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Adding Partnerships to PEARS

PEARS

Plan ▾ | Track ▾ | Analyze ▾

Overview

Program Activities
Success Stories
Indirect Activities
Partnerships
Coalitions
PSE Site Activities
Social Marketing Campaigns

6
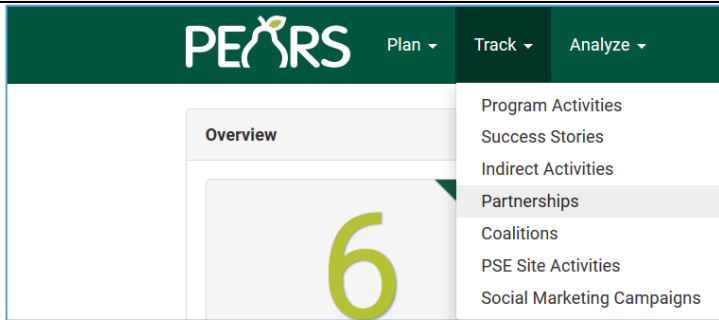
- Navigate to the **Partnerships page** (Track/Partnerships) https://pears.oeie.org/track/partnerships/.

Partnerships ❷

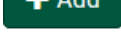Search ... | ▼ Filter | 🗐 Copy 2016 - 2017 Partnerships | ✚ Add

Partners are entities that receive no direct funding, but are involved in the program. Active partnerships include two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place. Use this module to report any site level (e.g., elementary school), organization (e.g., school district), or complementary site partnerships active during the **current reporting year of October 1, 2017 - September 30, 2018.** Please do not report coalitions, SNAP-Ed Nutrition Action Councils (SNACs) or other relevant collective impact initiatives here. Instead, report those in Coalitions.

- Click on the Add ✚ Add button to report on a partnership.
- Note: Partnership entries can be copied in subsequent years for those that continue.

When deciding partnerships to report consider the following:

- A partnership refers to an entity that is involved in SNAP-Ed programming but which your agency is not funding (i.e. not a subcontractor).
- Partners may have a formal or informal agreement, which may include the use of services, locations, advice or other financial or non-financial contributions.
- A site always implies a partnership but a partnership does not necessarily involve a site. Partners may contribute resources other than sites for interventions, such as volunteers or physical materials such as retail food displays. (source EARS FAQs)
- Report a partnership that includes two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place.
- Only report partners active during the **current reporting year.**

Partnership – General Information

General Information ⊚

Report a partnership that includes two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that will contribute to adoption of one or more organizational changes or policies. Only report partners active during the **current reporting year of October 1, 2017 - September 30, 2018.**

Partnership name *

E.g. PEARS Elementary School Leadership or PEARS Advisory Committee.

Site or organization *

Search for a site

Select or add the primary site or organization where this partner is located. What are inactive sites?

Unit *

The primary unit where this partner is located. Used to grant unit-level permissions in PEARS.

Jurisdiction level *

Level at which this partnership seeks to make changes.

Type of partnership *

Assistance received from this partner (choose all that apply) *

Assistance provided to this partner (choose all that apply) *

Does this partner receive any direct SNAP-Ed funding? *

In which of the following intervention types is this partner involved during the current reporting year? (choose all that apply)

☐ Direct Education
☐ Social Marketing
☐ Policy, Systems & Environmental Changes

File Attachments

The first page is for the **General Information**: Complete the fields with the red asterisk *.

Partnership name * _E.g. PEARS Elementary School Leadership or PEARS Advisory Committee._	**Partnership name** • This is the name you give the Partnership. It should be something that helps you to refer back to the entry. • If the partnership does not really have a "name", you can also simply enter the partner's name or site name. • Note: Only one partner can be entered at a time. Partnership name can be used to "link" or identify several partners in the same partnership e.g. Birch Lane School Wellness Committee – parents, Birch Lane School Wellness Committee – food service staff.
Site or organization * Search for a site _Select or add the primary site or organization where this partner is located._ What are inactive sites?	**Site or organization:** • The PEARS instructions refer to "select or add site or organization where this **partner is located**". • The drop down is the list of approved SNAP-Ed sites. If the partner is not located at an approved SNAP-Ed site, please select a **SNAP-Ed site** that is benefiting from this partnership. • **Do not** add non-eligible, un-approved sites into the PEARS SNAP-Ed site list • If more than one SNAP-Ed site is benefiting from this partner, **please report just one site** (the one benefitting the most from the partnership), so that we are not double counting this same partner multiple times in the EARS report. • You may add additional information for the other site(s) in the "accomplishments" and "challenges" section of the module.
Unit * --------- _The primary unit where this partner is located. Used to grant unit-level permissions in PEARS._	**Unit** • The PEARS instructions refer to "unit where the **partner is located**". • However, please enter the "unit" or county where the SNAP-Ed site benefiting from the **partnership is located**. • Do not select the cluster option if you are part of a program with multiple counties.
Jurisdiction level * --------- _Level at which this partnership seeks to make changes._	**Jurisdictional level** • Select the level at which this partnership seeks to make changes, choosing from the following jurisdiction levels: o Local _(Community, District, Parish, City, Town, County, Borough or region),_

