

WELCOME TO THE READINESS ASSESSMENT WORKSHOP

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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

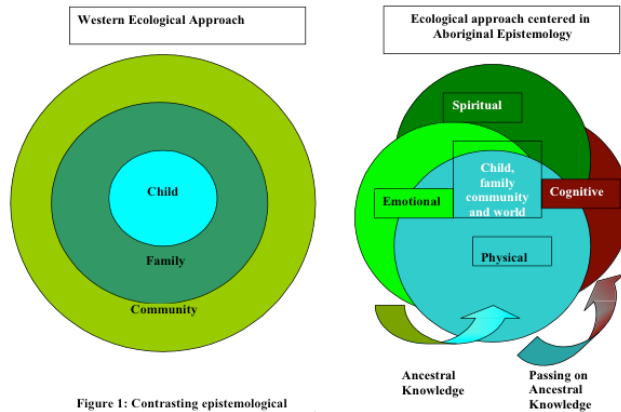
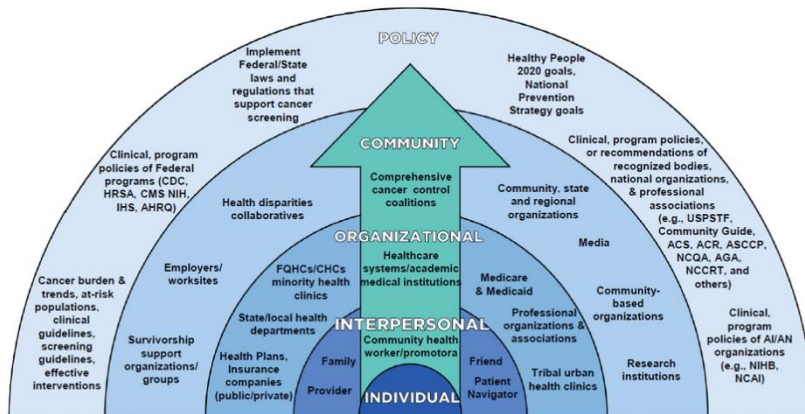


Figure 1: Contrasting epistemological approaches in Ecological Theory

Source: <https://thehighlysensitivefamily.wordpress.com/2014/12/22/the-complexity-of-a-spatially-embedded-social-life/><https://www.cdc.gov/cancer/crcrp/sem.htm>



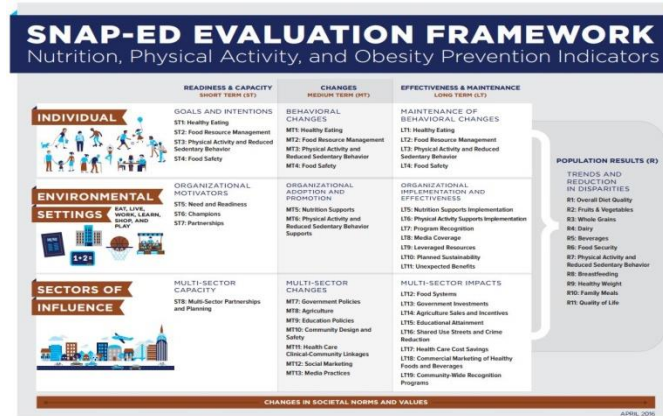
*Some groups may fit within multiple levels of this model.

Source: <https://www.cdc.gov/cancer/crcrp/sem.htm>



Based on the National Prevention Strategy Action Plan, U.S. Department of Health & Human Services

Source: Cooperative Extension's National Framework for Health and Wellness. March, 2014



