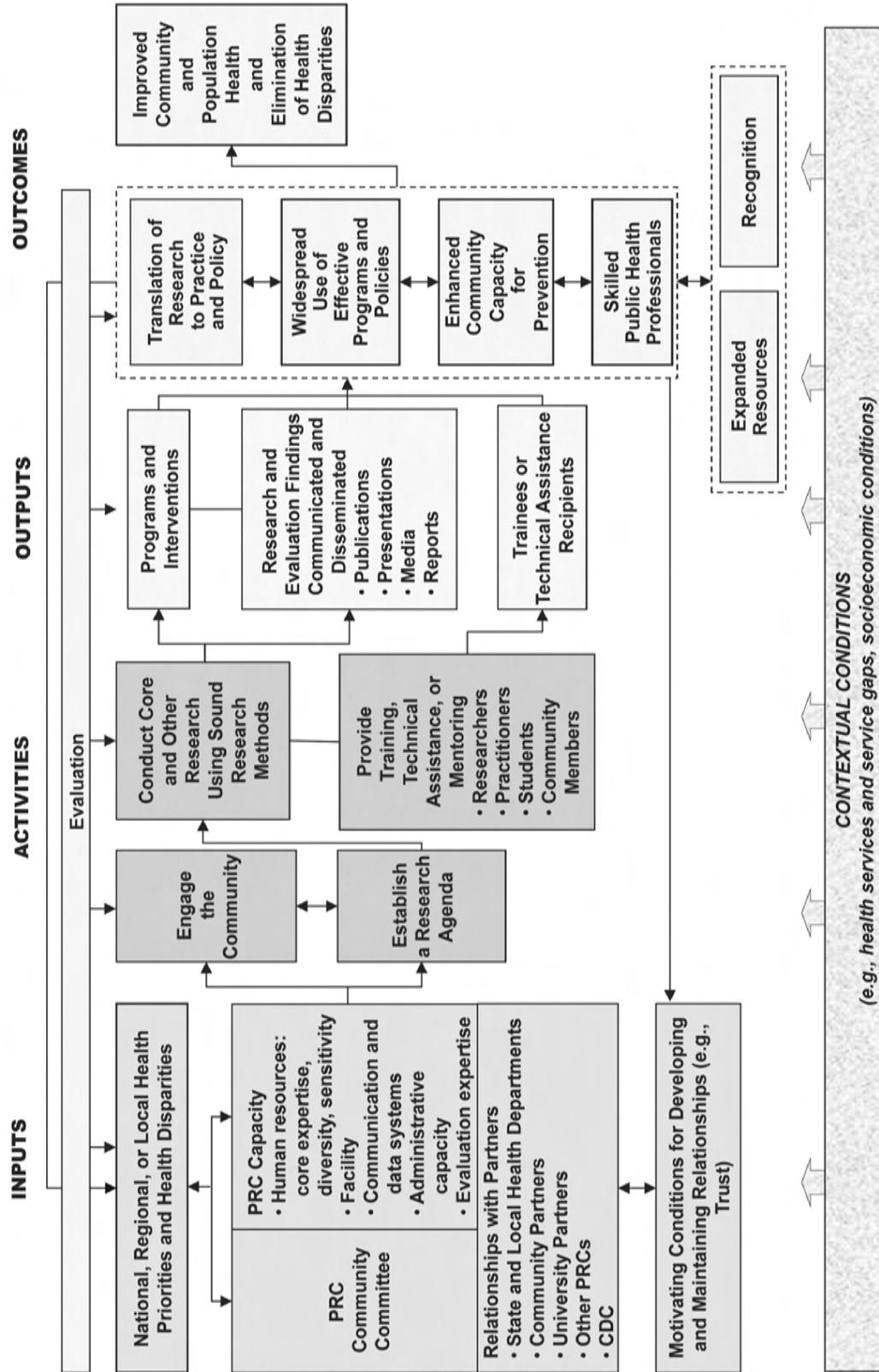


APPENDICES

Appendix A: Logic Model for the Prevention Research Centers Program

Logic Model for the Prevention Research Centers Program



Appendix B: Members of the PRC Project DEFINE Collaborative Evaluation Design Team—Phase II, 2004–2008

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Appendix C: Prevention Research Centers (PRCs) National Program Indicators

Inputs	1. Number of PRC community committee members, by constituency, organization, and perspective
	2. Number and full-time equivalents (FTEs) of PRC faculty and staff who are supported by CDC funds
	3. Number and type of resources provided by the academic institution to support PRC activities
	4. Number of PRC partnerships, by constituency, organization, or perspective; existence of written inter-organizational agreements; and funding status
	5. Amount of PRC annual funding, by number of projects and funding source
Activities	1. Number and types of PRC activities in which partners or the community committee are involved.
	2. Number of PRC core, special interest, and PRC-affiliated projects, by level of prevention; content, population, and setting focus areas; and (for research projects) research type, design, and study population
	3. Number of PRC trainings, by topic, audience, format, and duration
Outputs	1. Number of PRC-tested interventions, by level of effectiveness (promising, effective, or adoptable)
	2. Number of PRC publications, by peer-reviewed status; journal; content, population, and setting focus areas; and intended audience
	3. Number of PRC presentations, by peer-reviewed status; content, population, and setting focus areas; and intended audience
	4. Number and types of PRC interventions that are recommended for use by national agencies or organizations
	5. Number of other PRC-produced products, by product type, peer-reviewed status, content focus areas, and intended audience
	6. Number of students working with PRCs, by type of work
	7. Number of people trained by PRCs, by audience type
Outcomes	1. Number of PRC-tested interventions that are available for dissemination, by method of dissemination, level of effectiveness, and number and types of groups to whom it was disseminated
	2. Number of PRC-tested interventions that have been adopted, by number and types of groups that adopted the intervention
	3. Number of policy and environmental changes made derived from PRC research, by topic area, level of change, and type of PRC involvement
	4. Number of PRC-produced products distributed
	5. Number of new prevention grants or contracts awarded to partners or community that were facilitated by the PRC partnership, by purpose of grant, type of PRC involvement, and amount
	6. Number of PRC-related recognition awards received, by awarding organization, type of awardee, and purpose of award
	7. Number of PRC-related media reports, by type of media, media distribution, and focus of report
	8. Number of publications citing PRC work, by journal characteristic

Appendix D: Document Review Database Questions, Response Options, and Data Sources

Organizational and Community Characteristics Study: What are the characteristics of PRCs related to staff, partnering community, organizational and partnership structures, resources, leadership, and institutional environment?

What are the characteristics of the PRCs' academic institutions?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> When did the PRC receive initial funding? 	<ul style="list-style-type: none"> XXXX (YEAR OF INITIAL FUNDING) 	<ul style="list-style-type: none"> CDC PRC Program Web site
<ul style="list-style-type: none"> What type of academic institution is the PRC a part of? 	<ul style="list-style-type: none"> PUBLIC, NOT LAND-GRANT PUBLIC, LAND-GRANT PRIVATE 	<ul style="list-style-type: none"> National Association of State Universities and Land-Grant Colleges
<ul style="list-style-type: none"> Through which school does the PRC receive its funding? 	<ul style="list-style-type: none"> SCHOOL OF MEDICINE SCHOOL OF PUBLIC HEALTH 	<ul style="list-style-type: none"> PRC Web site
<ul style="list-style-type: none"> Where does the PRC sit with respect to the School of Public Health or School of Medicine? 	<ul style="list-style-type: none"> OUTSIDE OF THE SCHOOL WITHIN THE SCHOOL, AS A SEPARATE CENTER WITHIN THE SCHOOL, WITHIN ANOTHER CENTER WITHIN THE SCHOOL, WITHIN A DEPARTMENT 	<ul style="list-style-type: none"> PRC Web site University/School Web site FY 2004 PRC application
What are the resource characteristics of the PRCs?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> What is the cost of the living in the city in which the PRC's academic institution is located? 	<ul style="list-style-type: none"> INDEX (COST OF LIVING, CONSUMER PRICE INDEX) 	<ul style="list-style-type: none"> U.S. Department of Labor, Bureau of Labor Statistics 2007 Cost of Living Indices
<ul style="list-style-type: none"> What is the negotiated indirect rate for the PRC? 	<ul style="list-style-type: none"> XX % 	<ul style="list-style-type: none"> FY 2007 PRC core budget
<ul style="list-style-type: none"> What is the final indirect cost rate for the PRC? 	<ul style="list-style-type: none"> XX % 	<ul style="list-style-type: none"> Calculated based on FY 2007 PRC core budget

What are the faculty and staff characteristics of the PRCs?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> How many center directors has the PRC had since it received initial funding? 	<ul style="list-style-type: none"> X NUMBER OF CENTER DIRECTORS 	<ul style="list-style-type: none"> PRC Program Officers
<ul style="list-style-type: none"> What are the names and titles of leadership positions within the PRC? 	<ul style="list-style-type: none"> POSITION (NAME) POSITION (NAME) POSITION (NAME) POSITION (NAME) POSITION (NAME) POSITION (NAME) 	<ul style="list-style-type: none"> Organizational charts, FY 2007 PRC core budget, FY 2006 PRC Information System
Data collected for all faculty and staff in leadership positions		
<ul style="list-style-type: none"> What graduate degrees (disciplines) does the faculty or staff member have? 	<ul style="list-style-type: none"> MD _____ (Discipline) PhD _____ (Discipline) DrPH _____ (Discipline) MASTERS OR OTHER _____ (Discipline) NONE 	<ul style="list-style-type: none"> Curriculum Vitae
<ul style="list-style-type: none"> What is the academic rank of the faculty or staff member? 	<ul style="list-style-type: none"> FULL PROFESSOR ASSOCIATE PROFESSOR ASSISTANT PROFESSOR NON-FACULTY STAFF MEMBER 	<ul style="list-style-type: none"> Curriculum Vitae
Data collected for all PRC faculty and staff listed on FY 2007 PRC core budgets		
<ul style="list-style-type: none"> What is the faculty or staff member's first and last name? 	<ul style="list-style-type: none"> _____(first name) _____(last name) 	<ul style="list-style-type: none"> FY 2007 PRC core budget
<ul style="list-style-type: none"> What is the faculty or staff member's title? 	<ul style="list-style-type: none"> _____ (title) 	<ul style="list-style-type: none"> FY 2007 PRC core budget
<ul style="list-style-type: none"> What effort is allocated to the faculty or staff member on the FY 2007 PRC core budget? 	<ul style="list-style-type: none"> XX % 	<ul style="list-style-type: none"> FY 2007 PRC core budget
What are the partnership structure characteristics of the PRCs?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> What is the overall community committee's relationship to the PRC? 	<ul style="list-style-type: none"> Advisory Leadership 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplan FY 2005 PRC progress reports Community committee guidelines/by-laws

What are the characteristics of the PRCs' partner and core research communities?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> How many partner communities are designated by the PRC? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplan FY 2005 PRC progress reports
<ul style="list-style-type: none"> What are the geographic boundaries of the PRC's partner community(ies)? 	<ul style="list-style-type: none"> state city or town county multi-city or multi-town, multi-county neighborhood other (specify) 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplan FY 2005 PRC progress reports PRC Web site
<ul style="list-style-type: none"> Does the PRC partner with rural, urban, suburban, or frontier communities? 	<ul style="list-style-type: none"> rural (yes/no) Urban (yes/no) Suburban (yes/no) frontier (yes/no) 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplan FY 2005 PRC progress reports PRC Web site
<ul style="list-style-type: none"> How many counties are included in the partner communities? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> COUNTIES 	<ul style="list-style-type: none"> U.S. Census 2000 City, state and county Web sites
<ul style="list-style-type: none"> Does the partner community include a border region? 	<ul style="list-style-type: none"> YES NO 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplan FY 2005 PRC progress reports PRC Web site U.S. Census 2000 City, state and county Web sites
<ul style="list-style-type: none"> Does the partner community include a tribal organization? 	<ul style="list-style-type: none"> YES NO 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplan FY 2005 PRC progress reports PRC Web site U.S. Census 2000 City, state and county Web sites
<ul style="list-style-type: none"> What is the farthest distance in time and miles between the PRC academic institution and the partnering community? 	<ul style="list-style-type: none"> <u>XX</u> Miles; <u>XX</u> Minutes 	<ul style="list-style-type: none"> Google Maps FY 2007 PRC core budgets

