

Infographics to promote your SNAP-Ed Program

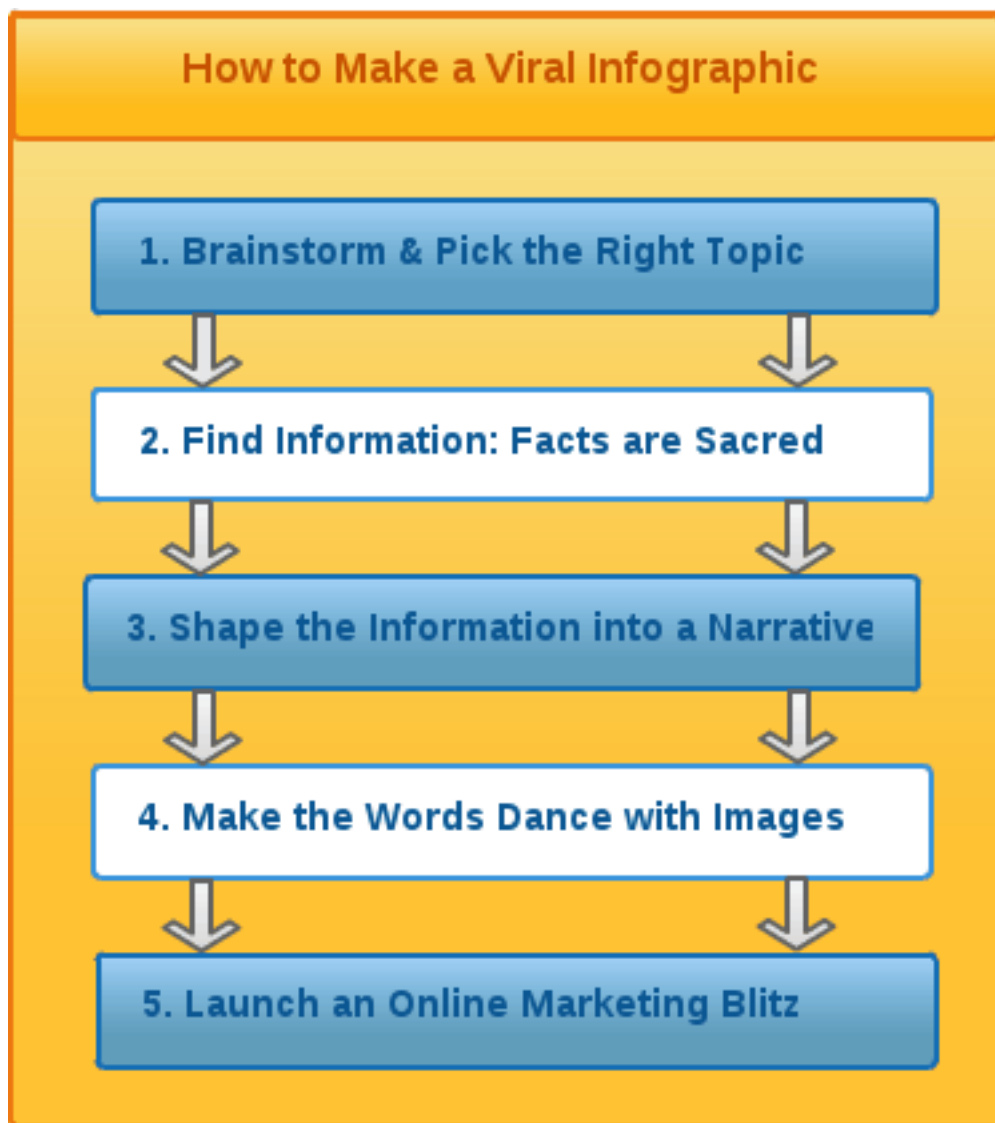
Promote your SNAP-Ed program to stakeholders (county, state, federal legislators; university/college administrators and researchers) by using an Infographic.

Infographics or information graphics give us a new way of communicating and new ways to help stakeholders understand and think about your information. An effective infographic will tell a story about your programs, the problem, your solution and results. A good infographic should work on at least two levels:

- big picture at first glance (such as trends in poverty, hunger in your state);
- invites viewers to examine and interact with the detailed information.

