WELCOME
TO THE
READINESS ASSESSMENT WORKSHOP

Jean Butel, MPH
Junior Researcher,
RNECE-PSE Readiness Project
Manager and CHL Intervention Coordinator, College of Tropical Agriculture and Human Resources
University of Hawai‘i at Mānoa

Rachel Novotny, PhD, RD, LD
Professor and Interim Dean,
College of Tropical Agriculture and Human Resources
University of Hawai‘i at Mānoa
Why Assess Readiness?

- **Foundational** step in implementing changes
- Provides a **process** to develop partnerships
- Provides **tools** to measure an organization or site’s readiness to create change
- Helps **identify** partners
Ecological Approaches


Source: https://thehighlysensitivefamily.wordpress.com/2014/12/22/the-complexity-of-a-spatially-embedded-social-life/


Source: https://www.cdc.gov/cancer/crccp/sem.htm
Readiness and Need Assessment Flow Chart
Flow Chart Purpose

- A step-wise approach to guide implementation
- Helps to indicate areas of focus
- Provides links to trainings and other resources, based on readiness and needs assessment
<table>
<thead>
<tr>
<th>MT4: Food Safety Behaviors</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT1-LT4 Long Term Outcomes: Sustained Behaviors</td>
<td>76</td>
</tr>
<tr>
<td>Chapter 2. Environmental Settings Level</td>
<td>78</td>
</tr>
<tr>
<td>ST5: Readiness and Need</td>
<td>85</td>
</tr>
<tr>
<td>ST6: Champions</td>
<td>92</td>
</tr>
<tr>
<td>ST7: Organizational Partnerships</td>
<td>97</td>
</tr>
<tr>
<td>MT5: Nutrition Supports</td>
<td>102</td>
</tr>
<tr>
<td>MT6: Physical Activity and Reduced Sedentary Behavior Supports</td>
<td>107</td>
</tr>
</tbody>
</table>
## SNAP-ED Evaluation Framework

### Nutrition, Physical Activity, and Obesity Prevention Indicators

#### Readiness & Capacity
- Short Term (ST)
  - **Goals and Intentions**
    - ST1: Healthy Eating
    - ST2: Food Resource Management
    - ST3: Physical Activity and Reduced Sedentary Behavior
    - ST4: Food Safety
  - **Organizational Motivators**
    - ST5: Need and Readiness
    - ST6: Champions
    - ST7: Partnerships

#### Changes
- Medium Term (MT)
  - **Behavioral Changes**
    - MT1: Healthy Eating
    - MT2: Food Resource Management
    - MT3: Physical Activity and Reduced Sedentary Behavior
    - MT4: Food Safety
  - **Organizational Adoption and Promotion**
    - MT5: Nutrition Supports
    - MT6: Physical Activity and Reduced Sedentary Behavior Supports

#### Effectiveness & Maintenance
- Long Term (LT)
  - **Maintenance of Behavioral Changes**
    - LT1: Healthy Eating
    - LT2: Food Resource Management
    - LT3: Physical Activity and Reduced Sedentary Behavior
    - LT4: Food Safety
  - **Organizational Implementation and Effectiveness**
    - LT5: Nutrition Supports Implementation
    - LT6: Physical Activity Supports Implementation
    - LT7: Program Recognition
    - LT8: Media Coverage
    - LT9: Leveraged Resources
    - LT10: Planned Sustainability
    - LT11: Unexpected Benefits

### Population Results (R)
- Trends and Reduction in Disparities
  - R1: Overall Diet Quality
  - R2: Fruits & Vegetables
  - R3: Whole Grains
  - R4: Dairy
  - R5: Beverages
  - R6: Food Security
  - R7: Physical Activity and Reduced Sedentary Behavior
  - R8: Breastfeeding
  - R9: Healthy Weight
  - R10: Family Meals
  - R11: Quality of Life

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**Societal Norms and Values**

- Changes in societal norms and values

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**RNECE**

Regional Nutrition Education and Obesity Prevention Centers of Excellence
Policy, Systems, and Environmental Change Center at the University of Tennessee
## ST5: Readiness and Need