Data collected for each geographically-defined PRC partner and core research community		
<ul style="list-style-type: none"> What is the total population of the PRC's partner or core research community? 	<ul style="list-style-type: none"> XXXXXXX POPULATION SIZE 	<ul style="list-style-type: none"> U.S. Census 2000
<ul style="list-style-type: none"> What is the racial/ethnic breakdown of the population within the PRC's partner or core research community? 	<ul style="list-style-type: none"> WHITE XX % AFRICAN AMERICAN XX % AMERICAN INDIAN, ALASKA NATIVE, ASIAN, NATIVE HAWAIIAN, OTHER PACIFIC ISLANDER XX % HISPANIC/LATINO XX % OTHER OR MULTIPLE RACES XX % 	<ul style="list-style-type: none"> U.S. Census 2000
<ul style="list-style-type: none"> What is the per capita income within the PRC's partner or core research community? 	<ul style="list-style-type: none"> \$XXXXXX 	<ul style="list-style-type: none"> U.S. Census 2000
<ul style="list-style-type: none"> What is the per capita income for the state in which the PRC's partner or core research community is located? 	<ul style="list-style-type: none"> \$XXXXXX 	<ul style="list-style-type: none"> U.S. Census 2000
<ul style="list-style-type: none"> What is the unemployment rate in the PRC's partner or core research community? 	<ul style="list-style-type: none"> XX.X% 	<ul style="list-style-type: none"> U.S. Department of Labor, Bureau of Labor Statistics 2005 unemployment statistics
<ul style="list-style-type: none"> What is the unemployment rate in the state in which the PRC's partner or core research community is located? 	<ul style="list-style-type: none"> XX.X% 	<ul style="list-style-type: none"> U.S. Bureau of Labor Statistics 2005 unemployment statistics
<ul style="list-style-type: none"> What percentage of persons under 25 years of age do not have a high school diploma in the PRC's partner or core research community? 	<ul style="list-style-type: none"> XX % 	<ul style="list-style-type: none"> U.S. Census 2000
<ul style="list-style-type: none"> What percentage of persons under 25 years of age do not have a high school diploma in the state in which the PRC's partner or core research community is located? 	<ul style="list-style-type: none"> XX % 	<ul style="list-style-type: none"> U.S. Census 2000
<ul style="list-style-type: none"> What percentage of students is eligible for free or reduced school lunch within the PRC's core research community? 	<ul style="list-style-type: none"> XX % 	<ul style="list-style-type: none"> U.S. Department of Education, National Center for Education Statistics 2004-2005 data tables

Academic-Community Partner Interaction Study: How do PRC researchers and their communities interact to develop, implement, evaluate, and disseminate the core prevention research project? (What are the approaches to community-based participatory research?)

Across PRCs, how did the community partnership develop and how has it evolved over time?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> What is the name of the community committee? 	<ul style="list-style-type: none"> NAME OF COMMUNITY COMMITTEE 	<ul style="list-style-type: none"> FY 2006 PRC Information System
<ul style="list-style-type: none"> Is this committee a freestanding organization If yes, is the committee a 501(c)3 organization? 	<ul style="list-style-type: none"> YES/NO YES/NO 	<ul style="list-style-type: none"> Community committee guidelines/by-laws FY 2007 PRC core budget FY 2007 PRC annual workplan FY 2005 PRC progress reports
Data collected for each community committee		
<ul style="list-style-type: none"> What type of committee is the community committee? 	<ul style="list-style-type: none"> OVERALL COMMUNITY COMMITTEE PROJECT-SPECIFIC COMMITTEES COMMUNITY-SPECIFIC COMMITTEES CONTENT-SPECIFIC COMMITTEE YOUTH ADVISORY COMMITTEE SCIENTIFIC COMMITTEE STATE COMMITTEE OTHER (SPECIFY) 	<ul style="list-style-type: none"> FY 2006 PRC Information System
<ul style="list-style-type: none"> How many community committees are there? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> MEMBERS 	<ul style="list-style-type: none"> FY 2006 PRC Information System
<ul style="list-style-type: none"> Were there guidelines developed for this committee? 	<ul style="list-style-type: none"> YES NO 	<ul style="list-style-type: none"> FY 2006 PRC Information System

Data collected for all overall community committee for which there are guidelines		
<ul style="list-style-type: none"> Do the guidelines indicate a term commitment for committee chair persons? 	<ul style="list-style-type: none"> YES (specify) NO 	<ul style="list-style-type: none"> Community committee guidelines/ by-laws
<ul style="list-style-type: none"> Do the guidelines indicate a term commitment for past committee chair persons? 	<ul style="list-style-type: none"> YES (specify) NO 	<ul style="list-style-type: none"> Community committee guidelines/ by-laws
<ul style="list-style-type: none"> Do the guidelines indicate a term commitment for committee members? 	<ul style="list-style-type: none"> YES (specify) NO 	<ul style="list-style-type: none"> Community committee guidelines/ by-laws
<ul style="list-style-type: none"> Do the guidelines indicate meeting attendance requirements? 	<ul style="list-style-type: none"> YES (SPECIFY) NO 	<ul style="list-style-type: none"> Community committee guidelines/ by-laws
<ul style="list-style-type: none"> Is there information in the guidelines about communication procedures? 	<ul style="list-style-type: none"> Email (yes/no) Web site (yes/no) postal mail (yes/no) in-person meetings (yes/no) other (yes/no) (specify) 	<ul style="list-style-type: none"> Community committee guidelines/ by-laws
<ul style="list-style-type: none"> Is there information on voting procedures or amendments to guidelines included in the guidelines? 	<ul style="list-style-type: none"> yes (specify) no 	<ul style="list-style-type: none"> Community committee guidelines/ by-laws
<ul style="list-style-type: none"> Are guidelines posted on the PRC's Web site? 	<ul style="list-style-type: none"> YES NO Don't know 	<ul style="list-style-type: none"> PRC Web site
Data collected for all overall community committees		
<ul style="list-style-type: none"> How often does the community committee meet? 	<ul style="list-style-type: none"> Annual Semi-annual Quarterly Monthly Bi-Monthly SEMI-MONTHLY Other (specify) 	<ul style="list-style-type: none"> Community committee guidelines/ by-laws FY 2007 PRC core budget FY 2007 PRC annual workplan FY 2005 PRC progress reports
<ul style="list-style-type: none"> Where does the community committee meet? 	<ul style="list-style-type: none"> Community University Combination of Community and University 	<ul style="list-style-type: none"> Community committee guidelines/ by-laws FY 2007 PRC core budget FY 2007 PRC annual workplan FY 2005 PRC progress reports
<ul style="list-style-type: none"> Are meeting minutes posted on the PRC's Web site? 	<ul style="list-style-type: none"> YES NO DON'T KNOW 	<ul style="list-style-type: none"> PRC Web site

Core Research Study: What are the varieties, goals, and contextual factors of the core prevention research being conducted by the PRCs?

Across PRCs, how were the core research projects selected?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> Who was involved in establishing the core research project? 	<ul style="list-style-type: none"> PRC ACADEMICS COMMUNITY LEVEL PARTNERS IF ADDITIONAL PARTNERS, CHECK ALL THAT APPLY: <ul style="list-style-type: none"> NEIGHBORHOOD CITY COUNTY REGION STATE UNIVERSITY 	<ul style="list-style-type: none"> FY 2006 PRC Information System FY 2004 PRC application
<ul style="list-style-type: none"> What factors influenced the decision to focus on this core research project? 	<ul style="list-style-type: none"> COLLABORATIVE PROCESS PRC ACADEMIC INTERESTS AND/OR EXPERTISE COMMUNITY ASSESSMENT NATIONAL OR STATE HEALTH GOALS SPECIFIC DATA SOURCE OTHER 	<ul style="list-style-type: none"> FY 2006 PRC Information System FY 2004 PRC application
<ul style="list-style-type: none"> Does the PRC provide an explanation of the linkage between their health priority, their research agenda, and the choice of their core research project? 	<ul style="list-style-type: none"> YES NO NO INFORMATION AVAILABLE 	<ul style="list-style-type: none"> FY 2004 PRC application
<ul style="list-style-type: none"> For those PRCs doing intervention research, where does their research fall in The Community Guide recommendations? 	<ul style="list-style-type: none"> NOT DOING INTERVENTION RESEARCH RECOMMENDED INSUFFICIENT EVIDENCE RECOMMENDED AGAINST REVIEW IN PROGRESS REVIEW PLANNED FOR FUTURE TOPIC AREA ADDRESSED, INTERVENTION NOT LISTED TOPIC AREA NOT ADDRESSED RESEARCH QUESTIONS SUGGESTED FOR FURTHER STUDY 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplans FY 2006 PRC progress reports Site visit reports

<ul style="list-style-type: none"> • How does the core research build on previous research? 	<ul style="list-style-type: none"> • BUILDS ON A PILOT STUDY, INTERVENTION, OR OTHER RESEARCH FROM THAT PRC <ul style="list-style-type: none"> ○ NEW GEOGRAPHIC LOCATION ○ NEW SETTING ○ NEW AGE GROUP ○ NEW RACE/ETHNIC GROUP ○ NEW 'OTHER' COMPONENT • BUILDS ON A PILOT STUDY, INTERVENTION, OR OTHER RESEARCH FROM ELSEWHERE <ul style="list-style-type: none"> • NEW GEOGRAPHIC LOCATION ○ NEW SETTING ○ NEW AGE GROUP ○ NEW RACE/ETHNIC GROUP ○ NEW 'OTHER' COMPONENT • DOCUMENTED AS A GAP IN THE LITERATURE 	<ul style="list-style-type: none"> • FY 2004 PRC application
Across PRCs, what are the research designs, goals and settings of the core research project?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> • What is the research design? 	<ul style="list-style-type: none"> • Case control • Case studies or case series • Cohort / Longitudinal • Cross-sectional • Group randomized trial • Quasi-experimental with control or comparison • Quasi-experimental without control or comparison • Randomized trial • Surveillance-based secondary studies • Other 	<ul style="list-style-type: none"> • FY 2004 PRC application • FY 2007 PRC annual workplans • FY 2006 PRC progress reports • Site visit reports
<ul style="list-style-type: none"> • What is the research type? 	<ul style="list-style-type: none"> • Determinant • Dissemination • Intervention • Other 	<ul style="list-style-type: none"> • FY 2006 PRC Information System • FY 2004 PRC application

<ul style="list-style-type: none"> • What are the goals and primary outcome variables? 	<ul style="list-style-type: none"> • Mortality • LIST Associated outcomes • Morbidity ○ LIST Associated outcomes • Health behaviors ○ LIST Associated outcomes • Knowledge ○ LIST Associated outcomes • Skills ○ LIST Associated outcomes • Attitudes ○ LIST Associated outcomes • Policy ○ LIST Associated outcomes • Environmental ○ LIST Associated outcomes 	<ul style="list-style-type: none"> • FY 2004 PRC application • FY 2007 PRC annual workplans • FY 2006 PRC progress reports • Site visit reports
<ul style="list-style-type: none"> • What level in the ecological model is targeted by the core research project? 	<ul style="list-style-type: none"> • Individual • Group • Policy/Macro level 	<ul style="list-style-type: none"> • FY 2004 PRC application • FY 2007 PRC annual workplans • FY 2006 PRC progress reports • Site visit reports
Across PRCs, how are samples defined for the core research project?		
Database Question		
<ul style="list-style-type: none"> • What kind of sampling strategy do the PRCs use? 	Categorization Options <ul style="list-style-type: none"> • Random • Convenience • Purposive • Clustered Randomization • Other 	Data Sources <ul style="list-style-type: none"> • FY 2004 PRC application • FY 2007 PRC annual workplans • FY 2006 PRC progress reports • Site visit reports
<ul style="list-style-type: none"> • Does the PRC have a power calculation of sample size? 	<ul style="list-style-type: none"> • YES, provided • NO, explanation given • no information available 	<ul style="list-style-type: none"> • FY 2004 PRC application

