Partnership Evaluation

Guidebook and Resources

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We encourage readers to adapt and share the tools and resources in the document to meet their program evaluation needs. For further information, contact the Division of Nutrition, Physical Activity, and Obesity, Program Development and Evaluation Branch at cdcinfo@cdc.gov.

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Purpose of Guides

This is one of three evaluation guides produced as part of a series of technical assistance tools developed by the CDC Division of Nutrition, Physical Activity and Obesity (DNPAO) for use by state NPAO programs. The documents address developing and using an evaluation consultation group, evaluating state nutrition, physical activity and obesity plans, and evaluating partnerships.

The three initiatives are strategically linked. Partnerships are designed to provide a collaborative, integrated approach for developing and implementing a state plan. The evaluation consultation groups help to organize and focus the evaluations of state plans and partnerships.

The guides clarify approaches to and methods of evaluation, provide examples and tools specific to the scope and purpose of state NPAO programs, and recommend resources for additional reading. The guides are intended to complement each other and offer guidance and a consistent definition of terms. The guides are also intended to aid skill-building on a wide range of general evaluation topics while recognizing that state NPAO programs differ widely in their experience with, and resources for, program evaluation. Although the guides were developed for use by state NPAO programs, the information will also benefit other state health department programs, especially chronic disease programs.

In spring 2009, the DNPAO convened two meetings of a 32-member evaluation consultation group composed of state health department staff, CDC staff, and professional evaluators. The purpose of the meetings was to gain input into the development of a strategic plan and its implementation for the DNPAO evaluation team. The strategic plan that resulted provides the foundation for setting objectives and priorities for the evaluation of the Division's three goal areas (nutrition, physical activity, and obesity).

The strategic plan also defines how the evaluation team will (1) provide evaluation technical assistance to states, and (2) conduct program evaluation, evaluation research, and program monitoring. The evaluation team's intention is to continuously create and sustain organizational processes that make quality evaluation and its uses routine. Utilization-Focused Evaluation (UFE) is the evaluation team's model of practice, and organizational collaboration and participation are strategies adopted to accomplish the evaluation team's work.

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Introduction

Background

Obesity in the United States has reached epidemic proportions. Since the mid-1970s, the prevalence of overweight and obesity has increased sharply for both adults and children.[1] These increasing rates have serious implications for the health of Americans; being obese increases the risk for many chronic diseases and health conditions, and treating these conditions costs an estimated $100 billion or more annually.[2]

To address this epidemic, the U.S. Congress funded CDC in 1999 to initiate a national state-based nutrition and physical activity program to prevent obesity and chronic diseases. These resources have built (or are intended to build) the capacity of funded states to address the prevention of obesity and other chronic diseases. The Nutrition, Physical Activity and Obesity (NPAO) program was originally funded to support 6 states; currently, the program funds 25 states. This technical assistance document is designed to support the capacity building of states.

The goal of the national NPAO program is to prevent and control obesity and other chronic diseases through healthful eating and physical activity. This goal is achieved through strategic public health efforts aimed at the following program objectives:

<u>Long-Term Outcome Objectives</u>

- Decrease prevalence of obesity.
- Increase physical activity.
- Improve dietary behaviors related to the population burden of obesity and chronic diseases.

<u>Intermediate Outcome Objectives</u>

- Increase the number, reach, and quality of policies and standards set in place to support healthful eating and physical activity in various settings.
- Increase access to healthy food and places of physical activity and support healthful eating and physical activity in various settings.
- Increase the number, reach, and quality of social and behavioral approaches that complement policy and environmental strategies to promote healthful eating and physical activity.

State NPAO programs work to prevent obesity and other chronic diseases by leveraging resources and coordinating statewide efforts that focus on policy, environmental, and behavioral approaches. Working with multiple partners who are important allies, state programs are expected to develop, implement, and evaluate interventions that address behaviors related to the following six principal target areas:

- Increase physical activity.
- Increase the consumption of fruits and vegetables.
- Decrease the consumption of sugar-sweetened beverages.
- Reduce the consumption of high-energy-dense foods.
- Increase breastfeeding initiation and duration.
- Decrease television viewing.

Partnerships, State Programs, and FOA

Fundamental to the long-term success of NPAO-funded state programs is their ability to leverage resources and coordinate interventions with multiple partners to address NPAO's principal target areas. Partners are integral to the success of state programs and help to more efficiently accomplish nutrition, physical activity, and obesity goals set forth in each state's comprehensive state plan.

As part of Awardee Activity 1 in FOA 805, state NPAO programs should develop and maintain strategic partnerships for shared planning, implementation, and sustainability of program efforts. State programs are expected to develop new links, maintain collaborations with a broad set of internal and external partners (private, public, statewide, and local), develop and implement a comprehensive state plan, and develop strategies to leverage resources and coordinate interventions.

Internal partners assist in building a strong, supportive infrastructure within the state public health department that is vital to an effective planning process for a comprehensive state plan. External partners help develop and implement the state plan. These partners bring the perspectives of their constituencies, ensuring diversity and the plan's ability to respond to the needs of various populations. Partners can also provide leaders, people in high-profile positions in influential organizations, who can be help get activities completed.

Once partners are established, states should work to sustain and enhance their partnerships. It is likely that the number of partners, partner activities and responsibilities, and relationships will change over time as the burden in a state changes and as the needs of the program change. Enhancing partnerships includes

- Expanding member representation by including new and needed partners.
- Building the knowledge and skills of partners.
- Improving the functioning and effectiveness of the partnership.

- Fully engaging partners in program planning, implementation, and evaluation.

Why Evaluate Partnerships?

State NPAO programs should monitor or evaluate their partnerships on a regular basis to ensure that the right members are included and the partnership is functioning effectively. According to the FAO state, NPAO programs are expected to complete an evaluation of the state partnership every 2 years after the state plan is developed. The evaluation should examine commitment and involvement, effectiveness and outcomes, and potential for sustainability. In addition, it should identify lessons learned. Results of the evaluation should be shared with partners for continuous program improvement.

Benefits of Partnership Evaluation

Evaluation is important to developing and sustaining a partnership. Briefly, it can serve multiple purposes, which are elaborated later in the document:

- Build capacity within the partnership and community.
- Determine progress toward achieving outcomes.
- Improve partnership interventions.
- Provide accountability to community, funding agencies, and stakeholders.
- Increase community awareness and support.

An evaluation of state-based NPAO programs during 2003–2007 by researchers at the Research Triangle Institute (RTI) provided evidence on the value of partnerships. By using data drawn from the Progress Monitoring Report (PMR), legislative databases, state resources, and interviews with states, the evaluation findings suggest that one of the keys to the accomplishment of state program objectives was the development of strong partnerships.

The evaluation found that "states' partners were strong, diverse and dynamic. Partnerships changed over time, reflecting the changing focus and activities of the state program. A range of public and private partnerships contributed to state capacity building, state plan development and implementation, and program dissemination, enabling states to extend their reach and activities in ways that would not have been feasible without partners."

The evaluation also found that partnership involvement positively impacted other aspects of state programs. States were dichotomized into low partnership involvement and high partnership involvement. Results showed that states with higher partnership involvement

- Leveraged on average 3 times as much money.
- Had an average of 2.7 more full-time equivalent staff per year.
- Passed 3.5 times more policies.
- Implemented interventions in 2 more settings on average than those states with lower partnership involvement.

In conclusion, the evaluation found that in many ways, the state-based programs worked because of the strength of collaboration they had developed through their partnerships. State staff reported that careful work in specifying objectives and in facilitating communication helped to nurture effective state partnerships.

How to Choose Which Partnerships to Evaluate

Partnerships consist of a group of individuals representing diverse organization or constituencies who agree to work together to achieve a common set of goals, generally within a formal structure. Partnerships can vary substantially in level, size, and scope of work. State NPAO program partnerships may range from a small workgroup tasked with completing a very specific project, to a large group of state-level stakeholders who come together to develop and implement a state plan.

Members are drawn from state and local health departments, education agencies, health organizations, nonprofit organizations, advocates, insurers, and others. Evaluation activities must therefore be appropriate to the level, size, scope, and purpose of the joint efforts. Partnerships can be known by many names: Network, Alliance, League, Consortium, Federation, Confederation, Advisory Committee, Task Force, Commission, and Coalition. In terms of evaluation, the choice can include work groups or coalitions at community or state level with the provision that they meet formally so there is some record of their activities.

In this guide, not all evaluation methods or all elements of a single method apply to all types of partnerships. Many apply only to partnerships with a large number of members and high-level tasks. The evaluation should focus on the partnerships that will provide data that will be useful for your program. The following criteria will help you to consider what level and scope of partnerships to evaluate:

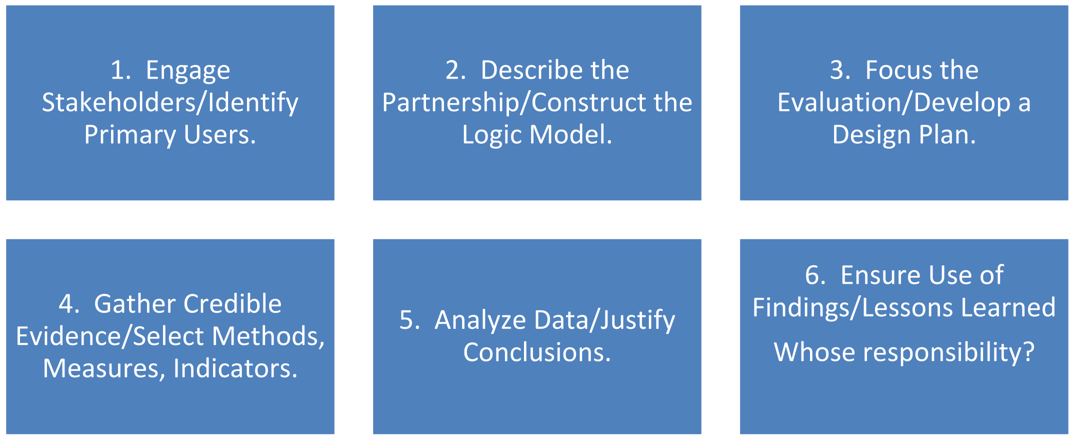
- Maturity of the state plan.
- Maturity of the partnership.
- Purpose or objective of the evaluation.
- Evaluation questions of strategic interest to stakeholders.
- Intended uses of the evaluation.
- Available resources for evaluation.

Ideally, partnership evaluation planning should be part of planning the partnership. Evaluation activities can be conducted throughout the life of the partnership and can include relatively simple activities, such as meeting-effectiveness surveys, identifying barriers, or participation through informal interviews. Identifying some members' (e.g. critical partners) lack of participation in meetings or activities is especially important. As a program's capacity and partnerships grow, a plan for more in-depth assessments of the partnerships' accomplishments will be more appropriate (these issues will be discussed throughout the different steps).

Organization of the Technical Assistance Document

This guide applies the CDC Evaluation Framework with some modifications necessary for (http://www.cdc.gov/eval/evalguide.pdf) evaluating your partnership. The framework lays out a six-step process for the decisions and activities involved in conducting an evaluation. Although the framework provides *steps* for program evaluation, the steps are not always linear; some can be completed concurrently. In some cases, it makes more sense to skip a step and come back to it. The important thing is that the steps are considered within the specific context of your state or locale. The steps are listed next and will be elaborated in the document.

Exhibit 1. Six-Step Evaluation Process



Each elaborated step will include the main points required for that step, illustrations or examples inspired by real programs or initiatives, a checklist of tasks, worksheets for applying the concepts to your specific evaluation, and a summary of tips.

Before starting a partnership evaluation, it is useful to determine your program management and program development priorities so that you can judge whether the efforts or resources to be expended by staff and others for the evaluation are worth the potential benefits. If so, you can move into Step 1 to engage stakeholders.

Strategic Questions To Consider Before You Launch an Evaluation

- Start with thinking about the results you would obtain. What specifically will you learn? What do you really need to know?
- Reflect on purpose and use of findings. Will it be helpful to you? What will others learn from this, if you do it?
- What data do you need for decision making or planning?
- What data do you need to understand outcomes? What data do you need to understand why your partnership does or does not function effectively?
- Do you have the necessary support, staff, and other resources?

Step 1. Engage Stakeholders or Identify Primary Users

A primary feature of an effective evaluation is the identification of the intended users who can most directly benefit from an evaluation.[3] A first step should be to identify evaluation stakeholders, including those who have a stake or vested interest in an evaluation's findings, as well as others who have a direct or indirect interest in state plan implementation. Often they are partnership members.

In addition, this engagement enhances intended users' understanding and acceptance of the utility of evaluation information throughout the lifecycle of a partnership. Thus, to ensure that information collected, analyzed, and reported successfully meets the needs of stakeholders, from the beginning of the evaluation process, you should work with the people who will be using this information and focus on how they will use it to answer what kind of questions.

Engaging stakeholders in an evaluation can have many benefits. In general, stakeholders include people who will use the evaluation results, support or maintain partnerships, or who are affected by the partnership's activities or evaluation results. Stakeholders can help

- Determine key evaluation questions.
- Pretest data collection instruments.
- Ensure evaluation results are used.
- Provide actual data and assist with data collection either by opening doors or adding resources.

As you review the list below, consider that many of these stakeholders have diverse and, at times, competing interests. Given that a single evaluation cannot answer all possible issues raised by these diverse interests, the list of stakeholders must be narrowed to a more specific group of primary intended evaluation users; the recommended number for a manageable group is 8–10. These stakeholders or primary intended users will serve in advisory roles on all phases of the evaluation, beginning with identification of primary intended uses of the evaluation.

In a partnership evaluation, stakeholders might include

- The funding or supporting entity.
- At-large partnership members.
- Partnership leadership and planning staff.
- State NPAO program staff.
- Partnership support staff.
- Representatives of the culturally diverse communities who are relevant to targeted activities.

- Key community and organization leaders who can lend credibility to the evaluation.
- Individuals or organizations that may prevent or discredit the evaluation.

A check list and worksheet (Appendix A) can assist you with development of your stakeholder engagement plan. This list also discusses potential stakeholder roles in partnership evaluation and identifies possible ways that stakeholders can be involved.

One final note concerns the difference or overlap between stakeholders and partnership members. Some of your stakeholders may be partnership members and others will not. How much they overlap will depend on how partnerships are organized. The information below can help you think about levels of stakeholder involvement. Partnerships have different strategies* for working together that could be considered in stakeholder selection:

- **Networking only:** Exchanging information for mutual benefit.

- **Coordinating:** Exchanging information and altering activities for mutual benefit and to achieve a common purpose.

- **Cooperating:** Exchanging information, altering activities, and sharing resources (e.g., staff , financial, technical) for mutual benefit and to achieve a common purpose.

- **Collaborating:** Exchanging information, altering activities, sharing resources (e.g., staff, financial, technical), and enhancing the capacity of another for mutual benefit and to achieve a common purpose.

**Adapted from Himmelman (1996, 2001, 2002).*

Purposes, Use, and Users: How Will the Evaluation Results Be Used and By Whom?

Before any other evaluation planning takes place, the purpose of the evaluation and the end users of the evaluation should be clearly understood. These two aspects of the evaluation serve as a foundation for evaluation planning, design, and interpretation of results. The purpose of an evaluation influences the identification of stakeholders for the evaluation, selection of specific evaluation questions, and the timing of evaluation activities.

Partnership evaluation can serve the following purposes:

- **Monitor the functioning and productivity of local or state partnerships.** Evaluation can identify partnership strengths and areas for improvement in operating processes, structure, planning, and activity implementation.

- **Improve and guide partnership activities.** Evaluation can be used to assess partnership interventions and activities so that successful strategies can be supported and replicated.
- **Determine whether goals or objectives have been met.** Achieving objectives provides a sense of accomplishment to members and demonstrates to funders that the partnership is a good investment.
- **Promote the public image of the partnership.** A partnership with a positive public image may find it easier to recruit new members, retain existing members, secure additional resources, gain access to needed data, etc.
- **Build capacity for evaluation within the partnership.** Engaging partnership members in evaluation may help reduce *evaluation anxiety*. Involving them in evaluation tasks may increase their appreciation of the usefulness of evaluation and provide partners with evaluation skills they can apply to the partnership or their own organization.
- **Provide accountability to funders and partners.** Accountability applies to achieving results and managing resources. It also applies to valuing the partners' time and opinions.

Evaluating partnerships can be resource intensive; therefore, it is critical that mutual uses and benefits of such an effort be identified. Otherwise, partners may see evaluation as taking time away from the "real" work of the group. Partners and stakeholders need to be convinced of the value of planned, formal evaluation.

