for classroom teachers.
- TASTINGS: 9 taste tests to give students a hands-on experience with the featured local foods.
- MEDIA CAMPAIGN: strategic promotion to news platforms, including 175 social media engagements.
- SPECIAL EVENTS: appearance at the State Fair of Texas.
- EVALUATION: detailed analysis of 227 3rd graders from interactive survey and 12 teachers from digital survey; collection of staff feedback through digital survey.

Engagement around JWJ demonstrates it is a powerful intervention that shapes the entire school environment. High scores at baseline offer clues to engagement levels, making JWJ a cost-effective way to reach schools across the vast Texas geography. Schools “win” the show and working with the JWJ team is gaining back stage access. The anticipation of the show alone has a priming effect for positive results.

Materials sent in advance of the show empower teachers to take nutrition into the classroom. Although teachers consider nutrition education valuable for students, high-stakes standardized testing make nutrition and physical education expendable. JWJ has successfully overcome these much documented barriers. Teachers reported they made time for JWJ, using the curated CRATE to make quick decisions about how to inject it into their busy instructional time.
JWJ has a statistically significant improvements on students’:

1. **willingness to experiment with new healthy foods.** All schools receiving some component of JWJ demonstrated an extremely high try rate (97.8%) of Texas-produced foods: watermelon, bell peppers, and low fat cheese. Try rates are highest in schools that received the show (98.5%). Best practices for taste tests as an intervention strategy include:
   - to decrease group think, work with small groups (ex. one class at a time) and pause to let students decide answers before reporting to the group
   - to increase likelihood of engagement with new health behavior, personally model the desired behavior (ex. try the food!)
   - to decrease survey fatigue, gamify the evaluation methods
   - to decrease social desirability bias, make a “promise to be honest” and insist that “this is not a test”

2. **confidence that choosing healthy foods will improve their health.** JWJ creates positive impressions of healthy foods, moderates negative responses, and creates commitment for those that start out as ‘not sure.’

3. **enthusiasm for nutrition education.** The positive experience derived from JWJ helps audiences develop deep intrinsic motivations that positively influence health outcomes and lead to high levels of program satisfaction among participants. Through the many touch points of the program, students and teachers attach to the characters. Their relationship deepens as they go from viewing videos, to watching the show in real life, to working one-on-one in the flesh in the taste test. Teachers felt accountable to these characters and all did at least some classroom instruction and almost all completed the survey.

The greatest program impact includes the show; the supporting components (CRATES and TASTINGS) amplify the effect of the show. Intervention B (SHOW then TASTING) showed improvements in all three areas being measured (willingness, confidence, and enthusiasm). The second greatest impact occurred with Intervention A (SHOW only) showing improvements in two areas (willingness, enthusiasm).

**Furthermore, for many of the results the typical drop in scores over time (i.e. the follow-up responses) was not observed.** Indeed, for some measures scores remained significantly higher than pre-test. This is highly unusual for a typical nutrition education intervention, speaking to the power of a highly engaged group of schools.