<ul style="list-style-type: none"> • How are participants being recruited? 	<ul style="list-style-type: none"> • Recruitment not discussed • PRC Community Committee alerts community networks, and/or recommends people for interviews • other partners (not the PRC's community committee) alerts community networks, and/or recommends people for interviews • Roster of all individuals in the community • Recruited by Community Health Workers / Community Health Advisors / Promotoras • Word of mouth • Students at a participating school or school where researchers have established relationships • Trainings • Community event presentations • Posters / newsletters • Local news articles • other 	<ul style="list-style-type: none"> • FY 2004 PRC application • FY 2007 PRC annual workplans • FY 2006 PRC progress reports • Site visit reports
Across PRCs, what are the data collection tools and strategies for the core research project?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> • Are the data being collected by quantitative, qualitative, or mixed methods? 	<ul style="list-style-type: none"> • primarily quantitative • primarily qualitative • mixed methods • other 	<ul style="list-style-type: none"> • FY 2004 PRC application

<ul style="list-style-type: none"> • Which data collection methods are being used? 	<ul style="list-style-type: none"> • Anthropometrics (height, weight, etc) • Content analysis • Data captured and reported electronically (website use, trail counters, accelerometers) • Data captured through self-tracking (pedometers, nutrition logs) • Document review (medical charts, school records, reports, media) • Ethnography • Focus group • Geographic Information System (GIS) analysis • Interviews, cognitive • Interviews, computer assisted (personal - CAPI, self - CASI, telephone - CATI, or handheld - HAPI) • Interviews, key informant or participant • Medical assessments (phlebotomy, screenings, etc) • Observations, participant • Observations, community, organization, or school • Photovoice • Survey instruments or questionnaires • Other 	<ul style="list-style-type: none"> • FY 2004 PRC application • FY 2007 PRC annual workplans • FY 2006 PRC progress reports • Site visit reports
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Across PRCs, what are the data collection tools and strategies for the core research project?		
Database Question	Database Question	Database Question
<ul style="list-style-type: none"> • If a PRC is using a survey instrument to collect data, is it newly developed, standard, modified, or some other type of survey instrument? 	<ul style="list-style-type: none"> • Newly Developed • Standard • Modified • Other 	<ul style="list-style-type: none"> • FY 2004 PRC application • FY 2007 PRC annual workplans • FY 2006 PRC progress reports • Site visit reports
<ul style="list-style-type: none"> • Is there any information about field testing or piloting any parts of any data collection tool? 	<ul style="list-style-type: none"> • YES, provided • NO, explanation given • not applicable • no information available 	<ul style="list-style-type: none"> • FY 2004 PRC application • FY 2007 PRC annual workplans • FY 2006 PRC progress reports • Site visit reports

<ul style="list-style-type: none"> Is there any information about testing any parts of any data collection tool for reliability? Is there any information about testing any parts of any data collection tool for validity? 	<ul style="list-style-type: none"> YES, provided NO, explanation given not applicable no information available YES, provided NO, explanation given not applicable no information available 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplans FY 2006 PRC progress reports Site visit reports FY 2004 PRC application FY 2007 PRC annual workplans FY 2006 PRC progress reports Site visit reports
Across PRCs, how is the core research project implemented?		
Database Question		
Categorization Options		
Data Sources		
<ul style="list-style-type: none"> Is the PRC doing the same research project as outlined in their application? 	<ul style="list-style-type: none"> yes yes, with modifications if yes, with modification, what are the modifications? no if no, what happened? 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplans FY 2006 PRC progress reports Site visit reports
<ul style="list-style-type: none"> Did the PRC set a timeline for the different stages of the core research project and are they on schedule? 	<ul style="list-style-type: none"> did the PRC set a timeline? yes no no, explanation provided no information available is the PRC on schedule based on their own timeline? yes no no, explanation provided no information available 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplans FY 2006 PRC progress reports Site visit reports

<ul style="list-style-type: none"> Where is the core research based on the CDC PRC program office recommended timeline? 	<ul style="list-style-type: none"> Issue identification Draft research design Further assessment of health needs/issues Specify the issues, priorities, study population, and study design Obtain additional community partner support for the study design Develop the intervention, study instruments, and other study materials Test intervention and monitor intervention delivery Data collection Data analysis Reporting and dissemination of research 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplans FY 2006 PRC progress reports Site visit reports PRC Program office general timeline
Across PRCs, what are ways the PRCs plan for sustainability of the core research project?		
Database Question	Categorization Options	Data Sources
<ul style="list-style-type: none"> In what ways are the PRCs increasing community capacity for integration and sustainability of the intervention? 	<ul style="list-style-type: none"> NOT DOING INTERVENTION RESEARCH PROVIDE TRAININGS ON GRANT WRITING AND/OR HOW TO ACQUIRE FUNDING PROVIDE TRAININGS ON PROGRAM PLANNING PROVIDE TRAININGS ON EVALUATION PROVIDE TRAININGS ON MEDIA ADVOCACY USING THE COMMUNITY HEALTH WORKER / COMMUNITY HEALTH ADVISOR / PROMOTORA MODEL OTHER NO INFORMATION AVAILABLE 	<ul style="list-style-type: none"> FY 2004 PRC application FY 2007 PRC annual workplans FY 2006 PRC progress reports Site visit reports
<ul style="list-style-type: none"> Does the PRC have any plans to acquire additional funding to expand core research in the future (outside of PRC program funding)? 	<ul style="list-style-type: none"> YES NO NO INFORMATION AVAILABLE 	<ul style="list-style-type: none"> FY 2007 PRC annual workplans FY 2006 PRC progress reports Site visit reports

Appendix E: Data Sources Used for Document Review

DATA SOURCE	STUDY		
	Organizational and Community Characteristics	Academic-Community Partner Interaction	Core Research
Documents submitted by PRCs			
Application, 2004	X	X	X
Annual workplans & budgets, Fiscal year 2007	X		X
Annual workplans, Fiscal year 2008			X
Progress reports, Fiscal year 2005	X		
Progress reports, Fiscal year 2006			X
Organizational model(s) (PRC IS ¹ , Fiscal year 2006)	X		
Staff lists (PRC IS, Fiscal year 2006)	X		
Community committee names (PRC IS, Fiscal year 2006)		X	
Community committee guidelines/by-laws		X	
PRC leadership faculty and staff curriculum vitae	X		
Informal “update” documents			X
Project descriptions, (PRC IS, Fiscal year 2007)			X
Research designs, (PRC IS, Fiscal year 2007)			X
Documents from PRC Project Officers			
Conference call notes			X
Site visit summary letters & presentations			X
National Data Sets			
U.S. Census 2000	X		
National Center for Education Statistics (2004–05)	X		
Bureau of Labor Statistics (2005)	X		
Web searches			
PRC Web sites	X	X	X
CDC PRC Program Web site	X		X
University/school Web site	X		
Googlemaps	X		
National Association of State Universities and Land-grant Colleges	X		

Appendices F1 – F7: PRC Program Evaluation Studies

Interview Questions

PRC Program Evaluation Study – Interview Questions

Interview Guide 1 Organizational and Community Characteristics Study, Academic Respondents (Organizational Structure and Resources)

Introduction

Hello, my name is _____ with Macro International, and I'm calling for our scheduled interview. As we mentioned before, our interview should take only about 45 minutes. Is this still a good time to talk? [RESCHEDULE IF NECESSARY, BUT ATTEMPT TO COMPLETE INTERVIEW AT THIS TIME IF POSSIBLE.]

Thank you for taking the time to talk with me about your Prevention Research Center. We have worked with the PRC Program office at the Centers for Disease Control and Prevention, and the Collaborative Evaluation Design team (the national evaluation advisory group) on the national evaluation of the PRC Program. Right now we are conducting a series of interviews with representatives across the PRCs as part of a special study that will provide a qualitative assessment of the program.

The purpose of this interview is better understand the organizational structures and resources of the PRCs. The series of interviews will help to provide that information in a comprehensive and systematic way. Your participation is critical to this effort, so we really appreciate your taking the time to talk with us.

Before we begin, there are a few points about the interview I would like to share with you.
[READ INFORMED CONSENT.]

[REQUEST COPY OF ANY DATA COLLECTION TOOLS OR SURVEYS MENTIONED THROUGHOUT THE INTERVIEW.]

First let me ask about the age of your PRC.

1. When was your PRC established?

[IF THE PRC IS 14 YEARS OLD OR MORE (FUNDED WITH 1993 RFA OR EARLIER), PROCEED WITH QUESTION 2. IF THE PRC IS NEWER THAN 7 YEARS OLD (FUNDED WITH 2000 RFA OR LATER), SKIP TO QUESTION 9.]

[FOR OLDER PRCs—14 YEARS OR OLDER]

OK, let's talk about your PRC's organizational structure and how it has evolved over time.

2. How long have you been with the PRC and what is your current role?

3. How many Directors has the PRC had and, on average, how long were the Directors in that position?
4. Please take a look at the organizational chart for your PRC that we sent you earlier. Does this seem an accurate reflection of how your PRC is currently organized?
 - Probe: If not, what is different?
5. What was the organizational structure like when the PRC was initially funded?
6. How would you say the organizational structure is different now?
7. What are critical pieces within your PRC structure?
8. What structures did NOT work over time?
 - Probes: location of the PRC within the university (department or center, etc.), ensuring effective communication, making rapid decisions, ensuring work is appropriately monitored, having sufficient and appropriate staff to complete necessary activities.

[SKIP TO QUESTION 15]

[FOR NEWER PRCs—7 YEARS OR NEWER]

OK, let's talk about your PRC's organizational structures and how it evolved over time.

9. How long have you been with the PRC and what is your current role?
10. How many Directors has the PRC had and, on average, how long were the Directors in that position?
11. Please take a look at the organizational chart for your PRC that we sent you earlier. Does this seem an accurate reflection of how your PRC is organized?
 - Probe: If not, what is different?
12. What was the organizational structure like when the PRC was initially funded?
13. How (if at all) is the organizational structure different now?
14. As you began to develop as a new PRC, what have you found are critical pieces within your PRC structure?
15. What sorts of challenges have you encountered related to the structure of the PRC?
 - Probes: location of the PRC within the university (department or center, etc.), ensuring effective communication, making rapid decisions, ensuring work is appropriately monitored, having sufficient and appropriate staff to complete necessary activities.

[CONTINUE FOR ALL PRCs]

Now let's talk briefly about the indirect rates received by the PRCs around the PRC core funding award.

16. Does your PRC get any indirects back from the core funding award? If yes, what percent would you estimate your PRC gets back?
17. Do you get a reduced indirect from the university for the core funding award?
18. For what sorts of things are you allowed to use the indirects you get back
19. Does the university treat SIPs and other PRC project grants differently in terms of indirects? (For example, do they get better/worse/different indirects back or indirect rates for NIH or SIPs or Robert Wood Johnson grants?)

If yes, how so?

Thank you. These next questions will address resources the PRCs receive from the school or university.

20. What types of resources does your PRC receive from the university?

Probes: monetary, in-kind support, facilities, staff, services (e.g. IT), etc.

21. How are these resources used by the PRC?
22. Is the university involved in making decisions about the use of the resources?
23. When grants are awarded to your PRC, are there also then displaced faculty salary dollars? [MAY BE MORE LIKELY FOR STATE INSTITUTIONS.]
 - Probe: If so, what entity receives those displaced faculty dollars? (e.g., the PRC, the school or department within which the PRC is located, the faculty member)
24. How does the university credit the PRC when discussing work that occurred under the overall PRC umbrella?
25. Probe: appropriate recognition of the PRC, individual faculty member work with the PRC, shared work with entities within and outside of the PRC, awards, etc.
 - Is there any difference in how the university supports the PRC around the core funding award versus projects funded through the special interest project (SIP) mechanism or other projects? (For example, does the university treat SIPs and other PRC project grants differently in terms of support it provides?)

If yes, how so?

Thank you for your thoughtful responses thus far. We are in the final stage of the interview and there are only a few more questions remaining that deal with university support for community-based work.