<table>
<thead>
<tr>
<th>Framework Component</th>
<th>Readiness &amp; Capacity – Organizational Motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator Description</td>
<td>Two-part indicator measuring sites or organizations where there is identified need for PSE changes and associated organizational and staff readiness for adopting PSE changes has been assessed.</td>
</tr>
<tr>
<td>Background and Context</td>
<td>Indicator ST5 is an appropriate place to start for SNAP-Ed implementers working on PSE changes. It uses a process to develop partnerships (see: ST7) and engage organizations in addressing environmental needs around eating, learning, living, playing, shopping, or working categories. This step-wise process develops staff, determines environmental needs, and assesses partner’s readiness to engage in PSE changes. This indicator is meant to guide the development of work plans and/or expand existing programs that address the other indicators presented in this guide. SNAP-Ed local project staff trained on ways to determine environmental need, engage organizations, and conduct readiness assessment are needed for PSE implementation. SNAP-Ed providers can assess needs in organizations or sites that serve low-income people. Although the needs assessment itself is not a program outcome, it is a first step toward implementation and thus a key program output for SNAP-Ed. Readiness tools measure an organization’s or site’s readiness to create changes that will address unmet needs for improved access or appeal of nutrition and physical activity supports. SNAP-Ed local project staff can work with partners identified in ST7 and the organization’s staff to use the results from prior needs assessments and fill in any observable gaps. Because of the breadth of SNAP-Ed settings, the categorization of strategies is useful to track organizations, and each organization or site should be assigned an eat, learn, live, play, shop, and work category. This information could be used to identify other organizations working in the same domain in a larger area. The flow chart on the following page can help you navigate ST5.</td>
</tr>
</tbody>
</table>
How to Use the Flow Chart – CHL Example

- Intervention: Coalition of Partners focusing on improving the physical activity and nutrition environment in the community
Readiness and Need Flow Chart

1. Has a needs assessment been completed?
   - No: Conduct a brief need assessment to identify high need areas before moving ahead with a readiness assessment (see environment needs assessment tools in “survey and data collection tools” below)
   - Yes:
     1. Is there a coalition representing the SNAP-Ed PSE approach?
        - No: Consider coalition building work before engaging in a formal readiness assessment (see tools and resources in ST6, ST7 and ST8)
        - Yes:
          1. Are the opinions/perspectives of core coalition leaders already clearly established?
             - No: Consider conducting key informant interviews or a facilitated discussion with leaders using readiness tool (see ORIC)
             - Yes:
               1. Are the opinions/perspectives related to readiness already known from a broader group (e.g., the community or other organizations)?
                  - No:
                    1. Are members willing to help identify stakeholders and gather information?
                       - Yes: Consider engaging the coalition in gathering information (see ST7 & ST8)
                       - No: Consider gathering information through a larger facilitated discussion (see ST7 & ST8)
                  - Yes:
                    1. Is there broad community support related to the need? Are they concerned and willing to support?
                       - No:
                         1. Are there resources available for gathering information from community members?
                            - Yes: Consider conducting a community readiness survey
                            - No: Consider other available sources of public information, such as a media analysis
                         - Yes: There is a wealth of readiness information available - use it for analysis, information sharing, and strategic planning
                    - Yes:
                      1. Are members willing to help identify stakeholders and gather information?
                         - Yes: Consider engaging the coalition in gathering information (see ST7 & ST8)
                         - No: Consider gathering information through a larger facilitated discussion (see ST7 & ST8)

2. Regional Nutrition Education and Obesity Prevention Centers of Excellence
   Policy, Systems, and Environmental Change Center at the University of Tennessee
1. **Example: No needs assessment on walkability had been completed**

   **PLAY Strategies (p 90)**

   - Physical Activity Resource Assessment (PARA)

   - Community Park Audit Tool (CPAT)

   - Walkability Checklist – Safe Routes to School*

   - October Walk to School Month Walkability Checklist

   - Bikeability Checklist – Safe Routes to School

   - Pedestrian Environmental Data Scan (PEDS)

   - California Youth Participatory Action Research*
     [http://www.cdph.ca.gov/programs/cpns/Pages/YouthEngagement.aspx](http://www.cdph.ca.gov/programs/cpns/Pages/YouthEngagement.aspx)
Interpretive Guide Resources (CHL Example)

