

Rationale

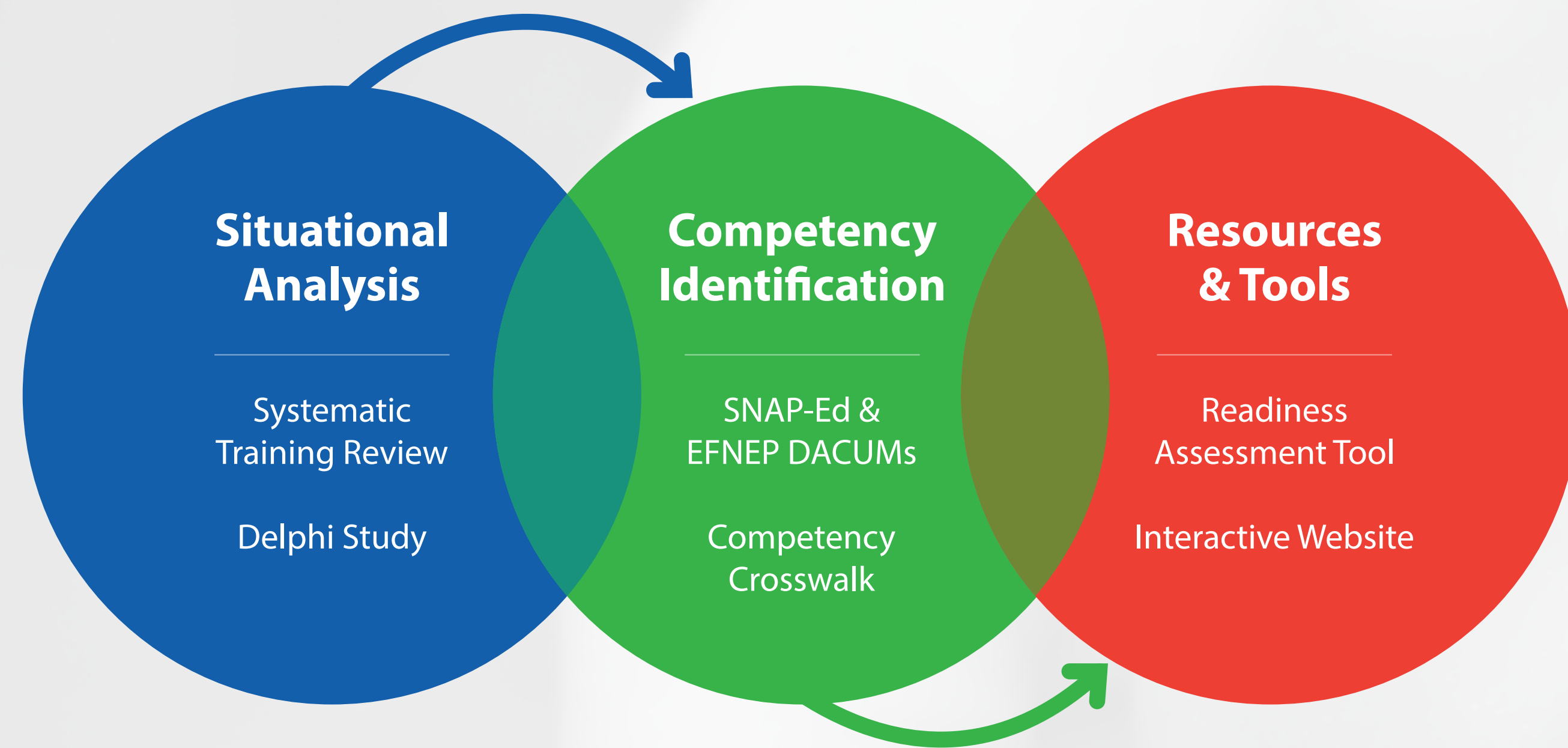
SNAP-Ed and EFNEP networks critically need a pedagogically sound competency-based training system, an organized collection of resources and access to a broad network of technical assistance to support effective PSE implementation based upon a continuum of readiness levels.

Aims

Aim 1. Complete a situational analysis of SNAP-Ed and EFNEP programs related to PSE adoption and implementation.