26. In what ways has your university demonstrated support for community-based work conducted by the PRC?
 - Probes: (after they share examples of their own) tenure considerations, providing faculty support, etc.
28. What barriers have you found at your university as you have attempted to conduct community-based work?
29. Is there anything else you would like to tell me related to your organizational structures and resources of your PRC that we didn't discuss yet?

Thank you so much for your time. Your participation is very much appreciated and will be critical in helping paint a picture of the ways in which organizational structures and resources aide the work that is conducted by the PRCs.

PRC Program Evaluation Study – Interview Questions

Interview Guide 2

Academic-Community Partner Interaction Study, Academic Respondents (Community Partnerships, Capacities of Community Committees, And Participation in Research by Community Committees)

Introduction

Hello, my name is _____ with Macro International, and I'm calling for our scheduled interview. As we mentioned before, our interview should take only about 90 minutes. Is this still a good time to talk? [RESCHEDULE IF NECESSARY, BUT ATTEMPT TO COMPLETE INTERVIEW AT THIS TIME IF POSSIBLE.]

Thank you for taking the time to talk with me about your Prevention Research Center. We have worked with the PRC Program office at the Centers for Disease Control and Prevention, and the Collaborative Evaluation Design Team (the national evaluation advisory group) on the national evaluation of the PRC Program. Right now we are conducting a series of interviews with representatives across the PRCs as part of a special study that will provide a qualitative assessment of the program.

The purpose of this interview is to better understand the ways that PRCs work with their communities to develop, implement, evaluate, and disseminate the core prevention research project—in essence, we are hoping to better understand the various approaches to Community Based Participatory Research used across the PRCs. The series of interviews will help to provide that information in a comprehensive and systematic way. Your participation is critical to this effort, so we really appreciate your taking the time to talk with us.

Before we begin, there are a few points about the interview I would like to share with you. [READ INFORMED CONSENT.]

[REQUEST COPY OF ANY DATA COLLECTION TOOLS OR SURVEYS MENTIONED THROUGHOUT THE INTERVIEW.]

First, let's talk about your core research project and core research community.

1. What is the title and focus of your core research project?
[REFER TO TITLE FROM PRIOR NOTES AND CONFIRM.]
2. What is your role on the core research project?
3. Let's talk about the *community* with which the PRC conducts its core research. First, what is the name of that community with which your PRC conducts its core research?
[REFER TO COMMUNITY NAME FROM PRIOR NOTES AND CONFIRM.]
4. How did the academic representatives first come together with this community to conduct the PRC's research?

- What drove the decision? Probes: community health needs, previous relationship, etc.
5. Who was involved in selecting the research community?
 6. Has the PRC always worked in this research community? If not, what made the PRC change to choose this community?

OK, now I'd like to focus for a while on the community involvement on your core research project.

7. Is there a community committee that participates on the core research project?
[IF YES, CONTINUE WITH QUESTION 8. IF NO, SKIP TO QUESTION 25.]

Let's talk about the development of the community committee and how academic representatives' meetings with community partners are characterized.

8. What is the name of the community committee that participates on the core research project?
9. When was the committee formed?
10. Is this community committee the only community committee for your center?
11. Is this committee involved in PRC activities beyond the core research project?
If so, in what PRC activities is the committee involved?
12. What kinds of organizations are represented on the committee?
 - Probes: CBOs, academic, health dept, education dept, etc.
13. How often does the community committee meet?
14. Where does the committee meet?
15. How do they meet? In person or by telephone?
16. About what percent of the academic representatives would you say attend the meetings on average?
17. Who sets the meeting agendas?
18. Who chairs or facilitates the meetings?

OK. Now I'd like to talk a little about skills and resources brought by the community committee to the core research project.

19. When thinking about community committee contributions, what skills do individuals on the committee provide?

- Probe: Do they provide skills to help with research, evaluation, or training?

20. What resources do they provide either on their own or through their organizations?

- Probe: Have they provided resources to help with research, evaluation, or training?

21. Moving beyond the community committee, are there resources you can think of that the overall partner community has provided the PRC?

- Have these resources been of help with research, evaluation, or training?

OK, now back to the community committee and the focus on the PRC's core research. Let's talk just a little about how the community committee is involved in that work.

22. How would you describe community committee representatives' involvement in the core research across the span of the research process?

- Probes (request descriptions of how these occur):

How are they involved in the development of the research?

- Conceptualizing the project
- Selecting the project
- Providing or obtaining funding for the project
- Establishing project goals or objectives
- Developing or planning the project

How are they involved in the implementation of the research?

- Conducting or implementing project activities
- Providing space
- Facilitating collaboration between the center and the partnering community or other partners

How are they involved in the analysis or use of the research data?

- Data analysis or interpretation
- Communicating or educating about project activities and results
- Developing or disseminating project materials or products
- Evaluating the project

23. Does the PRC try to ensure that community committee representatives have input into core research? How so?
24. What, if any, challenges has the PRC had in ensuring that the community committee representatives have input into core research?
25. Are there other partners that are involved in core research for the PRC but who are NOT part of the community committee?
 - If yes, who are these partners with whom your PRC works? Can you provide an example of how they are involved?

[NOW SKIP TO QUESTION 43]

OK. Your PRC does not have a community committee that works on the core research project, but let's talk about any community representative(s) involved in the core research and how academic representatives' meetings with these community representative(s) are characterized.

26. Are there any individuals who serve as community representatives and are involved in the core research project?
27. When did the representative(s) begin working on the core research project?
28. What is the role of the individual(s) on the core research project?
29. Is the community representative(s) involved in PRC activities beyond the core research project? If so, in what PRC activities is the individual(s) involved?
30. What kinds of organization(s) does the community member(s) represent?
 - Probes: CBOs, academic, health dept, education dept, etc.
31. How often does the community representative(s) meet with the PRC's academic representatives?
32. Where do the meetings take place between the community representative(s) and the academic representatives?
33. How do they meet? In person or by telephone?
34. About what percent of the academic representatives would you say attend the meetings on average?
35. Who sets the meeting agendas?
36. Who chairs or facilitates the meetings?

OK. Now I'd like to talk a little about skills and resources brought by the community representative(s).

37. When thinking about the community representative's contributions, what skills does the individual provide?

- Probe: Does he or she provide skills to help with research, evaluation, or training?

38. What resources does the community representative(s) provide either individually or through his or her organizations?

- Probe: Has he or she provided resources to help with research, evaluation, or training?

39. Moving beyond the community representative(s), are there resources you can think of that the overall partner community has provided the PRC?

- Have these resources been of help with research, evaluation, or training?

OK, now back to the community representative(s) and the focus on the PRC's core research. Let's talk just a little about how the community representative(s) is involved in that work.

40. How would you describe the community representative's involvement in the core research across the span of the research process?

- Probes (request descriptions of how these occur):
- How is the representative(s) involved in the development of the research?
 - Conceptualizing the project
 - Selecting the project
 - Providing or obtaining funding for the project
 - Establishing project goals or objectives
 - Developing or planning the project

How is the representative(s) involved in the implementation of the research?

- Conducting or implementing project activities
- Providing space
- Facilitating collaboration between the center and the partnering community or other partners

How is the representative(s) involved in the analysis or use of the research data?

- Data analysis or interpretation
- Communicating or educating about project activities and results

- Developing or disseminating project materials or products
- Evaluating the project

41. Does the PRC try to ensure that the community representative(s) has input into core research? How so?

42. What, if any, challenges has the PRC had in ensuring that the community representative(s) has input into core research?

[THE REMAINING QUESTIONS ARE FOR EVERYONE]

I would like to turn here to talk about key partners of the PRC.

43. Are there partners you might call “key” partners that are involved in the core research but who you would say are involved to a much greater extent than most community representatives? What are some examples of what that partner does above and beyond other partners?

Changing gears slightly, let’s talk for a moment about disagreements and the ways that the academic-community committee partnership deals with conflict related to the core research project.

44. Partnerships may have conflict. In some cases, conflict can be disruptive to the progress, research, or partnership of a PRC. In other cases, conflict might be easily resolved. Has your partnership encountered conflict around the core research project?

45. What were your most difficult challenges in working with community representatives or partners and how did you work through the challenges? (Probe if asked: examples may include topical, interpersonal, and/or structural challenges)

46. Are there methods in place for decision-making or coming to consensus?

47. Who usually seems to take responsibility for trying to resolve conflicts? Probes:

- o How has the PRC Director played a role in resolving partnership conflict?
- o How has the community committee chair played a role in resolving partnership conflict?
- o Is there a community liaison? If yes, how has that person played a role in resolving partnership conflict?

Now I’d like to ask a few questions about the overall community’s involvement in the core research. [Note to interviewer – edit down these questions if the topic has been covered already]

48. What are examples of ways you might say the core research has changed over time because of the community's involvement? For example, were there times the university planned to do one thing but the community provided input that changed the approach? Please provide some examples.

49. In research, there is a need for scientific rigor in terms of the approaches used to carry out the work. Has the partnership discussed these issues? In what ways?

- Probe: Has the need for scientific rigor ever been in opposition to community desires? How did the partnership work through this?

50. What kind of learning has occurred, for both the community and the academics, as you have engaged in the research process together?

Thank you for your thoughtful responses thus far. We are in the final stage of the interview and there are only a few more questions remaining. The final set of questions asks about the ways community involvement in the research has developed and evolved over time.

51. In general, how has the community involvement in the PRC's various research endeavors changed over time? Has it generally increased or decreased?

52. Why do you think community involvement has changed over time?

- Probes: external factors (CDC funding-driven), internal factors (community- or university-driven)

53. Are there certain times in conducting the research or, perhaps, certain types of research where the community becomes more or less involved? Please explain.

54. Has the academics' commitment to involving the community in research changed over time? If so, how?

55. Is there anything else you would like to tell me related to your community's participation, your community committee, or your core research project that we didn't discuss yet?

Thank you so much for your time. Your participation is very much appreciated and will be critical in helping paint a picture of the ways in which PRCs work with their communities.

PRC Program Evaluation Study – Interview Questions

Interview Guide 3

Academic-Community Partner Interaction Study, Community Respondents (Community Partnerships, Capacities of Community Committees, And Participation in Research by Community Committees)

Introduction

Hello, my name is _____ with Macro International, and I am calling for our scheduled interview. As we mentioned before, our interview should take no more than 90 minutes. Is this still a good time to talk? [RESCHEDULE IF NECESSARY, BUT ATTEMPT TO COMPLETE INTERVIEW AT THIS TIME IF POSSIBLE.]

Thank you for taking the time to talk with me about your Prevention Research Center. We have worked with the PRC Program office at the Centers for Disease Control and Prevention, and the Collaborative Evaluation Design Team (the national evaluation advisory group) on the national evaluation of the PRC program. Right now we are conducting a series of interviews with representatives across the PRCs as part of a special study that will provide a qualitative assessment of the program.

The purpose of this interview is to better understand the ways that your community works with PRCs to develop, implement, evaluate, and disseminate the core prevention research project – in essence, we are hoping to better understand the various approaches to Community Based Participatory Research used across the PRCs. The series of interviews will help to provide that information in a comprehensive and systematic way. Your participation is critical to this effort, so we really appreciate your taking the time to talk with us.

Before we begin, there are a few points about the interview I would like to share with you. [READ INFORMED CONSENT.]

[REQUEST A COPY OF ANY DATA COLLECTION TOOLS OR SURVEYS MENTIONED THROUGHOUT THE INTERVIEW]

First, let's talk about the core research project [give name] and core research community [give name].

1. What is your role on the core research project?
2. How did you become involved with the PRC core research?
 - Probes: how university first came together with community, community health needs, previous relationship, etc.

OK, now I'd like to focus for a while on the community involvement on the core research project.

3. Is there a community committee that participates on the core research project?
[IF YES, CONTINUE WITH QUESTION 4. IF NO, SKIP TO QUESTION 20.]
4. What is the name of the community committee?
 - Are you a member of the community committee?
5. Does the community committee meet on its own—without university representatives present?
 - Probes: If so, how often do they meet?
 - When the community representatives do meet, how do they meet? In person or by telephone?
6. In what locations does the community committee meet with university representatives?
7. How easy or hard is it for you to attend meetings?
8. About what percent of the community committee members would you say attend the meetings on average?
9. About how many community committee members leave the partnership each year?
10. When members join the community committee, what is the expected commitment for participation?
11. On average, do members tend to meet this commitment?
12. Has the expected commitment changed over time?
 - Probe: If so, in what way?