Users of the partnership evaluation include

- **Partnership leadership.** Leadership can use findings to provide accountability and to inform the work of the partnership. Findings can also be used to engage additional support for the mission and to recruit additional funding mechanisms to participate.
- **Partnership organizers.** Organizers or organizing staff can use evaluation data to help them improve the functioning of the partnership and the engagement of membership. Areas in need of improvement can be identified and addressed to facilitate the accomplishment of activities.
- **Partnership members.** Members can use the evaluation findings to support their participation in the partnership, to support change in processes, and to advocate on behalf of the partnership.
- **Funders.** Financial supporters may use findings to support continued funding, to increase or decrease funding, and to identify successful partnership and evaluation models and strategies to share with other grantees.
- **People affected by partnership activities.** People or organizations may use evaluation findings to support partnership strategies, to provide insights to inform interpretation of data or assessments, or even to create community partnerships to support the mission of the larger partnership.

- **Potential partners.** Partners identified for future engagement may use findings to inform and support their participation decision and to understand potential roles and needs of the partnership.

Practice Tips for Step 1

- Decide on the purpose and use or users of the evaluation.
- Purposes include monitoring partnership functioning and effectiveness, improving activities, assessing progress toward objectives, promoting public image, building evaluation capacity, and accountability to funders.
- Remember that use and users will be related to the purpose and your specific context.
- Choose the stakeholders most relevant to the purpose and use or users of the evaluation.
- Develop evaluation questions of strategic interest to stakeholders.
- Consider the maturity of the partnership and state plan.
- See case examples of states (**Appendices B, C, and D**).

Step 2. Describe the Partnership or Construct the Logic Model

A description of the partnership should include the purpose, resources, current and planned activities, expected outcomes, stage of development of the partnership, and the political and social context. A logic model[4] is only one way to describe the main elements of your partnership. Developing or revisiting a partnership logic model at this time can help unify stakeholders' expectations, as well as describe the partnership. You can also use a framework, diagram, or narrative description to accomplish the same purpose. Following the discussion of logic models is a description of partnership maturity stages and partnership framework components.

Partnerships are dynamic and, therefore, evolve over time. Depending on the partnership maturity stage the evaluation can focus on either process or outcomes.

Partnership Process Evaluation and Logic Models

Process focused evaluation, as one aspect of overall program evaluation, refers to

> *The systematic collection of information on a partnership's inputs, activities, and outputs, as well as the program's context and other key characteristics.*

Evaluation that focuses on processes involves the collection of information to describe what core elements a partnership includes, and how it functions over time. In and of itself, the information is neutral. It is merely descriptive, although people often attach meaning and value to the information. The information does not reflect quality until it is compared to an external set of standards or criteria.

Such evaluations can occur just once, periodically throughout the duration of a partnership, or continuously. The type of information gathered and its frequency will depend on the kinds of questions that you seek to answer and the context in which the partnership functions.

Process focused evaluation involves the first three boxes of the logic model. It enables you to describe and assess what you are doing. In addition, you can relate data from your process focused evaluation to data from an outcome evaluation to understand how your progress may be linked to state plan implementation, outcomes or to longer term impact.

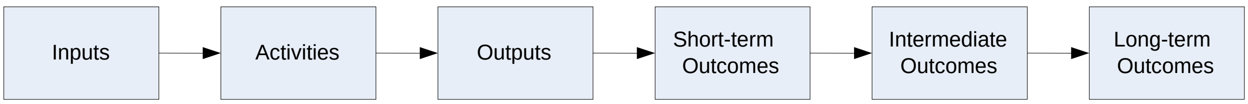
Definitions

- *Inputs*: the various resources that go into developing and maintaining partnerships. Inputs for NPAO partnerships can relate to staffing, funds, facilities, among other resources.
- *Activities*: the actual events that take place as part of partnership processes. In NPAO, these events would be stage dependent and could include such things as member

recruitment, facilitating meetings, the development of state plan, and many other types of efforts.

- *Outputs*: the direct products of a partnership's activities. Examples include formal agreements, active committees, a published state plan, and other products.
- *Outcomes*: The changes, impacts, or results of a partnership's activities and outputs – often expressed as short-term (or initial), intermediate, and long-term (or impact) such as policy and environmental changes or reduced prevalence of obesity.

Figure 1. Logic Model Template



To date, DNPAO has developed an approach emphasizing both process-focused (the first three boxes) and outcome-focused (the last three boxes in **Figure 1)** evaluations, focusing on providing TA documents and resources to enable state program staff to measure and report results of partnerships and state plans.

Several existing documents on process and outcome evaluation exist:

- CDC Division for Heart Disease and Stroke. Evaluation Guide: Fundamentals of Evaluating Partnerships (2007). http://www.cdc.gov/dhdsp/state_program/evaluation_guides/pdfs/Partnership_Guide.pdf
- CDC . Introduction to Process Evaluation in Tobacco Use Prevention and Control (2008). http://www.cdc.gov/tobacco/publications/index.htm
- CDC Framework for Program Evaluation in Public Health. MMWR 1999;48 (No. RR-11). http://www.cdc.gov/eval/framework.htm
- CDC evaluation resource list. http://www.cdc.gov/eval/resources.htm#manuals

Partnership Logic Model and Evaluation Planning

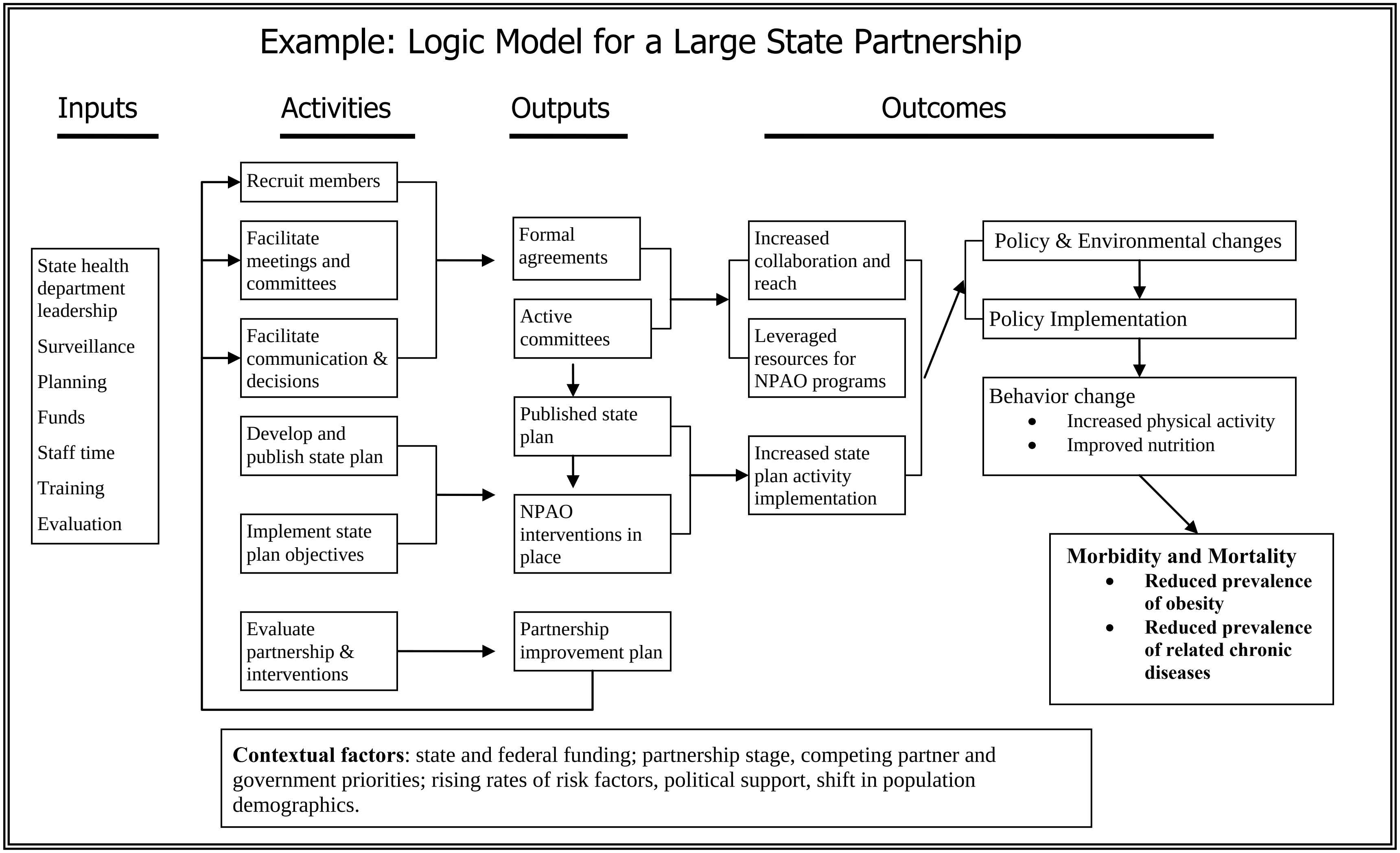
The partnership logic model forms the basis for and can provide a starting place for your evaluation. If there is no partnership logic model, collaboratively developing one while planning an evaluation will foster understanding and general agreement on partnership goals, activities, and expected products. If there is a partnership logic model, evaluation planning is a good time to revisit it.

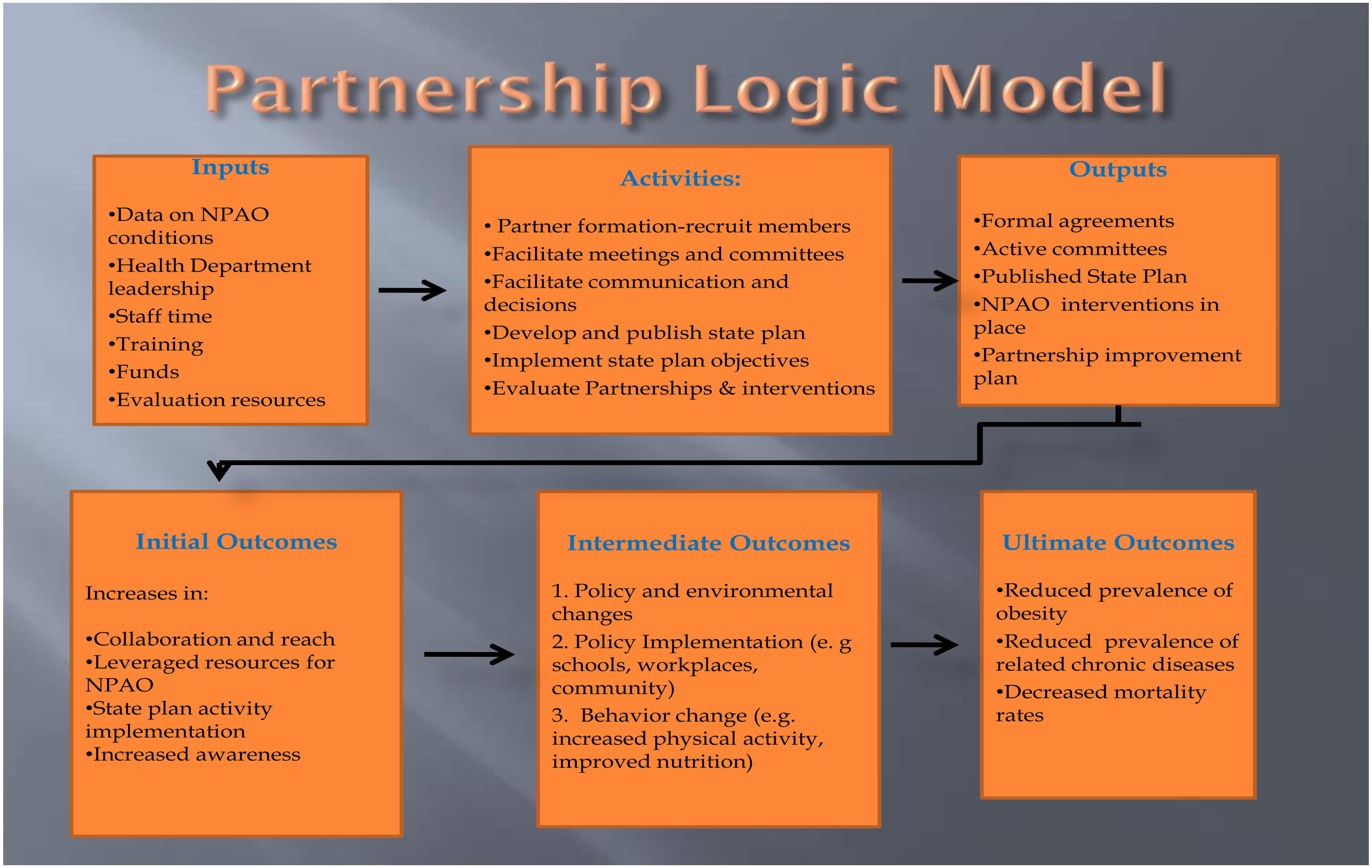
The logic model can be used to identify processes and outcomes for evaluation, guide the development of evaluation questions, and demonstrate a link between workgroup efforts, larger partnership goals, and state program priorities.

(See the evaluation guide "Developing and Using a Logic Model" at http://www.cdc.gov/DHDSP/state_program/evaluation_guides/index.htm for more information).

Remember that a logic model is a fluid tool and will likely change over time. Logic models are beneficial not only for large partnerships that take on long-term commitments (example in **Figure 2**), but also for smaller, task-oriented partnerships. A large partnership is similar to that described in **Appendix D** in New Jersey and a smaller partnership is similar to that described in **Appendix C** in North Carolina.

Figure 2. Two NPAO Partnership Logic Model Examples




Partnership Logic Model
Inputs
•Data on NPAO conditions
•Health Department leadership
•Staff time
•Training
•Funds
•Evaluation resources
Activities:
• Partner formation-recruit members
•Facilitate meetings and committees
•Facilitate communication and decisions
•Develop and publish state plan
•Implement state plan objectives
•Evaluate Partnerships & interventions
Outputs
•Formal agreements
•Active committees
•Published State Plan
•NPAO interventions in place
•Partnership improvement plan
Initial Outcomes
Increases in:
•Collaboration and reach
•Leveraged resources for NPAO
•State plan activity implementation
•Increased awareness
Intermediate Outcomes
1. Policy and environmental changes
2. Policy Implementation (e. g schools, workplaces, community)
3. Behavior change (e.g. increased physical activity, improved nutrition)
Ultimate Outcomes
•Reduced prevalence of obesity
•Reduced prevalence of related chronic diseases
•Decreased mortality rates

Partnership Maturity (Stage of Development) and Framework Components

The second descriptive assessment you will need to make is the stage of development of your partnership. This is different from the evolution of group dynamics, (forming, storming, norming, performing), although you may want to look at your partnership dynamics as well. The developmental stages that partnerships typically move through are formation (assessment and partner selection), building, and maintenance.

The stage of development is critical for determining the appropriate focus for the evaluation. For instance, evaluation of a partnership in the formation stage should focus on partnership development rather than partnership accomplishments. This will also include which of the partnership framework components might be critical for further describing the program or focusing the evaluation.

Formation Stage

- Needs assessment is what you do to determine the need for and feasibility of the partnership. This stage includes identifying gaps in work in your area, determining what resources are needed and available to develop and sustain the partnership, and assessing the political and social context in which the partnership will operate. This stage will include defining the vision, mission, and core strategy for forming the partnership.
- Formation also involves identifying and recruiting partnership members who are representative of the population, area, and setting, and have the influence and access necessary to accomplish the mission.

Building Stage

- The building stage of a partnership includes training partners and ensuring that processes, such as communication, decision-making, and reporting are in place. Building your partnership encompasses developing infrastructure and capacity and fostering commitment.

Maintenance Stage

- As partnerships mature and move into a maintenance stage, partnership activities focus more on achieving outcomes and ensuring sustainability, and on focusing attention on processes like communication and leadership. You may even have to go back to formation activities if changes occur in the area of program goals or direction, member representation, or funding.

Framework Components

There are generally three components to the partnership framework that will help in further describing the partnership and subsequently focusing the evaluation. These are

- Infrastructure (lead agency, staffing, funding).
- Internal structure (including mission statements and goals, bylaws or rules, steering committees and workgroups, roles or job descriptions, meetings, and communications channels).
- Processes (decision-making, problem solving or conflict resolution, orientation and training, planning and resources allocation).

Examples: Inputs, Activities, and Outputs

To assist you in thinking about logic models for stage of partnership maturity, two examples appear on the following pages: illustrating inputs, activities, and outputs for two different stages. The first focuses on the ***Formation*** stage; the second focuses on the ***Building*** stage. Using these as models helps you to understand how you can characterize inputs, activities, and outputs of your specific context.

Example 1. Formation Stage of Partnership Maturity

This includes identifying gaps and needs for developing or implementing a state plan, what resources are required to activate and sustain the partnership. It will also include defining relevant partners, leadership, vision, mission and a core strategy for forming the partnership. At this stage, it is unlikely that **outcomes** would be realistic to evaluate.