Aim 2. Adapt readiness to change resources to strengthen SNAP-Ed and EFNEP efforts to implement PSE strategies.

RNECE-PSE Change Center Process



Situational Analysis

The RNECE-PSE Change Center Discovery Phase consisted of 2 main projects to identify barriers, facilitators and training needs for SNAP-Ed and EFNEP implementing agencies related to PSE initiatives:

1. A systematic training review
2. A Delphi Study

Dr. Karla Shelnett led the training review. Her team identified over 60 PSE trainings that were online, free and relevant to SNAP-Ed programs. These trainings were assessed using Quality Matters Standards and content was evaluated by subject matter experts. A complete list of reviewed and vetted trainings is available at snapedpse.org.

A Delphi Study with 40 SNAP-Ed and EFNEP professionals to identify barriers, facilitators and training needs related to implementing PSEs in their programs. Delphi studies allow the collection of qualitative and quantitative data from participants who are geographically dispersed.

Results from the Training Review and the Delphi Study were used to identify gaps in training and technical assistance and to develop resources and tools.



RNECE

Regional Nutrition Education and Obesity Prevention Centers of Excellence
Policy, Systems, and Environmental Change Center
at the University of Tennessee

Delphi Results

Top 5 Barriers for PSE Implementation in SNAP-Ed	Mean Score (S.D.)	Range
Issues with PSE evaluation	7.19 (1.69)	3 - 9
Lack of PSE training	6.31 (2.30)	1 - 9
Problems coordinating direct education efforts with PSES	6.31 (1.81)	2 - 9
Lack of time to implement PSES	6.13 (2.38)	2 - 9
Lack of staff knowledge	5.94 (2.27)	1 - 9

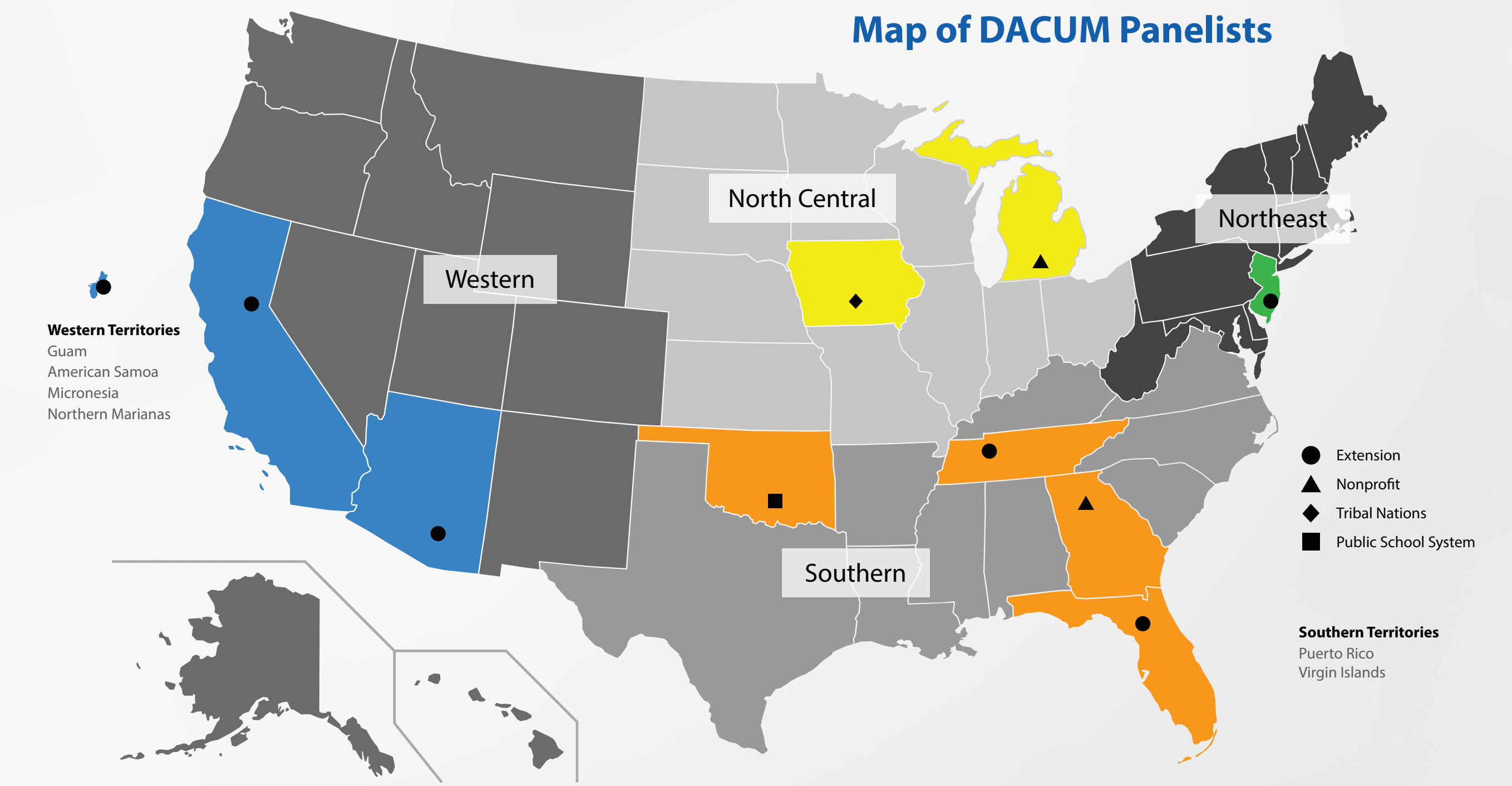
Top 5 Facilitators for PSE Implementation in SNAP-Ed	Mean Score (S.D.)	Range
Evaluation Expertise	7.88 (1.28)	5 - 9
Training	7.06 (2.01)	2 - 9
Experience with PSE Implementation	7.00 (1.92)	3 - 9
Staff engagement/enthusiasm related to PSE implementation	6.75 (2.39)	2 - 9
Staff expertise	6.50 (2.27)	2 - 9