Source: SNAP-Ed Evaluation Framework and Interpretive Guide. April, 2016

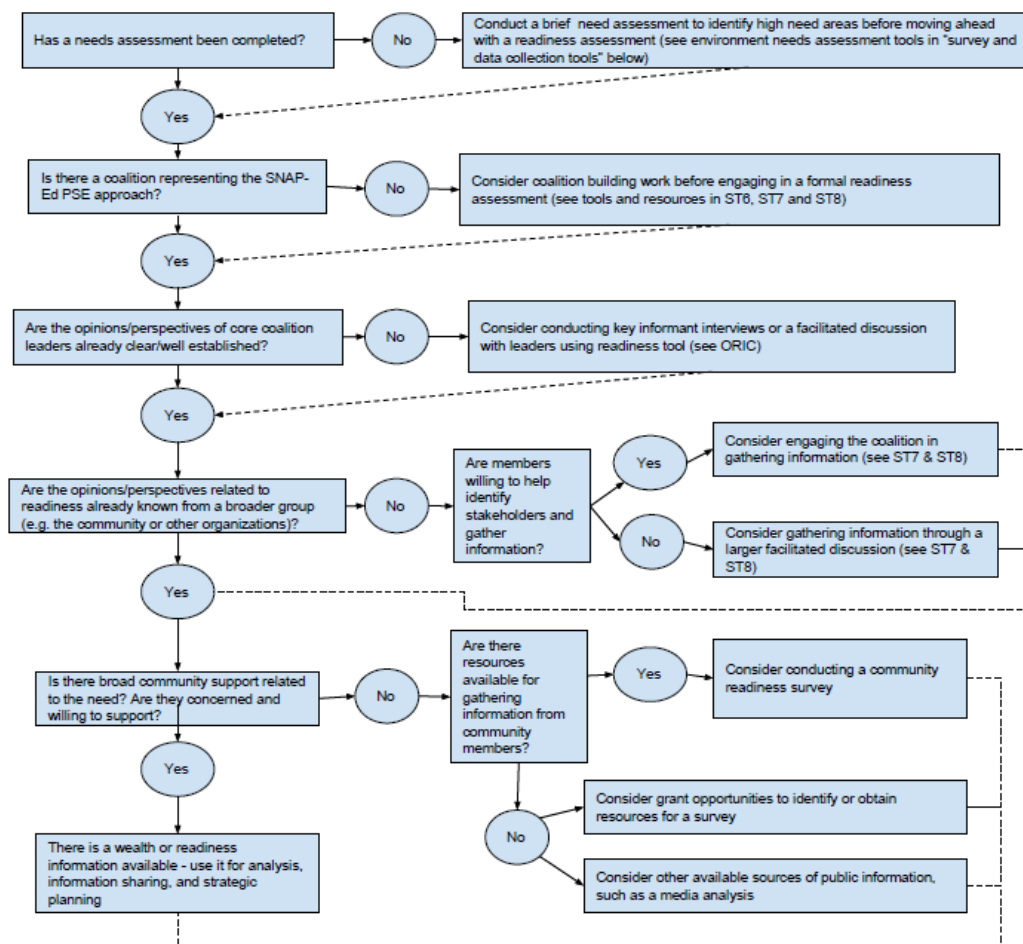
Readiness and Need Assessment Flow Chart



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Readiness and Need 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



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THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP-ED) EVALUATION

Nutrition, Physical Activity, and Community

Interpretive Guide to the SNAP-Ed Evaluation Framework

JUNE 2016

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This guide is a collaborative effort between:



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SNAP-ED EVALUATION FRAMEWORK

Nutrition, Physical Activity, and Obesity Prevention Indicators



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

APRIL 2016


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ST5: Readiness and Need

Framework Component	Readiness & Capacity – Organizational Motivators
Indicator Description	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.
Background and Context	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>