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	o State,
	o ~~Territorial/Commonwealth~~, or
	o Tribal.
	Note: Territorial/Commonwealth is listed in the drop down list but does not apply for California.
Type of partnership * --------- ▼ *See list of options from the drop-down displayed in the gray box below.*	**Type of partnership** • From the drop-down list, choose the option which best encompasses the partner with which you are collaborating. • If difficult to select, consider who is the decision-making body for policies/ practices/ programming within that partnership. • If you are truly unable to place a partnership under an existing option, choose "Other (please specify)". Please limit the use of the Other category, as most partners should fit within one of the options. (source EARS FAQs)

Types of partners in the drop-down list: (Note: These are referred to as Partnership Titles in the EARS form.)

- Agricultural organizations (includes farmers markets)
- Chefs/culinary institutes
- City and regional planning groups
- Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)
- Faith-based groups
- Food banks/food pantries
- Food stores (convenience stores, grocery stores, supermarkets, etc.)
- Foundations/philanthropy organizations/nonprofits
- Government program/agency (Federal, State, local, etc.)
- Hospitals/healthcare organizations (includes health insurance companies)
- Human services
- Indian Tribal Organizations
- Labor/workforce development groups
- Media/advertising groups
- Parks and recreation centers
- Public health organizations
- Restaurants
- Schools (preschools, K-12, elementary, middle, and high)

- Schools (colleges and universities)
- Transportation groups
- Worksites
- Other (please specify)

Assistance received from this partner (choose all that apply) *

See list of options and definitions from the EARS Glossary in the gray box below.

- Select one or more options that describe the *type* of assistance **received from partner entities.**
- The same partner can both receive and provide assistance, but the *type* of assistance would differ based on the partner's role in implementing the intervention(s).
- If you do not receive assistance from this partner, please select other and write in "none".

Assistance provided to this partner (choose all that apply) *

- Select one or more options that describe the *type* of assistance **provided to partner entities.**
- The same partner can both receive and provide assistance, but the *type* of assistance would differ based on the partner's role.
- If you do not provide assistance to this partner, please select other and write in "none".

Types of assistance received/provided in the drop-down list:

- **Advertising** (includes marketing): *A commercial message promoting a specific behavior or product. Advertisements can appear in print or electronic publications, broadcast media, other electronic distribution (e.g., podcasts) and public media (e.g., billboards and signage in public areas).*
- **Consulting:** *For SNAP-Ed purposes, is the provision of expert advice related to a specific SNAP-Ed activity. For instance, a former hospital administrator may provide consulting services to an Implementing Agency that is developing partnerships with community clinics to provide nutrition education to patients.*
- **Development:** *Development refers to intervention or project development activities, such as curriculum adaptation.*
- **Evaluation and tracking:** *Evaluation and tracking assistance refers to services which facilitate the evaluation of programs and/or the tracking of participants engaged in them.*
- **Funding:**
  - ○ *Funding assistance received* *for SNAP-Ed activities describes financial support of activities or materials for which SNAP-Ed funds are not allowable, such as store shelving, or for which an agency does not have sufficient SNAP-Ed funding to purchase.*
  - ○ *Funding assistance provided* *to SNAP-Ed partners describes the use of SNAP-Ed funds for the support and implementation of SNAP-Ed activities.*
- **Human Resources** (*Staff or staff time)**: *for SNAP-Ed refers specifically to the use of staff or staff time for a specific activity.*
- **Program Implmentation** (e.g., food and beverage standards): *Implementation, for the purposes of EARS, is the process of putting a SNAP-Ed plan's activities into action through programs or interventions within the Eat, Learn, Live, Play, Shop, and/or Work domains.*