- Do you conduct the assessment or do you find someone in the community to do it?
- Ideas for community partners:
  - After school program
  - PTA
  - Neighborhood or Park and Recreation board

Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go. The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall. After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community's score. You'll find both immediate answers and long-term solutions under: “Improving Your Community's Score...” on the third page.
2. **CHL Example**: There wasn’t a Coalition of Partners focusing on improving the physical activity and nutrition environment in the community

Resources that discuss champions *(p 95)*:

- Center for Collaborative Planning
  [http://connectccp.org](http://connectccp.org)

- Arizona Champions for Change (Arizona Nutrition Network)
  [http://www.eatwellbewell.org/](http://www.eatwellbewell.org/)

- Champions for Change (Calif. Dept. of Public Health, Nutrition Education and Obesity Prevention Branch)
  [http://cachampionsforchange.cdph.ca.gov/Pages/default.aspx](http://cachampionsforchange.cdph.ca.gov/Pages/default.aspx)

- White House Champions of Change
  [https://www.whitehouse.gov/champions](https://www.whitehouse.gov/champions)

- Texas Health Champion Award
  [https://sph.uth.edu/research/centers/dell/texas-obesity-awareness-week/about-the-texas-health-champion.htm](https://sph.uth.edu/research/centers/dell/texas-obesity-awareness-week/about-the-texas-health-champion.htm)

- Change Lab Solutions
  [http://changelabsolutions.org](http://changelabsolutions.org)
Interpretive Guide Resources (CHL Example)

- How do you find champions in the community?
  - Center for Collaborative Planning → Resource Library → Community Building
- Community Tool Box — [http://ctb.ku.edu/](http://ctb.ku.edu/)
  - Chapter 7
3. Example: A coalition (501 3c) was formed to promote improving the physical activity and nutrition environment in the community but their opinions/perspective was not clear.

Resources that address organizational readiness (p.88)
- Organizational Readiness for Implementing Change (ORIC)
- The 12-question ORIC tool is available at:
  http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3904699/bin/1748-5908-9-7-S1.doc
How to Use the Flow Chart (CHL Example)

• Example: Coalition of Partners focusing on Wellness and Place-based Learning
  • focus is on the lower half of the flow chart as there was already a coalition, and a lead, who wanted to add to the partnership
Readiness and Need Flow Chart (CHL Example)
4. The opinions/perspectives related to Wellness and Place-Based learning were not well known to the community.

Qualitative Approach (p.98)

Qualitative approaches through direct observation, content analysis, and documentation review can include one or more of the following methods to identify:

- Key informant interviews with partnership members to identify activities, partnership maturity level, barriers and success factors, and outcomes.
- Key informant interviews with nonparticipating members to identify partnership activities and outcomes.
- Content analysis of partnership communication, meeting minutes, and/or partnership plans.
- Review of organizational chart or partnership structure.
5. Example: There wasn’t broad community support for the Alliance.

Environmental Assessment (p 88) summary

- Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3)*
  [link to CX3 website]
  - Alliance partners conducted participant Diabetes surveys as well to obtain community feedback

Areas for Improvement Summary

<table>
<thead>
<tr>
<th>Area</th>
<th>Suggested Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food outlets</td>
<td>- increase number of healthy ads inside the store&lt;br&gt;- decrease amount of unhealthy food available at checkout&lt;br&gt;- increase the amount of fresh fruits and vegetables at convenience stores</td>
</tr>
<tr>
<td>Parks</td>
<td>- better maintenance of restrooms and drinking fountains&lt;br&gt;- increase amenities in parks with four or less amenities&lt;br&gt;- increase pedestrian access to beach parks</td>
</tr>
<tr>
<td>School facilities</td>
<td>- reduce garbage, litter and other incivilities at Nanakuli Intermediate and High School&lt;br&gt;- provide drinking fountains&lt;br&gt;- increase not 8</td>
</tr>
<tr>
<td>Physical activity</td>
<td>- increase physical activity facilities&lt;br&gt;- implement more physical activity programs</td>
</tr>
<tr>
<td>Fast food</td>
<td>- increase in fast food establishments&lt;br&gt;- increase in healthy options</td>
</tr>
</tbody>
</table>

CHL’s Thoughts/Next Steps

- In general, there are some healthy things going on in Nanakuli.
- That said, there is work to do to make it even better!
- What type of work do you want to lead within your community that would have an impact on the lives of children 2-8 years old?
Are you interested in growing traditional crops such as kalo, mai’a and ki?