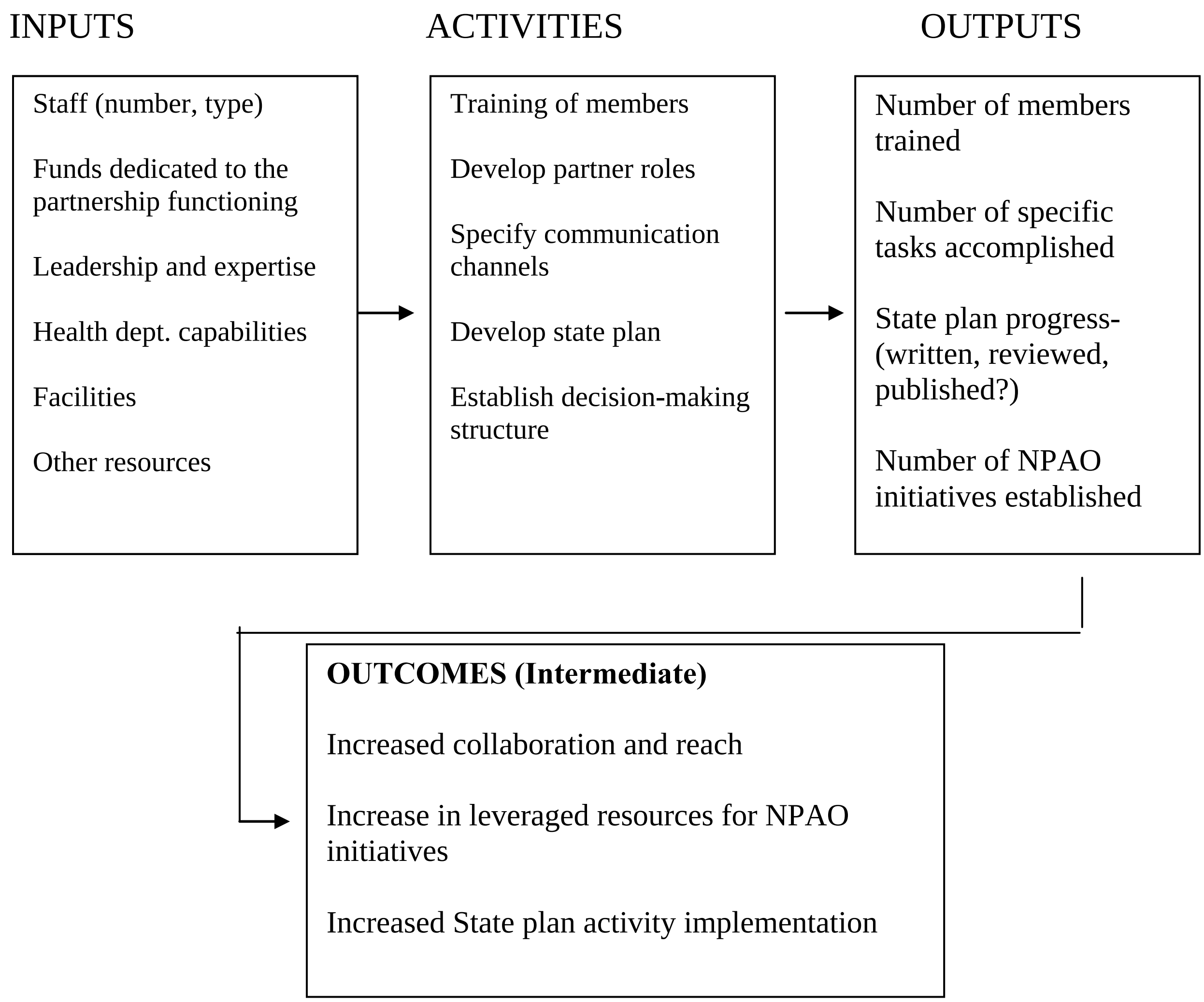
Below are examples of specific inputs, activities, and outputs for this early stage.

INPUTS	ACTIVITIES	OUTPUTS
Staff (number, type)	Recruit members	Formal agreement (s)
Funds dedicated to the partnership functioning	Facilitate meetings	Number of meetings
Leadership and expertise	Develop mission	Number of active committees or task groups
Health dept. capabilities	Establish leadership	Percent of members attending meetings
Facilities	Identify facilitator	Number of specific tasks accomplished
Other resources	Identify sub-committees or task groups	

Example 2. Building Stage of Partnership Maturity

This stage includes training of partners, establishing communication, decision-making and reporting processes. It also involves developing infrastructure and capacity to function as a group, and fostering commitment to goals or direction.

The example below specifies inputs, activities, and outputs for partnership already established and functioning. At this stage there may be potential outcomes.*



Practice Tips for Step 2

- Develop a simple logic model to describe the partnership to be evaluated.
- Select the inputs, activities and outputs (or outcomes if partnership is more mature) for your partnership evaluation.
- Make sure the level of detail is appropriate to intended evaluation use(s).
- Identify the stage of partnership maturity to help narrow the evaluation.
- Select component(s) of partnership framework of interest described on page 21.
    - Infrastructure.
    - Internal structure.
    - Processes.
- Use the evaluation logic model to communicate with your stakeholders and guide the focus of the evaluation design.
- Remember that the context or setting will shape your logic model.
- See case examples of states. (**Appendices B, C, and D**)

Step 3. Focus the Evaluation Design or Develop a Plan

The amount of information you can gather about your program is extensive. You need to focus the evaluation design on the basis of the logic model you developed and on the most important questions that you and your stakeholders want to answer. This step also includes determining the scope, purposes, and available resources for your partnership evaluation plan. The purpose of the evaluation is different from the purpose(s) of the partnership or initiative.

Figure 3 lists and describes purposes of partnership evaluation; it also provides examples of questions that process evaluation enables you to answer. These can assist you to focus your design and make decisions with your stakeholders about what type of information to collect and how to collect it. (See **Appendices B and C** for examples of questions and tools used in the Georgia and North Carolina partnership evaluations.)

Figure 3. Evaluation Purposes, Uses, and Sample Questions

Purpose	What You Can Do with Partnership Evaluation	Sample Questions
Partnership monitoring	Track, document, and summarize the inputs, activities, and outputs of the partnership. Assess whether partners actively participate in meetings and partnership activities. Determine levels of satisfaction in general and with leadership.	▪ How much money do we spend on partnership functioning? ▪ What activities are taking place? ▪ Who is responsible for the activities? ▪ How many and what types of people know about the partnership and its activities? ▪ What are the meeting participation rates overall and by partner type?
Partnership improvement Build capacity for evaluation Promote public image	Compare the inputs, activities, and outputs of your program to your expectations or plans, other partnerships, or recommended practice (fidelity). Determine if partnership is operating effectively and successfully. Relate information on partnership inputs, activities, and	▪ Do we have the right mix of partners? ▪ Are we reaching the intended target of developing or implementing a state plan? ▪ Are partnership meetings productive, focused and effective? ▪ Do the staff and partners have the necessary skills? ▪ Are resources adequate?

	outputs to information on program outcomes.	▪ To what extent have partners fulfilled their roles?
Building effective partnership models	By understanding how process is linked to outcomes or goals and objectives, process evaluation enables NPAO to identify the components of the most effective partnership models.	▪ What are the strengths and weaknesses of specific models? ▪ What is the optimal model for achieving a specific result (e.g., developing or implementing a state plan?)
Program accountability	Demonstrates to funders and other decision makers that you are making the best possible use of program NPAO resources.	▪ Have the program inputs or resources been allocated or mobilized efficiently?

Scope of Partnership Evaluation

In evaluations of partnerships, a question commonly arises: which partnerships (at the community, local, state level) should be the focus of the evaluation? *The answer is that it will depend on the interests and questions of stakeholders, the developmental stage of the partnership, and the intended uses and users of the information.* For example, if the objective of a partnership evaluation is solely to understand the efforts to achieve a specific task (e.g., efforts to increase awareness of some NPAO program or activity), and to improve that program, then the evaluation will gather information related only to the partners involved at that level or with that initiative. (See **Appendix C** for example of North Carolina collaboration assessment of the Eat Smart/Move More (ESMM) and **Appendix B** for Georgia example.)

On the other hand, if the objective of the evaluation is to understand NPAO efforts comprehensively within a community, state, or some other geographic region, then the evaluation will gather information related to a partnership at the specified geographic level. As another example, a number of states may already have mature partnerships; thus, the objective of the evaluation might be to assess the education, training, and technical assistance provided to these mature partnerships or to assess the contribution to the implementation of the state plan.

Evaluation Questions on Activities and Intermediate Outcomes of the Partnership

Referring to the partnership logic model will be most helpful in developing questions that evaluate the quantity and quality of the partnership's activities and products or outputs, such as documents produced and distributed, events conducted, etc.

NPAO program partnership outcomes will generally focus on changes in

- Relationships.
- Leveraged resources.
- Policy development and implementation.
- Systems and the environment change.
- Health status as a longer-term outcome or impact.

Long-term outcomes or impacts can be very complex and are often affected by multiple factors, making them hard to measure and hard to link to partnership activities. Therefore, consider documenting your partnership's contributions to these health outcomes, rather than trying to attribute such change to your partnership's activities. By focusing on short and intermediate outcomes that are linked by sound theory to distal outcomes, you can document your progress toward those longer-term outcomes.

Prioritize Evaluation Questions

After you have developed a list of specific evaluation questions, including questions that focus on how to improve the partnership, rank them on the basis of questions

- Most important to you and your key stakeholders (the "must answer" questions).
- That provide results that you can use (e.g., for improvement).
- You can answer fully with available or easy to gather data.
- Within your resources to answer.

Stakeholders are invaluable in narrowing the questions. Information that your stakeholders need should be a priority. Having stakeholders participate in the selection of questions increases the likelihood of their securing evaluation resources, providing access to data, and using the results. The evaluation cannot answer all potential questions so you should choose those that are going to be the most useful to achieving your partnership objectives.

Example: How North Carolina Prioritized Evaluation Questions for Eat Smart/Move More

In the assessment of the leadership team, a partnership coordinating Eat Smart/Move More (ESMM), the executive committee determined the focus and questions. They mainly wanted to know if the meeting format, communication methods, and structure were functioning effectively. In addition they were interested in how these features contributed to the strength of the collaboration. They then decided which of the 20 collaboration factors included in the Wilder Collaboration Factors Inventory would constitute a survey that would provide answers to their questions. (See **Appendix C** for complete NC evaluation and tools.)

Incorporating Program Standards for Performance Into the Focusing of the Design

The following paragraphs are based on the "CDC Self-Study Guide" (2005) and describe how to think about partnership standards and the establishment of indicators to measure program progress. It is important to incorporate consideration of partnership standards into the design up front, not to examine standards only after you gather information.

Program or partnership standards, as the term is generally used, are the criteria or values that will be used to judge partnership performance. They reflect stakeholders' values or the funders' expectations about the partnership's progress and are fundamental to sound evaluation. The program and its stakeholders must also articulate and discuss the indicators that will be used to consider a partnership "effective," "adequate," or "unsuccessful." Possible standards that might be used in determining the subsequent indicators are

- Needs of participants.
- Community values, expectations, and norms.
- Program or partnership mission and objectives.
- Program protocols and procedures.
- Performance by similar programs.
- Performance by a control or comparison group.
- Resource efficiency.
- Mandates, policies, regulations, and laws.
- Judgments of participants, experts, and funders.
- Institutional goals.
- Social equity.

When stakeholders or partners disagree about standards or values, it may reflect differences about which activities, outputs, or outcomes are deemed most important. Or stakeholders may agree on outcomes but disagree on the ***amount*** of progress on an outcome necessary to judge the collaboration a success. This threshold for each indicator, or "performance indicator," is often based on an expected change from a known baseline.

Performance indicators should be achievable but challenging and should consider the partnership's stage of development, the logic model, and the stakeholders' and funder's expectations. Identifying and addressing differences in stakeholder values or standards early in the evaluation is helpful. If definition of performance standards is done ***while*** data are being collected or analyzed, the process can become acrimonious and adversarial.

Evaluation Design and Context

The choice of design will be related to the context in which the partnership functions and the purpose and use of the results. For the majority of partnership evaluations, collecting data before and after an identifiable change takes place within the partnership inputs, activities, or outputs (a pre- or post-design), or tracking data over time to monitor progress will provide the information needed in a format that is usable. A case study design, or in-depth description on the basis of data and observations, may be very useful as well. In addition, partnership evaluation might consider the option of employing a mixed method approach to data collection regardless of design (e.g. use a combination of quantitative (numbers such as percentages or proportions) and qualitative (thoughts, opinions, and ideas).

In summary, the ultimate goal is to focus a partnership evaluation design that reflects the partnership stage, selected purpose, potential uses, questions to be answered, and standards for assessing progress. The selection of appropriate methods will lead to evaluation findings that are used by providing continuous feedback that leads ultimately back to either program planning or improvement.

Practice Tips for Step 3

- It is not necessary to evaluate every aspect or specific initiative of partnerships in order to do a "partnership evaluation."
- The logic model will help guide most aspects of the evaluation.
- Choices and focus are context-dependent and related to state plan development.
- The focus of the evaluation is related to
    - State plan development.
    - Partnership stage of maturity.
    - Evaluation purpose.
    - Identified uses or users.
    - A design that matches questions and resources.
- To prioritize evaluation questions
    - Determine what you really need to know and what is important to you and key stakeholders.
    - Choose question(s) that will provide results you can use.
    - Choose questions that can be answered within your resources and with available or collected data.
    - Select the design appropriate to purpose, questions, and resources.

Step 4. Gather Credible Evidence

To accomplish this step in your evaluation plan, you will need to

- Keep in mind the purpose, maturity stage of the partnership and evaluation questions, and what the evaluation can and cannot deliver.
- Think about what will constitute credible evidence for stakeholders or users.
- Determine the focus (e.g., inputs, activities, outputs, or outcomes?) of the evaluation.
- Select indicators suitable for measuring the inputs, activities, outputs, and outcomes you have chosen, and for answering the questions you and your stakeholders want to answer.
- Identify sources of evidence (i.e., persons, documents, observations) and appropriate methods for obtaining quality (reliable and valid) data.
- Develop and implement the data collection methods best suited and feasible for selected indicators.

As a first task in selecting methods, you will want to determine what information is already available, and what new information you will need to gather. There is a wide range of possible indicators, data sources, and data collection tools or methods. It will be helpful to talk with colleagues in other states about data sources, tools, and methods that have been successful in partnership evaluations.

Some state NPAO programs have ongoing data collection systems that can be useful for a partnership evaluation. Then, you can proceed to determine what methods will be most efficient for gathering the new information. After that you will need to consider the cost and scope of each data collection method, and how it addresses the questions and purpose of the evaluation. Methods can be used separately or in combination (mixed methods). A combination of methods can provide information from different perspectives and increase perceptions of credibility.

For each evaluation question to be answered, identify at least one indicator. Indicators are specific, observable measures of inputs, activities, outputs, outcomes, and other elements of a partnership. Examples of indicators for partnerships include

- Number of members.
- Partner participation rate.
- Proportion of partners engaged in activities.

- State plan objectives completed.
- Leveraged resources.
- Types of advocacy activities.
- Policies adopted or refined.
- Extent of environmental change.

Data Collection Methods

Some of the most common data collection methods can be divided into several broad categories. These are

- Surveys, including personal interviews, telephone, or questionnaires completed in person or received through the mail or e-mail.
- Group discussion or focus groups with partners or other stakeholders.
- Direct observation of partnership meetings or interactions.
- Document review, such as meeting minutes and attendance.
- Case studies.
- Meeting effectiveness assessments from workgroup or general meeting participants.
- Monitoring state-level behavior, changes in health status (e.g. obesity rates, nutrition sales, activity levels, etc.)

The CDC Self-Study Guide (2005) provides a useful table of the advantages and disadvantages of different methods and sources of data. Often, using a mixed methods approach is the best way to answer your evaluation questions, especially when the questions are complex.

> **Example**: Suppose your evaluation question is, “Are partnership meetings productive? Why or why not?” The indicator for this question is *meeting productivity*. Before you can answer this question, you will have to decide what you mean by *productivity*. Does productivity mean the number of tasks accomplished during the meeting? Is it new information learned? Is it decisions made at the meeting?

To answer this question, you could conduct a document review of the past 2 years of meeting minutes.

From this review, you determine that activities are not being completed at meetings, or

- Conduct a meeting effectiveness survey at numerous meetings to determine members' perceptions of the meeting.
- Then, follow up with interviews with selected members to probe what *productive* means to individual members, what their expectations are for productivity, and how the meetings could be more productive.

Appendix E provides sample evaluation questions and related evaluation activities to collect information. This list can be used to start identifying evaluation questions or to begin brainstorming and prioritizing with stakeholders.

