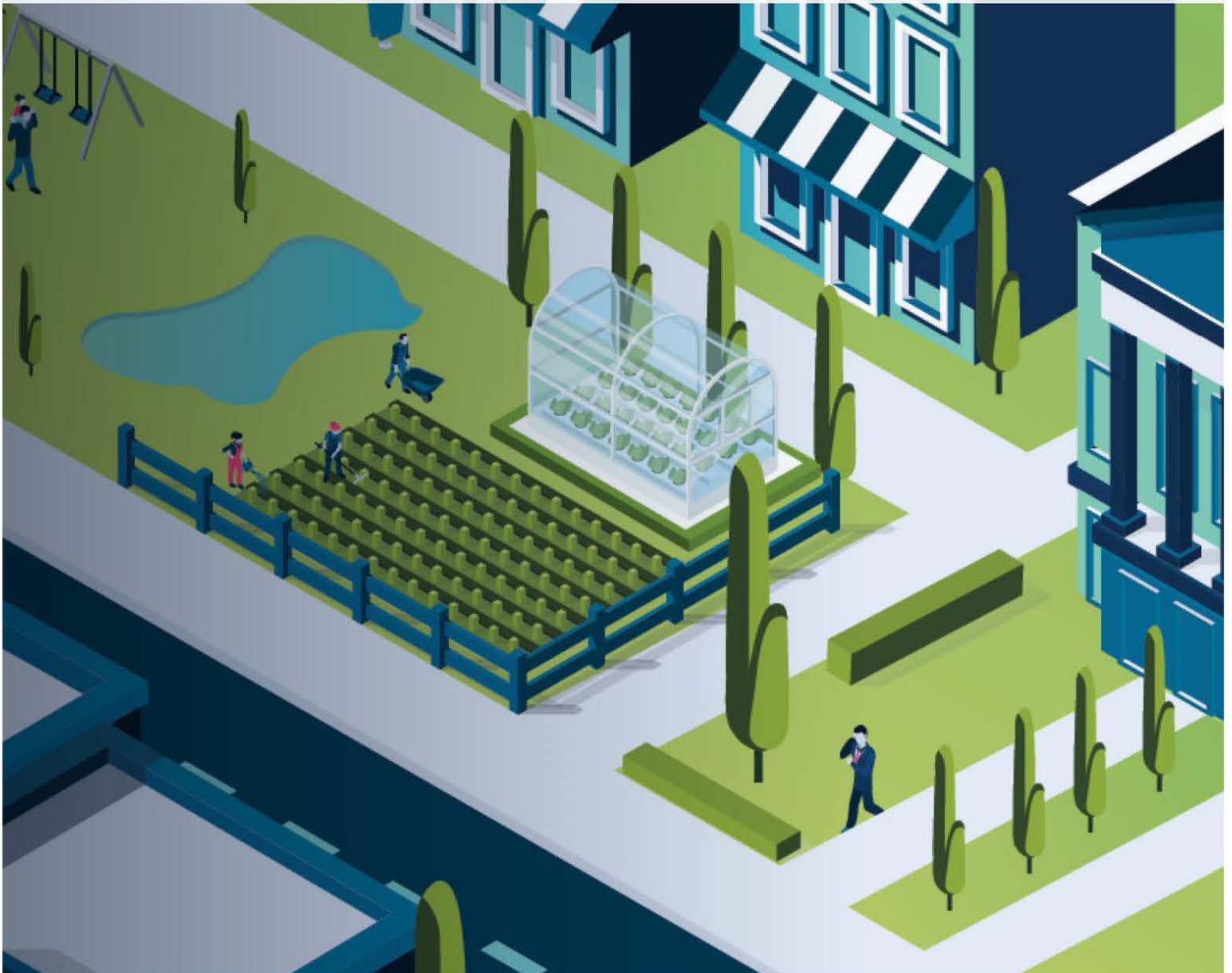




RNECE

Regional Nutrition Education and
Obesity Prevention Centers of Excellence



Policy, Systems and Environmental Change Center
2015-2018 Executive Summary



Regional Nutrition Education and Obesity Prevention Centers of Excellence Policy, Systems, Environmental Change Center Personnel