- **Materials** (publications, supplies, etc): *Materials assistance refers to the provision of deliverable materials, publications, or supplies which will be used in SNAP-Ed activities. Examples include printed signage for retail stores or food for cooking demonstrations.*
- **Planning**: *Planning assistance refers to activities related to planning SNAP-Ed interventions, such as design and content development for social marketing campaigns.*
- **Recruitment** (includes program outreach): *Recruitment assistance in SNAP-Ed refers to the recruitment of participants or partners to engage in SNAP-Ed. For instance, a food bank may help an Implementing Agency recruit pantries for participation in a healthy pantry PSE project. In the field, practitioners may refer to recruitment activities as program outreach.*
- **Space** (e.g., facility or room where programs take place): *Space, for partnership assistance reporting, refers to the physical space where an activity is held, such as a meeting room.*
- **Technical services** (e.g., a videographer producing videos for local SNAP offices): *Technical services in SNAP-Ed refer to the provision of services for specific technologies. An example is a videographer producing videos for local SNAP offices.*
- **Other** (please describe)

Does this partner receive any direct SNAP-Ed funding? * -------- ▾	**Does this partner receive any direct SNAP-Ed funding?** • Yes • No Note: *Only partners not receiving direct SNAP-Ed funding are included in the EARS reporting form.*
In which of the following intervention types is this partner involved during the current reporting year? (choose all that apply) ☐ Direct Education ☐ Social Marketing ☐ Policy, Systems & Environmental Changes	**Intervention Types with Partner Involvement** • Choose one or more intervention types that this partner was involved in **during the current reporting year**. **Note**: Social media ≠ social marketing. As described in the **PEARS Social Marketing module** social marketing campaigns are defined as being multi-level, coordinated initiatives that combine education, marketing, and public health approaches, including PSEs. Campaigns may be designed for statewide implementation or for locally defined priorities. They use specific, action-oriented messaging with a unified look and feel, memorable taglines or calls to action, and distinctive logos. They are delivered in multiple channels and include objectives for population and community goals, not solely individual behavior change.

File Attachments	File Attachments (Optional)
Select or drop files	• Attach any relevant documents or samples. **Save and continue** • Click save and continue. • No specific attachments are being requested by the State Office at this time.

Partnership – Evaluation

Evaluating partnerships is important to assess the health of the relationship and identify areas for improvement. Please review the list of recommended partnership/coalition evaluation tools. If using an assessment tool, specify below and provide a brief description of results. **Note that formal assessments are not recommended until a partnership has been in place for at least six months.**

Wilder Collaboration Factors Inventory: *The Wilder Collaboration Factors Inventory (WCFI) is a research-tested assessment that allows stakeholders who are members of a collaboration or coalition to evaluate the strengths and areas for improvement within their partnerships. The WCFI measures 20 collaboration success factors, such as history of collaboration or cooperation in the community; appropriate cross section of members; and concrete, attainable goals and objectives.*

Butterfoss Coalition Effectiveness Inventory: *The Coalition Effectiveness Inventory is a diagnostic checklist for coalition members to assess coalition effectiveness, the strengths, weaknesses, and challenges of the coalition, and its stage of development. Scores can be summarized by section (participants, structures, and processes) and across partners to develop an improvement plan.*

CoalitionsWork Evaluability Assessment Tool: http://coalitionswork.com/wp-content/uploads/are_you_ready_to_evaluate_your_coalition.pdf

Levels of Collaboration Scale: *A common, validated survey item for measuring the degree of collaboration within a partnership or coalition. The data generated by this measure are often used as the basis for a network analysis.*

PARTNER Social Network Analysis: *The Program to Analyze, Record, and Track Networks to Enhance Relationships is a social network analysis tool that can be used to demonstrate how partners are connected, how resources are leveraged, and perceptions of partner characteristics. The tool includes an online survey tool and a social network analysis tool.*

Other - Qualitative Methods: *Focus groups and one on one interviews with coalition members can provide rich descriptive data about partners' perceptions of the functions, effectiveness, and characteristics of a collaboration. Content analysis of coalition communication and/or proceedings (such as meeting notes, member emails, or coalition policies) can also be used to describe and analyze the coalition's characteristics. Coupled with quantitative assessments or used on their own, qualitative techniques can be used to better understand the context, strengths, and challenges of a collaboration as perceived by its members.*

Evaluation ⊚

Evaluating partnerships is important to assess health of the relationship and identify areas for improvement. Please review the list of recommended partnership/coalition evaluation tools. If using an assessment tool, specify below and provide a brief description of results. **Note that formal assessments are not recommended until a partnership has been in place for at least six months.**

Depth of relationship *

▸

Select the option that most accurately describes this partnership as outlined in the Evaluation Interpretive Guide.