OK, now I'd like to talk a little about skills and resources brought by the community committee to the core research project.

13. When thinking about community committee contributions, what skills do individuals on the committee provide?
 - Probe: Do they provide skills to help with research, evaluation, or training?
14. What resources does the community committee provide either on their own or through their organizations?
 - Probe: Have they provided resources to help with research, evaluation, or training?

Let's talk briefly about the overall partner community involved with the PRC.

15. Moving beyond the community committee, are there resources you can think of that the overall partner community has provided the PRC?

- Have these resources been of help with research, evaluation, or training?

OK, now back to the community committee and the focus on the PRC's core research. Let's talk just a little about how the community committee is involved in that work.

16. As much as you are aware of, how would you describe community committee representatives' involvement in the core research across the span of the research process?

- Probes (request descriptions of how these occur):

How are they involved in the development of the research?

- Conceptualizing the project
- Selecting the project
- Providing or obtaining funding for the project
- Establishing project goals or objectives
- Developing or planning the project

How are they involved in the implementation of the research?

- Conducting or implementing project activities
- Providing space
- Facilitating collaboration between the center and the partnering community or other partners

How are they involved in the analysis or use of the research data?

- Data analysis or interpretation
- Communicating or educating about project activities and results
- Developing or disseminating project materials or products
- Evaluating the project

17. Has the community committee developed any principles or guidelines that describe how representatives should give input into the core research?

- If yes, what do those guidelines include?
- How are they used?

18. What challenges has the community committee representatives' faced in being involved in the development, implementation, evaluation, and dissemination of the core research?

19. What has helped the community committee representatives' in being involved in the development, implementation, evaluation, and dissemination of the core research?

[NOW SKIP TO QUESTION 35]

OK. Your community does not have a committee that works on the core research project, but let's talk about any community representative(s) involved in the core research and how academic representatives' meetings with these community representative(s) are characterized.

20. Besides you, are there other individuals who serve as community representatives and are involved in the core research project?

21. What kinds of organization(s) does the community member(s) represent?

- Probes: CBOs, academic, health dept, ed. dept, etc

22. [ASK ONLY IF MORE THAN ONE COMMUNITY REPRESENTATIVE] Do the community representatives meet on their own—without university representatives present?

- Probes: If so, how often do they meet?
- When the community representatives do meet, how do they meet? In person or by telephone?

23. In what locations do the community representatives meet with university representatives?

24. [ASK ONLY IF MORE THAN ONE COMMUNITY REPRESENTATIVE] About what percent of the community representatives would you say attend the meetings on average?

25. [ASK ONLY IF MORE THAN ONE COMMUNITY REPRESENTATIVE] About how many community representatives leave the partnership each year?

26. When individuals become community representatives, what is the expected commitment for participation?

27. On average, are you [IF MORE THAN ONE COMMUNITY REPRESENTATIVE “and other representatives”] able to meet this commitment?

28. Has the expected commitment changed over time?

- Probe: If so, in what way?

OK, now I'd like to talk a little about skills and resources brought by community representatives.

29. When thinking about community representative's contributions, what skills do you [IF MORE THAN ONE COMMUNITY REPRESENTATIVE "and other representatives"] provide?

- Probe: Do you provide skills to help with research, evaluation, or training?

30. What resources do you [IF MORE THAN ONE COMMUNITY REPRESENTATIVE "and other representatives"] provide either on your own or through your organizations?

- Probe: Have you provided resources to help with research, evaluation, or training?

OK, let's talk just a little about how the community representative(s) is involved in the core research project.

31. How would you describe the community representative's [YOUR] involvement in the core research across the span of the research process?

- Probes (request descriptions of how these occur):

How are they [YOU] involved in the development of the research?

- Conceptualizing the project
- Selecting the project
- Providing or obtaining funding for the project
- Establishing project goals or objectives
- Developing or planning the project

How are they [YOU] involved in the implementation of the research?

- Conducting or implementing project activities
- Providing space
- Facilitating collaboration between the center and the partnering community or other partners

How are they [YOU] involved in the analysis or use of the research data?

- Data analysis or interpretation
- Communicating or educating about project activities and results
- Developing or disseminating project materials or products
- Evaluating the project

32. Have community representatives developed any principles or guidelines that describe how representatives should give input into the core research?

- If yes, what are those guidelines?
 - How are they used?
33. What challenges have the community representatives [YOU] faced in being involved in the development, implementation, evaluation, and dissemination of the core research?
34. What has helped the community representatives [YOU] in being involved in the development, implementation, evaluation, and dissemination of the core research?

[THE REMAINING QUESTIONS ARE FOR EVERYONE]

Changing gears slightly, let's talk for a moment about disagreements and the ways that the academic-community partnership deals with conflict related to the core research project.

35. Any partnership is likely to have conflict. In some cases conflict can be disruptive to the progress, research, or partnership of a PRC. In other cases, conflict might be easily resolved. Has your partnership encountered conflict?
36. What were your most difficult challenges and how did you deal with them? (Probe if asked: examples may include topical, interpersonal, and/or structural challenges)
37. Are there methods in place for decision-making or coming to consensus?
38. Who usually seems to take responsibility for trying to resolve conflicts?
39. Probes:
- How has the PRC Director played a role in resolving partnership conflict?
 - How has the community committee chair [YOU?] played a role in resolving partnership conflict?
 - Is there a community liaison? If yes, how has that person played a role in resolving partnership conflict?

Now I'd like to ask a few questions about the community's involvement in the core research.

40. What are examples of ways you would say the PRCs' core research has changed over time because of the community's involvement? For example, were there times the university planned to do one thing but the community provided input that changed the approach? Please provide some examples.
41. In research, there is a need for scientific rigor in terms of the approaches used to carry out the work. Has the partnership discussed these issues? In what ways?

- Probe: Has the need for scientific rigor ever been in opposition to community desires? How did the partnership work through this?

42. What kind of learning has occurred, for both the community and the academics, as you have engaged in the research process together?

Thank you for your thoughtful responses thus far. We are in the final stage of the interview and there are only a few more questions remaining. The final set of questions asks about the ways community involvement in the research has developed and evolved over time.

43. In general, how has the community involvement in the PRC's various research endeavors changed over time? Has it generally increased or decreased?

44. Why do you think community involvement has changed over time?

- Probes: external factors (CDC funding-driven), internal factors (community- or university-driven)

45. Are there certain times in conducting the research or, perhaps, certain types of research where the community becomes more or less involved? Please explain.

46. Has the community's understanding of the research process changed over time? If so, how?

47. Has the community's commitment to the research process changed over time? If so, how?

Thank you so much for your time. Your participation is very much appreciated and will be critical in helping paint a picture of the ways in which PRCs work with their communities.

PRC Program Evaluation Study – Interview Questions

Interview Guide 4 Academic-Community Partner Interaction Study, Academic Respondents (Benefits and Challenges of Being in the PRC Network)

Introduction

Hello, my name is _____ with Macro International, and I'm calling for our scheduled interview. As we mentioned before, our interview should take only about 30 minutes. Is this still a good time to talk? [RESCHEDULE IF NECESSARY, BUT ATTEMPT TO COMPLETE INTERVIEW AT THIS TIME IF POSSIBLE.]

Thank you for taking the time to talk with me about your Prevention Research Center. We have worked with the PRC Program office at the Centers for Disease Control and Prevention, and the Collaborative Evaluation Design Team (the national evaluation advisory group) on the national evaluation of the PRC Program. Right now we are conducting a series of interviews with representatives across the PRCs as part of a special study that will provide a qualitative assessment of the program.

The purpose of this interview is to better understand the perceived benefits and challenges of being part of the PRC network. The series of interviews will help to provide that information in a comprehensive and systematic way. Your participation is critical to this effort, so we really appreciate your taking the time to talk with us.

Before we begin, there are a few points about the interview I would like to share with you. [READ INFORMED CONSENT.]

First, let's talk about how your PRC has been influenced by being part of the overall PRC program.

1. In what ways might you say your PRC benefits from being part of the broader PRC network?
2. How does your core research project benefit from your PRC's participation in the PRC network?
3. What sorts of challenges might you say your PRC experiences as a result of being part of the broader PRC network?
4. What challenges does the core research project experience from your PRC's participation in the PRC network?
5. How much do you contact or collaborate with other PRCs?
Probes:
 - Do you engage with other PRCs around conducting your research?
 - Do you engage with other PRCs in developing and delivering training?

6. In what ways do you think you as an individual researcher have benefited from being part of the PRC network?
7. In what ways might you think are you as an individual researcher are hindered by being part of the PRC network?

OK, now let's briefly talk about the perceived benefits and challenges the university experiences as a result of the PRC program.

8. In what ways do you think your university has benefited from your being part of the PRC network?
9. How, if at all, is your university challenged as a result of your being part of the PRC network?

Thank you for your thoughtful responses thus far. We are in the final stage of the interview and there are only a few more questions remaining. I'd like to ask now about what you perceive as benefits and hindrances to the development of additional research that may result from your involvement in the PRC network.

10. In what ways might you say additional research has developed (grown or been improved) as a result of the existence of the PRC network?
11. Can you think of ways the PRC network may have hindered the development (growth or improvement) of additional research?
12. Is there anything else you would like to tell me related to the benefits and challenges of being part of the PRC network that we didn't discuss yet?

Thank you so much for your time. Your participation is very much appreciated and will be critical in helping paint a picture of the perceived benefits and challenges of being part of the PRC network.

PRC Program Evaluation Study – Interview Questions

Interview Guide 5 Academic-Community Partner Interaction Study, Community Respondents (Benefits and Challenges of Being in the PRC Network and National Community Committee)

Introduction

Hello, my name is _____ with Macro International, and I'm calling for our scheduled interview. As we mentioned before, our interview should take only about 45 minutes. Is this still a good time to talk? [RESCHEDULE IF NECESSARY, BUT ATTEMPT TO COMPLETE INTERVIEW AT THIS TIME IF POSSIBLE.]

Thank you for taking the time to talk with me about your Prevention Research Center. We have worked with the PRC Program office at the Centers for Disease Control and Prevention, and the Collaborative Evaluation Design Team (the national evaluation advisory group) on the national evaluation of the PRC Program. Right now we are conducting a series of interviews with representatives across the PRCs as part of a special study that will provide a qualitative assessment of the program.

The purpose of this interview is to better understand the perceived benefits and challenges of being part of the PRC network. The series of interviews will help to provide that information in a comprehensive and systematic way. Your participation is critical to this effort, so we really appreciate your taking the time to talk with us.

Before we begin, there are a few points about the interview I would like to share with you. [READ INFORMED CONSENT.]

[REQUEST COPY OF ANY DATA COLLECTION TOOLS OR SURVEYS MENTIONED THROUGHOUT THE INTERVIEW.]

First, let's talk about what community members perceive as benefits and challenges to them or their communities about being part of the PRC network. For this interview, when we refer to the PRC network, we mean the overall PRC Program consisting of 33 PRCs along with their partner communities.

1. How much interaction would you say you have had with other PRCs across the country?
Probes:
 - On about how many occasions per year do you interact with other PRCs?
 - With about how many other PRCs do you interact each year?
2. In what ways have you interacted with these PRCs?
Probe:
 - Have you interacted through the National Community Committee?

- Have you interacted outside of the National Community Committee?
3. What would you say you have learned or gained as a result of participating in the PRC Network? Please list specific benefits you can think of.
 - Probes: (If requested, offer: Have you talked with people from other places? Have you seen ways the work you are doing compared with work being done elsewhere? Others?)
 4. What would you say have been benefits of being part of the PRC network for the communities that you and your partners represent?
 5. What would you say have been challenges of being part of the PRC network for the communities that you and your partners represent?

OK, now let's briefly talk about things you might perceive as benefits and challenges the research projects have experienced.