Very
6. The Alliance has a lot of information available to analyze, share, and use for planning.

Outcome Measures ST8c and ST8d: Level of active engagement within the partnership and level of influence of the SNAP-Ed partner within the partnership can be assessed using the following: (p.147)

- The PARTNER tool http://www.partnertool.net/
Interpretive Guide Resources

PARTNER is a team of experts that help people, organizations, and communities build, manage, and evaluate effective networks. We provide research and evaluation, tools, and training, all focused on translating data to practice.

Looking For the PARTNER Tool?
Click Here to Register, Access Your Surveys, and Take the Survey

A major challenge facing organizations today is how to partner with other organizations, agencies, and groups to collaboratively address social and political goals while effectively maximizing resource sharing of the partners involved. However, the process by which organizations have engaged partners in collaboration has varied, with few ways to measure the success of these efforts. GET started to better understand partner relationships.

See which organizations are connected to each other.
Identify how the health department is embedded in the community.

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

- Understand the purpose and development of the Collaboration Readiness Tool
- Know how to administer the tool
- Understand how to use the tool and resources to implement PSE strategies with partners
Background

SNAP-Ed is moving towards Policy, Systems, and Environmental (PSE) change strategies

- Need to collaborate with community partners for this work to be effective
  - Who to collaborate with?
  - Ways to collaborate

PSE Change Center identified need to support implementing agencies in collaborative efforts

- Interpretative Guide: Readiness is a short-term objective (ST5)
- Need to measure readiness AND identify tools to help collaboration
Why Measure Collaboration Readiness

• Essential for addressing PSE changes
  • Partners will support what is seen as reasonable, doable, and logical
  • Allows for tailoring strategies to “meet partners where they are at”
  • Set goals that partners are willing and able to do
  • Helps ensure sustainability of initiatives
  • Provides a measure to evaluate progress

• Organizational & community readiness surveys exist

• However, they do not address SNAP-Ed PSE Collaboration Readiness needs
The Collaboration Readiness Tool was designed to address the *willingness and ability* of SNAP-Ed agencies and community partners to engage in implementing policy, systems and environmental changes.
Rationale

• Validated assessment tool to address unique features needed for SNAP-ED
• Less time intensive
• Less costly in terms of no staff needed to interview and be trained in interviewing
• Captures both implementing agencies and community partnerships with same dimensions and scale
• Provides next steps
• Self-evaluation, then come up with a solution together
Change Areas

In order of change to occur, a review of the literature found five areas to consider:

1. A climate that supports change
2. Attitudes towards the change
3. Current efforts addressing the change
4. Commitment
5. Capacity to implement change
Collective Efficacy

“Social cohesion and willingness to act/intervene in communities”

Consists of 5 building blocks:

1. Social Bonding
2. Social Bridging
3. Social Leveraging
4. Empowerment
5. Civic Engagement
Collaborate Readiness and Collective Efficacy

The 5 building blocks and collaboration readiness

1. A climate that supports change can be assessed by looking at connections found in social bonding and bridging
2. Attitudes and current efforts can be assessed by looking at how empowered groups feel
3. Commitment to change can be determined by the measuring the level of social bonding and bridging
4. Capacity to implement change can be evaluated by determining the level of social leveraging and civic engagement

Readiness tools have been developed based on collective efficacy…what is not well understood is how to measure the readiness of multiple organizations intending to work together
Collaboration Readiness Tool Development

Measures 4 areas of readiness:

1. Strength of connection between similar programs (social bonding)
2. Leveraging resources between groups (social leveraging)
3. Engagement in political action and/or community change (civic engagement)
4. Connections with other diverse groups (social bridging)
Collaboration Readiness Tool Development

Each readiness area has five levels using transtheoretical model concepts

1. Yet to Consider = Pre-contemplation
2. Considering = Contemplation
3. Developing = Preparation
4. Acting On = Action
5. Established = Maintenance

