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

<table>
<thead>
<tr>
<th>Duties</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1. Discuss PSE definitions and examples (Who, what, why, where, when, how)</td>
<td>B-1. Review demographic data</td>
</tr>
<tr>
<td>A-2. Review PSE resources (e.g., toolkit, evaluation framework, state plan)</td>
<td>B-2. Define potential communities</td>
</tr>
<tr>
<td>A-3. Discuss community climate and culture</td>
<td>B-3. Select community needs assessment methods (e.g., survey, focus groups, asset map)</td>
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<tr>
<td>A-4. Introduce community partners</td>
<td>B-4. Engage community stakeholders</td>
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<tr>
<td>A-5. Provide PSE application opportunities (e.g., shadowing, practice, mock)</td>
<td>B-5. Implement community needs assessment methods</td>
</tr>
<tr>
<td>A-6. Assess PSE understanding</td>
<td>B-6. Analyze community needs assessment data</td>
</tr>
<tr>
<td>A-7. Identify additional training needs</td>
<td>B-7. Determine community needs readiness</td>
</tr>
<tr>
<td>A-8. Provide additional and ongoing training</td>
<td>B-8. Summarize community needs assessment and readiness findings</td>
</tr>
<tr>
<td>B-10. Identify target community</td>
<td>B-9. Share and discuss Community needs assessment and readiness summary</td>
</tr>
<tr>
<td>B-1. Review demographic data</td>
<td>C-1. Identify multi-level and multi-sector partners</td>
</tr>
<tr>
<td>B-2. Define potential communities</td>
<td>C-2. Participate in coalition and partnership activities</td>
</tr>
<tr>
<td>B-3. Select community needs assessment methods (e.g., survey, focus groups, asset map)</td>
<td>C-3. Introduce current PSE work</td>
</tr>
<tr>
<td>B-4. Engage community stakeholders</td>
<td>C-4. Explore and build upon community culture, strengths, traditions and capabilities</td>
</tr>
<tr>
<td>B-5. Implement community needs assessment methods</td>
<td>C-5. Assess partner commitment and readiness</td>
</tr>
<tr>
<td>B-6. Analyze community needs assessment data</td>
<td>C-6. Identify partner resources (e.g., funding, staffing, facilities, expertise)</td>
</tr>
<tr>
<td>B-7. Determine community needs readiness</td>
<td>C-7. Coordinate collective resources</td>
</tr>
<tr>
<td>B-8. Summarize community needs assessment and readiness findings</td>
<td>C-8. Facilitate ongoing communication</td>
</tr>
<tr>
<td>B-9. Share and discuss</td>
<td>C-9. Define partner roles</td>
</tr>
<tr>
<td>C-1. Identify multi-level and multi-sector partners</td>
<td>D-1. Prioritize community needs and opportunities</td>
</tr>
<tr>
<td>C-2. Participate in coalition and partnership activities</td>
<td>D-2. Review PSE strategies for identified priorities (e.g., Obesity Prevention Toolkit)</td>
</tr>
<tr>
<td>C-3. Introduce current PSE work</td>
<td>D-3. Determine feasible and sustainable PSE strategies</td>
</tr>
<tr>
<td>C-4. Explore and build upon community culture, strengths, traditions and capabilities</td>
<td>D-4. Select appropriate PSE strategies</td>
</tr>
<tr>
<td>C-5. Assess partner commitment and readiness</td>
<td>D-5. Align PSE strategy with state plan (e.g., direct ed, social marketing)</td>
</tr>
<tr>
<td>C-6. Identify partner resources (e.g., funding, staffing, facilities, expertise)</td>
<td>D-6. Develop SMART objectives</td>
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<tr>
<td>C-7. Coordinate collective resources</td>
<td>D-7. Develop PSE promotion plan (e.g., flyers, commercials, announcements)</td>
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<tr>
<td>C-8. Facilitate ongoing communication</td>
<td>D-8. Identify evaluation methods (e.g., qualitative and quantitative)</td>
</tr>
<tr>
<td>D-10. Develop action plan budget</td>
<td>E-1. Review action plan with staff and partners</td>
</tr>
<tr>
<td>D-11. Develop action plan timeline</td>
<td>E-2. Reassess community readiness</td>
</tr>
<tr>
<td>D-12. Prepare written PSE action plan</td>
<td>E-3. Implement PSE promotion plan</td>
</tr>
<tr>
<td>D-13. Implement PSE strategies</td>
<td>E-4. Assess staff/partners training needs</td>
</tr>
<tr>
<td>E-1. Review action plan with staff and partners</td>
<td>E-5. Train staff/partners on PSE implementation</td>
</tr>
<tr>
<td>E-2. Reassess community readiness</td>
<td>E-6. Implement PSE strategies</td>
</tr>
<tr>
<td>E-3. Implement PSE promotion plan</td>
<td>E-7. Provide PSE support (e.g., technical assistance, facilitation)</td>
</tr>
<tr>
<td>E-4. Assess staff/partners training needs</td>
<td>E-8. Collect PSE evaluation data (e.g., qualitative and quantitative)</td>
</tr>
<tr>
<td>E-5. Train staff/partners on PSE implementation</td>
<td>E-9. Monitor PSE implementation</td>
</tr>
<tr>
<td>F-1. Compile PSE data</td>
<td>F-2. Analyze PSE data</td>
</tr>
<tr>
<td>F-2. Analyze PSE data</td>
<td>F-3. Identify PSE facilitators and barriers</td>
</tr>
<tr>
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<td>F-4. Summarize PSE data</td>
</tr>
<tr>
<td>F-4. Summarize PSE data</td>
<td>F-5. Share and discuss evaluation summary (e.g., community members, stakeholders)</td>
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<td>F-6. Refine PSE action plan</td>
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<td>F-7. Create stakeholder summary reports (e.g., policy makers, community members, USDA)</td>
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<td>F-8. Disseminate summary reports</td>
</tr>
</tbody>
</table>

May, 2016
**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

**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

**Skills**

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

**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

**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

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  - Chickasaw Nation
  - Ada, OK

**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