PI, Center Director

Laura Stephenson, PhD,
University of Tennessee

Co-PI, Center Co-Directors

Marsha Davis, PhD
University of Georgia

Karen Franck, PhD
University of Tennessee

Co-PI

Loren Bell, Senior Fellow
Altarum Institute

Sarah Colby, PhD
University of Tennessee

Maria (Lupita) Fabregas, PhD
University of Southern California

Kristopher Grimes, PhD
Kentucky State University

Soghra Jarvandi, MD, PhD
University of Tennessee

Yoonsung Jung, PhD
Prairie View A & M University

Rachel Novotny, PhD
University of Hawaii

Stephany Parker, PhD
OKTEP: Oklahoma Tribal
Engagement Partners

Elizabeth Payne, JD
Oklahoma State University

Karla Shelnett, PhD
University of Florida

Danielle Treadwell, PhD
University of Florida

Jacquelyn White, EdD
Prairie View A & M University

Project Staff

Janelle Galbreath, e-Learning Extension Assistant
University of Tennessee

Jeanmarie Salie, Project Director
University of Tennessee

Creating Healthy Local Places.



The Regional Nutrition Education and Obesity Prevention Centers of Excellence Policy, Systems, and Environmental Change Center (RNECE-PSE) was funded to identify and strategize efforts to meet the barriers, opportunities, best practices, and professional development needs specific to Supplemental Nutrition Assistance Program Education (SNAP-Ed) and Expanded Food and Nutrition Education Program (EFNEP) to integrate effective PSE approaches. The RNECE-PSE center focused efforts to equip, train, and empower local nutrition educators, program coordinators and supervisors in cooperation with RNECE's (South, West, Northeast, North Central) and the National Coordinating Center.

The Need

Obesity continues to be a public health crisis that disproportionately affects children and families living in poverty [1-2]. This crisis requires synergistic leadership through Supplemental Nutrition Assistance Program Education (SNAP-Ed) and Expanded Food and Nutrition Education Programs (EFNEP) to manage strategic relationships, develop a culture of systems thinking, establish processes and improve the competency of staff to address obesity at multiple points and cultural settings within the food systems environment. Current research emphasizes the need for comprehensive interventions that promote healthy lifestyles through the combination of education and outreach efforts with complementary and reinforcing public health approaches that promote change in PSE's [3-4]. When equipped, trained and empowered, nutrition educators in these programs can be strategic leaders who unite local forces to create PSEs that support healthy behavior for those most at risk for obesity

especially disadvantaged low income African American, Hispanic, Native Americans and Pacific Islander populations.

Current federal funding guidance has encouraged SNAP-Ed and EFNEP networks to embrace public health approaches to create environmental supports that make healthy lifestyle choices easier for program eligible families. However, the national challenge for PSE implementation is the disparate levels of understanding, networks, training, and technical assistance available to address the specific needs of SNAP-Ed and EFNEP networks. There is, therefore, a critical need to standardize skills and knowledge through competency-based training, focused technical assistance, and a research-informed framework to guide, organize and evaluate SNAP-Ed and EFNEP PSE approaches. Failure to meet this challenge puts limited resource families and children at further risk for obesity and negative health outcomes.



Our Objectives

1. Enhance the capacity of SNAP-Ed and EFNEP networks to effectively implement and evaluate PSE approaches and
2. Strengthen SNAP-Ed and EFNEP nutrition education interventions through incorporation of effective culturally-responsive PSE approaches centered on readiness to change best practices.