Example of Questions and Potential Methods for Formation Stage of Partnership—If Evaluation Focus Is the Activities Box of Logic Model

Question	Method/Source
Do the partners understand the mission and partnership structure?	Partner Survey
Were the partners satisfied with their level of involvement in the development of mission and structure?	Partner Survey
Do the involved members feel "ownership" of the structure, process and purpose(s) of the partnership?	Partner Survey

Example of Questions and Potential Methods for Building Stage of Partnership—If Evaluation Focus Is the Outputs Box of Logic Model

Question	Method/Source
Was the training effective?	Survey
Are the active committees functioning well?	Survey
Do the partners understand their roles?	Observation/Checklist

Example: We have provided the online survey instrument that was used to evaluate partnerships in North Carolina. http://www.surveymonkey.com/s/2T5FL7Q

Worksheets for selecting indicators and planning data collection appear in the last section of this guidebook.

Practice Tips for Step 4

- Gathering credible evidence requires thought at the outset of the evaluation plan.
- Selecting the methods for collecting data depend on the questions and design guiding the evaluation.
- After you have focused the evaluation, you need to establish indicators of progress or change.
- Before selecting the method(s), you should assess what information is already available and what data you may need in addition.
- You should also consider what instruments or tools already exist or have been used by other states.
- Think about how burdensome or disruptive the data collection could be.
- See **Appendices B, C, and D** for examples of state data collection instruments.
- See **Appendices H, I, and J** for other data collection instruments.

Step 5. Justify Conclusions

Overview

Justifying conclusions includes analyzing the information you collect, interpreting what the data mean, and drawing conclusions on the basis of the data. Before beginning an analysis, you will want to ensure that you have *good* data. This includes ensuring there are no errors in the entries and how to handle outlying and missing data.

Data analysis includes the following steps:

- Entering the data into a spreadsheet or data analysis program, such as SPSS or Excel, and checking for correct entries. If you have qualitative data, enter the responses into a qualitative data analysis software package or a word processing program.
- Tabulating the data. Basic tabulations are probably all you will need for a partnership evaluation—calculations such as the number or percentage of members who answered a certain way. For qualitative data, the most common themes or thoughts should be identified.
- It may be meaningful for you to tabulate responses by member characteristics, such as government versus nongovernment members, or members who attend regularly versus those who do not.
- You can compare data over time, to similar situations, to what you expect, or to what is reasonable. For example, you may find that participation rates for your partnership are x%. Although you may have wanted higher rates, you find through talking with experts that x% is a reasonable participation rate for your type of partnership.
- Describe results thoroughly. Put information into formats suitable for responding to evaluation questions and for specific stakeholder audiences.
- Presenting data in terms that are familiar and clear to members. Use graphs and charts whenever possible.
- Offer your interpretation of what the results mean. Interpreting data is giving meaning to the numbers or responses, or putting those numbers into a context that has meaning to those who will use them.

Review evaluation findings with your stakeholders to ensure that your conclusions make sense for the partnership. This involvement of others will help ensure that your findings are valid and will also increase the use of those findings.

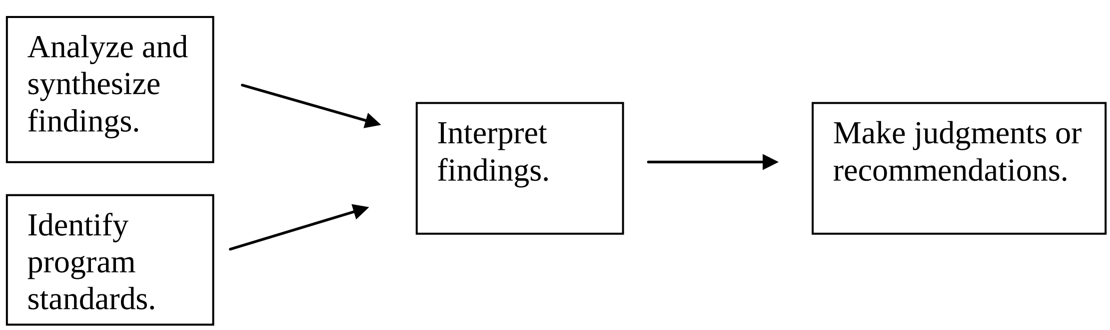
It is very important to accomplish the above steps in a way that is transparent and acceptable to all audiences, including your critics. Your audiences should be able to accept the facts even if they disagree with your interpretation.

Some tips that can help with this step include

- Interpret evaluation results with the goals of your partnerships in mind.
- Keep your audience in mind when preparing the report. What do they need or want to know?
- Consider the limitations of the evaluation:
    - Possible biases.
    - Validity of results.
    - Reliability of results.
- Are there alternative explanations for your results?
- How do your results compare with those of similar programs?
- Have the different data collection methods used to measure your progress shown similar results?
- Are your results consistent with theories supported by previous research?
- Are your results similar to what you expected? If not, why do you think they may be different?

Source: US Department of Health and Human Services. *Introduction to program evaluation for comprehensive tobacco control programs.* Atlanta, GA: US Department of Health and Human Services, Centers for Disease Control and Prevention, Office on Smoking and Health, November 2001.

Once the facts are gathered, your deliberations will resemble this diagram:



Practice Tips for Step 5

- Make sure that your analysis is appropriate for the data.
- Check that the evidence support the conclusions.
- Determine the audience, and present the data in a format that is relevant.
- Develop recommendations or action plans.
- See **Appendices B, C, and D** for examples of how states used results.

Step 6. Ensure Use of Evaluation Findings and Share Lessons Learned

Communication of Findings

It is important to determine who is *responsible* for this critical stage of the evaluation. The intended use of evaluation results should be determined during evaluation planning and considered throughout the evaluation process. Using the results of your evaluation will help correct identified weaknesses, help the partnership to grow and improve, and justify the resources expended, supporting future resource needs. To improve the likelihood of the evaluation findings being used

- Share information regularly with partnership leaders and coordinators during the course of the evaluation. Providing periodic feedback will help ensure that your evaluation is on track and will limit the chances of your stakeholders being surprised.
- Incorporate findings into an improvement or action plan.
- Keep stakeholders involved so they are better prepared to share lessons learned.
- Tailor the information and method used to share findings to the specific audience. Use multiple ways to share findings.
- Present information in a timely manner.
- Avoid jargon; present data in a clear and understandable way in formats relevant to the audience.

Evaluation Formats

Evaluation results can be shared through a written report, an oral presentation, or even through a media event, whichever is appropriate for the partners or funders to whom you owe accountability. An evaluation report should include

- An executive summary.
- A description of the evaluation purpose and questions.
- Methods used for the evaluation, including the design of the evaluation and the data collection methods.

- Key findings presented using different formats. Format will depend on audience and type of date collected, but can include tables, graphs, charts, quoted remarks, and stories.
- Discussion, limitations of the evaluation, and recommendations for action.

On the basis of how you use your evaluation, you will need to determine who should learn about the findings and how they should learn. Typically, you will have a formal report (anything from a few to a hundred pages), which will provide a complete description of the findings. However, you will probably want to tailor additional reports that just highlight specific findings for selected groups of stakeholders.

It will be important to consider the audience for timing, style, tone, message source, method, and format. Possible methods include

- Mailings.
- Web sites and blogs.
- Community forums.
- Media (television, newspaper, radio, Web sites and Internet formats).
- Personal contacts.
- Listservs.
- Organizational newsletters.
- Published articles.
- Fact sheets.

Worksheets in the last section of this guidebook can assist you with identifying your audiences and the way to reach them. **Appendices B, C, and D** provide examples of reports of partnership evaluation.

The document, *Introduction to Program Evaluation for Public Health Programs,* provides the following tips for writing your evaluation report to have maximum impact on all of your audiences:

- Tailor the report to your audience; you may need a different version of your report for each segment of your audience.
- Summarize the evaluation plan and procedures.
- Present clear and succinct results.
- Summarize the stakeholder roles and involvement.

- Explain the focus of the evaluation and its limitations.
- List the strengths and weaknesses of the evaluation.
- List the advantages and disadvantages of the recommendations.
- Verify that the report is unbiased and accurate.
- Remove technical jargon.
- Use examples, illustrations, graphics, and stories.
- Prepare and distribute reports on time.
- Distribute reports to as many stakeholders as possible.

Recommendations for improving the partnership should be shared with the leadership and management staff of the partnership. Such communication can be accomplished through an oral presentation or informal discussion. Findings can be incorporated into an improvement plan and shared with the rest of the partners in that same format. Although the evaluation may tell you what needs to be improved, further inquiry may be necessary to determine how to improve those aspects of your program.

What do you do if the results of your partnership evaluation are unfavorable? What if the results shed a negative light on a member? In these circumstances, it is important to be sensitive and positive in presenting data. Negative findings on processes, such as communication, can be presented as opportunities for improvement and can provide an impetus for developing an improvement plan.

When presenting negative results of an evaluation, it is important that the contextual factors, political climate, budgetary realities, and competing priorities, etc., be included so that mitigating circumstances are understood. Findings that reflect negatively on one partner can be presented in general terms publicly and privately with that partner. In a report, findings can be presented without using names, instead using a statement such as "in one case."

Increase the Success of Your Evaluation

You can take several steps to increase the success (for use of findings) of your partnership evaluation:

- Establish an evaluation plan during your partnership planning.
- Start small; be creative and flexible.
- Engage partners and staff in the evaluation process.
- Allow staff time and allocate resources for evaluation.

- Match evaluation methods to evaluation questions.
- Use and adapt existing tools.
- Report results clearly and often.
- Be sensitive to partners' time and needs.

Examples: Template for Evaluating Your Partnership and Adapted Evaluation Plan

Appendix E provides a template for developing a partnership evaluation plan, and **Appendix F** presents an adapted evaluation plan that applies the principles and concepts described in the previous sections.

Concluding Practice Tips

As we have outlined in this guide, when planning a partnership evaluation, the following steps need to be considered:

- Assemble an evaluation "team."
- Involve key stakeholders.
- Identify purpose, users, and use of the evaluation.
- Construct a partnership logic model.
- Identify the main evaluation questions to be addressed.
- Select appropriate tools or instruments for collecting data.
- Analyze and interpret data.
- Translate findings into various formats (depending on audience and intended use).
- Determine who has responsibility for ensuring and tracking use of findings.

Resources and Tools for Partnership Evaluation

Tools

There are many partnership and collaboration assessment tools available on the Internet and in manuals. Although you can find good ideas for questions or the phrasing of questions in these materials, (and you really should consult them), the content of your instrument needs to be specific to your partnership evaluation. If you do choose to use an off-the-shelf assessment, pretest it with a small group of partners to be sure it is understandable and gathers the information you expect. If it does not, perhaps it can be customized to address your specific partnership. Following are some partnership evaluation tools you may want to review:

- The **Wilder Foundation's Collaboration Factors Inventory** is a 40-item survey that solicits level of agreement with a series of statements. A limited number of participants may be selected by the partnership or state HDSP program to complete the inventory. State HDSP programs may choose to have all members, workgroup leaders, or just key partners complete the inventory. The inventory includes instructions for scoring and interpreting the results. HDSP programs have permission from the author to use this assessment to evaluate their partnership. Copies of the Wilder Foundation assessment can be obtained from the DNPAO Project officers. (Be sure to credit the Wilder Foundation if you use the tool.) The Wilder Foundation also has an online collaboration assessment inventory, which can be accessed at http://surveys.wilder.org/public_cfi/index.php. The online version will provide a summary score for each of the 20 success factors.
- A sample **partnership satisfaction survey** is provided in "Evaluation Concepts" (pages 34–39), published in 2000 by the Division of Heart Disease and Stroke Prevention. Copies of the survey are available by request from the Evaluation Team or the CDC HDSP project officers.
- A **sample meeting effectiveness survey** is provided in this guide as **Appendix I**.
- **Partnership Self-Assessment Tool**. This tool gives a partnership another way to assess how well its collaborative process is working and to identify specific areas on which its partners can focus to make the process work better. The tool is provided at no cost by the Center for the Advancement of Collaborative Strategies in Health at The New York Academy of Medicine, with funding from the W. K. Kellogg Foundation. The Web site includes a "Coordinator's Guide," "Instructions for Using the Tool," and the questionnaire. Instructions explain how to analyze the information collected. The tool can also be used to track partnership progress over time. The tool can be accessed at http://www.partnershiptool.net.

- A **Coalition Effectiveness Inventory** provided by Fran Butterfoss at the 2006 HDSP Program Management and Evaluation Training is provided as **Appendix J**. The tool is used by partners to rate the partnership on a number of process and outcome indicators.
- A collection of **partnership assessment tools** is provided at http://www.coalitioninstitute.org/Evaluation-Research/Coalition_Assessment_Tools.htm.

Examples of Process Evaluation Questions from Partnership Tool Kit

http://intranet.cdc.gov/NCHM/DPSA/ProductsServices/index.htm

- How effective is the partnership leadership?
- In what ways have you built the partnership's collaborative leadership capacity?
- Are there specific collaborative leadership concepts and skills (e.g., facilitation, conflict resolution) that need priority attention to enhance the depth and quality of existing collaborative leadership among partners?
- To what extent are the resources your program has allocated for partnerships adequate (e.g., staff time, funding)?
- To what extent are the resources your partners have allocated for partnerships adequate (e.g., staff time, funding)?
- To what extent have your partners fulfilled their roles?
- In what ways have you eliminated barriers and resolved conflicts that made progress difficult?
- Describe any remaining barriers and unresolved conflicts that you may need assistance with in order to move forward in your partnership.
- How have partnerships solved problems that emerged during implementation?
- How have circumstances changed since each partnership began?
- To what extent has there been continuity in the staff assigned to the partnerships?

Outcome Questions

- What data are you collecting to determine whether the goals of your partnerships have been met?
- What data indicate whether these partnerships should be continued?

Application of Findings

- What specific kinds of decisions would you like to make on the basis of your evaluation results?
- With whom (i.e., which stakeholders) do you want to share what you learn?
- What do these stakeholders want to learn from your work, (describe as specifically as possible)?
- How can your evaluation findings help sustain what is important for your organization and your stakeholders?

*Additional Resources**

To read more about evaluating partnerships, consult the following resources:

- Mattesich PW, Murray-Close M, Monsey BR. Collaboration: What Makes It Work. 2nd edition. St. Paul, MN: Amherst H. Wilder Foundation; 2004. This is an up-to-date and in-depth review of collaboration research. The edition also includes The Collaboration Factors Inventory.
- Butterfoss FD. Coalitions and Partnerships in Community Health. San Francisco, CA. Jossey-Bass; 2007.
- Evaluating Collaboratives, University of Wisconsin Cooperative Extension. Available at: http://learningstore.uwex.edu/Evaluating-Collaboratives-Reaching-the-Potential-P1032C238.aspx. The site also includes an organizational assessment tool at http://www.uwex.edu/ces/pdande/evaluation/evalinstruments.html.
- Gajda R. Utilizing collaborative theory to evaluate strategic alliances. American Journal of Evaluation. 2004;25(1):65–77. This article provides a framework for assessing the level of collaboration of a partnership, a theory and process to evaluate the level of collaboration over time, and assessment tools.

To learn more about surveys, interviewing, and focus groups, consult

- Kruger RA, Casey MA. Focus Groups. 3rd edition. Thousand Oaks, CA: Sage Publications; 2000.
- The University of Wisconsin, Cooperative Extension Program Development and Evaluation. Evaluation Publications. Available at: http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html.
- Penn State, Cooperative Extension & Outreach. Program Evaluation Tip Sheets. Available at: http://www.extension.psu.edu/evaluation/data.html.

Software for Qualitative Analysis

- State NPAO programs have access to CDC EZ Text available free to assist with analysis of qualitative data at http://www.cdc.gov/hiv/topics/surveillance/resources/software/ez-text/index.htm. The software is user-friendly and an easy-to-read user's guide is available for download.

* The resources in this section are provided for the reader's information and are not being promoted by the Centers for Disease Control and Prevention.

Appendices

Appendix A: Stakeholder Checklist and Worksheet for Step 1

Appendix B: Georgia Partnership Evaluation Case Study

Appendix C: North Carolina Case Study and Poster Presentation (2009)

Appendix D: New Jersey Partnership Evaluation Case Study

Appendix E: Partnership Evaluation Plan Template

Appendix F: Example of Adapted Partnership Evaluation Plan

Appendix G: Worksheet for Step 6—Ensure Use of Evaluation Findings and Share Lessons Learned

Appendix H: Wilder Processes of Partnership Operation

Appendix I: Sample Meeting Effectiveness Survey

Appendix J: Coalition Effectiveness Inventory

Appendix A: Stakeholder Checklist and Worksheet for Step 1

Identification of Stakeholders

Checklist[1]

- Identify stakeholders.
- Create a plan for stakeholder involvement and identify areas for stakeholder input.
- Engage individual stakeholders or representatives of stakeholder organizations.
- Target selected stakeholders for regular participation in key steps, including writing the program description, suggesting evaluation questions, choosing evaluation questions, and disseminating evaluation results.

The following work sheet can help you to develop your stakeholder engagement plan.