Anchoring statements are used to determine collaboration readiness level for each of the four areas
Tool Validation

- Purpose was to find appropriate wording and clear understanding
- Used cognitive testing method
- Underwent iterative process until no more changes were made to the survey
- Participants were Subject Matter Experts, SNAP-Ed implementing agencies and community partners
  - From various ethnic, social, and geographic locations
Collaboration Readiness Assessment Tool

Three Step Process:

1. Identify readiness level of each dimension
2. Identify ways to increase collaboration efforts
3. List Action steps
## Step 1. Identify readiness level of each dimension

<table>
<thead>
<tr>
<th>Connections or partnerships with other programs that promote physical activity and nutrition with limited income populations</th>
<th>A YET TO CONSIDER</th>
<th>B CONSIDERING</th>
<th>C DEVELOPING</th>
<th>D ACTING ON</th>
<th>E ESTABLISHED</th>
<th>Write level for row</th>
</tr>
</thead>
<tbody>
<tr>
<td>No contact with other programs (e.g. know about them but that is all; don’t know about them; not looking at other programs)</td>
<td>Little contact with other programs (e.g. have booths at community events but no efforts to work together)</td>
<td>Some activity planning with other programs (e.g. have talked about working together)</td>
<td>Work starting with other programs on broader efforts (e.g. had one or two projects that were joint efforts)</td>
<td>Programs work together regularly on planning and decision making (e.g. active collaboration on planning together)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share resources with other groups (e.g. individual and group skills, expertise, marketing materials, and/or space; funding)</th>
<th>A YET TO CONSIDER</th>
<th>B CONSIDERING</th>
<th>C DEVELOPING</th>
<th>D ACTING ON</th>
<th>E ESTABLISHED</th>
<th>Write level for row</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not familiar with or not considering other groups’ resources</td>
<td>Familiar with some resources that could be shared (both ours and others resources)</td>
<td>Started conversations about sharing resources</td>
<td>Resources are available and are starting to be shared</td>
<td>Resources are regularly shared and used to support programs &amp; activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Practice

- Read the Collaboration Readiness instructions
- Before you begin, remember you are responding for your agency (if SNAP-Ed) OR community group you represent as a whole
  - NOT about you personally
- Determine the level for your agency or group for each area
  - Record level in box at the end of the row for each area

<table>
<thead>
<tr>
<th>Connections or partnerships with other programs that promote physical activity and nutrition with limited income populations</th>
<th>A: YET TO CONSIDER</th>
<th>B: CONSIDERING</th>
<th>C: DEVELOPING</th>
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| Share resources with other groups (e.g. individual and group skills, expertise, marketing materials, and/or space; funding) | Not familiar with or not considering other groups’ resources | Familiar with some resources that could be shared (both ours and others resources) | Started conversations about sharing resources | Resources are available and are starting to be shared | Resources are regularly shared and used to support programs & activities |

| Take part in policy and/or community change (e.g. school/worksite policies; access to places to play; double EBT bucks for fruit & vegetables; church serves beverages with no added sugar at events/meetings; legislation; etc.) | Group does not address policy and/or changes in community practices | Group is exploring policies and/or community practices (e.g. thinking about changing or developing written policies; thinking about unwritten policies or ways things are done) | Group has identified a policy or change in a community practice they want to work on | Group has become involved with a policy or change in community practices (e.g. attend meetings give ideas) | Group is a key partner in policy or changes in community practices (e.g. provide guidance and direction for changes) |

<table>
<thead>
<tr>
<th>List Policy/Action</th>
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<th>List Policy/Action</th>
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</tr>
</thead>
</table>
Step 2. Identify Ways to Increase Collaboration Efforts

Aims are provided to show how the tools can be used to move groups along the readiness scale
  • Not necessarily a linear process

AIM LEVELS
  • *Yet to consider* - information and awareness
  • *Considering* - understanding and identifying barriers and opportunities
  • *Developing* - attention to the benefits, developing skills and finding resources
  • *Acting On* - ensures elements in place for success
  • *Established* - builds on what is working; looks to expand and/or streamline efforts
### Example