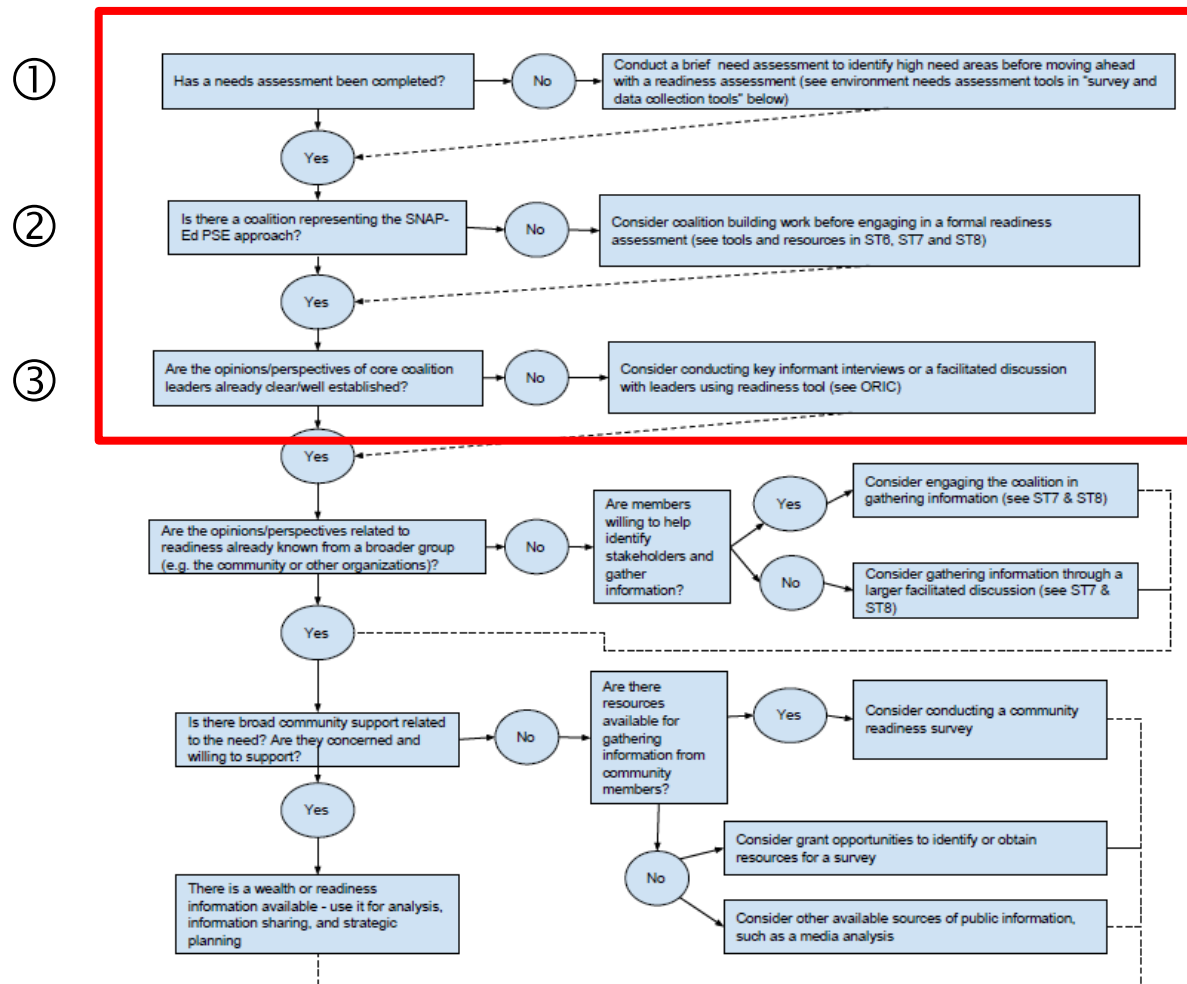
How to Use the Flow Chart – CHL Example

- **Intervention:**
Coalition of Partners
focusing on
improving the
physical activity and
nutrition
environment in the
community



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Readiness and Need Flow Chart

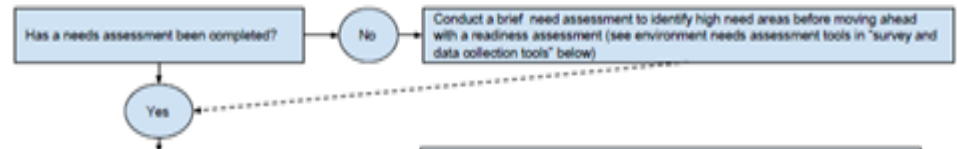


Interpretive Guide Resources (CHL Example)

1. Example: No needs assessment on walkability had been completed

PLAY Strategies (p 90)

①



- Physical Activity Resource Assessment (PARA)

<http://activelivingresearch.org/physical-activity-resource-assessment-para-instrument>

- Community Park Audit Tool (CPAT)

<http://activelivingresearch.org/community-park-audit-tool-cpat>

- Walkability Checklist – Safe Routes to School*

<http://www.saferoutesinfo.org/program-tools/education-walkability-checklist>

- October Walk to School Month Walkability Checklist

<http://www.caactivecommunities.org/wp-content/uploads/2011/09/Walkability-Checklist-for-Students-and-Adults.pdf>

- Bikeability Checklist – Safe Routes to School

<http://www.saferoutesinfo.org/program-tools/education-bikeability-checklist>

- Pedestrian Environmental Data Scan (PEDS)

<http://activelivingresearch.org/pedestrian-environment-data-scan-peds-tool>

- California Youth Participatory Action Research*

<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.