Potential Stakeholders	Involve? If yes: Who? (Identify specific people or organizations.)	Initial Engagement How will Stakeholder initially be notified and involved?	Ongoing Involvement? If yes: How and when? Role?
Program managers and staff			
Local, state, and regional partnerships interested in reducing obesity			
Local grantees of NPAO related funds			
Local and national partners			

[1] Checklist adapted from: Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide

Potential Stakeholders	Involve? If yes: Who? (Identify specific people or organizations.)	Initial Engagement How will Stakeholder initially be notified and involved?	Ongoing Involvement? If yes: How and when? Role?
Funding agencies, such as national and state governments or foundations			
State or local health departments and health commissioners			
State education agencies, schools, and educational groups			
Universities and educational institutions			
Local government, state legislators, and state governors			
Privately owned businesses and business associations			
Health care systems and the medical community			
Religious organizations			
Community organizations			
Private citizens			
Program critics			
State agencies and related programs, such as the state department of education and Medicaid			

Potential Stakeholders	**Involve? If yes: Who? (Identify specific people or organizations.)**	**Initial Engagement How will Stakeholder initially be notified and involved?**	**Ongoing Involvement? If yes: How and when? Role?**
Representatives of populations disproportionately affected by overweight			
Law enforcement representatives			
Other?			
Other?			
Other?			

Appendix B: Georgia Partnership Evaluation Case Study

Information provided by Jianglan White, jzwhite@dhr.state.ga.us.

Georgia Partnership Evaluation

Abstract

The case study from Georgia's Evaluation of Partnership Building demonstrated a system strategy for transforming evaluation into a collaborative and participatory process, with a special emphasis on how to engage program stakeholders in evaluation planning, implementation and dissemination. Modeled on the Utilizing Collaboration Theory to Evaluate Strategic Alliances approach by R. Gajda, 2004, the CDC Framework for Program Evaluation in Public Health (http://www.cdc.gov/eval/framework.htm), the case study provided practical, step-by-step practices on how to apply such conceptual approaches to a real world evaluation practice. It demonstrates a collaborative and mixed methods evaluation of a state-wide obesity prevention initiative's partnership. It was led by Georgia Division of Public Health, and comprised of partners in the public, private and nonprofit sectors, including state government, non-profit, business, academia, and community action groups across the state. All groups worked collaboratively to address physical inactivity, poor nutrition, and obesity, through policy, environmental support strategies for behavior changes within a social-ecological context. In addition, the study demonstrated mixed data analysis methodologies (both quantitative and qualitative) which were employed in the evaluation, in particular, how to measure the inclusiveness, relevance, and effectiveness of the entire partnership in the development, formulation and capacity building stages.

Background

Georgia's Nutrition and Physical Activity Initiative is a statewide initiative funded through the Center for Disease Control and Prevention (CDC/DNPAO) since 2003, aimed at preventing obesity and other related chronic diseases. The initiative established a state-wide collaborative partnership, a Task Force effort led by the Georgia Division of Public Health (DPH), and comprised of partners in the public, private and nonprofit sectors, including state government, non-profit, business, academia, and community action groups across the state, with more than 350 members. (Task Force – "group of individuals representing diverse organizations, factions, or constituencies within community, who agree to work together to achieve to a common goal" by Butter Foss & Kegler, 2007)

The Task Force consists of a steering committee and six workgroups (**Task Force organizational structure attached**). The steering committee is made up of the co-chairs from each of the six workgroups, one member of the Obesity program team in the GA DPH, and one at-large external member of one of the initiative partners, to provide leadership and oversight for the initiative workgroups.

The six workgroups are community or faith-based, school or early childcare, healthcare, and worksite, that reflect the four settings or domains, where the initiative activities take place. In addition there are two supportive workgroups: data & evaluation, partnership & communication.

The steering committee meets quarterly with an agenda set by the state obesity team to share progress from each workgroup. An important aim is to identify and discuss key issues that the steering committee can address, for instance, developing a comprehensive plan. Georgia's ten-year state plan – the Nutrition and Physical Activity Plan (2005 – 2015)—was developed by the initiative's collaborative partnership in 2005. Meeting notes are sent out to the steering committee after each quarterly meeting.

The six workgroups separately meet monthly, to work on priorities outlined in the annual implementation plan developed by each workgroup, which are aligned with the objectives and strategies outlined in the state annual work plan.

Apart from these regular meetings, there is a monthly Initiative update and a semi-annual newsletter developed by the state obesity team and sent out to the entire Task Force.

A formal Partnership Form is used for joining the Partnership. Members are asked to identify one of six workgroups they will join as part of their participation in implementing the state plan, as well as the support they can provide to the Partnership, including the provision of funding or in kind resources (such as meeting space), or the provision of guidance or expertise or evaluation or review.

Evaluation

Georgia developed and conducted a formative evaluation of the partnership in 2006-7. The purpose of the assessment was to determine the inclusiveness, relevance and effectiveness towards the partnership building and development within the initiative, through a comprehensive survey disseminated to all members of the partnership or Task Force. The Data and Evaluation workgroup was led by Dr. Jianglan White, the senior state evaluator, spearheaded the development and implementation of the evaluation.

The development and implementation of the evaluation has been modeled on the approach of R. Gajda (Utilizing Collaboration Theory to Evaluate Strategic Alliances, 2004), by engaging partners in a participatory fashion, guided by the CDC Framework for Program Evaluation in Public Health (http://www.cdc.gov/eval/framework.htm).

The evaluation focused on the following overarching question:

- Has the initiative engaged a variety of stakeholders through its partnership, in terms of relevance, appropriateness and inclusiveness in building and maintaining partnership?

- Is there a shared understanding of and commitment to agreed upon goals among the partners (shared purpose, roles and responsibilities)?

- Is the initiative partnership operating at the appropriate level given the identified goals (level of integration – cooperation (affiliations, loose networks), coordination (associations, coalitions), collaboration (consortia, joint ventures, and coadunation (mergers, consolidations) (Defining Strategic Alliance Across a Continuum of Integration by Bailey and McNally Koney, 2000))?

- Is there effective communications, social networking opportunities in connecting the partners?

- In what ways and to what extent have partners impacted the initiative's goals and objectives (accomplishments, success)?

<u>Engage Stakeholders</u>

Why are stakeholders important to an evaluation? We know that it increases the credibility of the evaluation, helps implement the interventions and activities that are part of the program, develops advocates for change to institutionalize the evaluation findings, and helps in funds development and authorization of the continuation or expansion of the program.

The entire partnership (the Task Force) was identified as primary stakeholders for the evaluation, reflecting the evaluation landscape, while the members of the steering committee were identified as key stakeholders, as they have been actively involved in the planning and implementation of the initiative. They helped develop and refine evaluation questions as well as provide input as the evaluation was conducted.

<u>Focus Evaluation Design</u>

The Data and Evaluation workgroup was responsible for designing and implementing the evaluation, including outlining an evaluation plan and agenda, the initial development of the evaluation questions in the assessment survey (**Survey Attached**), as well as the methodologies, including analytical methodologies (both qualitative and quantitative).

In order to assess the inclusiveness, relevance and effectiveness of the GA Partnership, the evaluation questions were developed with reference to the 2010 Handbook for Planning, Evaluating, and Improving Inter-Agency Collaboration (by R. & M. Woodland, for ASTDD, sponsored by CDC), to

- Determine a shared purpose.
- Monitor stages of development.
- Assess levels of integration.
- Monitor effectiveness of communication.
- Recognize accomplishments and identify barriers and challenges.

Focus groups were conducted with members of the steering committee to determine what to assess as part of the evaluation. The Committee members were also given the initial set of survey questions and asked for their feedback, in terms of content, design, coherence, wording, and length, as well as any suggestions, comments, and additional evaluation questions.

Collect Credible Data

Once the survey was developed, 18 health promotion coordinators in each of the 18 public health districts in Georgia were contacted via e-mail and enlisted to pilot test the survey. Based on the coordinators response and feedback, the survey was validated and finalized.

The survey was disseminated via the online survey tool Zoomerang to all 350 members of the Task Force. Members were given 30 days to complete the survey online. Several rounds of follow-up emails were sent to increase the response rate. 113 out of 350 (32%) members completed the partnership assessment survey.

Analyze Data

The partnership survey was analyzed through descriptive analysis on rated questionnaires, and content analysis on the open ended questionnaires.

The survey analysis showed

- There is a sense of shared purpose among partnership members—77% of survey respondents agreed that the purpose and goals of the Task Force are clearly stated, the goals reflect partner concerns about obesity, and goals are regularly revisited and adapted as needed.

- There is a good level of integration of the partnership—91% of survey respondents agreed that relevant nutrition and physical activity partners are involved in the Task Force.

- Effectiveness of partnership is reflected through the Task Force, Steering Committee and Workgroups' events and activities. Most workgroup members thought the quarterly workgroup meetings have a clear agenda, remain focused, result in decisions and progress (>71%). Most steering committee members agreed that the quarterly steering committee meetings have a clear agenda, remain focused, and result in decisions and progress (>81%). Most survey respondents thought the annual Task Force meetings have a clear agenda, remain focused, and result in decisions and progress (>74%); 96% of survey respondents found the information in the monthly update useful; 71% of survey respondents have visited the Web site.

- Tremendous accomplishments were recognized by the partnership. 74% of members agreed that Task Force events create awareness and increase support for obesity prevention efforts in Georgia. 72% of Survey respondents agreed that the Task Force has the necessary components for longevity and success. Survey respondents identified sets of activities as the most important accomplishments by the Task Force: strategic planning, partnership and capacity building, surveillance report and tools or resources development, setting-based approach (community, school, healthcare, worksite) in address obesity burden.

Communicate Findings and Share Lessons Learned

The results of the survey were shared with the entire partnership at the annual meeting in June, 2007. Members were asked to provide suggestions and discuss solutions to issues identified through the survey.

Major themes that emerged from the survey included

- Workgroup responsibilities should be stated more clearly—only 53% agree that partnership roles have been clearly communicated.
- Members of the Task Force would like to learn more about CDC guidance and updates on the grant.
- Members of the Task Force hoped to increase sharing and horizontal learning among partners. Survey respondents called for more networking opportunities, such as adding or hyper-linking each workgroup webpage with the initiative Web site.

The leadership of the Partnership—Steering Committee and Obesity Team addressed these concerns in the following way:

- Workgroup Responsibilities. Workgroups were given more assistance in developing their implementation plans. The GA Obesity program and Partnership steering committee provided more direction and guidance to the workgroups.
- CDC Involvement. The GA Obesity program started having the CDC Project Officer attend the annual meetings to provide an update on CDC DNPAO activities and plans.
- Partner Sharing. The steering committee arranged to have the annual meetings contain more opportunities for sharing among partnership members. In addition to the monthly Updates and semi-annual newsletter that goes out to the partnership, the steering committee is considering developing a blog for the partnership.
- According to the GA Obesity program, the most challenging part of the evaluation was the response rate. The lead evaluator was not satisfied with the response rate and felt that it compromised power and representation. She believes enlisting the steering committee to assist with survey completion is the key in future evaluations.

The overall lessons learned from the partnership building evaluation are to

- Establish a systematic evaluation structure with collaboration of the partners.
- Engage in joint planning and share points of view.

- Coordinate and integrate key stakeholder inputs and efforts into evaluation activities; and Identify mixed data analysis methodologies, including content analysis and success stories portfolio.

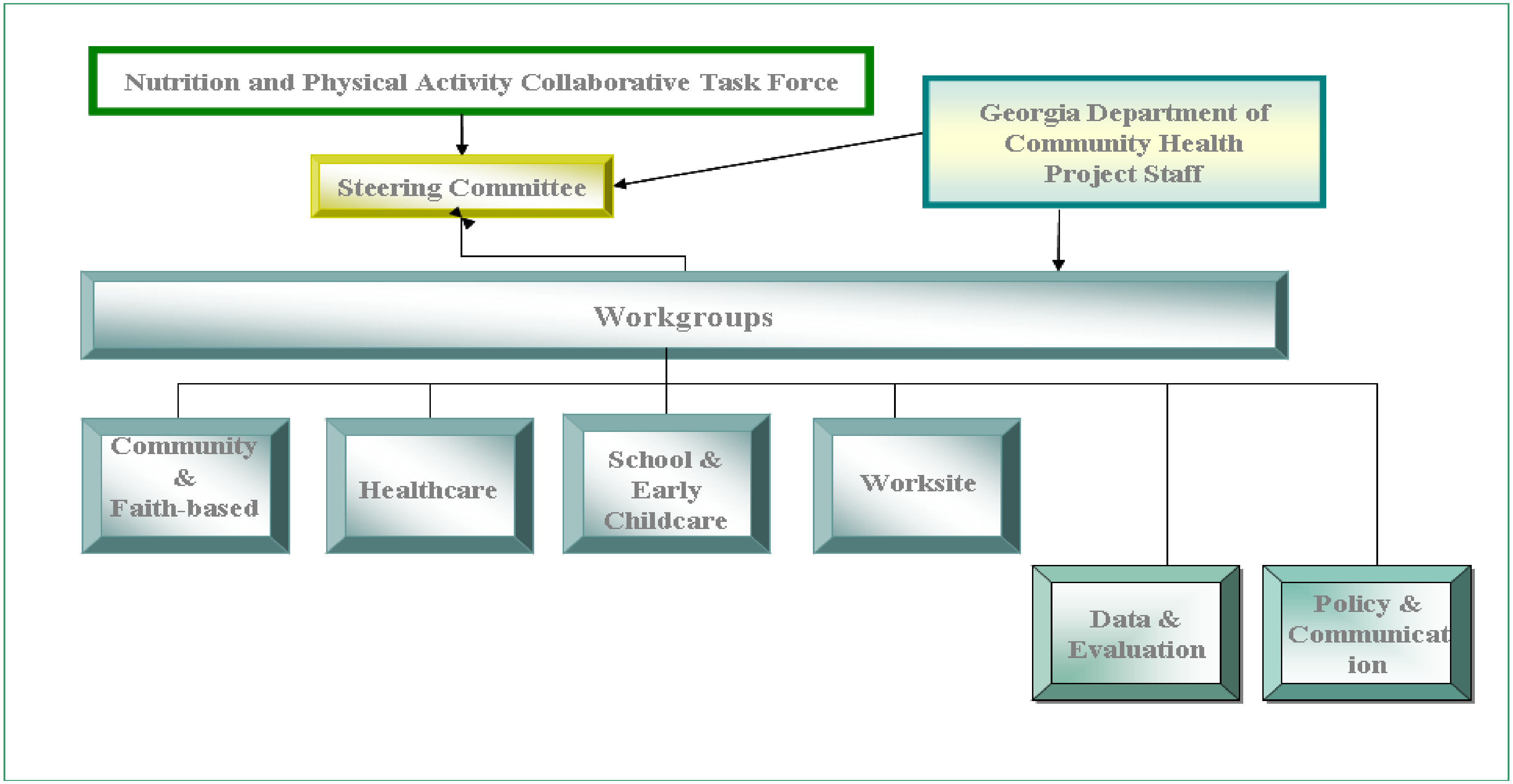
Next Steps

Another partnership evaluation will be conducted in 2010. The initiative has progressed from its capacity building phase (2003–2008) to its implementation phase (2008–2013), with an emphasis on policy, systems and environmental changes strategies to address obesity burdens in community. Therefore, this evaluation will shift its focus from partnership building to implementation activities carried out by a well established partnership, including

- Actions to promote policy and environmental change in implementing the state plan and the workgroup implementation plans—how do specific partner's actions reflect collaboration and coordination within the partnership, especially focuses on health disparities in nutrition, physical activity and obesity?
- Policy agenda related to obesity—what the policy items are developed through the partners decision making process?
- Sustainability of the partnership—how can the partnership sustain its efforts going forward? And what are the training and TA needs of partners?
- Ability of the partnership to leverage resources—how is what the partnership is doing in this area invoke and reaffirm shared purpose and essential outcomes, and how to capture and measure its impact?

Naturally, the scope of evaluation will need to be refined , in order to achieve the validity and representativeness of survey sample. Should the focus be set on the Steering Committee rather than the entire Task Force? As the steering committee has been a core group that leads and carried major implementation activities within the initiative. In terms of methodologies, we may consider face-to-face in depth interviews, to replace or in addition to a survey. Secondly, a set of performance and outcome measures will need to be determined - how do we measure contribution as well as attribution of impact to the initiative by the state partnership?

Georgia's Nutrition & Physical Activity Initiative Task Force Structure



Georgia Survey Tool

Georgia Nutrition and Physical Activity Initiative
Take Charge of Your Health! Georgia Taskforce
Partnership Assessment

Purpose: This partnership assessment tool will examine the membership, goals, and progress of the **Take Charge of Your Health, Georgia! (TCYHG) Taskforce** that oversees Georgia's Nutrition and Physical Activity Initiative. Findings will be used to identify successes and opportunities to enhance Taskforce effectiveness.

Audience: **TCYHG** Collaborative Taskforce partners.

Directions: Please respond to the following questions about the **TCYHG Taskforce as a whole** by using the rating scale from 1 (**lowest rating**) to 5 (**highest rating**).

