EFNEP & SNAP-Ed Program Supervisor
Core Competencies

Core Competency Project Team:

Susan S. Baker, Colorado State University
Leslie Cunningham-Sabo, Colorado State University
Karen L. Franck, University of Tennessee
Janet Mullins, University of Kentucky
Easter H. Tucker, University of Arkansas Pine Bluff
Katie McGirr, Colorado State University

Program Leader Expert Panel:

Tanisha Aflague, University of Guam
Catalina Aragon, Washington State University
Jean Ann Fischer, University of Nebraska-Lincoln
Christine Hradek, Iowa State University
Maria Carmen Lambea, The Ohio State University
Heidi LeBlanc, Utah State University
Jennifer McCaffrey, University of Illinois
Nicole Owens Duffy, University of Florida

Joan Doyle Paddock, Cornell University (New York)
Turquoise Brown-Patterson, Kentucky State University
Elena Serrano, Virginia Tech
Kate Yerxa, University of Maine
De’Shoin York, Southern University (Louisiana)
Virginie Zoumenou, University of Maryland Eastern Shore
Ana Claudia Zubieta, The Ohio State University


A. FACILITATE PROGRAM SUPPORT & DEVELOPMENT

A-1 Assist with needs assessment
A-2 Develop program plan
A-3 Secure and/or manage program funding and support
A-4 Collaborate with state team to inform policies and procedures
A-5 Establish local processes to ensure compliance with policies and procedures
A-6 Assist with the selection and adaptation of curricula, program materials and evaluation tools
A-7 Oversee and/or conduct program outreach and promotion
A-8 Provide direct education or coordinate coverage during staff leave of absence/vacancies as needed

B. BUILD AND MAINTAIN INTERNAL AND EXTERNAL PARTNERSHIPS

B-1 Foster systems that promote diversity, equity and inclusion
B-2 Collaborate with community partners to address social determinants of health to facilitate healthier communities
B-3 Form partnerships with community organizations for policy, system and environmental changes to improve healthy eating and active living
B-4 Seek opportunities to build program and/or community capacity
### C. HIRE STAFF

<table>
<thead>
<tr>
<th>C-1</th>
<th>Assist with the selection and revision of position description if needed</th>
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<tr>
<td>C-2</td>
<td>Coordinate process with organizational policies and procedures (e.g., form search committee, recruit for position)</td>
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<td>C-3</td>
<td>Recruit for position with partners</td>
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<td>C-4</td>
<td>Review applications</td>
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<td>C-5</td>
<td>Facilitate interview process (e.g., schedule interview, convene committee, conduct interviews, etc.)</td>
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<td>C-6</td>
<td>Identify potential hire</td>
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<td>C-7</td>
<td>Select and process candidate in accordance with organizational policies</td>
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<td>C-8</td>
<td>Provide onsite onboarding</td>
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### D. PROVIDE PROFESSIONAL DEVELOPMENT

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<thead>
<tr>
<th>D-1</th>
<th>Identify training needs to inform training development</th>
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<td>D-2</td>
<td>Identify and leverage training resources (e.g., financial, partnerships, etc.)</td>
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<td>D-3</td>
<td>Design training methods to achieve staff competencies (e.g., in-person, technology, etc.)</td>
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<td>D-4</td>
<td>Facilitate staff training</td>
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<td>D-5</td>
<td>Evaluate training (e.g., content, training approach/method)</td>
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<td>D-6</td>
<td>Share educational resources to support staff development</td>
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<td>D-7</td>
<td>Provide reflection and feedback to support achievement of professional development outcomes</td>
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<td>D-8</td>
<td>Transmit current scientific information to staff</td>
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### E. COACH STAFF

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<th>E-1</th>
<th>Assess staff strengths and weaknesses</th>
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<td>E-2</td>
<td>Identify peer mentorship opportunities for staff</td>
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<td>E-3</td>
<td>Facilitate team building</td>
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<td>E-4</td>
<td>Practice active listening</td>
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<td>E-5</td>
<td>Provide feedback and reinforce strengths</td>
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<td>E-6</td>
<td>Provide ongoing support (scheduled and as needed)</td>
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<td>E-7</td>
<td>Recognize and celebrate staff accomplishments</td>
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<tr>
<td>E-8</td>
<td>Identify and connect staff to resources for staff growth based on interests, strengths and weaknesses</td>
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F. MANAGE ADMINISTRATIVE AND HUMAN RESOURCE-RELATED TASKS

F-1 Create a culture of ethical standards
F-2 Approve schedule, work hours and leave
F-3 Track required training
F-4 Address staff performance issues (e.g., disciplinary, performance improvement)
F-5 Manage employment separation process
F-6 Facilitate employee and participant incident report process
F-7 Support employee access to federal labor programs (e.g., FMLA, worker's compensation, ADA accommodations, etc.)
F-8 Manage program budget and records to ensure program integrity
F-9 Manage and approve program inventory and expenses
F-10 Manage program supplies and equipment
F-11 Reconcile program implementation with expenses
F-12 Ensure completion of required trainings (e.g., risk management and civil rights trainings)

G. EVALUATE STAFF

G-1 Conduct program observations (e.g., teaching, recruitment, PSE activities)
G-2 Review and analyze staff program data
G-3 Facilitate self-evaluation process
G-4 Collect, review and analyze external feedback (e.g., survey partners)
G-5 Collect, review and analyze internal feedback (e.g., support staff, county staff)
G-6 Complete performance management documentation
G-7 Provide periodic individual staff feedback to achieve performance goals

H. EVALUATE PROGRAM PROGRESS

H-1 Collect stakeholder feedback (e.g., stories, feedback)
H-2 Review data for program reach, gaps and new opportunities to ensure parity
H-3 Review local processes to ensure effective program implementation
H-4 Assist with gathering program impacts
H-5 Disseminate program impacts to internal and external stakeholders
H-6 Implement evaluation findings
I. PARTICIPATE IN PROFESSIONAL DEVELOPMENT

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<tr>
<td>I-1</td>
<td>Develop professional and personal goals</td>
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<td>I-2</td>
<td>Explore and propose potential professional development opportunities</td>
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<td>I-3</td>
<td>Attend professional conferences</td>
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<td>I-4</td>
<td>Participate in supervisory training</td>
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<td>I-5</td>
<td>Participate in mentorship program</td>
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<td>I-6</td>
<td>Participate in professional organizations and networks (e.g., serving on regional or national committees, planning committees)</td>
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<td>I-7</td>
<td>Present program outcomes and/or scholarly work</td>
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**KNOWLEDGE**

- Content related to health, nutrition across the lifecycle, food resource management, community food access, community food systems, basic cooking skills, public health, food safety
- Cultural sensitivity
- Experiential teaching methods
- Health disparities and community inclusion
- Place-based knowledge
- Behavior theories
- Education theories
- Dietary Guidelines for Americans
- Physical Activity Guidelines for Americans

**SKILLS**

- Adaptability
- Technology
- Time management
- Communication
- Mediation
- Financial management ability
- Public speaking ability
- Problem solving
- Open mindedness
- Team building
EFNEP & SNAP-Ed Program Supervisor Exemplars:

Tebbie Clift, Cornell University
Stephanie Diehl, Virginia Tech
Kathy DiGuiseppe, Pennsylvania State University
Mary Ehret, Pennsylvania State University
Yvette Graham, The Ohio State University
Kristen Houska, University of Nebraska, Lincoln

Kristin McCartney, West Virginia University
Denise Pinkett-Wynn, Delaware State University
Kylie Pybus, Washington State University
Amanda Root, Cornell University
Gina Wood, West Virginia University