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Interpretive Guide Resources (CHL Example)

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>

• Arizona Champions for Change (Arizona Nutrition Network)
<http://www.eatwellbewell.org/>

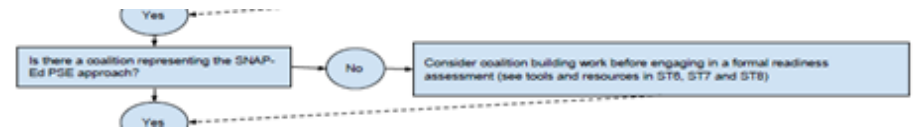
• Champions for Change (Calif. Dept. of Public Health, Nutrition Education and Obesity Prevention Branch)
<http://cachampionsforchange.cdph.ca.gov/Pages/default.aspx>

• White House Champions of Change
<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>

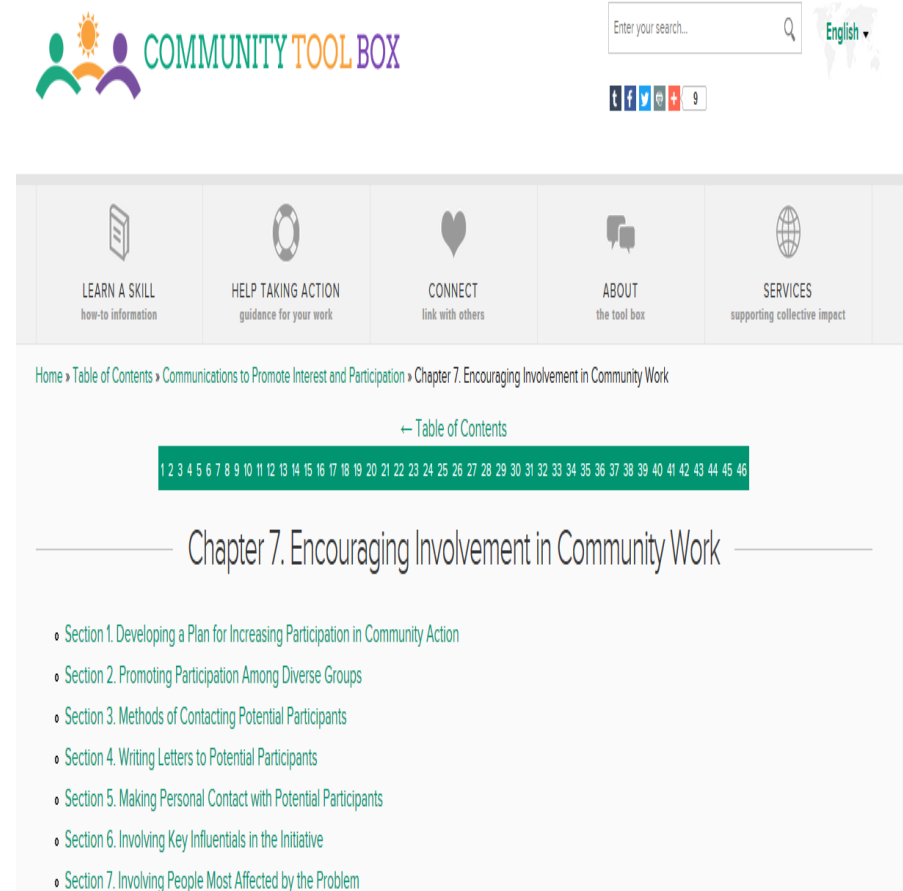
• Change Lab Solutions
<http://changelabsolutions.org>

②



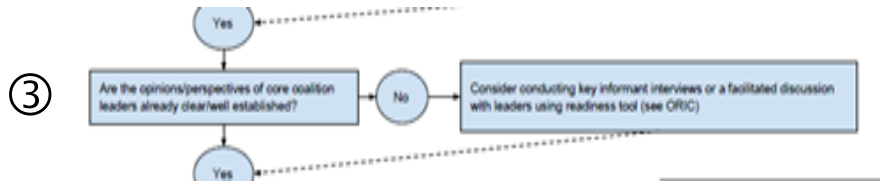
Interpretive Guide Resources (CHL Example)

- How do you find champions in the community?
 - Center for Collaborative Planning → Resource Library → Community Building
- Community Tool Box —
<http://ctb.ku.edu/>
 - Chapter 7