The graphic's primary purpose is to make data comprehensible to a wide audience.

How to make a viral infographic:



Source: The YouMoz Blog; The Definitive Guide to Conceptualizing, Designing and Promoting Your own Infographic

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1. Pick your outcomes: It is important to pick the end-of-year outcomes that will appeal to your target audience. Brainstorm with your team. Ask yourselves the following questions.
 - a. Who is your target audience?
 - b. Will the target audience be interested?
 - c. Does the choice of data reflect well upon your program?
 - d. Is it presented in a novel or eye-catching way?
 - e. Have you used valid data sources for the information?
2. Decide on what *your* relevant national, state and possibly local data will be.
 - a. Examples of national resources may include:
Behavioral Risk Surveillance System Survey Data www.cdc.gov/brfss
Household Food Security in the US <http://www.ers.usda.gov/>
National Survey of Children's Health www.childhealthdata.org
 - b. State outcome data from EARS and State final SNAP-Ed narrative
 - c. State needs assessment
3. Shape the information into a narrative: the information tells the story.
 - a. Effective data communication must be:
 - i. Compelling: stands apart from all other available data
 - ii. Competent: sourced from creditable resources to create trust
 - iii. Controversy: the data you choose should create discussion and expand your influence beyond the reach of the infographic

Remember there could be lots of bits of information present in your readers' world. Think about how much they will be able to digest in the few moments they focus on your content. What you can communicate in that timespan can change their perspective.
4. Make the words dance with images. Make the complex understandable.
 - a. Present the data and story visually
 - b. Free the data from the constraints of a table. Present it in a format that reveals hidden trends, highlights key points and is visually accessible
 - c. Visual representation should strive to be:
 - i. Accurate
 - ii. Clear
 - iii. Accessible
 - iv. Informative
 - v. Valuable
 - vi. Beautiful
5. Find the experts to assist with development.
 - a. Work with your university graphics department on design (development of an infographic can cost \$200-\$500)
 - b. Use other resources to develop your design – look at other designs and adapt
 - c. Examples follow

Sources: www.creativeblog.com/design/10-steps-creating-perfect-infographic/
<http://understandinggraphics.com/design/themes-for-a-good-infographic/>

Infographics to promote your SNAP-Ed Program

OHIO STATE UNIVERSITY EXTENSION

SNAP-ED WORKS

HEALTHIER LIVES THROUGH NUTRITION EDUCATION

Every \$1 spent on nutrition education saves as much as \$10 in long-term health care costs

THE CHALLENGE



33%

of OHIO CHILDREN are overweight or obese



66%

of OHIO ADULTS are overweight or obese



70%

of adults in Ohio do not eat the RECOMMENDED DAILY AMOUNT of both fruits and vegetables



17%

of FAMILIES WITH CHILDREN in Ohio face hunger/ food insecurity

THE SNAP-ED SOLUTION

INTRODUCE school kids to new fruits and vegetables through workshops, classes, and school gardens



TEACH SNAP families how to buy and prepare healthy foods

HELP low-income families stretch tight budgets and buy healthy options

THE RESULTS



REACHING SNAP PARTICIPANTS

56% of Ohio SNAP-Ed participants reported using SNAP



INCREASED PHYSICAL ACTIVITY

49% of SNAP-Ed participants reported being more physically active on most days of the week



FAMILIES WITH CHILDREN LEARN FROM SNAP-ED

59% of SNAP-Ed participants are adults ages 18-59, many with children in the household



INCREASED FOOD SECURITY

More than 1/3 of SNAP-Ed participants say they were less food insecure after completing an Ohio SNAP-Ed program



INCREASED CONSUMPTION OF HEALTHIER FOODS

Nearly half of SNAP-Ed participants regularly consume a variety of fruits & vegetables



STATEWIDE OUTREACH

SNAP-Ed is offered in 75% of the counties in Ohio



THE OHIO STATE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN ECOLOGY
COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES

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SNAP-ED WORKS

REFERENCES

THE CHALLENGE

National Survey of Children of Children's Health (NSCH), 2011.
Source: Data Resource Center for Child and Adolescent Health. (2011). Indicator 1.4: What is the weight status of children based on Body Mass Index (BMI) for age? 4 categories. *2011 National Survey of Children's Health*. Available at: <http://www.childhealthdata.org/browse/survey/results?q=2462&r=37>. Accessed on January 17, 2014.