#### Examples of Ways to Increase Collaboration Readiness

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Record level from previous pages</th>
</tr>
</thead>
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<tr>
<td><strong>Links or partnerships with other programs</strong></td>
<td><strong>Aim: Create awareness</strong></td>
<td><strong>Aim: Understand disconnect</strong></td>
<td><strong>Aim: Establish a way to reach out to groups</strong></td>
<td><strong>Aim: Establish expectations</strong></td>
<td><strong>Aim: See what can be improved</strong></td>
<td><strong>A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tool: Asset mapping of community</strong></td>
<td><strong>Tool: Key informant interviews</strong></td>
<td><strong>Tool: Communication plan</strong></td>
<td><strong>Tool: Vision statement and goal setting</strong></td>
<td><strong>Tool: Network mapping</strong></td>
<td></td>
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</table>

**Asset mapping** - looks at what groups and resources are available in the community to create awareness of what is available.

Intent is to show potential partnerships and resources to implement PSE strategies.

Other tools or methods may be used as well, **if they follow the intent of the aim**.
### Practice

- Match up the letter level from each area on the assessment to the corresponding area on the example tool and resource chart.
- Look at the example*
  - Which look promising? (Can be one or more)
- Consider skills needed and resources (refer to attached guides or use other tools you are familiar with)
- Decide which to focus on**
  * These are only examples. There are other ways as well. Feel free to use other methods that you are familiar with.
  ** Note: For this practice you will decide independently – HOWEVER in actual practice this requires consensus from the group

### Examples of Ways to Increase Collaboration Readiness

<table>
<thead>
<tr>
<th>Links or partnerships with other programs</th>
<th>A: To Consider</th>
<th>B: Considering</th>
<th>C: Developing</th>
<th>D: Acting On</th>
<th>E: Established</th>
<th>Record level from previous pages</th>
</tr>
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<tr>
<td>Aim: Create awareness</td>
<td>Tool: Asset mapping of community</td>
<td>Aim: Understand disconnect</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share resources with other groups</th>
<th>A: Create awareness</th>
<th>B: Asset mapping of community</th>
<th>C: Identify barriers and identify opportunities</th>
<th>D: Ways to work with other groups</th>
<th>E: Shared resource agreement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim: Create awareness</td>
<td>Tool: Asset mapping of community</td>
<td>Aim: Identify barriers and opportunities</td>
<td>Aim: Establish ways to work with other groups</td>
<td>Aim: Ensure compliance</td>
<td>Aim: Shared resource agreement</td>
<td></td>
</tr>
<tr>
<td>Tool: Focus groups</td>
<td>Tool: Create use agreements</td>
<td></td>
<td></td>
<td>Tool: Monitor compliance</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Tool: Shared resource agreement</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement in policy actions and/or community change</th>
<th>A: How policies affect the group</th>
<th>B: Awareness campaign</th>
<th>C: Exposure to the process and policies</th>
<th>D: Develop skills to effectively advocate</th>
<th>E: Develop skills to guide policymakers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim: How policies affect the group</td>
<td>Tool: Awareness campaign</td>
<td>Aim: Identify opportunities</td>
<td>Aim: Develop skills to effectively advocate</td>
<td>Aim: Support and provide ideas; technical assistance</td>
<td>Aim: Develop skills to guide policymakers</td>
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<tr>
<td>Tool: Advocacy training</td>
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<td></td>
<td>Tool: Advocacy training</td>
<td>Tool: Monitor advocacy</td>
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<tr>
<th>Links or partnerships with diverse groups and agencies in various settings (Note: examples are the same for each setting)</th>
<th>A: Get a broad community picture</th>
<th>B: Needs assessment</th>
<th>C: Understand disconnect</th>
<th>D: Establish a way to reach out to groups</th>
<th>E: Establish expectations</th>
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<td>Aim: Get a broad community picture</td>
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<td>Aim: Establish expectations</td>
<td>Aim: See what can be improved</td>
<td>Tool: Network mapping</td>
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<tr>
<td>Tool: Key informant interviews</td>
<td>Tool: Communication plan</td>
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### ACTION STEPS
List below the steps and activities planned to increase collaboration.