The screenshot shows the Community Tool Box website. At the top, there is a logo with three stylized figures and the text "COMMUNITY TOOL BOX". To the right is a search bar with the placeholder text "Enter your search..." and a magnifying glass icon. Below the search bar are social media icons for Facebook, Twitter, YouTube, and LinkedIn, along with a "9" icon. A navigation bar below the logo contains five categories: "LEARN A SKILL" (how-to information), "HELP TAKING ACTION" (guidance for your work), "CONNECT" (link with others), "ABOUT" (the tool box), and "SERVICES" (supporting collective impact). Below the navigation bar is a breadcrumb trail: "Home > Table of Contents > Communications to Promote Interest and Participation > Chapter 7. Encouraging Involvement in Community Work". A green bar with a white "← Table of Contents" link is visible. Below this is a green bar with a white table of contents list: "1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46". The main heading is "Chapter 7. Encouraging Involvement in Community Work". Below this is a list of sections: "Section 1. Developing a Plan for Increasing Participation in Community Action", "Section 2. Promoting Participation Among Diverse Groups", "Section 3. Methods of Contacting Potential Participants", "Section 4. Writing Letters to Potential Participants", "Section 5. Making Personal Contact with Potential Participants", "Section 6. Involving Key Influentials in the Initiative", and "Section 7. Involving People Most Affected by the Problem".

Interpretive Guide Resources (CHL Example)



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>



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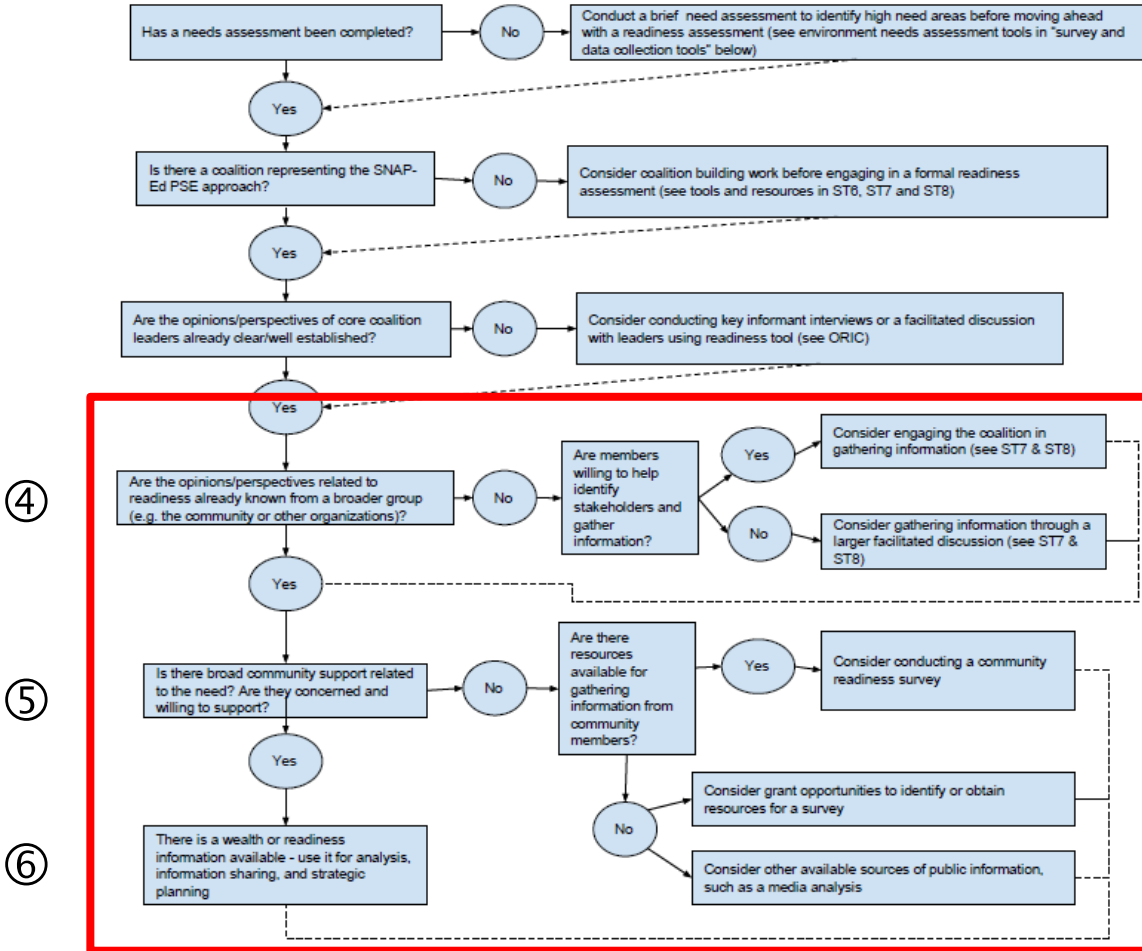
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How to Use the Flow Chart (CHL Example)

