Collaboration Readiness Survey

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From our self-evaluation, we have identified your group as a partner. We hope your group will complete this readiness tool as a way to see where we might collaborate more effectively.

HOW WILL THIS SURVEY HELP COLLABORATION?

• Help understand the capacity of groups to collaborate on promoting community wide physical activity and nutrition changes.

• Provide tools to help set goals that groups are willing and able to do.

• Help lead to activities that are created in partnership and are reasonable, doable, and logical.

The survey is a "snapshot" of where the group is now and as we know, groups change. This survey can be done once a year or every other year depending on the group and changes within the group structure.

HOW TO COMPLETE THE SURVEY

The survey asks you to rate your group in four areas. This will help your group see where you are at, what you could work on, and strengths you can share with partners.

• Each area will have a set of statements. Read through the statements before you rate the area. Please read the statements from left to right.

• If you feel that your group is already meeting that statement, go on to the next statement. When you find a statement that you feel has not been achieved, go back to the prior box.

• For each row, write down the appropriate letter in the "level for row" box and go to the next area. This survey should take about 5 minutes to complete.

• Once you have rated all areas, proceed to the table on the back page. The example activities will help you think about ways your group can increase their collaborative efforts. There are examples for each area. There is also a link to trainings and resources for these examples on the back page.

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

	A YET TO CONSIDER	**B** CONSIDERING	**C** DEVELOPING	**D** ACTING ON	**E** ESTABLISHED	*Write level for row*
Links or partnerships with groups and agencies where people eat *(i.e. Fast food chains, restaurants, mobile vending/food trucks, congregate meal sites and other senior nutrition centers, USDA summer meal sites, or other places where people primarily go to "eat")**	Not working with groups in the "eat" setting	Can identify groups in the "eat" setting List groups	Started conversations with groups in the "eat" setting List groups	Started working with groups on a few activities List groups	Work regularly with groups List groups	
Links or partnerships with groups and agencies where people live *(i.e. Faith/places of worship, community organizations, Indian reservations, public housing, shelters, residential treatment centers, family resource centers, low-income health clinics, or other community or neighborhood settings where people "live" or live nearby)**	Not working with groups in the "live" setting	Can identify groups in the "live" setting List groups	Started conversations with groups in the "live" setting List groups	Started working with groups on a few activities List groups	Work regularly with groups List groups	
Links or partnerships with groups and agencies where people work *(i.e. Worksites with low-wage workers*, job training programs/Temporary Assistance for Needy Families (TANF) worksites, SNAP offices, military bases, or other places where people go to "work")**	Not working with groups in the "work" setting	Can identify groups in the "work" setting List groups	Started conversations with groups in the "work" setting List groups	Started working with groups on a few activities List groups	Work regularly with groups List groups	
Links or partnerships with groups and agencies where people learn *(i.e. Early care and education; schools; afterschool; cooperative extension sites, colleges and universities; libraries; or other places where people go to "learn")**	Not working with groups in the "learn" setting	Can identify groups in the "learn" setting List groups	Started conversations with groups in the "learn" setting List groups	Started working with groups on a few activities List groups	Work regularly with groups List groups	
Links or partnerships with groups and agencies where people shop *(i.e. Large food stores (4+ registers), small food stores (≤3 registers), food banks and pantries, farmers markets, or other places where people "shop" for or otherwise access food)**	Not working with groups in the "shop" setting	Can identify groups in in the "shop" setting List groups	Started conversations with groups in the "shop" setting List groups	Started working with groups on a few activities List groups	Work regularly with groups List groups	
Links or partnerships with groups and agencies where people play *(i.e. Parks and open spaces, bicycle and walking paths, community centers, gardens (community or school), county fairgrounds, Boys and Girls Clubs, YMCA, or other places where people go to "play")**	Not working with groups in the "play" setting	Can identify groups in in the "play" setting List groups	Started conversations with groups in the "play" setting List groups	Started working with groups on a few activities List groups	Work regularly with groups List groups	

*Source: The Supplemental Nutrition Assistance Program Education (SNAP-Ed) Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators. 2016, p. 81.

1. Write down the level determined from the responses in the "Record level from previous pages" box.
2. Match the level for each row column to the appropriate box. For example, "Links with other programs" level was C (developing).
3. Find the box that matches your level. The box has an "Aim" and a "Tool". The "Aim" is what could be accomplished and the "Tool" provides a way to do it. (Using the above example, the "Aim" for C in "Links with other programs" is to establish a way to reach out to groups and the "Tool" is a communication plan.)
4. To help understand the aim and decide which tools to use, visit **www.snapedpse.org**.
5. List planned action steps in the last row.

The activities are only suggestions. It is up the partners to decide which they would like to do.

Examples of Ways to Increase Collaboration Readiness

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

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

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RNECE
Regional Nutrition Education and
Obesity Prevention Centers of Excellence
Policy, Systems, and Environmental Change Center
at the University of Tennessee

For more information and links to resources, please visit www.snapedpse.org.