Behavioral Risk Factor Surveillance System (BRFSS), 2011.
Source: Centers for Disease Control and prevention. (2011). Prevalence and trends data, overweight and obesity (BMI) -2011, weight classification by Body Mass Index (BMI). Behavioral Risk Factor Surveillance System Survey Data. Available at: <http://apps.nccd.cdc.gov/brfss/display.asp?yr=2011&cat=OB&qkey=8261&state=OH>. Accessed on January 17, 2014.

Interact for Health, 2013 Ohio Health Issues Poll. Available at: https://www.interactforhealth.org/upl/Healthy_eating_data.pdf. Accessed on January 17, 2014.

Coleman-Jensen, A., Nord, M., 7 Singh, A., (2013). Household food security in the United States in 2012. USDA ERS

THE SNAP-ED SOLUTION

Dollahite, J., Kenkel, D., &Thompson, C.S.(2008). An economic evaluation of the Expanded Food and Nutrition Education Program. *Journal of Nutrition Education and Behavior*, 40(3), 134-143.

Lambur, M.T. (1999). Applying Cost Benefit Analysis to Nutrition Education Programs: Focus on the Virginia Expanded Food and Nutrition Education Program.

THE RESULTS

FFY 2013 Ohio SNAP –Ed Narrative Annual Report. Submitted to the Ohio Department of Jobs and Family Services. November 25, 2013.

FFY 2013 Ohio Education and Administrative Reporting System (EARS) Report. Submitted to the Ohio Department of Jobs and Family Services. December 15, 2013.

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SNAP-Ed WORKS

Healthier Lives Through Nutrition Education



THE CHALLENGE

1/3

Children in the U.S. are overweight or obese

2/3

Adults in the U.S. are overweight or obese

1/5

Families with children in the U.S. face hunger/food insecurity

1/10

Adults in the U.S. eat the recommended daily amount of both fruits and vegetables

THE SNAP-Ed SOLUTION

Every \$1 spent on nutrition education saves as much as \$10 in long-term health care costs



SNAP-Ed WORKS IN ALL 50 STATES
With low-income families and children that receive SNAP (food stamps)



Teaches SNAP families how to buy and prepare healthy foods



Helps low-income families stretch tight budgets and buy healthy options



Introduces school kids to new fruits and vegetables through workshops, classes, and school gardens

THE RESULTS

SNAP-Ed WORKS FOR KIDS

3/4

of SNAP-Ed participants are children



73% OF STUDENTS MET THE NATIONAL RECOMMENDATION FOR FRUIT CONSUMPTION among Georgia SNAP-Ed program participants



50% DECREASE OF OVERWEIGHT in elementary school students in a Pennsylvania SNAP-Ed program



100% INCREASE OF FRUIT AND VEGETABLE CONSUMPTION in elementary school students in SNAP-Ed's Harvest of the Month program in Chico, CA

SNAP-Ed WORKS FOR ADULTS & FAMILIES



INCREASE IN HEALTHIER FOODS

92% increase in the number of participating low-income California adults eating 5+ servings of fruits and vegetables daily



INCREASE IN PHYSICAL ACTIVITY

Up to 62% of SNAP-Ed participants were more physically active



DECREASE IN HUNGER

40% of SNAP-Ed participants say the program helped them reduce the number of days their families faced food insecurity during the month

Find out how you can protect SNAP-Ed at
<http://www.phi.org/resources/?resource=snapedworks>