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*These are only examples. There are other ways as well. Feel free to use other methods that you are familiar with.

**Note: For this practice you will decide independently – HOWEVER in actual practice this requires consensus from the group.
Step 3: List Action Steps

**ACTION STEPS**  List below the steps and activities planned to increase collaboration.

- Resource list to help determine action steps can be found at [www.snapedpse.org](http://www.snapedpse.org)
  - Not all resources are listed
  - Resources selection criteria:
    - User friendly
    - No or low-cost
    - Useful
Practice

• Look at what is needed to move the group forward on readiness
• Determine what skills, training, and resources are needed
• Think of what will be needed
  • What resources
  • Where to get them
  • When to do it
  • Who to include
  • How will it be done
• Set a SMART goal
  • Specific
  • Measurable
  • Attainable
  • Realistic
  • Timely
Administering the Survey

• Selecting the Participants
  • SNAP-Ed staff
    • Those who make decisions
    • Those who work with partners
    • Those who evaluate
  • Community Partners
    • Look at the various PSE settings
      • Identify existing partners
    • Involve potential New partners
How to Use

The survey can be administered face-to-face, over the telephone, or by email depending on:

• Location (i.e. telephone might be best option for groups where face-to-face meetings are not feasible)

• Reason for conducting (i.e. email could be used to track progress on readiness)
NEW – ONLINE VERSION

www.snapedpse.org

Policy, Systems, and Environmental Change Center

The Regional Nutrition Education and Obesity Prevention Centers of Excellence Policy, Systems, and Environmental Change Center (RNECE-PSE) is committed to building, equipping, and empowering SNAP-Ed and EFNEP networks to effectively implement Policy, Systems, and Environmental Change (PSE) approaches to support healthy lifestyles for limited resource audiences where they work, live, and play. Research shows targeting multiple levels of societal influence in conjunction with direct education to be a sustainable effort towards obesity prevention. In FY 2015 RNECE-PSE was designated to work cooperatively with the geographic RNECE centers to support the implementation of PSE approaches integrated into SNAP-Ed and EFNEP programs.

Objectives

1. Enhance the ability of SNAP-Ed and EFNEP networks to effectively implement and evaluate obesity prevention PSE strategies for disadvantaged low-income populations throughout the lifespan.

2. Strengthen SNAP-Ed and EFNEP nutrition education interventions through incorporation of effective culturally-responsive public health approaches that are centered on readiness to change best practices.

RNECE-PSE is finalizing a situational analysis of SNAP-Ed and EFNEP programs to identify facilitators, barriers, best practices, training and evaluation needs related to PSE adoption and implementation. Development of systematic competency-based PSE instruction, guidelines, and resources that are tailored to the needs of SNAP-Ed and EFNEP coordinators and community educators are underway. Included in these resources are tailored readiness to change resources to strengthen SNAP-Ed and EFNEP organizational, community, and neighborhood coalition efforts to implement PSE strategies and an intercultural framework to increase intercultural competence in SNAP-Ed and EFNEP PSE implementation.
When to Use

The survey can be used for a variety of purposes.

For example: it can be used:

• To help develop a strategic plan or state plan
• Be a starting point for discussion between collaborators on ways to work together
• To track or evaluate progress on collaboration readiness
How often to Use

Frequency of administering the survey is determined by **why** it is being used.

For example, it could be used:

- Annually to determine progress or assist with planning efforts
- One time to stimulate discussion and identify collaborators
- After reaching a milestone, to help determine next steps
- When there is a large change in people and/or groups involved in the collaborative
Tips for Collaboration Readiness Assessments

- Become familiar with assessment and tools
- Conduct assessment internally
- Look for groups/organizations with a similar mission
- Establish a relationship prior to conducting assessment
- Be clear on
  - why you are doing the assessment
  - how it will benefit collaborative efforts
- Find ways to provide food for meetings
- Be humble and listen
Conclusion

This collaboration readiness tool was developed by the Regional Nutrition Education and Obesity Prevention Centers of Excellence – Policy, Systems, and Environmental Change Center’s readiness workgroup to assist SNAP-Ed and EFNEP networks to effectively implement PSE approaches and build collaborative networks in low-income communities.
QUESTIONS
THANK YOU