Training Needs for PSE Implementation in SNAP-Ed	Mean Score (S.D.)	Range
How to evaluate	8.2 (1.26)	4 - 9
How to train and supervise staff to implement PSES	7.3 (1.82)	2 - 9
How to implement PSES	7.2 (2.03)	2 - 9
Examples of model PSE programs	7.2 (1.88)	2 - 9
How to integrate direct education and PSES	7.1 (1.74)	2 - 9

Competency Identification

To identify essential competencies for implementing PSEs, a DACUM panel was conducted with 10 SNAP-Ed supervisors from different parts of the country and diverse types of agencies. DACUM stands for Developing a Curriculum and has been used with a wide variety of professions to identify critical job duties and tasks. Results were reviewed by an expert panel and revised findings were verified by over 60 SNAP-Ed professionals.

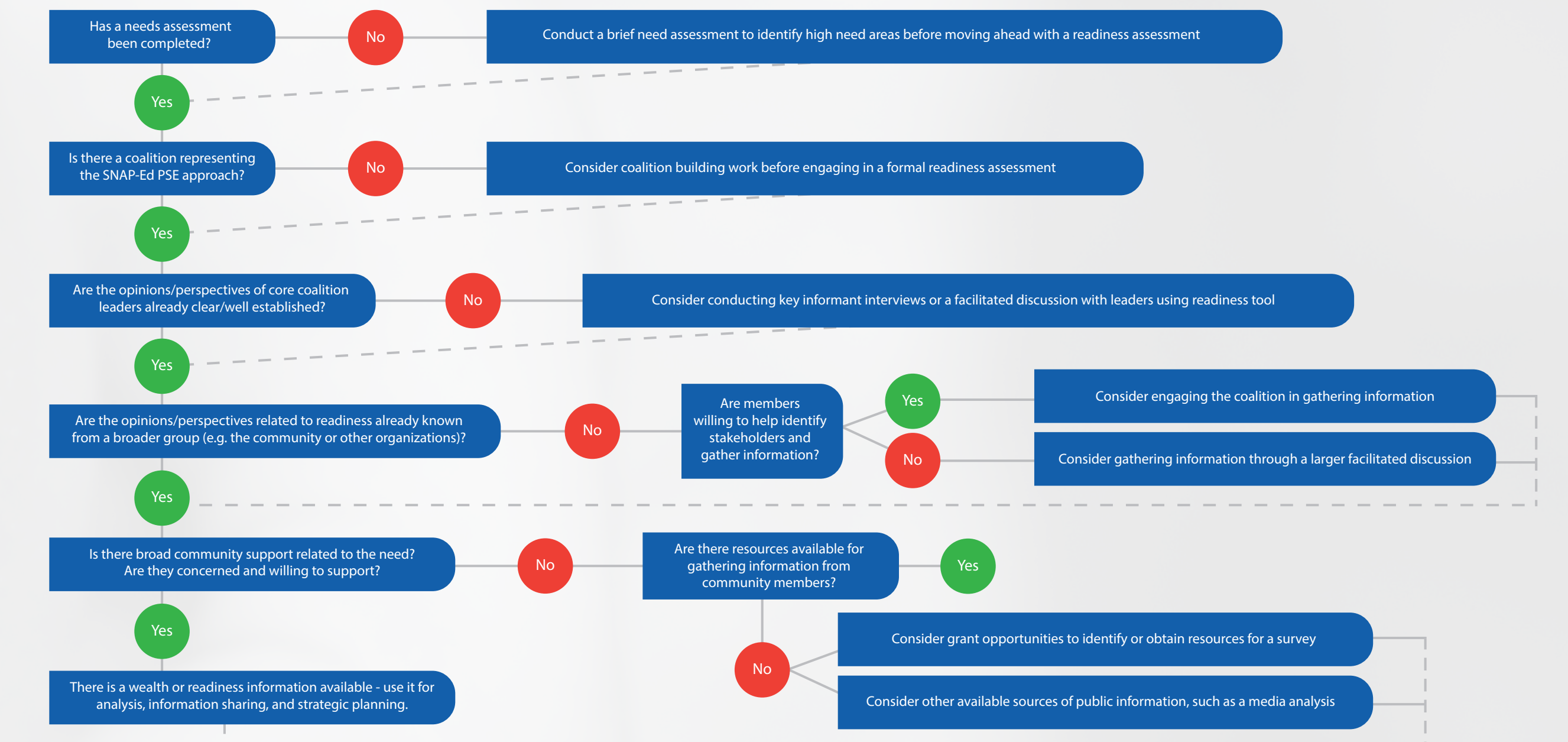
Major Duties Related to PSEs in SNAP-Ed
Train staff on PSEs
How to train and supervise staff to implement PSES
Identify community needs and opportunities
Build multi-level, multi-selector partnerships
Create PSE action plan
Implement PSE action plan
Evaluate PSE strategies



Resources & Tools