Membership	**Strongly Disagree**				**Strongly Agree**
Taskforce membership represents the diversity of the communities we serve.	1	2	3	4	5
Taskforce membership has successfully engaged a broad base of partners from a range of organizations in both the public and private sector.	1	2	3	4	5
Taskforce membership provides opportunities for partners to network and build relationships needed for success of the **Georgia Nutrition and Physical Activity Initiative**.	1	2	3	4	5
Partnership roles have been clearly communicated and understood by individual partners.	1	2	3	4	5
Comments					

Task Force Goals

	Strongly Disagree				Strongly Agree
The purpose and goals of the TCYHG Taskforce and Georgia's Nutrition and Physical Activity Initiative are clearly stated and understandable.	1	2	3	4	5
Taskforce goals reflect Georgia's needs and partner concerns regarding obesity, healthy eating and physical activity.	1	2	3	4	5
Taskforce goals are regularly revisited and confirmed or adapted as information is received.	1	2	3	4	5
Comments					

Progress and Process

	Strongly Disagree				Strongly Agree
The Taskforce hosts events which create awareness or increase support for the Task Force's efforts.	1	2	3	4	5
Please respond to this section if you are a <u>Workgroup Member</u>					
Quarterly Workgroup Meetings:					
1. Have a clear agenda.	1	2	3	4	5
2. Remain focused.	1	2	3	4	5
3. Result in decisions and progress.	1	2	3	4	5
4. Partners honor commitments and complete tasks on time.					
Please respond to this section if you are a <u>Steering Committee Member</u>					
Quarterly Steering Committee Meetings:					
1. Have a clear agenda.	1	2	3	4	5
2. Remain focused.	1	2	3	4	5
3. Result in decisions and progress.	1	2	3	4	5
<u>All Members</u> please respond to this section.					
Annual Task Force Partnership Meetings:					
1. Have a clear agenda.	1	2	3	4	5
2. Remain focused.	1	2	3	4	5
3. Result in decisions and progress.	1	2	3	4	5
The TCYHG Taskforce has the necessary	1	2	3	4	5

components for longevity and success.	
Comments	

Open Response Questions:

1. Are **relevant nutrition and physical activity** partners involved in the TCYHG Collaborative Taskforce?
   _____ YES
   ______NO

If no, who else should be included?
____
____
____

2. List the three most important accomplishments you feel we have made towards the implementation of Georgia's Nutrition and Physical Activity Plan?
____
____
____
____

3. List any challenges experienced in the implementation of Georgia's Nutrition and Physical Activity Plan.
____
____
____

4. Do you find the information in the Nutrition and Physical Activity Monthly Updates to be useful?

_____ YES
______NO

Suggestions for improvements to the Monthly Update:
____
____
____

5. Have you visited the website for Georgia's Nutrition and Physical Activity Initiative at http://health.state.ga.us/nutandpa?

_____ YES
______NO

If yes, what do you like about it?

Suggestions for improvement?

6. What is your Task Force membership status. (Check all that apply)

____ Task Force Member (only receive updates via email)

_____ Steering Committee Member

_____ Workgroup Co-Chair

_____ Workgroup Member

Appendix C: North Carolina Case Study and Poster Presentation (2009)

Information provided by Jenni Albright, Evaluator, NC Division of Public Health
(jenni.albright@dhhs.nc.gov)

Eat Smart, Move More NC

Collaboration Assessment Process, Taking Each Step of the Evaluation Framework into Consideration

Step 1 Engage Stakeholders

The Executive Committee of the Eat Smart, Move More (ESMM) Leadership Team agreed to conduct a collaboration assessment in the Spring of 2008. The Executive Committee is the group that has the power to use the evaluation results, making them the primary stakeholder.

Step 2 Describe the Partnership or Construct the Logic Model

As shown in the logic model, our vision is that the ESMM Leadership Team would coordinate implementation of the Eat Smart, Move More Plan (NC's state plan for obesity prevention) and monitoring of implementation progress.

Step 3 Focus the Evaluation Design or develop a plan

The Executive Committee determined what to focus on in this collaboration assessment. They decided that feedback about meeting format, specific communications methods, and committee structure were important to them, in addition to an assessment of collaborative strength. Specifically, for the collaboration assessment, the committee discussed and decided which of the 20 collaboration factors included in the Wilder Collaboration Factors Inventory were most appropriate to assess.

Step 4 Gather Credible Evidence

Two factors contributed to the credibility of the results. First, we based the collaboration assessment portion of the survey on a research-based tool, the Wilder Collaboration Factors Inventory. Secondly, to ensure that all ESMM Leadership Team member organizations were equally represented in the survey results, we distributed the survey only to voting members. As background information, each member organization designates one voting member in its annual membership application to the ESMM Leadership Team. NC Survey link: http://www.surveymonkey.com/s/2T5FL7Q

Step 5 Justify Conclusions

The data was analyzed and summarized in a report. The Executive Committee combined the results with their knowledge of the partnership's background and current situation to draw reasonable conclusions and decide on a few resulting actions. Resulting actions included strategic planning by the Executive Committee which led to a change in committee structure, as well as three communications-related activities - the development of an (1) ESMM promotional packet and an (2) ESMM overview to help members of the Leadership Team share with others the team's purpose, as well as (3) a presentation of the history of the ESMM Leadership Team at one of the Team's quarterly meeting.

Step 6 Ensure Use of Evaluation Findings and Share Lessons Learned

The report of evaluation results was posted on the ESMM Web site.
http://www.eatsmartmovemorenc.com/ESMMLeadership/ESMMLeadership.html
The report was shared and discussed at an Executive Committee meeting and was briefly shared at a quarterly Leadership Team meeting. North Carolina's process was shared with CDC and any interested states. Please see Step 5 for use of evaluation findings.

North Carolina 2009 Poster Presentation of Partnership Evaluation

Slide 1

Collaboration Assessment

Contributors: 2008 Executive Committee of the Eat Smart, Move More NC

Leadership Team: Greg Griggs, Carolyn Dunn, David Gardner, Patrick Gibbons, Maggie Sauer

Slide 2

Purpose and Background

- Objective: Assess collaboration among partner organizations that make up the Eat Smart, Move More NC Leadership Team.
- The Eat Smart, Move More NC Leadership Team is comprised of more than 50 statewide partner organizations, one of which is the NC Division of Public Health.
- The Leadership Team advocates for policies, practices and environments that eating smart and moving more possible for all North Carolinians.
- The NC Division of Public Health, Physical Activity and Nutrition Branch, provides staff support to the Executive Committee of the Eat Smart, Move More NC Leadership Team.

Slide 3

Methods

- The Executive Committee of the Eat Smart, Move More NC Leadership Team tailored the Wilder Collaboration Factors Inventory to meet their needs.
    - The Wilder Collaboration Factors Inventory, developed by the Wilder Research Center, is an inventory to help groups do a systematic, careful examination of where they stand on the factors that influence the success of collaboration.
- The revised inventory was entered into Survey Monkey and emailed to the voting members of the Leadership Team.
    - Each organization or agency on the Leadership Team has one designated person who serves as voting member.
- Survey Response Rate: 69% (33 of 48 voting members).

Slide 4

Recommendations

- Clarify the work that Eat Smart, Move More NC Leadership Team is doing and plans to do, as well as any related funding needs.
    - 66% were undecided as to whether or not the Leadership Team has all the member it needs.
    - 58% were undecided as to whether or not the "right amount of work at the right pace" is being done.
    - 52% were undecided as to whether or not there are adequate funds to support the Leadership Team's work.
    - 38% were undecided as to whether or not the Leadership Team is duplicating efforts of other groups.

Slide 5

Recommendations

- Clarify the roles and involvement of the various partner organizations in the work of the Eat Smart, Move More NC Leadership Team.
    - 42% were undecided as to whether or not members invest the right amount of time.
    - 41% were undecided as to whether or not they understand how partner organizations (other than their own) contribute.
    - 19% were undecided as to whether or not the Leadership Team's goals and objectives are reasonable and attainable.

Slide 6

Resulting Actions

- In response to the survey results, the Executive Committee of the Eat Smart, Move More NC Leadership Team has done the following:
    - Presented a slideshow on the Team's history, purpose, and accomplishments at a Leadership Team meeting.
    - Developed a promotional packet and a slideshow about the Eat Smart, Move More NC movement; distributed to all organizations.
    - Conducted two surveys to collect information on the obesity prevention efforts of all the partner organizations; presented results at a Leadership Team meeting.

Appendix D: New Jersey Partnership Evaluation Case Study

Information provided by Lisa A. Asare and Erin M. Bunger
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ShapingNJ Partnership Assessment

Background

The New Jersey Office of Nutrition and Fitness (ONF) coordinates the statewide Nutrition, Physical Activity, and Obesity Program (NPAO), which is funded through the Centers for Disease Control and Prevention. The NPAO initiative, ***ShapingNJ***, seeks to prevent obesity in New Jersey by collaborating with community stakeholders to develop environmental- and policy-level strategies to increase physical activity and improve nutrition.

In March 2010, ONF conducted an evaluation of the ***ShapingNJ*** Partnership to assess the functioning of the Partnership as well as the Partners' satisfaction with the collaborative. The following outlines the steps of the evaluation using the Centers for Disease Control and Prevention 6 Step Evaluation Framework.

Step 1: Engage Stakeholders

Stakeholders in ***ShapingNJ*** include all members of the Partnership. In March 2010, ShapingNJ was structured around 5 behavior-specific workgroups and 2 over-arching workgroups, namely the Executive and Sustainability Committee and the Surveillance and Evaluation Workgroup. As the well-being of the partnership is contingent on the satisfaction and engagement of its members, all Partners were outreached and polled as part of this partnership assessment. The key stakeholders for this evaluation were the members of the Executive and Sustainability Committee and members of the Surveillance and Evaluation Workgroup as they participated in the development of the survey content and were also engaged in the interpretation of findings and the development of a Partnership Improvement Plan.

Step 2: Describe the Partnership

At the time of the partnership evaluation, 74 statewide organizations were members of the Partnership. These organizations represented a range of state agencies, community-based organizations, academia, healthcare organizations, and other public and private establishments. During the assessment, the Partnership was in the **formation stage** as additional partners continued to be identified and the state obesity prevention plan was under development.

Step 3: Focus the Evaluation Design

Through an MOA, the Office of Nutrition and Fitness partnered with the Center for State Health Policy (CSHP)* at Rutgers, the State University of New Jersey, to conduct the evaluation of the partnership. CSHP was selected as a result of their experience in evaluation and health-related programs and due to their leadership and active participation within the ***ShapingNJ*** Surveillance and Evaluation Workgroup.

*Special thanks to Punam Ohri-Vachaspati and Manisha Agrawal at CSHP for all of their efforts on the Partnership evaluation.

The CSHP reviewed a variety of potential assessment tools and chose the Wilder Collaboration Factors Inventory to assess the strengths and weaknesses of the collaborative in the following categories:

- Environment.
- Membership characteristics.
- Process and structure.
- Communication.
- Purpose.
- Resources.

To examine specific characteristics of the Partnership that were unique to ***ShapingNJ***, a supplemental section was added to the inventory. This supplement assessed additional items such as the usefulness of the online portal for Partners and whether participation in the Partnership was helpful to each member organization.

Step 4: Gather Credible Evidence

CSHP and ONF/NPAO distributed the assessment tool online in March, 2010. All partners received an email from the ***ShapingNJ*** online portal asking them to complete the inventory using the online survey tool, Survey Monkey (**see attached tool**). All responses were anonymous. The survey remained open for about a month and up to 4 reminder emails were sent to non-responders. The survey link was sent to 165 individuals – some of the 74 Partner organizations had multiple individuals who were active in the Partnership – and 121 completed the assessment (73.3%).

Step 5: Justify Conclusions

The partnership evaluation was analyzed using descriptive statistics. Average scores were calculated for the six Wilder Collaborative factors. Percent frequencies were tabulated for the supplemental questions, and qualitative data was organized and analyzed for content.

Findings suggested that the Partnership is strong and relatively high scores (4 out of 5) were obtained in four of six Wilder Collaborative factors. Identified strengths included having a favorable political and social climate; members seeing collaboration as in their self interest; the Partnership having a unique purpose, and the Partnership having skilled leadership. Those factors with lower scores (3 or less out of 5) indicated weaknesses. These included having a history of collaboration and cooperation in the community and having sufficient funds, staff, materials and time. Respondents also indicated that the online ShapingNJ portal was useful and the vast majority (73%) found participating in the Partnership either somewhat or very helpful.

Step 6: Ensure the Use of Evaluation Findings and Share Lessons Learned

The results of the partnership evaluation were presented to all Partners at a meeting in May, 2010 **(see attached presentation**). The Executive and Sustainability Committee also reviewed the results and will be using them as the basis for a Partnership Improvement Plan, which is designed to strengthen those areas the Partners noted were less strong than other areas (i.e. sufficient funds, staff materials and time). Further, ***ShapingNJ*** will annually re-assess the Partnership; with the addition of supplemental questions to examine the building and maintenance stages of ***ShapingNJ*** as opposed to the formation stage.

NJ Survey Instrument—ShapingNJ

The State Partnership for Nutrition, Physical Activity and Obesity

This survey is designed to get your opinion about the *ShapingNJ* Partnership. Your responses will help the partnership identify its strengths and weaknesses with respect to factors that research has shown are important to the success of collaborative projects. There are no right or wrong answers. Your opinion is important, even if it is very different from the opinions of others. The survey will take approximately 15-20 minutes to complete. Your participation is completely voluntary and confidential. Our report will include only aggregated information and no individual survey respondents will be associated with specific responses. The results of the survey will be shared with all the members, giving everyone an opportunity to see how others feel – whether all feel the same or different about the questions. We will work with you to use the results for continuous improvement.

A. Please follow the simple instructions below:

1. Read each statement carefully.
2. Click on the circle that indicates how much you agree or disagree with each statement.
3. If you feel you *don't know* how to answer an item, or if you *don't have an opinion*, click on the *"neutral"* response.
4. If you feel that your opinion lies between two responses, pick the one to the left.

	Statement	**Strongly Disagree**	**Disagree**	**Neutral, No Opinion**	**Agree**	**Strongly Agree**
1	Agencies and organizations in our community have a history of working together.	○	○	○	○	○
2	Trying to solve problems through collaboration has been common in our state. It has been done a lot before.	○	○	○	○	○
3	Leaders in this community who are not part of *ShapingNJ* seem hopeful about what we can accomplish.	○	○	○	○	○
4	Others (in this community) who are not a part *ShapingNJ* would generally	○	○	○	○	○

	Statement	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree
	agree that the organizations involved in *ShapingNJ* are the “right” organizations to do the work.					
5	The political and social climate seems to be “right” for starting a partnership like this one.	○	○	○	○	○
6	The time is right for *ShapingNJ*.	○	○	○	○	○
7	People involved in *ShapingNJ* always trust one another.	○	○	○	○	○
8	I have a lot of respect for the other people involved in *ShapingNJ*.	○	○	○	○	○
9	The people involved in *ShapingNJ* represent a cross section of those who have a stake in what we are trying to accomplish.	○	○	○	○	○
10	All the organizations that we need to be members of *ShapingNJ* have become members of the group.	○	○	○	○	○
11	My organization will benefit from being involved in *ShapingNJ*.	○	○	○	○	○
12	People involved in *ShapingNJ* are willing to compromise on important aspects of our project.	○	○	○	○	○
13	The organizations that belong to *ShapingNJ* invest the right amount of time in our collaborative efforts.	○	○	○	○	○
14	Everyone who is a member of *ShapingNJ* wants this project to succeed.	○	○	○	○	○
15	The level of commitment among the collaboration participants is high.	○	○	○	○	○
16	When *ShapingNJ* makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.	○	○	○	○	○
17	Each of the people who participate in decisions in *ShapingNJ* can speak for the entire organization they represent, not just a part.	○	○	○	○	○
18	There is a lot of flexibility when decisions are made; people are open to discussing different options.	○	○	○	○	○
19	People in *ShapingNJ* are open to different approaches to how we can do our work. They are willing to consider different ways of working.	○	○	○	○	○

	Statement	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree
20	People in *ShapingNJ* have a clear sense of their roles and responsibilities.	○	○	○	○	○
21	There is a clear process for making decisions among the partners in this collaboration.	○	○	○	○	○
22	*ShapingNJ* is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.	○	○	○	○	○
23	*ShapingNJ* has the ability to survive even if it had to make major changes in its plans or add some new members in order to reach its goals.	○	○	○	○	○
24	*ShapingNJ* has tried to take on the right amount of work at the right pace.	○	○	○	○	○
25	We are currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project.	○	○	○	○	○
26	People in *ShapingNJ* communicate openly with one another.	○	○	○	○	○
27	I am informed as often as I should be about what goes on in the collaboration.	○	○	○	○	○
28	The people who lead *ShapingNJ* communicate well with the members.	○	○	○	○	○
29	Communication among the people in *ShapingNJ* happens both at formal meetings and in informal ways.	○	○	○	○	○
30	I personally have informal conversations about the project with others who are involved in *ShapingNJ*.	○	○	○	○	○
31	I have a clear understanding of what *ShapingNJ* is trying to accomplish.	○	○	○	○	○
32	People in *ShapingNJ* know and understand our goals.	○	○	○	○	○
33	People in *ShapingNJ* have established reasonable goals.	○	○	○	○	○
34	People in *ShapingNJ* are dedicated to the idea that we can make this project work.	○	○	○	○	○
35	My ideas about what we want to accomplish seem to be the same as the ideas of others.	○	○	○	○	○
36	What we are trying to accomplish with *ShapingNJ* would be difficult for	○	○	○	○	○

	Statement	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree
	any single organization to accomplish by itself.					
37	No other organization in the community is trying to do exactly what we are trying to do.	○	○	○	○	○
38	*ShapingNJ* has adequate funds to do what it wants to accomplish.	○	○	○	○	○
39	*ShapingNJ* has adequate "people power" to do what it wants to accomplish.	○	○	○	○	○
40	The people in leadership positions for *ShapingNJ* have good skills for working with other people and organizations.	○	○	○	○	○
41	My organization has been actively involved in *ShapingNJ*.	○	○	○	○	○

B. What type of organization do you represent? (**Check one best answer**)

☐Not for profit organization
☐State Government Department / Agency
☐Local Government Department / Agency
☐Health Care
☐Philanthropy
☐Professional Organization
☐Community Based Organization
☐Faith Based Organization
☐Schools / School system
☐University / College
☐Other (specify)____________________________________

C. Which *ShapingNJ* Partnership workgroup do you participate in (**Check all that apply**)?

☐Executive & Sustainability

□Surveillance & Evaluation
□Physical Activity
□Sugar Sweetened Beverages & Energy Dense Foods
□Breastfeeding
□T.V. Viewing
□Fruits & Vegetables
□Do not participate in any work group

C1. How long have you been involved in the ShapingNJ partnership?