Assessment tool used *

▸

Specify the tool used (if any) to evaluate this partnership.

Briefly describe any partnership accomplishments for the current reporting period *

Briefly describe any lessons learned from this partnership during the current reporting period. Include barriers or challenges you may have encountered *

Depth of relationship *

Select the option that most accurately describes this partnership as outlined in the Evaluation Interpretive Guide.

See list of options and definitions in the gray box below.

Select the option that most accurately describes this partnership as outlined in the SNAP-Ed Evaluation Interpretive Guide.

Depth of Organizational Relationship

- **Network:** Organization has signed on as a member of a formalized nutrition education network, such as those supported by SNAP-Ed. There is ongoing **dialogue and information sharing**.
- **Cooperator:** Organization **assists with information such as referrals, providing space, distributing marketing and client education materials, and hosting events** open to the clients and community members.
- **Coordination:** Organization maintains autonomous leadership, but there is a **common focus on group decision-making; emphasizes sharing resources to aid in the adoption of policy, systems, environmental changes**, and associated promotion listed in MT5 and MT6.
- **Coalition:** Organization has **longer-term commitment to joint action** in adopting nutrition or physical activity practices, supports and/or standards. Key characteristics include shared leadership, definition of roles, and generation of new resources.
- **Collaboration:** Organization contributes to joint activities and has identified personnel who help advise and make decisions about effective strategies and interventions. **Key characteristics include a system with shared impacts, a consensus-decision making process, and formal role assignments**.

Assessment tool used *

Specify the tool used (if any) to evaluate this partnership.

Assessment Tool Used
If using an assessment tool, specify the tool and provide a brief description of results. **If no tool is used, simply select "None"**.

- None
- Wilder Collaboration Factors Inventory
- Butterfoss Coalition Effectiveness Inventory
- Coalitions Work Evaluability Assessment Tool
- PARTNER Social Network Analysis
- Other - Qualitative Methods

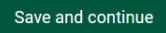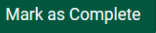|	
Brief description of results * [text box]	• If an assessment tool is used an additional field will appear to describe the evaluation results.
Briefly describe any partnership accomplishments for the current reporting period * [text box]	• Briefly describe the accomplishments of this partnership for the current reporting period. • Reminder" these are accomplishments that were a result of the partnership not just the partner's accomplishment. For example, if your partner won an award but it is not related to your partnership, this would not be relevant to report. However, if as a result of your partnership the program received an award or media attention or implementation success this would be reported.
Briefly describe any lessons learned from this partnership during the current reporting period. Include barriers or challenges you may have encountered * [text box]	• Briefly describe and barriers or challenges and/or lessons learned from this partnership. Save and continue • Click save and continue. • Reminder" these are challenges or lesson learned as a result of the partnership not challenges that each partner faced.

Meetings and Events ❓

Optionally track past or upcoming meetings or events involving this partner during the **current reporting period of October 1, 2017 - September 30, 2018.** Do **not** include direct education interventions taking place at this partner's site. Instead, report those in program activities.

Do you wish to report meetings and events related to this partnership? *

[--------- ▾]

Meetings and Events –(Optional)

- Optionally, you can track past or upcoming meetings or events involving this partner **during the current reporting period**.

Note: *Do not include direct education interventions taking place at this partner's site. Instead, report those in **program activities**.*

- This is not a requirement for reporting partnerships in CA and therefore may be left as "no".

- Click save and continue. [Save and continue]

- Mark as complete. [Mark as Complete]

- If you choose to track meetings and or events held with the partner, a pop-up box will appear for you to add in this information. *(See sample of information below)*

- Meetings can also refer to conference calls done with your partner; you do not have to have a formal meeting in order to report this.

Add Partnership Event

Meeting or Event Name *

Start Date * (mm/dd/yyyy)

Start Time *

Purpose *

Notes & Accomplishments

Optional Section. Fields marked with a red asterisk * are required if select option "Yes" to question "Do you wish to report meetings and events related to this partnership?