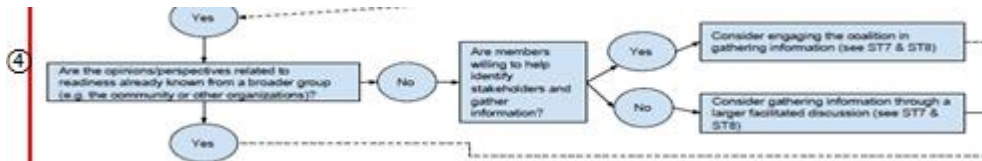
- **Example: Coalition of Partners focusing on Wellness and Place-based Learning**
 - focus is on the lower half of the flow chart as there was already a coalition, and a lead, who wanted to add to the partnership



Readiness and Need Flow Chart (CHL Example)



Interpretive Guide Resources (CHL Example)

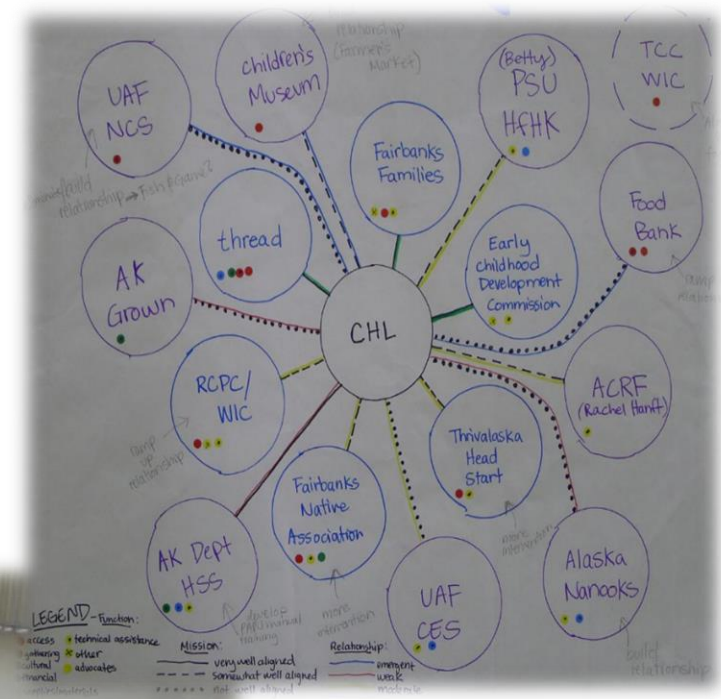


4. The opinions/perspectives related to Wellness and Place-Based learning were not well known to the community

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



Interpretive Guide Resources (CHL Example)

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)*

http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navigation.aspx

- Alliance partners conducted participant Diabetes surveys as well to obtain community feedback

Areas for Improvement Summary

Area	Suggested Improvements
Food outlets	<ul style="list-style-type: none">increase number of healthy ads inside the storedecrease amount of unhealthy food available at checkoutincrease the amount of fresh fruits and vegetables at convenience stores
Parks	<ul style="list-style-type: none">better maintenance of restrooms and drinking fountainsincrease amenities in parks with four or less amenitiesincrease pedestrian access to beach parks
School facilities	<ul style="list-style-type: none">reduce garbage, litter and other incivilities at Nanakuli Intermediate and High Schoolprovide more shadeincrease not h
Physical activity facilities	<ul style="list-style-type: none">increaseimpr
Fast food establishments	<ul style="list-style-type: none">kids'Incre
Walkability	<ul style="list-style-type: none">imprimprincre

CHL Children's Healthy for Remote Underserved
Alaska · American Samoa · Federated States of Micronesia · Guam · Hawaii · Marshall Islands · Northern Mariana Islands · Palau

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?