6. Can you think of ways your involvement in the larger PRC network has influenced the research projects your PRC conducts?
 - Probe: If yes, how?
7. What are some benefits the research projects have experienced as a result of your involvement in the larger PRC network?
8. What are some challenges you would say the research projects have experienced as a result of your involvement in the larger PRC network?

Changing gears slightly, let's focus on the benefits and challenges that might have influenced the development of additional research and other projects in the community.

9. In what ways would you say additional research or other projects has developed (grown or been improved) as a result of you and your community partners' involvement in the PRC network?
10. Can you think of ways your and your community partners' involvement in the PRC network may have hindered the development (growth or improvement) of additional research or other projects?

Now, let's think for a moment about how community relationships with the universities may have been influenced by community involvement with the PRC.

11. How would you say the relationship between the community and the university has changed as a result of your community's involvement in the PRC network?

Thank you for your thoughtful responses thus far. We are in the final stage of the interview and there are only a few more questions remaining. The final set of questions asks about the benefits and challenges you perceive of being involved in the National Community Committee.

12. Outside of what we have already discussed about being in the PRC network, are there any additional benefits or challenges you have experienced as a result of being involved in the National Community Committee?

13. What additional benefits or challenges do you think others in your community have experienced as a result of the work of the National Community Committee?

14. Is there anything else you would like to tell me related to the benefits and challenges of being part of the PRC network that we didn't discuss yet?

Thank you so much for your time. Your participation is very much appreciated and will be critical in helping paint a picture of the perceived benefits and challenges of being part of the PRC network.

PRC Program Evaluation Study – Interview Questions

Interview Guide 6 Training, Technical Assistance, and Mentoring with Community Partners Study, Academic Respondents (Diversity of PRC Training Activities)

Introduction

Hello, my name is [name] with the CDC Prevention Research Centers' program office, Research and Evaluation team and I'm calling for our scheduled interview. As I mentioned previously, our interview should take between 30-60 minutes. Is this still a good time to talk? **If not, reschedule; however, attempt to complete the interview at the designated time.**

Thank you for taking the time to talk with me about your Prevention Research Center. We, along with Macro International and the Collaborative Evaluation Design Team (the national evaluation advisory group) are collaborating on a national evaluation of the PRC program. Right now, we are conducting a series of interviews with representatives across the PRCs as part of a special study that will provide a qualitative assessment of the program.

The purpose of this interview is to increase our understanding of the diversity of training with communities and partners. These interviews will help provide that information in a comprehensive and systematic way. Your participation is critical to this effort and we appreciate your willingness to participate in this interview.

Before we begin, I want to let you know that the interview will be taped and subsequently transcribed. Is that OK with you? I will be the only person to see the full transcript of the tape. Do you have any questions about the interview process before we begin?

First, I would like to find out about the recipients of trainings conducted by your PRC other than trainings specifically for students.

1. Other than for students, for what audiences do you conduct trainings?
2. Where are those audiences located?

Now I would like to ask about the nature of and rationale for PRC trainings.

3. What types of trainings has your PRC conducted for your community and partners?
4. What was the purpose of the training?
5. How was the training need identified?
6. Was the training newly developed or an ongoing activity?

Now, I would like some information on the engagement of your community partners in training activities.

7. What role do community partners play in developing, providing, or evaluating training activities?

Probe: (request descriptions of their roles in the following areas):

Development:

- Conceptualizing the training activity and method e.g. train-the trainer, web-based trainings, peer-to-peer trainings, training manuals, etc.
- Providing or obtaining funding for the training
- Establishing training goals or objectives
- Developing or planning the training activity

Implementation:

- Conducting or providing training activities
- Providing space
- Facilitating collaboration between the center and the partnering community or other partners

Evaluation:

- Evaluation of the training activity

8. How do your community partners get involved in training activities?

Probe: Are they solicited? Do they volunteer?

Now, I would like to talk about how community and PRC capacity are enhanced through training.

9. What specific knowledge or skill-building is targeted through PRC trainings for community partners?

Probe: community assessment: identifying community needs, strengths, and assets; performing CBPR; policy development: establishing goals and strategies; evaluation, or grant writing

10. Has the community implemented trainings to increase knowledge or developed skills among PRC staff?

11. **If yes to Q 10** – How did the PRC identify its training needs and let the community know about these needs?

12. **If yes to Q 10** – Have training efforts fostered the PRC’s ability to utilize skills on an ongoing basis?
Probe: train-the-trainer; peer-to-peer training.

Thank you for your responses thus far. We are in the final stage of the interview and there are only a few questions remaining. The final set of questions asks about the value of PRC training activities overall and if any of the training is tied to PRC research.

13. In what ways does your institution demonstrate its value for training?
Probe: the provision of space: additional faculty and staff; promotion and tenure policies
14. Are your PRCs’ training activities related to your PRCs research? If yes, please explain.
15. **If yes to Q 14** – Are these trainings only for PRC staff, or are there trainings related to your PRC research for community partners?
16. Is there anything else that you would like to discuss related to training activities, community and partner engagement, or institutional support for training that we did not talk about yet?

Our interview has concluded. Your participation is very much appreciated and is critical toward increasing knowledge and understanding about the diversity of training activities with communities and partners. Thank you so much for your time.

PRC Program Evaluation Study – Interview Questions

Interview Guide 7 Training, Technical Assistance, and Mentoring with Community Partners Study, Academic Respondents (Technical Assistance Activities and Mentoring Provided by PRCs)

Introduction

Hello, my name is [name] with the CDC Prevention Research Centers' program office,

Research and Evaluation team and I'm calling for our scheduled interview. As I mentioned previously, our interview should take between 30-60 minutes. Is this still a good time to talk? **If not, reschedule; however, attempt to complete the interview at the designated time.**

Thank you for taking the time to talk with me about your Prevention Research Center. We, along with Macro International and the Collaborative Evaluation Design Team (the national evaluation advisory group) are collaborating on a national evaluation of the PRC program. Right now, we are conducting a series of interviews with representatives across the PRCs as part of a special study that will provide a qualitative assessment of the program.

The purpose of this interview is to increase our understanding of the diversity of technical assistance with communities and partners. These interviews will help provide that information in a comprehensive and systematic way. Your participation is critical to this effort and we appreciate your willingness to participate in this interview.

Before we begin, I want to let you know that the interview will be taped and subsequently transcribed. Is that ok with you? I will be the only person to see the full transcript of the tape. Do you have any questions about the interview process before we begin?

First, let's talk about the PRC's process of providing and evaluating Technical Assistance for your community partners.

1. Do your community partners identify for you their TA needs and goals? If yes, how?
Probe: needs assessment; request from recipient.
2. Do you have a mechanism to track or monitor TA that you provide? If yes, what is it?
3. Do you evaluate your TA, and if so, how?
4. What PRC staff provide TA?

Next, let's talk about the recipients of TA, the mechanisms used to provide TA, the frequency and type of TA.

5. Which community partners are the recipients of TA?

6. What mechanisms do you use to provide TA?
Probe: funded projects, consultations, emails, meetings, phone conferences, published guides
7. Is the TA provided routinely or on a case-by-case basis?
8. If routinely, has this routine TA helped provide institutionalization of the topic or skill for continuation of projects and to achieve desired outcomes? If yes, please explain.
9. Are there any formal agreements in place to provide TA?
10. Do your partners know the types of TA they could receive from the PRC?
Probe: tailored; overall support
11. About how much time per week does your PRC spend providing TA to community partners?
12. About how many times per week, does your PRC call on community partners for TA?

Now, I would like to talk about some of the topical areas for providing TA.

13. What are the topics or skills that you provide TA on for your community and partners?
Probe: an area of expertise understanding CBPR public health policy development health care delivery
14. What are the topics that your PRC receives TA on from community partners?
(allow answers that PRC does not receive TA from partners)
Probe: an area of expertise understanding CBPR public health policy development health care delivery

Thank you for your responses thus far. We are in the final stage of the interview and there are only a couple of questions remaining. The final set of questions asks about your institution's value for TA and mentoring relationships.

15. In what ways does your institution demonstrate its value for TA?
Probe: the provision of space and communication tools additional faculty and staff promotion and tenure policies
16. Do you have a mentoring relationship with a community partner? By mentoring relationship, I mean "a sustained relationship and partnership between two people, ... in which the 'more experienced person' or mentor offers encouragement and support to increase the self-confidence and skills of the 'less experienced person' or mentee."
If yes, please describe it.
17. Is there anything else that you would like to discuss related to TA activities with communities and partners that we did not talk about yet?

Our interview has concluded. Your participation is very much appreciated and is critical toward

increasing knowledge and understanding about the diversity of TA activities with communities and partners. Thank you for your time.

Definitions:

Training is transferring knowledge, skills, and competencies to individuals who are in a position to use what they have learned.

Technical Assistance (TA) provides guidance, support, and expertise to an identified group or agency as the group works toward a desired outcome.

Mentoring is “a sustained relationship and partnership between two people, one of whom is more experienced than the other in which the ‘more experienced person’ or mentor offers encouragement and support to increase the self-confidence and skills of the ‘less experienced person’ or mentee” (Gray, Gibbons, & Lawrence, 2005, p. 3).

Appendix G: Sampling Criteria Used for PRC Selection for Each Interview Guide and the Corresponding Number of Interviews Conducted

Interview Guide	Criteria				Total number of interviews by organization
	Criteria 1 (n)	Criteria 2 (n)	Criteria 3 (n)	Criteria 4 (n)	
Guide 1 Organizational structure and resources (9 Academic Respondents)	PRC funded in 1993 or earlier (n = 5)	PRC funded in 2000 or later (n = 4)			
Guide 2 Community partnerships, capacities of community committees, and participation in research by community committees ² (9 Academic Respondents)	PRC's core research project is intervention and uses a capacity building or Community Health Advisor (CHA) model ³ (n = 3)	PRC's core research project is intervention, without a capacity building or CHA model (n = 3)	PRC's core research project is determinants or other (n = 3)		
Guide 3 Community partnerships, capacities of community committees, and participation in research by community committees (9 Community Respondents)	PRC's core research project is intervention and uses a capacity building or Community Health Advisor (CHA) model (n = 3)	PRC's core research project is intervention, without a capacity building or CHA model (n = 3)	PRC's core research project is determinants or other (n = 3)		45 interviews conducted by Macro International, Inc.
Guide 4 Benefits and challenges of being in the PRC network (9 Academic Respondents)	PRC funded prior to 1998, and member of a research network (n = 2)	PRC funded prior to 1998, and not a member of a research network (n = 2)	PRC funded ≥ 1998, and member of a research network (n = 3)	PRC funded ≥ 1998, and not a member of a research network (n = 2)	
Guide 5 Benefits and challenges of being in the PRC network and National Community Committee (9 Community Respondents)	PRC has a community committee chair active with NCC and active on core research project (n = 9)				

Interview Guide	Criteria				Total number of interviews by organization
	Criteria 1 (n)	Criteria 2 (n)	Criteria 3 (n)	Criteria 4 (n)	
Guide 6 Diversity of PRC training activities (9 Academic Respondents)	PRC has training activities with partners related to core or other activities (n = 9)				18 interviews conducted by PRC Program office
Guide 7 TA activities and mentoring provided by PRCs (Academic Respondents)	PRC funded prior to 1998 (n = 4)	PRC funded in 1998 or later (n = 5)			

(Footnotes)

- 1 PRC IS=PRC Information System
- 2 The topic “Community partnerships, capacities of community committees, and participation in research by community committees” was developed into two interview guides, with different questions for academic respondents and community respondents. One community and one academic respondent were selected from the same nine PRCs.
- 3 Several PRCs either have a main purpose of the core research project to build community capacity or use CHAs as part of their core research, both of which require a high level of community involvement in the research.