Our Approach

Existing SNAP-Ed and EFNEP networks have program strategies, structures, diverse audiences and a sense of place in the local communities they serve. RNECE PSE Change Center built upon the heritage and strength of these assets to expand program strategies, build structural support, integrate nutrition education throughout the food system, foster intercultural competence and analyze community readiness to change for effective PSE implementation.



Our Outcomes

First, multi-level collaborations and linkages were established in support of local SNAP-Ed and EFNEP PSE approaches for diverse audiences. The collaborations with the RNECE network and other organizations helped build synergy and avoid duplication with others who have unique and historical expertise in PSE approaches. Internal expertise of team members with agencies within USDA and other agencies and researchers provided important linkages to engage and integrate local PSE food systems strategies to support healthy choices of eligible audiences. Secondly, SNAP-Ed and EFNEP networks accessed and utilized resources specifically designed to strengthen their PSE approaches. An

important part of this process was to organize and synthesize existing PSE materials and information into resources that SNAP-Ed and EFNEP networks were able to use effectively with their programs. Lastly, SNAP-Ed and EFNEP networks increased competency in PSE implementation. This project increased capacity for SNAP-Ed and EFNEP networks to implement effective PSE strategies and ultimately to improve health and decrease diet-related disease for low income populations. The web-based resources have been made available to all SNAP-Ed Implementing Agencies via linkage to the SNAP-Ed Toolkit and EFNEP coordinators via the National EFNEP PSE Committee.

Findings & Recommendations

A four-pronged situational analysis was conducted.

INCLUDED:

- Delphi study of SNAP-Ed and EFNEP PSE training needs.
- Environmental scan of PSE free and accessible web-based trainings and resources.
- Two DACUM workshops for both SNAP-Ed and EFNEP coordinators to identify and analyze duties and tasks needed to effectively implement PSE approaches in either program.
- Literature scan of intercultural competence and limited resource nutrition education.

FINDINGS:

- Top barriers were issues with PSE evaluation, lack of training related to PSE implementation, and problems with coordinating direct education efforts with PSE implementation.
- Top facilitators included evaluation expertise, PSE training and experience with PSE implementation.
- Top training and technical assistance needs were for PSE evaluation, how to implement PSEs successfully and how to train and supervise staff to implement PSEs. Specifically there was a need for basic PSE implementation guidance, facilitation of agency and partner collaboration based on readiness and PSE evaluation training.
- There were few relevant PSE trainings identified that provided consistent web-based access.
- The importance of building and maintaining partnerships was identified as a crucial duty for both SNAP-Ed and EFNEP PSE implementation.

Selected Products Developed through RNECE PSE Change Center Efforts

A SNAP-Ed DACUM Expert Panel identified tasks and duties required to effectively implement PSE approaches specific to SNAP-Ed guidance. The results were used as a framework for eCornell's PSE certification and the SNAP-Ed Integrative Map video modules. (Pages 3 & 4 show the results).

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)
	B-1. Review demographic data	B-2. Define potential communities
B Identify Community Needs / Opportunities	B-10. Identify target community	
	C-1. Identify multi-level and multi-sector partners	C-2. Participate in coalition and partnership activities
C Build Multi-Level, Multi-Sector Partnerships	D-1. Prioritize community needs and opportunities	D-2. Review PSE strategies for identified priorities (e.g., Obesity Prevention Toolkit)
	D-10. Develop action plan budget	D-11. Develop action plan timeline
D Create PSE Action Plan	E-1. Review action plan with staff and partners	E-2. Reassess community readiness
	F-1. Compile PSE data	F-2. Analyze PSE data
E Implement PSE Action Plan		
F Evaluate PSE Strategies		

DACUM PSE Competency Chart for SNAP-Ed Coordinators

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-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
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-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-12. Prepare written PSE action plan						
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-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

Creating Healthy Local Places.

This site is designed to provide tools and resources to build skills for policy, systems and environmental approaches to support your community initiatives to create healthy local places.