CHL Children's Healthy Living Program
for Remote Underserved Minority Populations in the Pacific Region
Alaska · American Samoa · Federated States of Micronesia · Guam · Hawaii · Marshall Islands · Northern Mariana Islands · Palau



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Are you interested in
growing traditional
crops such as kalo,
mai'a and ki?



Very



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Interpretive Guide Resources (CHL Example)



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)

- Levels of Collaboration Scale
<https://www.teamsciencetoolkit.cancer.gov/public/TSResourceMeasure.aspx?tid=2&rid=467>
- The PARTNER tool <http://www.partnertool.net/>

Interpretive Guide Resources

PARTNER

Program to Analyze, Record, and Track Networks to Enhance Relationships

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**.

OUR SERVICES

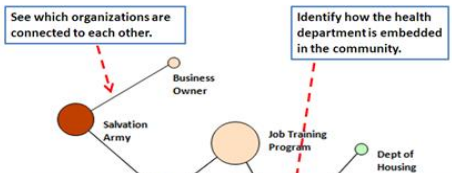
CLIENTS & PROJECTS

TOOLS & TRAINING

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



The diagram illustrates a network of organizations. A central orange circle is connected to a red circle labeled 'Salvation Army' and a yellow circle labeled 'Business Owner'. The 'Salvation Army' is further connected to a green circle labeled 'Job Training Program'. The 'Job Training Program' is connected to a green circle labeled 'Dept of Housing'. Two text boxes with red dashed arrows point to the connections: one points to the connection between 'Salvation Army' and 'Business Owner' with the text 'See which organizations are connected to each other.', and the other points to the connection between 'Job Training Program' and 'Dept of Housing' with the text 'Identify how the health department is embedded in the community.'

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

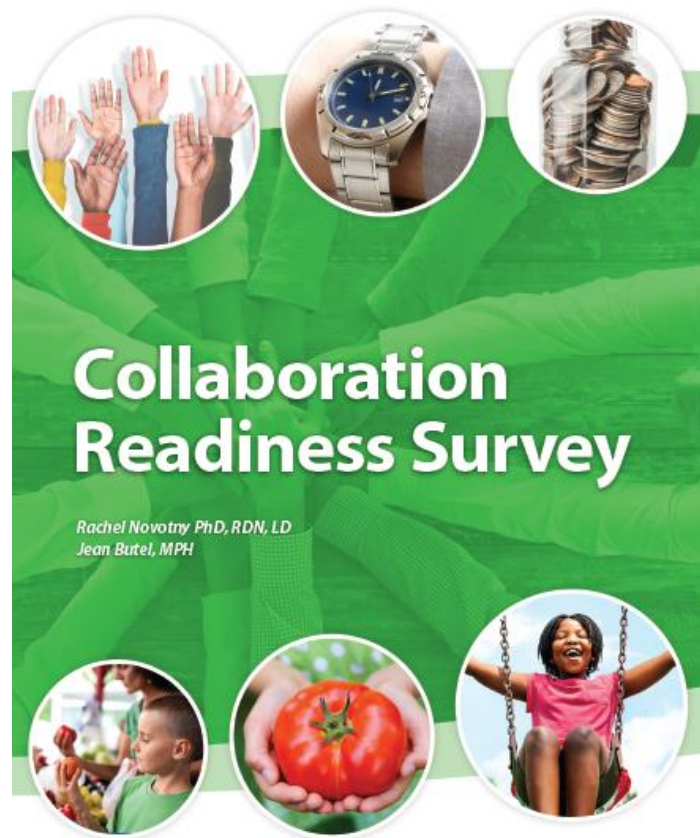
PSE Change Center identified need to support implementing agencies in collaborative efforts

