



RNECE

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

The Regional Nutrition Education and Obesity Prevention Centers of Excellence Policy, Systems, and Environmental Change Center (RNECE-PSE) is committed to building the knowledge and skills for SNAP-Ed and EFNEP networks across the nation to effectively implement and evaluate PSE strategies. RNECE-PSE realizes that implementing agencies are at varying levels of readiness and capacity to implement PSEs into their work. Thus, a critical part of the RNECE-PSE Change Center's efforts is to identify competencies related to PSE implementation and evaluation for SNAP-Ed and EFNEP.

To do this, RNECE-PSE conducted a two-day DACUM workshop. **Developing A Curriculum** (DACUM) is an intensive process that provides a framework for competency-based best practices and training. A critical part of DACUM is to involve subject matter experts (SME) who perform the job on a day to day basis. Ten SNAP-Ed Coordinators/Supervisors with experience in successful PSE implementation and diverse in regions (West, North Central, Northeast, Southern) and type of implementing agency (Extension, public schools, nonprofit, etc.) were recruited to participate in the two day DACUM process. Trained DACUM facilitators, Karen Franck and Jeanmarie Salie, guided PSE SMEs through small group brainstorming sessions to construct and gain consensus on PSE competencies needed to perform PSE work at Supervisor/Coordinator level in SNAP-Ed. The resulting SNAP-Ed PSE competencies are presented in this document.

These SNAP-Ed PSE competencies will be used as a framework to strengthen PSE activities across the nation by serving as a guide for training and technical assistance for SNAP-Ed and EFNEP networks.

DACUM PSE Competency Chart for SNAP-Ed Coordinators

Duties	Tasks								
A Train Staff on PSEs	A-1. Discuss PSE definitions and examples (Who, what, why, where, when, how)	A-2. Review PSE resources (e.g., toolkit, evaluation framework, state plan)	A-3. Discuss community climate and culture	A-4. Introduce community partners	A-5. Provide PSE application opportunities (e.g., shadowing, practice, mock)	A-6. Assess PSE understanding	A-7. Identify additional training needs	A-8. Provide additional and ongoing training	
B Identify Community Needs / Opportunities	B-1. Review demographic data	B-2. Define potential communities	B-3. Select community needs assessment methods (e.g., survey, focus groups, asset map)	B-4. Engage community stakeholders	B-5. Implement community needs assessment methods	B-6. Analyze community needs assessment data	B-7. Determine community needs readiness	B-8. Summarize community needs assessment and readiness findings	B-9. Share and discuss Community needs assessment and readiness summary
	B-10. Identify target community								
C Build Multi-Level, Multi-Sector Partnerships	C-1. Identify multi-level and multi-sector partners	C-2. Participate in coalition and partnership activities	C-3. Introduce current PSE work	C-4. Explore and build upon community culture, strengths, traditions and capabilities	C-5. Assess partner commitment and readiness	C-6. Identify partner resources (e.g., funding, staffing, facilities, expertise)	C-7. Coordinate collective resources	C-8. Facilitate ongoing communication	
D Create PSE Action Plan	D-1. Prioritize community needs and opportunities	D-2. Review PSE strategies for identified priorities (e.g., Obesity Prevention Toolkit)	D-3. Determine feasible and sustainable PSE strategies	D-4. Select appropriate PSE strategies	D-5. Align PSE strategy with state plan (e.g., direct ed, social marketing)	D-6. Develop SMART objectives	D-7. Develop PSE promotion plan (e.g., flyers, commercials, announcements)	D-8. Identify evaluation methods (e.g., qualitative and quantitative)	D-9. Define partner roles
	D-10. Develop action plan budget	D-11. Develop action plan timeline	D-12. Prepare written PSE action plan						
E Implement PSE Action Plan	E-1. Review action plan with staff and partners	E-2. Reassess community readiness	E-3. Implement PSE promotion plan	E-4. Assess staff/partners training needs	E-5. Train staff/partners on PSE implementation	E-6. Implement PSE strategies	E-7. Provide PSE support (e.g., technical assistance, facilitation)	E-8. Collect PSE evaluation data (e.g., qualitative and quantitative)	E-9. Monitor PSE implementation
F Evaluate PSE Strategies	F-1. Compile PSE data	F-2. Analyze PSE data	F-3. Identify PSE facilitators and barriers	F-4. Summarize PSE data	F-5. Share and discuss evaluation summary (e.g., community members, stakeholders)	F-6. Refine PSE action plan	F-7. Create stakeholder summary reports (e.g., policy makers, community members, USDA)	F-8. Disseminate summary reports	F-9. Highlight PSE successes

General Knowledge

PSEs
SNAP-Ed
Nutrition
Physical activity
Obesity prevention
Social Ecological Model
Research
Community education
Competency-based education
Cultural competency

Tools, Equipment, Supplies and Materials

SNAP-Ed Guidance
SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States
SNAP-Ed Evaluation Framework
Interpretive Guide
State plan
Success stories from SNAP-Ed implementing agencies
Telephone / cell phone
Transportation
Computer / Email
Social Media
Community Commons
Reliable data sources (e.g. NCCOR Measures Registry, Community Commons)
PSE web-based resources
Action plan template for PSE interventions
SNAP-Ed Connection

Skills

Interpersonal
Listening
Communication
Facilitator
Presentation
Rapport building
Leadership
Networking
Supervisory
Analytical
Multitasking
Organizational
Decision making
Time management
Planning
Prioritizing
Politically savvy

Acronyms

PSE	Policy, Systems, and Environmental Change
SNAP-Ed	Supplemental Nutrition Assistance Program Education
USDA	United States Department of Agriculture
SMART	Specific, Measurable, Attainable, Realistic, Time-Specific

Characteristics

Adaptable
Friendly
Culturally sensitive
Professional
Resourceful
Goal-oriented
Process-oriented
Respectful
Organized
Sense of humor
Maintain confidentiality
Diplomatic
Team player
Innovative
Positive
Genuine
Self-starter
Ethical
Self-motivated
Able to take direction
Innovative
Self-motivated
Empathetic

Future Trends and Concerns

Uniform evaluation processes
Project sustainability beyond implementation
Conversations at higher levels about what makes PSE work feasible (i.e. giving an incentive for farmers to sell fresh produce at farmers markets)
Funding
PSE work is not typically linear
Continuing need for guidance and resources
How will PSE work layer with other parts of SNAP-Ed (direct-ed, social marketing, etc)
Greater emphasis on how PSE will change who SNAP-Ed leaders are
Maintaining high quality interactions and outcomes of PSE work
Potential advocacy needs to create upper level support for implementing PSE
Identifying and meeting the needs that the community wants
Engaging the community to support local strengths and enhance resources to contribute to sustainability
Obtaining community buy-in for sustainability
SNAP-Ed contributions and advocacy for changes to the built environment that support PSE changes

DACUM PSE Competency Chart for SNAP-Ed Coordinators



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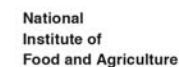
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This work is supported by the U.S. Department of Agriculture (USDA), Food and Nutrition Service and National Institute of Food and Agriculture. Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s)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