DESIGNED BY elefant designs

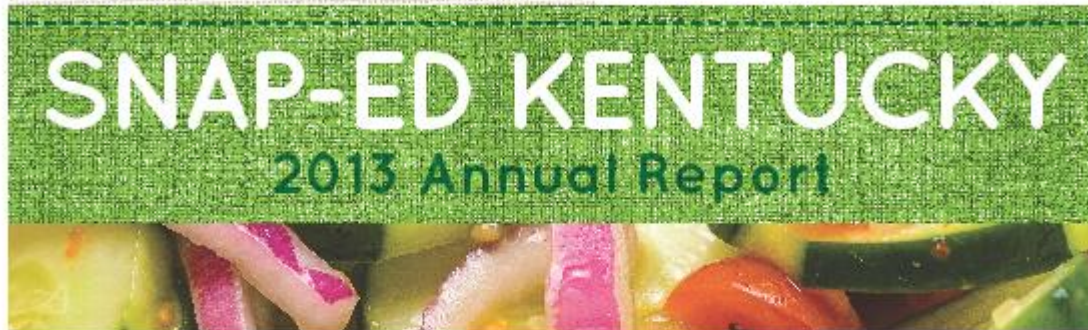


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COOPERATIVE EXTENSION SERVICE
UNIVERSITY OF KENTUCKY COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENT, LEXINGTON, KY 40546



UNIVERSITY OF KENTUCKY
Nutrition Education Programs
Family & Consumer Sciences Extension



OUR FOCUS

SNAP-ED: STRENGTHENING FAMILIES

The Supplemental Nutrition Assistance Program Education (SNAP-Ed) reaches SNAP recipients and limited resource audiences providing nutrition education. Participants receive hands-on education and gain basic skills necessary to raise



healthy families on limited incomes in a struggling economy. Clients are provided with nutrition education that teaches them to use SNAP resources effectively while promoting healthy eating habits with physically active lifestyles. SNAP-Ed helps Cooperative Extension further its goals in key strategic areas:

- Reducing and preventing obesity
- Decreasing hunger
- Reducing health care costs

SNAP FAMILIES AND PROGRAMS

In Kentucky In 2013 there were:⁵

2,844
families enrolled in SNAP-Ed programs

6,399
adults benefiting from SNAP-Ed programs

209,163
children benefiting from SNAP-Ed programs

67,835
children below the age of 5 benefiting from SNAP-Ed programs

45
SNAP-Ed assistants in 42 counties

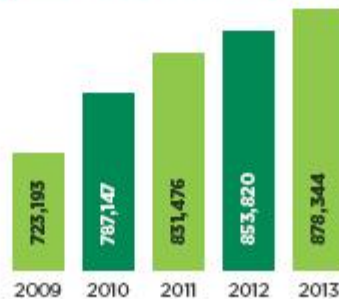
This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP.

NUTRITION AND FAMILIES

In Kentucky:

- **31.3%** of adults were obese in 2012¹
- **36.0%** of children and teens age 10 to 17 were obese or overweight in 2011-2012²
- **821,067** of adults were impoverished in 2012³
- **263,744** of children were impoverished in 2012⁴
- **\$264.72** was the average SNAP benefit received in 2013⁴