- 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

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



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

	A YET TO CONSIDER	B CONSIDERING	C DEVELOPING	D ACTING ON	E ESTABLISHED	Write level for row
Connections or partnerships with other programs that promote physical activity and nutrition with limited income populations <i>(e.g. know about them but that is all; don't know about them; not looking at other programs)</i>	No contact with other programs <i>(e.g. know about them but that is all; don't know about them; not looking at other programs)</i>	Little contact with other programs <i>(e.g. have booths at community events but no efforts to work together)</i>	Some activity planning with other programs <i>(e.g. have talked about working together)</i>	Work starting with other programs on broader efforts <i>(e.g. had one or two projects that were joint efforts)</i>	Programs work together regularly on planning and decision making <i>(e.g. active collaboration on planning together)</i>	
Share resources with other groups <i>(e.g. individual and group skills, expertise, marketing materials, and/or space; funding)</i>	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 <i>(e.g. school/worksites policies; access to places to play; double EBT bucks for fruit & vegetables; church serves beverages with no added sugar at events/meetings; legislation; etc.)</i>	Group does not address policy and/or changes in community practices	Group is exploring policies and/or community practices <i>(e.g. thinking about changing or developing written policies; thinking about unwritten policies or ways things are done)</i> List Policy/Action _____ _____ _____ _____ _____ _____	Group has identified a policy or change in a community practice they want to work on List Policy/Action _____ _____ _____ _____ _____ _____	Group has become involved with a policy or change in community practices <i>(e.g. attend meeting; give ideas)</i> List Policy/Action _____ _____ _____ _____ _____ _____	Group is a key partner in policy or changes in community practices <i>(e.g. provide guidance and direction for changes)</i> List Policy/Action _____ _____ _____ _____ _____ _____	



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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

	A YET TO CONSIDER	B CONSIDERING	C DEVELOPING	D ACTING ON	E ESTABLISHED	<i>Record level from previous pages</i>
Links or partnerships with other programs	Aim: Create awareness Tool: Asset mapping of community	Aim: Understand disconnect Tool: Key informant interviews	Aim: Establish a way to reach out to groups Tool: Communication plan	Aim: Establish expectations Tool: Vision statement and goal setting	Aim: See what can be improved Tool: Network mapping	A

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

	A YET TO CONSIDER	B CONSIDERING	C DEVELOPING	D ACTING ON	E ESTABLISHED	Record level from previous pages
Links or partnerships with other programs	Aim: Create awareness Tool: Asset mapping of community	Aim: Understand disconnect Tool: Key informant interviews	Aim: Establish a way to reach out to groups Tool: Communication plan	Aim: Establish expectations Tool: Vision statement and goal setting	Aim: See what can be improved Tool: Network mapping	
Share resources with other groups	Aim: Create awareness Tool: Asset mapping of community	Aim: Understand barriers and identify opportunities Tool: Focus groups	Aim: Establish ways to work with other groups Tool: Create use agreements	Aim: Ensure compliance Tool: Enact use agreements	Aim: Streamline programs Tool: Shared resource agreement	
Involvement in policy actions and/or community change	Aim: How policies affect the group Tool: Awareness campaign	Aim: Identify opportunities Tool: Exposure to the process and policies	Aim: Develop skills to effectively advocate Tool: Advocacy training	Aim: Support and provide ideas; technical assistance Tool: Mentors	Aim: Develop skills to guide policymakers Tool: Leadership training	
Links or partnerships with diverse groups and agencies in various settings <i>(Note: examples are the same for each setting)</i>	Aim: Get a broad community picture Tool: Needs assessment	Aim: Understand disconnect Tool: Key informant interviews	Aim: Establish a way to reach out to groups Tool: Communication plan	Aim: Establish expectations Tool: Vision statement and goal setting	Aim: See what can be improved Tool: Network mapping	

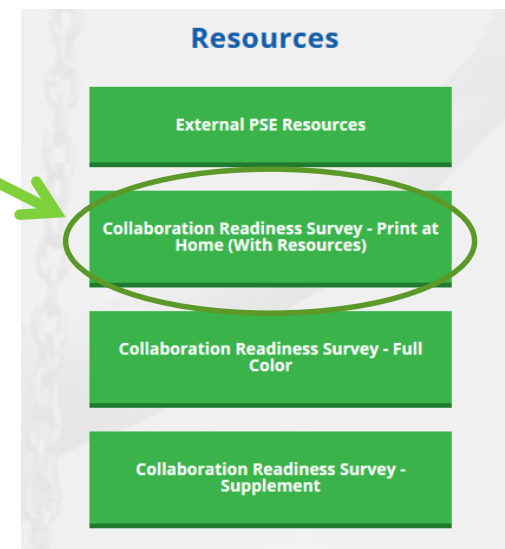
ACTION STEPS *List below the steps and activities planned to increase collaboration.*

.....
.....
.....
.....

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
 - Not all resources are listed
 - Resources selection criteria:
 - User friendly
 - No or low-cost
 - Useful



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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 training, equipping, and empowering SNAP-Ed and EFNEP networks to effectively implement Policy, Systems and Environmental (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 designed 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.



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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