PSEChange.org was developed to provide a consistent web training and resource site for SNAP-Ed and EFNEP PSE implementation. Training modules and resources have been designed to engage the learner in best practices to implement PSE approaches in different community settings. Intercultural development and collaboration readiness tools are also provided. The website is linked to the SNAP-Ed Toolkit and eCornell's PSE Certification program.



Other resources:



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Here is a summary of your responses.

	YET TO	CONSIDERING	DEVELOPING	ACTING ON	ESTABLISHED
Connection to Other Programs	█				
Share resources with other groups			█		
Policy and/or community change		█			
Links with groups where people eat				█	
Links with groups where people live			█		
Links with groups where people work				█	
Links with groups where people learn		█			
Links with groups where people shop	█				
Links with groups where people play					█



A Collaboration Readiness Tool was validated and disseminated via print and web to aid SNAP-Ed and EFNEP educators in assessing community collaboration readiness as a needs assessment tool in development of local partnerships and networks.

It is recommended that the collaborative chooses one or two areas to work on.
THINGS TO CONSIDER WHEN CHOOSING AN AREA TO WORK ON:

Look at what is needed to move the group forward on readiness

- What resources will be required
- Determine what skills, training, and resources are needed
- Where will the group get them
- When will the group do it
- Who will be included
- How will it be done

Set a **SMART** goal.

- S** SPECIFIC
- M** MEASURABLE
- A** ACHIEVABLE
- R** RELEVANT
- T** TIME BOUND

A web-based integrative map was designed to provide a visual training platform for SNAP-Ed educators to learn best practices based upon the identified tasks and duties for PSE approaches. Local settings featured include community gardens, school gardens, small retail, faith-based, and farmers markets. A broad-based food systems learning module was also included.



PLAY

Parks and open spaces, bicycle and walking paths, community centers, gardens (community or school), fairgrounds, playgrounds, Boys and Girls Clubs, YMCA, or other places where people go to "play."

COMMUNITY GARDEN

Community gardens are a PSE change approach that have shown to increase access to food, increase the likelihood to try new fruits and vegetables, increase physical activity, and provide a place for direct nutrition education.

Complement your direct education efforts and expand your reach by starting, supporting or revitalizing a community garden for long-term sustainable change to support healthy behaviors.

Explore this module to learn more about community gardens as a PSE change approach. Supporting resources to get started are provided.

Video 1 Video 2 Video 3



Intercultural development web-based resources and trainings were devised to engage SNAP-Ed and EFNEP educators in understanding the significance of the intercultural mindset continuum.



DEVELOPING INTERCULTURAL COMPETENCE

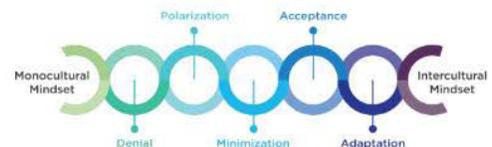
A multicultural environment includes people from different genders, ages, races, ethnicities, economic status, sexual orientations, countries of origin, languages, nationalities, physical/mental abilities, levels of education, and much more. Living in a multicultural environment gives us the opportunity to learn and interact with people from other cultures. Learning to interact with people from different cultures is called diversity. Learning to effectively interact with people from other cultures is Intercultural Competence.

Developing an Intercultural Mindset

Learning to effectively interact with people from other cultures is influenced by our perspective of cultural commonalities and differences. In 1986, Dr. Milton Bennett developed a Model of Intercultural Sensitivity (DMIS). In 2003, Dr. Mitchell Hammer adapted Bennett's model to illustrate the development of an Intercultural Mindset Continuum. This continuum describes knowledge, attitude and skill sets or orientations toward cultural difference and commonalities from monocultural mindsets, where your own culture is the center of your reality, to intercultural mindsets, where you understand and accept the cultural differences that exists in our everyday lives.

Intercultural Development Continuum

Intercultural Development Continuum





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