□ Less than 1 month
□ 1–6 months
□ 7 months or more
□ Not applicable

D. How often do you use the *ShapingNJ* Web Portal (BoardEffect)?

□ Everyday
□ 2 or more times a week
□ Once a week
□ 2 or more times per month
□ Once a month
□ Less than once a month
□ Do not use
□ Not Applicable

E. How useful do you find the Portal?

□ Very useful

- ☐ Somewhat useful
- ☐ Not very useful
- ☐ Not applicable

F. Have you ever visited the *ShapingNJ* Web site (www.shapingnj.gov)?

- ☐ Yes
- ☐ No

G. Do you receive the Office of Nutrition and Fitness newsletter?

- ☐ Yes
- ☐ No

H. To what extent has your participation in the *ShapingNJ* Partnership been helpful to you or your organization's work related to obesity prevention?

- ☐ Very helpful (Skip to H1)
- ☐ Somewhat helpful (Skip to H1)
- ☐ Not very helpful (Skip to H2)
- ☐ Not at all helpful (Skip to H2)
- ☐ Don't know (Skip to I)
- ☐ Not applicable (Skip to I)

H1. Please indicate up to three ways in which your participation in the *ShapingNJ* Partnership influenced your or your organization's work as it relates to obesity prevention? For example, describe any new partnerships, collaborations, or funding opportunities etc that may have resulted because of your involvement with the *ShapingNJ* partnership (**This question is only for Very helpful or somewhat helpful response to Question. H**).

☐ Not applicable

H2. Why do you think participation in the *ShapingNJ* Partnership has not been helpful to your or your organization's obesity prevention work? (**This question is only for not very helpful and not at all helpful response to Question H**).

- ☐ My organization does not do much obesity related work
- ☐ Not relevant to my organization's mission
- ☐ Lack of resources
- ☐ Lack of support from my organization
- ☐ Other ________________________________
- ☐ Not applicable

I. To what extent has the state plan or selected strategies emerging from the *ShapingNJ* Partnership for preventing obesity been helpful to you or your organizations current or future work?

- ☐ Very helpful
- ☐ Somewhat helpful
- ☐ Not very helpful (Skip to J)
- ☐ Not at all helpful (Skip to J)
- ☐ Don't know (Skip to J)
- ☐ Not applicable (Skip to J)

I1. Please indicate up to three ways in which the *ShapingNJ* state plan or strategies influenced you or your organization's work as it relates to obesity prevention? For example, describe any new partnerships, collaborations, or funding opportunities etc that may have resulted or are being planned because of the *ShapingNJ* Partnership state plan or strategies? (**This question is only for Very helpful or somewhat helpful response to Question I**).

☐ Not applicable

J. How many grants or other types of funding has your organization applied for or received where your participation in the *ShapingNJ* Partnership played an influential role?

Number of grants (enter 0 if no grants or funding meet the criteria)

The following set of questions will be repeated based on the number entered above

<u>Grant 1</u>

Funding Source ______________________________

Goal ______________________________

Amount ______________________________

Duration ____

Status Applied, awaiting results
Received
Rejected

<u>Grant 2</u>

Funding Source ____

Goal ____

Amount ____

Duration ____

Status Applied, awaiting results
Received
Rejected

K. What organizations or individuals do you think are missing from the partnership?

Name of Organization	Name of Individual	Contact Information

L. These next set of questions ask about effectiveness of leadership provided by the Office of Nutrition and Fitness (ONF) staff. Please rate their effectiveness as excellent, very good, good, fair, or poor in the following areas:

Statement	**Excellent**	**Very Good**	**Good**	**Fair**	**Poor**	**Don't' Know**
Taking responsibility for the partnership	○	○	○	○	○	○
Inspiring or motivating people involved in the partnership	○	○	○	○	○	○
Enpowering people involved in the partnership	○	○	○	○	○	○
Communicating the vision of the partnership	○	○	○	○	○	○
Working to develop a common language within the partnership	○	○	○	○	○	○
Fostering respect, trust inclusiveness and openness in the partnership	○	○	○	○	○	○
Creating an environment where differences of opinion can be voiced	○	○	○	○	○	○
Resolving conflict among partners	○	○	○	○	○	○
Combining the perspectives, resources, and skills of partners	○	○	○	○	○	○
Helping the partnership be creative and look at things differently	○	○	○	○	○	○
Recruiting diverse people and organization into the partnership	○	○	○	○	○	○

M. Please provide any other comments or feedback on the *ShapingNJ* Partnership.
Thank you for completing the survey. Your responses will help strengthen the *ShapingNJ* Partnership.

New Jersey Evaluation Findings Presentation

Slide 1

***ShapingNJ* Partnership: An Assessment**

Shaping NJ
Rutgers Center for State Health Policy

Slide 2

Evaluating *ShapingNJ*

- Initial assessment conducted in March 2010 during the building stage of the partnership
- Used Wilder Collaboration Factors Inventory
  - Supplemental questions to examine factors unique to ***ShapingNJ***
  - Survey Monkey
- High response rate – 73.3%

Slide 3

The Wilder Collaboration Factors Inventory

- Examine the status of collaboration/partnership
  - Strengths
  - Weaknesses
- The factors are grouped into 6 categories:
  - Environment *(history, legitimate leader, political and social climate)*
  - Membership characteristics *(respect, represent, self-interest, compromise)*
  - Process and structure *(stake, flexibility, role, adaptability, pace)*
  - Communication *(open, informal relationships, skills)*
  - Purpose *(attainable goals, vision, purpose)*
  - Resources *(sufficient funds, leadership)*

Slide 4

The Wilder Collaboration Factors Inventory Scoring

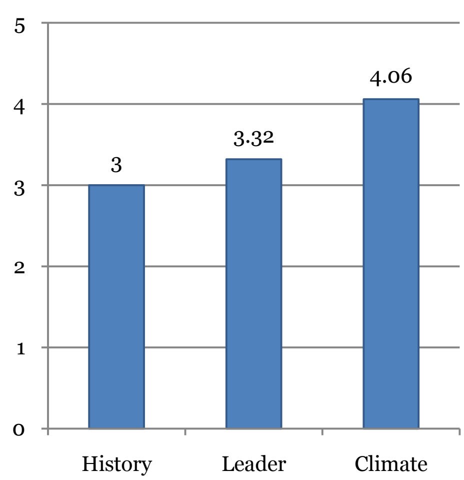
- No single score on overall collaboration status
- Each group of factors are scored on a scale of 1-5

4.0 or higher - strong, no need for special attention
3.0 to 3.9- borderline, need discussion to see if deserve attention
2.9 or lower - concern, deserve attention by the group

Slide 5

Factors Related to Environment

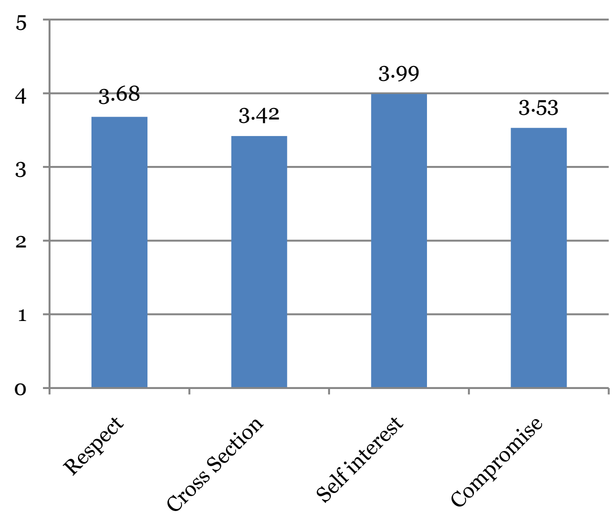
- History of collaboration and cooperation in the community (workgroup means 2.00 – 3.18)
- Collaborative group seen as a legitimate leader in the community (workgroup means 3.14 – 3.57)
- Favorable political and social climate (workgroup means 3.93 – 4.45)



Slide 6

Factors Related to Membership Characteristics

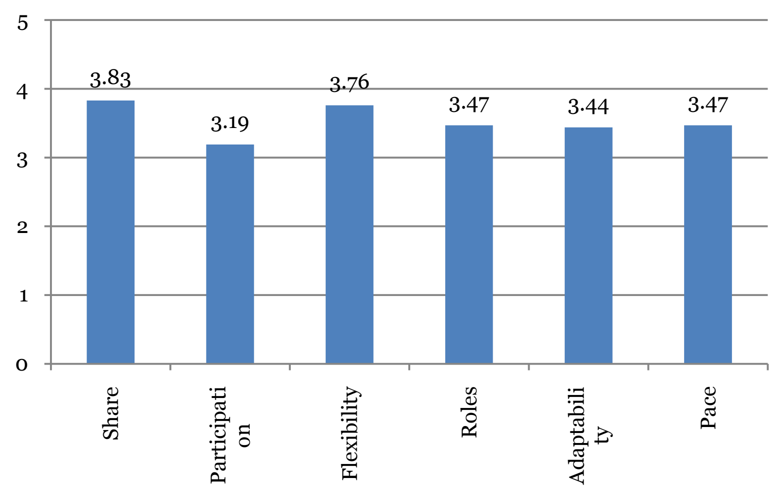
- Mutual respect, understanding and trust (workgroup means 3.25 – 3.80)
- Appropriate cross section of members (workgroup means 3.25 – 3.78)
- Members see collaboration as in their self interest (workgroup means 3.86 – 4.17)
- Ability to compromise (workgroup means 3.25 – 3.67)



Slide 7

Factors Related to Process and Structure

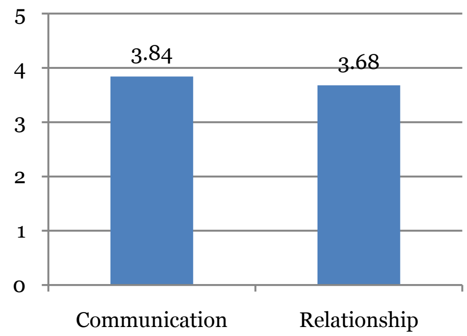
- Members share a stake in process and outcome
  (workgroup means 3.62 – 4.08)
- Multiple layers of participation (workgroup means 2.86 – 3.27)
- Flexibility
  (workgroup means 3.63 – 3.97)
- Development of clear roles and policy guidelines
  (workgroup means 3.00 – 3.61)
- Adaptability
  (workgroup means 3.40 – 3.50)
- Appropriate pace of development (workgroup means 3.22 – 3.64)



Slide 8

Factors Related to Communication

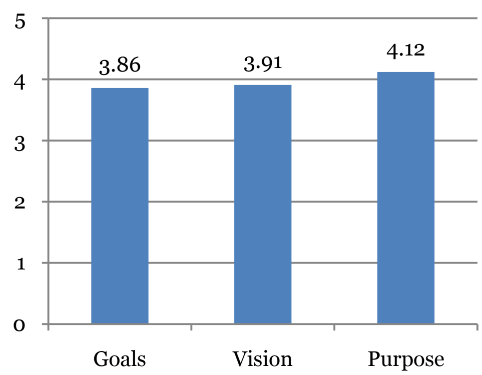
- Open and frequent **communication** (workgroup means 3.58 – 4.01)
- Established informal **relationships** and communication skills (workgroup means 3.06 – 4.00)



Slide 9

Factors Related to Purpose

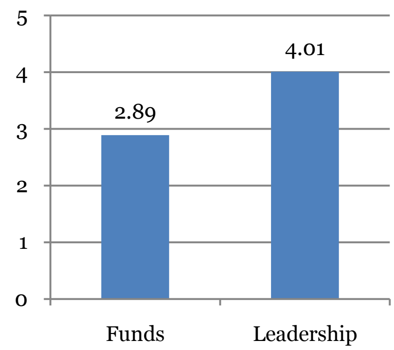
- Concrete attainable **goals and objectives** (workgroup means 3.83 – 4.03)
- Shared **vision** (workgroup means 3.87 – 4.13)
- Unique **purpose** (workgroup means 3.95 – 4.29)



Slide 10

Factors Related to Resources

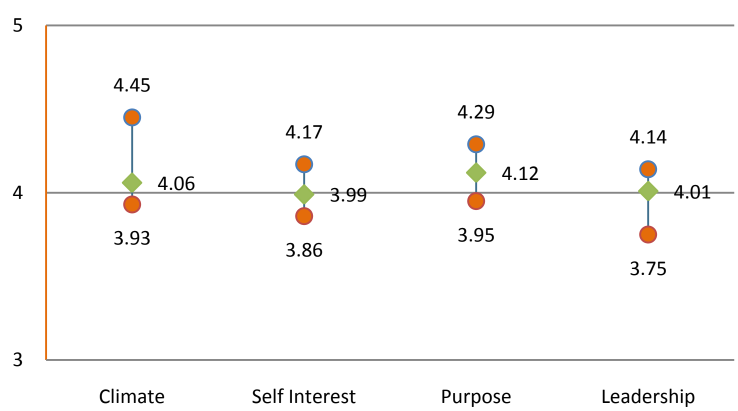
- Sufficient **<u>funds, staff, materials and time</u>** (workgroup means 2.61 – 3.23)
- Skilled **<u>leadership</u>** (workgroup means 3.75 – 4.14)



Slide 11

Factors Indicating Strengths

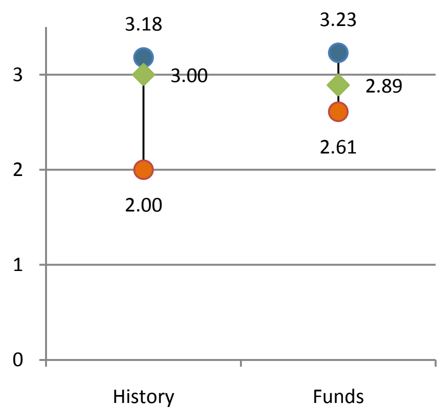
- Favorable political and social climate
- Members see collaboration as in their self interest
- Unique purpose
- Skilled leadership



Slide 12

Factors Indicating Weaknesses

- History of collaboration and cooperation in the community
- Sufficient funds, staff materials and time



Slide 13

ShapingNJ Portal

Frequency of Use	
At least once a week	28%
At least twice a month	**34%**
Once a month	16%
Less than once a month	16%
Do not use	4%
*percentages do not round to 100	

Perceived Usefulness	
Very useful	29%
Somewhat useful	**53%**
Not very useful	8%
*percentages do not round to 100	

Slide 14

Participation in *ShapingNJ* Partnership

Very helpful	**20%**
Somewhat helpful	**53%**
Not very helpful	**12%**
Not at all helpful	**3%**

Ways *ShapingNJ* helped partners

- Networking opportunities with NJ stakeholders
- Increased awareness of action plans
- Educational resource sharing
- Potential funding opportunities
- Engagement with schools

Slide 15

Suggested Additional Partners

- Business/Industry
- School administrators, teachers
- NJ Education Association
- Insurers
- NJ Economic Development Authority
- NJ Farm Bureau
- Police chiefs
- Pharmaceutical industry

Slide 16

Updates

- Results shared with full partnership May 11 2010
- Partnership Improvement Plan under development
    - Issues under consideration
        - Maturity of partnership – moving from building to maintaining
        - Sustainability includes more than finances
        - Encouraging partners to assume leadership
- Annual re-assessment

Slide 17

Questions?