Dr. Rachel Novotny has been leading efforts to adapt Community Readiness Tools for widespread use with SNAP-Ed audiences. Community Readiness Assessment Tools for use by SNAP-Ed professionals and community members are being reviewed and tested for release. National trainings on community readiness have been conducted.

Need and Readiness Flow Chart



Adapted from: Assessing community needs and readiness - docs.sumn.org/CommunityNeedsAssessmentToolkit.pdf

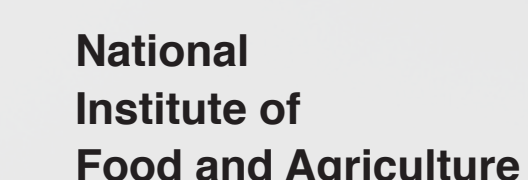
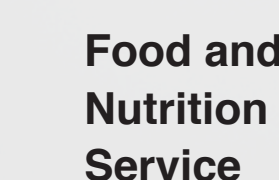
Future Efforts

An interactive website is under development that will include training resources for a variety of PSE interventions.

A preconference will be held at the Society for Nutrition Education and Behavior in July that will focus on PSE evaluation efforts in SNAP-Ed. This is a joint preconference sponsored by RNECE-PSE Center, the Michigan Fitness Foundation and the ASNNA Evaluation Committee.

Acknowledgements

We would like to acknowledge the efforts of our colleagues on the RNECE-PSE Change Center and the SNAP-Ed and EFNEP professionals who have helped with these studies.



This work is supported by the U.S. Department of Agriculture (USDA), Food and Nutrition Service and National Institute of Food and Agriculture. Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the view of the USDA.