Appendix H: Tables Supporting the Organizational and Community Characteristics Study

Table R-1. Organizational Characteristics of the Prevention Research Centers

Academic Institution	First year funded	Type of academic institution	Fiscal agent	Location of partner community
University of Alabama at Birmingham	1993	Public	SPH	8 counties in the Black Belt Region of Alabama: Perry, Lowndes, Wilcox, Camden, Sumter, Marengo, Monroe, and Dallas 2 towns in the Black Belt Region of Alabama: Peterman and Orville
University of Arizona	1998	Public - Land grant	SPH	2 counties in Arizona: Santa Cruz and Cochise
Boston University	2001	Private	SPH	Residents of Boston Public Housing
University of California at Berkeley	1993	Public - Land grant	SPH	Korean Americans in the United States
University of California at Los Angeles	1998	Public	SPH	1 California county: Los Angeles
University of Colorado	1998	Public	SoM	6 counties in Colorado: Rio Grande, Saguache, Costilla, Alamosa, Mineral, and Conejos
Columbia University	1991	Private	SPH	2 neighborhoods in Harlem, New York: Central Harlem and East Harlem
Emory University	2004	Private	SPH	33 Southwest Georgia counties: Berrien, Wilcox, Ben Hill, Coffee, Seminole, Decatur, Grady, Brooks, Echols, Clay, Early, Mitchell, Randolph, Cook, Thomas, Tift, Lowndes, Dougherty, Quitman, Calhoun, Lee, Crisp, Turner, Worth, Lanier, Colquitt, Sumter, Terrell, Dooly, Miller, Irwin, Baker, and Clinch
Harvard University	1998	Private	SPH	2 states: Maine and Massachusetts
University of Illinois at Chicago	1990	Public - Land grant	SPH	4 Chicago neighborhoods: Chicago Lawn, Greater Lawn, West Lawn, and Gage Park
University of Iowa	2002	Public	SPH	1 Iowa county: Keokuk
Johns Hopkins University	1993	Private	SPH	1 City in Maryland: Baltimore
University of Kentucky	2000	Public - Land grant	SoM	14 Appalachian counties in Kentucky: Breathitt, Perry, Knox, Harlan, Letcher, Laurel, Bell, Jackson, Leslie, Floyd, Owsley, Clay, Pike, and Knott
University of Michigan	1998	Public	SPH	1 Michigan county: Genesee
University of Minnesota	1996	Public - Land grant	SoM	1 city in Minnesota: Minneapolis
Morehouse School of Medicine	1998	Private	SoM	15 neighborhoods or neighborhood planning units in Atlanta, Georgia: Pittsburg, Villa Monte, Villages of Carver, Lakewood Heights, Swallow Circle/Baywood, Polar Rock, Chosewood Park, Perkerson Park, South Atlanta, Betmar LaVilla, Amal Heights, Joyland, High Point, Carver High School, and Thomasville Heights
University of New Mexico	1995	Public	SoM	Rural residents in the Southwestern United States and 3 Native American tribal organizations: Pueblo of Acoma, Pueblo of Laguna, and To'Hajilee Navajo Chapter

Academic Institution	First year funded	Type of academic institution	Fiscal agent	Location of partner community
University of North Carolina at Chapel Hill	1986	Public	SPH	1 state: North Carolina
University of Oklahoma	1994	Public	SPH	1 town in Oklahoma: Anadarko
Oregon Health and Science University	2004	Public	SoM	4 Northwestern U.S. Native American tribal organizations: Umatilla Reservation; Fort Hall (Shoshonne-Bannock) Reservation; Urban Indians of Wichita, Kansas; and Suquamish Tribe, Washington
University of Pittsburgh	2001	Public	SPH	1 county in Pennsylvania: Allegheny
University of Rochester	2004	Private	SoM	Deaf people who communicate in American Sign Language in Rochester, New York
Saint Louis University	1994	Private	SPH	12 counties in Missouri: Oregon, Shannon, Reynolds, Butler, Dunklin, Pemiscot, Scott, Carter, Wayne, Howell, Ripley, and Mississippi
San Diego State University and University of California at San Diego	2004	Public	SPH	South Bay region of San Diego, California
University of South Carolina	1993	Public	SPH	1 county in South Carolina: Sumter
University of South Florida	1998	Public	SPH	5 Florida counties: Okeechobee, Hendry, Collier, Sarasota, and Dade, and 1 county in Kentucky: Lexington-Fayette
State University of New York at Albany	2002	Public	SPH	3 towns in New York: Amenia, Northeast, and Mamakating
Texas A&M University	2004	Public - Land grant	SPH	7 counties in Texas: Grimes, Brazos, Leon, Burleson, Washington, Madison, and Robertson
University of Texas Health Science Center at Houston	1986	Public	SPH	1 county in Texas: Harris
Tulane University	1998	Private	SPH	2 neighborhoods within the Lower Eighth Ward and Upper Ninth Ward of New Orleans, Louisiana: St. Roch and St. Claude
University of Washington	1986	Public	SPH	Southeast Seattle, Washington
West Virginia University	1993	Public - Land grant	SoM	1 state: West Virginia
Yale University	1998	Private	SPH	2 cities in Connecticut: New Haven and Bridgeport

SPH=School of Public Health; SoM=School of Medicine.

Table R-2. Selected Economic Indices for Cities in Which PRCs' Academic Institutions Are Located

Academic Institution	City^a	Unemployment rate^b (June 2006)	Average annual pay for city residents^b (2004)	Cost of living^c
Texas A&M University	College Station, TX ¹	4.6	27,716.00	100.00
University of Texas Health Science Center at Houston	Houston, TX	5.6	44,443.00	100.00
University of Oklahoma	Oklahoma City, OK	4.0	32,057.00	102.86
University of Iowa	Iowa City, IA ²	2.7	NA	103.69
University of South Carolina	Columbia, SC	6.2	32,619.00	103.88
University of Alabama at Birmingham	Birmingham, AL	3.8	37,983.00	106.76
University of Pittsburgh	Pittsburgh, PA	4.8	37,589.00	107.26
University of Kentucky	Lexington, KY	5.0	34,595.00	108.22
Saint Louis University	Saint Louis MO	5.3	38,400.00	108.42
Tulane University	New Orleans, LA ³	7.2	34,320.00	108.55
University of Minnesota	Minneapolis, MN ⁴	3.5	43,993.00	108.78
Emory University	Atlanta, GA	5.0	43,250.00	109.01
Morehouse School of Medicine	Atlanta, GA	5.0	43,250.00	109.01
University of South Florida	Tampa, FL	3.3	NA	110.57
University of Arizona	Tucson, AZ	4.6	NA	110.93
State University of New York at Albany	Rensselaer, NY ⁵	3.8	NA	111.64
West Virginia University	Morgantown, WV	3.6	NA	112.31
University of New Mexico	Albuquerque, NM	4.4	34,530.00	113.47
University of Rochester	Rochester, NY	4.5	36,605.00	113.47
University of Colorado	Denver, CO	4.9	44,568.00	114.69
University of Michigan	Ann Arbor, MI ⁶	4.4	44,926.00	114.89
University of North Carolina at Chapel Hill	Chapel Hill, NC	3.9	45,892.00	122.24
University of Illinois at Chicago	Chicago, IL	4.7	45,181.00	126.92
University of Washington	Seattle, WA	4.6	43,862.00	129.45
Oregon Health and Science University	Portland, OR	5.3	34,259.00	131.96
Johns Hopkins University	Baltimore, MD	4.4	41,815.00	134.00
Yale University	New Haven, CT	4.5	NA	137.39
Boston University	Boston, MA	4.8	52,976.00	152.32
Harvard University	Boston, MA	4.8	52,976.00	152.32
University of California at Berkeley	Berkeley, CA ⁷	4.5	55,793.00	163.28
San Diego State University	San Diego, CA	4.2	NA	164.93
University of California at Los Angeles	Los Angeles, CA	4.4	43,169.00	171.23
Columbia University	New York, NY	4.6	54,571.00	231.54

Source: ^aFor 8 cities in which PRCs are located, ACCRA Cost of Living data are not available, and the closest city was used instead: ¹ Houston, TX; ² Cedar Rapids, IA; ³ Slidell - St Tammany Parish, LA; ⁴ Rochester, MN; ⁵ Syracuse, NY; ⁶ Detroit, MI; ⁷ Oakland, CA; ^bU.S. Department of Labor and ^cACCRA, ACCRA Cost of Living Index, average of the past four quarters ending first quarter 2007.

NA = Not available.

Table R-8b. Key Leadership Faculty and Staff Members' Highest Graduate Degrees by Discipline

Leadership Position	Highest Graduate Degree					
	MD	PhD	DrPH	Other doctoral-level degree	Master's-level or other graduate degree	No graduate degree
Center PI or director	Total = 11 <ul style="list-style-type: none"> Medicine (11) 	Total = 21 <ul style="list-style-type: none"> Anthropology (2) Epidemiology (5) Exercise science (1) Health behavior and health education (4) Health services research (1) Psychological foundations of education (1) Psychology (4) Sociology (3) 	Total = 1 <ul style="list-style-type: none"> Nutrition (1) 	Total = 0	Total = 0	Total = 0

Highest Graduate Degree						
Leadership Position	MD	PhD	DrPH	Other doctoral-level degree	Master's-level or other graduate degree	No graduate degree
Deputy director (involved in research)	Total = 0	Total = 6 <ul style="list-style-type: none"> • Anthropology (1) • Behavioral epidemiology (1) • Behavioral sciences (1) • Biology (1) • Psychology (1) • Public health (1) 	Total = 2 <ul style="list-style-type: none"> • Health behavior and education (1) • Public health (1) 	Total = 0	Total = 5 <ul style="list-style-type: none"> • Community health education (1) • Early childhood education (1) • Epidemiology (1) • Psychology and organizational development (1) • Public administration (1) 	Total = 1
Center administrator or managing director (non-research)	Total = 0	Total = 1 Sociology (1)	Total = 0	Total = 0	Total = 9 <ul style="list-style-type: none"> • Behavioral science and health education (1) • Community and behavioral health (1) • Counseling psychology (1) • Educational administration (1) • Epidemiology (1) • MA (1) • Maternal and child health (1) • Public health policy and administration (1) • Social work (1) 	Total = 6

Highest Graduate Degree						
Leadership Position	MD	PhD	DrPH	Other doctoral-level degree	Master's-level or other graduate degree	No graduate degree
PI of core research	Total = 7 <ul style="list-style-type: none"> Medicine (7) 	Total = 27 <ul style="list-style-type: none"> Anthropology (2) Economics (1) Epidemiology (7) Health behavior and health education (6) Psychology (6) Sociology (4) Speech and hearing sciences (1) 	Total = 2 <ul style="list-style-type: none"> Health behavior and health education (1) Public health (1) 	Total = 3 <ul style="list-style-type: none"> Educational psychology (1) Epidemiology (1) Law (1) 	Total = 0	Total = 1
Evaluator	Total = 1 <ul style="list-style-type: none"> Medicine (1) 	Total=21 <ul style="list-style-type: none"> Anthropology (2) Applied biopsychology (1) Community research and action (1) Economics (1) Psychology (5) Public health and behavioral sciences and health education (6) Social work and social welfare (3) Sociology (1) Sociology and social psychology (1) 	Total=3 <ul style="list-style-type: none"> Health behavior and education (1) Public health (1) Public health and aging (1) 	Total=1 <ul style="list-style-type: none"> Law (1) 	Total=5 <ul style="list-style-type: none"> Early childhood education (1) Management (1) Public health (1) Reproductive and child health (1) Student personnel services (1) 	Total = 0

Source: Faculty and staff resumes.

Table R-14. Percentage of PRCs' Partner Communities (N=147) and PRC Core Research Communities (N=129), by Race or Ethnicity

Race/ ethnicity	Range		Mean (SD)		Median	
	Partner communities	Core research communities	Partner communities	Core research communities	Partner communities	Core research communities
White	0–99	0–99	57% (31)	51% (30)	63	54
African American	0–99	0–97	29% (28)	35% (29)	23	30
Hispanic/ Latino*	0–89	0–86	11% (18)	9% (15)	3	3
Asian/Pacific Islander/ Native American	0–100	0–100	7% (19)	8% (20)	1	1
Other race/ multiple races	0–49	0–35	5% (9)	5% (7)	2	2

Data were missing for 6 partner communities and 6 core research communities, reflecting missing data for 3 PRCs.

*Because Hispanic or Latinos may be of any race, these data also are included in the racial categories.

Source: U.S. Census 2000.