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Appendix E: Partnership Evaluation Plan Template

Why are you evaluating the partnership?

____

____

____

Who will use the results?

____

____

____

____

Who are the key stakeholders?

____

____

____

____

How can you engage your stakeholders?

____

____

____

____

At what stage of development is the partnership? What contextual factors affect the work of the partnership?

Partnership stage of maturity____

____

____

____

____

____

What do you expect the partnership to accomplish?

What resources do you need to conduct your evaluation?

What resources do you have to conduct your evaluation?

Evaluation Questions	Indicators	Data Source	Data Collection	Time frame	Data Analysis	Report Results

Appendix F: Example of Adapted Partnership Evaluation Plan

CDC. *Evaluation Guide: Fundamentals of Evaluating Partnerships*. Atlanta: U.S. Department of Health and Human Services; 2007

Activity: By January 2011__, evaluate the processes and short-term outcomes of the State NPAO Program Partnership. Use the results to develop a performance improvement plan.

Stakeholders: State health department leadership, HDSP program manager, HDSP partnership coordinator, partnership leadership, AHA liaison

Evaluation Questions	Indicators or Measures	Data Sources	Data Collection	Time Frame	Data Analysis	Communicate Results	Lead
Are there at least 10 diverse partners representing priority areas and settings?	Annual assessment of # of partners by setting.	Partnership roster. Annual partnership assessment.	Review partnership roster.	Annually in July.	Stratify list by setting, area, and population represented. Tabulate by setting. Identify gaps.	Orally report gaps to partnership membership committee. Include in annual partnership report.	Partner-ship coordina-tor

Do partners actively participate in meetings and partnership activities?	**Meeting participation rates overall and by partner type.** **Number of state plan or state work plan activities to which partners are contributing.** **Number of partners that present at partnership meetings.**	**Partnership meeting minutes.** **Annual partnership assessment.** **Document review.**	**Collate partner participation rates for each meeting over the previous 12 months.** **Identify number and type of activities assigned to partners at each meeting.** **Identify number of presentations or topic discussions hosted by partners.**	**Every 6 months (for previous 6 months) begin January.**	**Calculate % of partners that participate at each meeting; graph trend over time.**	**Report to partnership leadership.** **Include in annual partnership report.**	**Partner-ship coordina-tor**
Evaluation Questions	**Indicators or Measures**	**Data Sources**	**Data Collection**	**Time Frame**	**Data Analysis**	**Communicate Results**	**Lead**
Are partnership meetings productive, focused, and effective?	**Meeting productivity.**	**Meeting-effectivenes s survey results.**	**Conduct meeting survey after each meeting, including workgroup meetings. Revise tool as appropriate.**	**Continu-ously.**	**Calculate response rate. Calculate percentage of respondents who agree with each item.**	**Orally report to meeting planners.** **Include in annual partnership report.**	**Partner-ship coordina-tor**
Is the partnership	**Number of**	**Wilder**	**Conduct baseline**	**Annually**	**Using**	**Include in**	**Local**

operating successfull If not, where are the weaknesses?	partnership success factors scored above 4 in the Wilder Inventory.	Foundation Inventory results from state partnership members.	survey with annual follow-up. Annually track improvement.	in January.	methods described in the Wilder guide identify areas of strength and areas of weakness.	annual partnership report.	university
Is the partnership influencing policies, practices, or systems? If not, where are the barriers?	Changes through partnership intervention. Number of new legislative policies for heart disease and stroke	Partners, state plan progress reports.	Conduct focus groups after annual meeting to collect partner success stories. Review progress on HDSP state plan to identify policy, practice, and system changes.	At the end of year 3.	Qualitative analysis for themes or barri-ers. Track number and reach of changes made by priority area.	Include in annual partnership report. Publish success stories on partnership web page. Press report.	Local university

Appendix G: Worksheet for Step 6—Ensure Use of Evaluation Findings and Share Lessons Learned

Stakeholder or Audience	In-Person 1 on 1	In-Person Group Meeting	Formal Report	Customized Report	Web Site	Media (newspaper, TV, etc.)	Other Means
Program managers and staff							
Local, state, and regional coalitions interested in reducing obesity							
Local grantees of tNPAO-related funds							
Local and national partners							
Funding agencies, such as national and state governments or foundations							

Stakeholder or Audience	In-Person 1 on 1	In-Person Group Meeting	Formal Report	Customized Report	Web Site	Media (newspaper, TV, etc.)	Other Means
State or local health departments and health commissioners							
State education agencies, schools, and educational groups							
Universities and educational institutions							
Local government, state legislators, and state governors							
Privately owned businesses and business associations							

Stakeholder or Audience	In-Person 1 on 1	In-Person Group Meeting	Formal Report	Customized Report	Web Site	Media (newspaper, TV, etc.)	Other Means
Health care systems and the medical community							
Religious organizations							
Community organizations							
Private citizens							
Program critics							
State agencies and related programs, such as the state department of education and Medicaid							
Representatives of populations disproportionately affected by NPAO targets							

Stakeholder or Audience	In-Person 1 on 1	In-Person Group Meeting	Formal Report	Customized Report	Web Site	Media (newspaper, TV, etc.)	Other Means
Law enforcement representatives							

Appendix H: Wilder Processes of Partnership Operation

Paul Mattesich, PhD, and the Wilder Foundation[2] identified 20 collaboration success factors based on a synthesis of research evidence about partnership and collaboration. The success factors apply to partnerships formed by non-profit and government agencies. The 20 factors focus on processes of partnership operation and fall into six categories. His publication entitled *Collaboration: What Makes It Work* provides details on each of the factors and describes measures of success for each.

The six categories and 20 success factors identified through the Wilder Foundation review are:

- Environment
    - Favorable social and political climates,
    - positive history of collaboration,
    - perceived leadership.
- Membership characteristics
    - Right partners,
    - mutual respect,
    - understanding and trust,
    - self-interest met, and
    - ability to compromise.
- Process and structure
    - Clear roles and responsibilities,
    - clear method of decision making,
    - flexible and adaptable,
    - invested interest,
    - multiple layers of participation, and
    - comfortable pace of development.
- Communication
    - Multiple methods,
    - open and frequent, and
    - informal and formal communication.

[2] Mattesich PW, Murray-Close M, Monsey BRl. *Collaboration: What Makes It Work*. 2nd edition. St. Paul, MN: Amherst H. Wilder Foundation; 2004

- Purpose
    - Clear and attainable goals and objectives;
    - shared vision and purpose; and
    - unique purpose.
- Resources
    - Capable leadership; and
    - enough staff, materials, funds, influence, and time.

Identifying weaknesses in these key areas through evaluation activities and addressing them should lead to a more effective partnership and improved collaborative activities. Focus on the areas that are most relevant to your particular partnership. To get a general sense of areas of weakness, you can use the partnership inventory developed by the Wilder Foundation to assess these areas; the instrument also provides a scoring methodology. See the "Tools" section (or go to http://surveys.wilder.org/public_cfi/index.php).

Appendix I: Sample Meeting Effectiveness Survey

Please indicate your level of agreement with the following statements about today's meeting:

	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
The goals of the meeting were clear to me.				
My level of participation was comfortable for me.				
Most attendees participated in meeting discussion.				
Leadership during the meeting provided clear direction.				
Meeting participants worked well together.				
Discussion at the meeting was productive.				
The meeting was well organized.				
The meeting was a productive use of my time.				
The presentation by _________ enhanced my ability to participate in the meeting.				
Decisions were made by only a few people.				
Decisions were made in accordance with the established rules.				
The meeting objectives were met.				

Comments: ____

____

____

Appendix J: Coalition Effectiveness Inventory

The following Coalition Effectiveness Inventory (CEI) provides an inventory of partnership characteristics for members to use to assess the functioning of the partnership or coalition.

To use the inventory, partners should independently answer the questions and score their responses. Scores can be summarized by section and across partners to develop an improvement plan.

The Coalition Effectiveness Inventory (CEI)

Based on your experience, please complete the following inventory as a self-assessment tool to evaluate the strengths of your coalition and its stage of development. Using the assessment scheme on the instrument, place a check in the box that best corresponds to your rating of the particular characteristic. Based on your coalition's stage of development, *you might not be able to rate each characteristic*.

Following the inventory, you can summarize strengths and opportunities for improvement.

COALITION EFFECTIVENESS INVENTORY (CEI)

SELF-ASSESSMENT TOOL

Name of Coalition: _______________ Name of Rater: __________________________

Date of Assessment: ______________ Score: _______

ASSESSMENT SCHEME: Check one choice for each characteristic	
0	**Characteristic is absent**
1	**Characteristic is present but limited**
2	**Characteristic is present**
N/A	**Characteristic not applicable at this stage of coalition**

COALITION CHARACTERISTICS	Assessment				
	0	1	2	N/A	Score 0-2
I. COALITION PARTICIPANTS					
Lead Agency					
1. Decision-makers are committed to and supportive of coalition					
2. Commits personnel and financial resources to coalition					
3. Knowledgeable about coalitions					
4. Experienced in collaboration					
5. Replaces agency representative if vacancy occurs					

COALITION CHARACTERISTICS	Assessment				
	0	1	2	N/A	Score 0-2
Staff					
1. Knowledgeable about coalition-building process					
2. Skillful in writing proposals and obtaining funding or resources					
3. Trains members as appropriate					
4. Competent in needs assessment and research					
5. Encourages collaboration and negotiation					
6. Communicates effectively with members					
Leaders					
1. Committed to coalition's mission					
2. Provide leadership and guidance in maintaining coalition					
3. Have appropriate time to devote to coalition					
4. Plan effectively and efficiently					
5. Knowledgeable about content area					

COALITION CHARACTERISTICS	Assessment				
	0	1	2	N/A	Score 0-2
6. Flexible in accepting different viewpoints					
7. Demonstrate sense of humor					
8. Promote equity and collaboration among members					
9. Adept in organizational and communication skills					
10. Work within influential political and community networks					
11. Competent in negotiating, solving problems and resolving conflicts					
12. Attentive to individual member concerns					
13. Effective in managing meetings					
14. Adept in garnering resources					
15. Value members' input					
16. Recognize members for their contributions					

COALITION CHARACTERISTICS	Assessment				
	0	**1**	**2**	**N/A**	**Score 0-2**
Members					
1. Share coalition's mission					
2. Offer variety of resources and skills					
3. Clearly understand their roles					
4. Actively plan, implement, and evaluate activities					
5. Assume lead responsibility for tasks					
6. Share workload					
7. Regularly participate in meetings and activities					
8. Communicate well with each other					
9. Feel a sense of accomplishment					
10. Seek out training opportunities					
II. COALITION STRUCTURES					
1. Bylaws or rules of operation					
2. Mission statement in writing					
3. Goals and objectives in writing					
4. Provides for regular, structured meetings					
5. Establishes effective communication mechanisms					
6. Organizational chart					
7. Written job descriptions					
8. Core planning group (e.g. steering committee)					
9. Subcommittees					

COALITION CHARACTERISTICS	Assessment				
	0	**1**	**2**	**N/A**	**Score 0-2**
III. COALITION PROCESSES					
1. Has mechanism to make decisions, e.g., voting					
2. Has mechanism to solve problems and resolve conflicts					
3. Allocates resources fairly					
4. Employs process and impact evaluation methods					
5. Conducts annual action planning session					
6. Assures that members complete assignments in timely manner					
7. Orients new members					
8. Regularly trains new and old members					
Formation					
1. Permanent staff designated					
2. Broad-based membership includes community leaders, professionals, and grass-roots organizers representing target population					
3. Designated office and meeting space					
4. Coalition structures in place					
Implementation					
1. Coalition processes in place					
2. Needs assessment conducted					
3. Strategic plan for implementation developed					
4. Strategies implemented as planned					
Maintenance					
1. Strategies revised as necessary					
2. Financial and material resources secured					

COALITION CHARACTERISTICS	Assessment				
	0	1	2	N/A	Score 0-2
3. Coalition broadly recognized as authority on issues it addresses					
4. Number of members maintained or increased					
5. Membership benefits outweigh costs					
6. Coalition accessible to community					
7. Accomplishments shared with members and community					

COALITION CHARACTERISTICS	Assessment				
	0	1	2	NA	Score 0-2
Institutionalization					
1. Coalition included in other collaborative efforts					
2. Sphere of influence includes state and private agencies and governing bodies					
3. Coalition has access to power within legislative and executive branches of agencies or government					
4. Activities incorporated within other agencies or institutions					
5. Long-term funding obtained					
6. Mission is refined to encompass other issues and populations					

With permission. Butterfoss, FD.(1998). Coalition Effectiveness Inventory (CEI). Norfolk, VA: Eastern Virginia Medical School. **Revised from Butterfoss and Center for Health Promotion, South Carolina Department of Health and Environmental Control (1994). Coalition Self-Assessment Tool (1994). Columbia, SC.

Take Home Lessons from the CEI

- What stage is your coalition in now?

- In what areas does your coalition excel (i.e., in which major categories did your coalition receive scores of “2")?

  1.

  2.

  3.

- In what areas does your coalition need to improve (i.e., in which major categories did your coalition receive scores of “0" or “1")?

  1.

  2.

  3.

- What *specific and feasible* steps should your coalition take to address the challenges identified in the question above?

  1.

  2.

  3.

With permission. Butterfoss, FD.(1998). Coalition Effectiveness Inventory (CEI). Norfolk, VA: Eastern Virginia Medical School. **Revised from Butterfoss and Center for Health Promotion, South Carolina Department of Health and Environmental Control (1994). Coalition Self-Assessment Tool (1994). Columbia, SC

Evaluation References

The Technical Assistance Manual for State Nutrition, Physical Activity, and Obesity Programs identified these sources of information on evaluation:

SMART Objectives

DASH Tutorial on Goals & SMART Objectives
http://apps.nccd.cdc.gov/dashoet/writing_good_goals/menu.html
DHDSP Evaluation Guides (SMART objectives, Evaluation Plan development)
http://www.cdc.gov/dhdsp/state_program/evaluation_guides/smart_objectives.htm

Logic Model Resources

CDC Evaluation Logic Models Selected Bibliography:
http://www.cdc.gov/eval/logic%20model%20bibliography.PDF
DHDSP Evaluation Guides (Logic Model)
http://www.cdc.gov/dhdsp/state_program/evaluation_guides/logic_model.htm
W.K. Kellogg Foundation* – Logic Model Development Guide
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf

Comprehensive Evaluation Resources

Basic Guide to Program Evaluation*
http://www.managementhelp.org/evaluatn/fnl_eval.htm
Guidance for Comprehensive Cancer Control Planning Guidelines
http://www.cdc.gov/cancer/ncccp/cccpdf/Guidance-Guidelines.pdf
Guidance for Comprehensive Cancer Control Planning Toolkit
http://www.cdc.gov/cancer/ncccp/cccpdf/Guidance-Toolkit.pdf
Physical Activity Evaluation Handbook (PA focused)
http://www.cdc.gov/nccdphp/dnpa/physical/handbook/index.htm
Practical Evaluation of Public Health Programs
http://www.cdc.gov/eval/workbook.PDF

Evaluation Frameworks

CDC Evaluation Framework
http://www.cdc.gov/eval/framework.htm
RE-AIM Framework*
http://www.re-aim.org/

Evaluation Tools and Templates

CDC Evaluation Resource list
http://www.cdc.gov/eval/resources.htm
TB Evaluation Toolkit

http://www.cdc.gov/tb/Program_Evaluation/default.htm
Innonet (Advocacy and Policy Evaluation, Point K logic model and evaluation plan builder, organizational assessment tool)*
http://www.innonet.org/

Community Evaluation

Community Food Project Evaluation Toolkit *
http://www.foodsecurity.org/pubs.html#handouts
Community Food Project Evaluation Handbook* (Comprehensive)
http://www.foodsecurity.org/Handbook2005JAN.pdf
Community Toolbox
http://ctb.ku.edu

End Notes

[1] Finkelstein EA, Trogdon JG, Cohen JW, Dietz W. "The Economics of Obesity" Health Aff (Millwood). 2009 Sep–Oct;28(5):w822–31. Epub 2009 Jul 27.

[2] Finkelstein EA, Strombotne KL. "Annual Medical Spending Attributable to Obesity: Payer and Service-Specific Estimates" Am J Clin Nutr. 2010 May; 91(5):1520S–1524S. Epub 2010 Mar 17.

[3] Patton MQ. Utilization-focused evaluation: The new century text. 2d ed. Newbury Park, CA: Sage; 1986.

[4] Knowlton, L. W., Phillips, C. C. *The Logic Model Guidebook: Better Strategies for Great Results.* Thousand Oaks, CA: Sage Publications, 2009.