KENTUCKIANS RECEIVING SNAP BENEFITS⁴

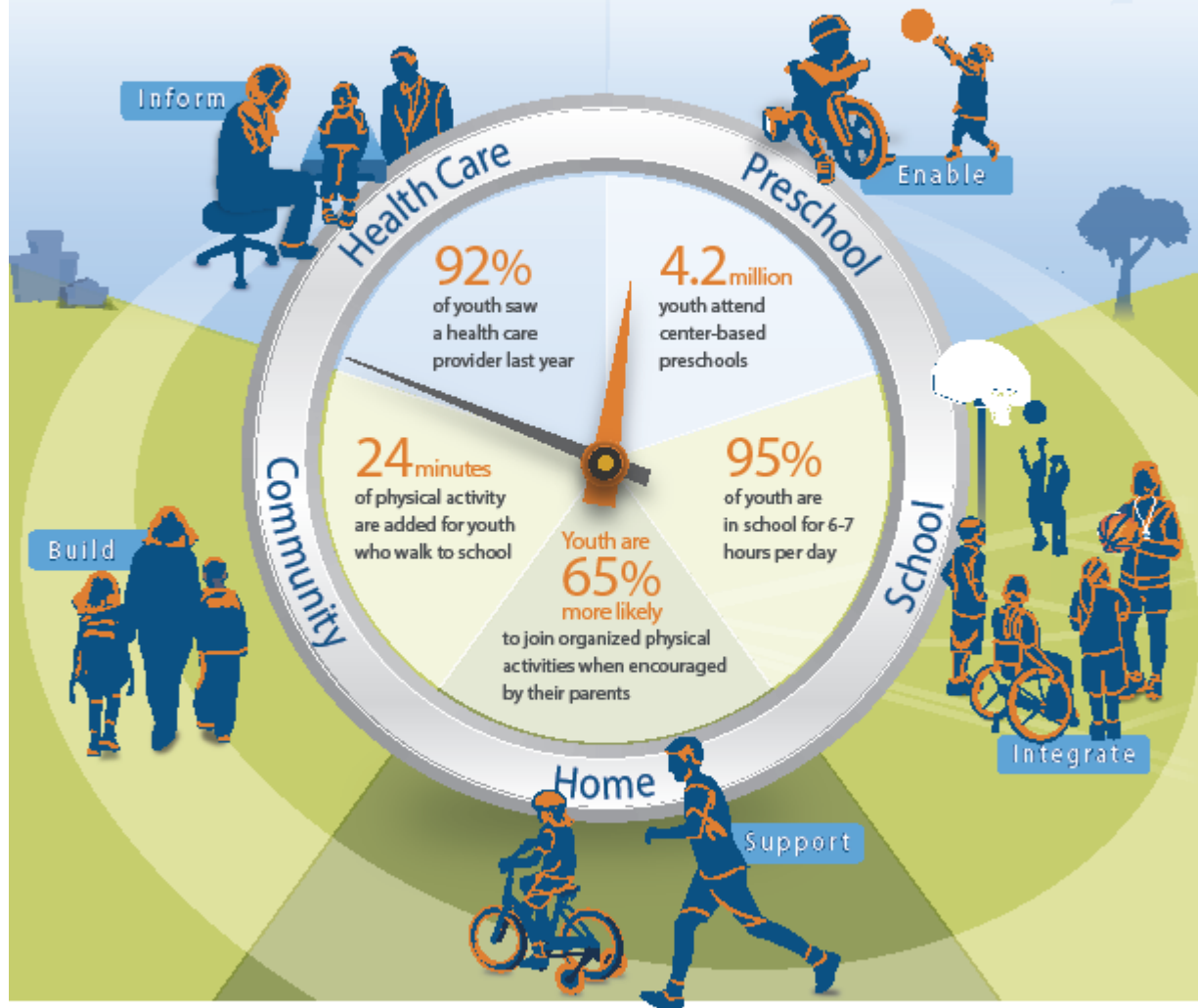


Agriculture and Natural Resources • Family and Consumer Sciences • 4-H Youth Development • Community and Leadership Development

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Minutes or More a Day Where Kids Live, Learn, and Play



Physical activity is critical for overall health.

Learn more: www.health.gov/paguidelines



Sources: Snyder T, Dillow S. Digest of education statistics 2010. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, US Department of Education; 2011. Federal Interagency Forum on Child and Family Statistics. America's children in brief: key national indicators of well-being, 2006. Washington, DC: US Government Printing Office; 2006. Sireci JR, Riner WF, McIver KL, Pale RR. Physical activity and active commuting to elementary school. *Med Sci Sports Exerc.* 2005;37(12):2082-9. J Pediatr. 1991;118(2):215-9. Bloom B, Cohen RA, Freeman G. Summary health statistics for U.S. children: National Health Interview Survey, 2011. *Vital Health Stat* 10. 2012 Dec;254(1-148). Helzlsouer CD, Martin SL, Duke J, et al. Correlates of physical activity in a national sample of children aged 9-13 years. *Prev Med.* 2006;42(4):254-60.