Table R-15. Per Capita Income for PRC Partner Communities (N=134) and PRC Core Research Communities (N=119)

Type of Community	Income (in dollars)		
	Range	Mean (SD)	Median
Partner	6,986–41,015	14,745 (4,847)	14,075
Core research	7,269–41,015	15,387 (4,640)	14,862

Data were missing for 19 partner communities and 16 core research communities, reflecting missing data for 5 PRCs and 4 PRCs respectively.

Source: U.S. Census 2000.

Table R-16. Unemployment Rate for PRC Partner Communities (N=136) and PRC Core Research Communities (N=118)

Type of Community	Percentage		
	Range	Mean (SD)	Median
Partner	1–18	7 (3)	6
Core research	1–16	6 (2)	6

Data were unavailable for 17 partner communities and 17 core research communities, reflecting missing data for 5 PRCs.

Source: U.S. Bureau of Labor Statistics 2005 County and State Data Tables and U.S. Census 2000 for 4 PRCs' partner and core research communities.

Table R-17. Percentage of Persons Over 25 Years of Age Without a High School Diploma for PRC Partner Communities (N=132) and PRC Core Research Communities (N=116)

Type of Community	Percentage of Persons		
	Range	Mean (SD)	Median
Partner	8–61	33 (10)	33
Core research	12–58	31 (9)	32

Data were missing for 21 partner communities and 19 core research communities, reflecting missing data for 7 PRCs.
 Source: U.S. Census 2000.

Appendix I: Definitions of Research Terms Used in the Core Research Study

The definitions of the following research terms are used by the PRC Program.

Anthropometric measures (e.g., height and weight): A process of taking basic human body measurements like height, weight, percent body fat, and others. Such measurements do not necessarily have to be performed by medical personnel.

Case control: An observational study design in which participants with a disease or condition (cases) are compared to participants without that disease or condition (controls), and information is collected about level of exposure to risk factors of interest.

Case studies or case series: An observational study design in which a program, an event, an activity, a process, or one or more individuals is explored, explained, or described in detail, and where the case(s) are bounded by time and space.

Cognitive interviews: A process of interviewing volunteers for the purpose of examining the study instrument regarding issues such as whether questions are understood as intended, the difficulty and type of mental processes respondents use to retrieve information in order to answer a question, decision processes respondents use in determining an answer, and respondents' ability to select a questionnaire response that matches their internal response.

Cohort/longitudinal: An observational study design in which a specific population (or cohort) is observed over time in order to longitudinally assess the presence or absence of certain variables (risk factors and outcomes of interest) in the population.

Community, organization, or school observation: A process that enables a researcher to gather data by seeing group behavior, daily activities, or the study environment first-hand at the site of study (community, organization, school) or in settings relevant to the research questions.

Computer-assisted interviews: A method of interviewing that uses an interactive, front-end software application. The software can customize the interview based on the respondent's answers. The computer assists by automatically controlling questionnaire branching, conducting on-line editing for reconciliation directly with respondent, scheduling future calls and capturing a variety of management information about the interview. Responses are entered into the computer in real-time (at the time of data collection), eliminating data transfer errors and the need for a separate data entry step. This method occurs with an interviewer present and therefore does not include Web- or Internet-based surveys.

Content analysis: A process of taking large amounts of textual information and systematically identifying its properties (such as the frequencies of most used keywords) by detecting the more important structures of its communication content. A selected theoretical framework usually is used to categorize the text and inform the data analysis. Content analysis generally answers the questions of who says what, to whom, why, to what extent, and with what effect?

Cross-sectional: An observational study design in which a population is examined at a certain point in time.

Data captured and reported electronically: A process by which data are captured using a measurement device, such as an accelerometer, frequency counter, or other device that gives an electronic output of data.

Data collected through participants' self-tracking: A process by which data are captured through a participant's self-report of specific activities, such as the number of steps as recorded on a pedometer or food eaten as recorded on a nutrition log.

Determinant research: Determinant research examines how various risk and protective factors affect health.

Dissemination research: Dissemination research examines strategies for promoting the adoption and maintenance of effective programs and may include assessing the effectiveness of programs in different settings or with different populations. It may also include improving research methods through advances in measurement, research design, or analytic approaches.

Document review: A process of reviewing the content of documents and abstracting specific data points for specific information. Documents can include medical charts, school records, reports, media such as newspaper or journal articles and television shows, and others.

Focus groups: A method wherein a group of people (usually between 6 and 10 people) are asked about their attitude toward a health issue, marketing product, or other topic. Questions are asked in an interactive group setting where participants' responses can build on those provided by others in the group.

Geographic Information System (GIS): A system for capturing, storing, analyzing, and managing data and associated attributes which are spatially referenced to the earth.

Intervention research: Intervention research examines the effectiveness of strategies or programs in reducing disease and promoting health, and may include program evaluation, cost effectiveness research, or research synthesis.

Medical assessments: A procedure performed by medical personnel to diagnose a disease, determine the presence of a particular health condition, or assess current health status in the participant. Examples include hearing and/or vision screening, measuring blood pressure, taking a participant's pulse, drawing blood, and other procedures.

Participant and key informant interviews: A method that involves identifying different members of a given community who are especially knowledgeable about a topic ("key informants"), or have some knowledge about the topic because they were involved in some way ("participants"), and asking them questions about their experiences in that community and with that topic. Key informants generally have more than average knowledge about the topic or subject, whereas participants' knowledge is relational to their own experience and involvement with the topic.

Participant observation: A process that enables a researcher to gain a close and intimate familiarity with a given group of individuals (such as a religious, occupational, or subcultural group; or a particular community) and their practices through an intensive involvement with people in their natural environment, often, though not always, over an extended period of time. Participant observation can involve a range of methods, including: informal interviews, direct observation, participation in the life of the group, collective discussions, analysis of personal documents produced within the group, self-analysis, and life-histories.

Quasi-experimental with control or comparison group: An experimental study design in which participants are non-randomly assigned to one or more treatment groups and one or more control or comparison groups.

Quasi-experimental without control or comparison group: An experimental study design in which participants are non-randomly assigned to one or more treatment groups.

Randomized trial: An experimental study design in which participants are randomly assigned to one of two or more treatment groups.

Surveillance-based secondary studies: An observational study design in which data collected by someone else undergo a secondary analysis.

Survey instruments: A method of collecting information from a sample or subset of a population, at one point in time or at various time points, where the questions are standardized and structured, to reduce bias, and ensure reliability, validity, and generalizability. A survey instrument or questionnaire may have open ended or closed ended questions and it may focus on opinions or factual information depending on its purpose. The instruments can be administered by a researcher or self-administered by the respondent. Web- or Internet-based surveys are included here.

Appendix J: Implications for and Revisions to the PRC Program Logic Model

The logic model for the PRC Program (Appendix A), created through a participatory process with various PRC stakeholders in 2002 and 2003, was developed to describe the activities of the program and the outcomes it expects to achieve (Anderson et al, 2006). The logic model captures how the program is believed to work and the context in which the PRCs operate.

The evaluation studies provided information about PRCs' practices that can be used to refine the logic model. The studies focused on the inputs and activities, contextual factors, and relationships captured by the model. ***The study results confirmed the contribution of several components of the 2003 logic model as shown in Appendix A:***

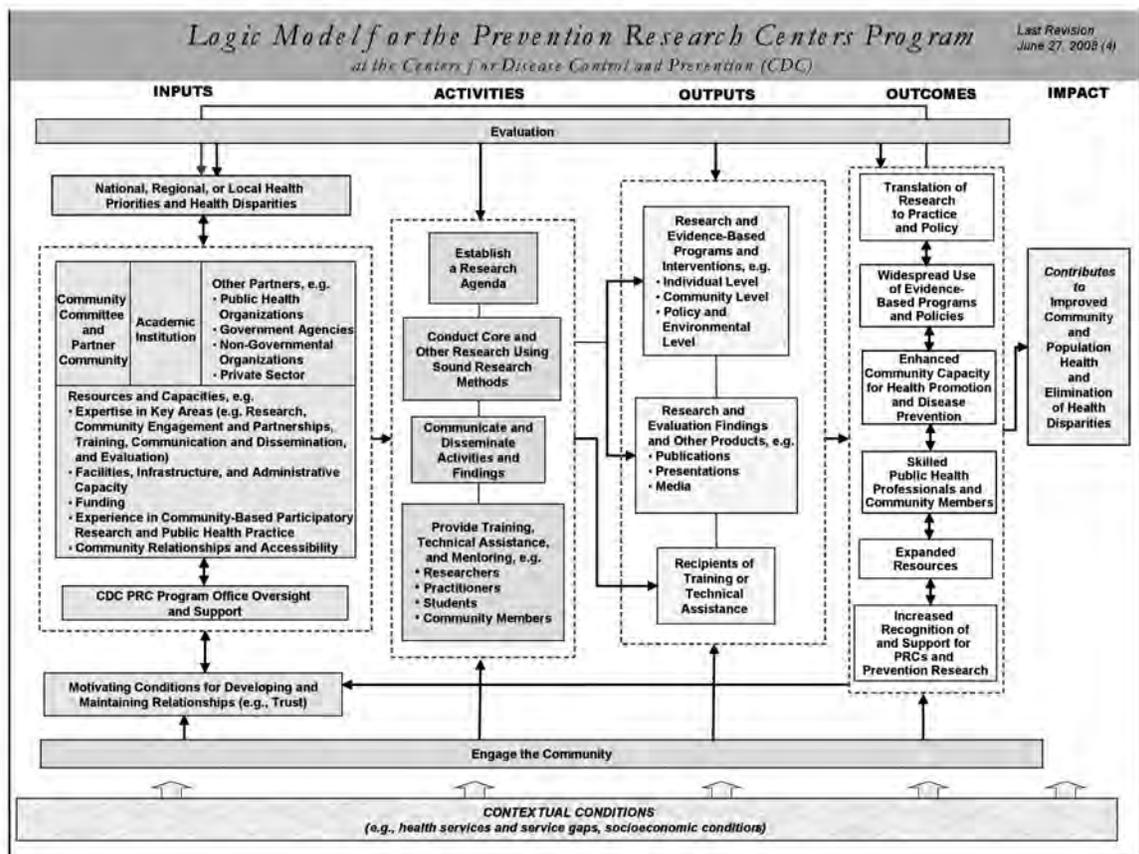
- Inputs
 - PRC Capacity box, describing the contribution of human resources, facilities and financial resources, and communication and administrative resources
 - PRC Community Committee and Relationships with Partners boxes, describe the involvement of and relationships between academic, community, and other partners
 - Motivating Conditions box, describe the elements (particularly trust) that are needed to initiate and sustain relationships with community members and other partners
- Activities
 - Engage the Community box, shown as a primary activity of the PRCs, influences the other three activities boxes in the model
 - Core and Other Research Using Sound Research Methods box, captures the conduct of quality research as a key element of PRCs
 - Training, Technical Assistance, and Mentoring box, describing activities that occur at PRCs for researchers, practitioners, students, community members, and public health professionals

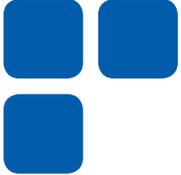
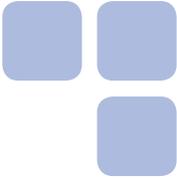
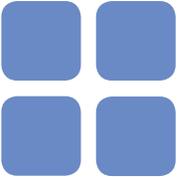
Recommendations

Several concepts and relationships identified by the studies are not reflected in the 2003 logic model. In June and July of 2008, the PRC Program revised the logic model by involving the PRC Program office staff; the PRC Steering, Evaluation, and Community Committees; PRCs; and national partner organizations. The revised logic model is shown below, and the model and accompanying narrative are available at www.cdc.gov/prc.

Modifications and additions to the logic model include the following:

- Inputs
 - Add the capacities that community committees and other partners bring to the PRC
- Activities
 - Add an arrow to show how the PRC activities related to community engagement in research and capacity-building influence the motivating conditions for partnerships
 - Add communication and dissemination as an activity, rather than a component of outputs
 - Illustrate the extent to which the community is engaged in PRC activities other than research and represent this engagement in all components of the logic model.
- Outcomes
 - Add trained community members to the outcome of trained public health professionals





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