

Evaluating public and private partnership to improve food and language nutrition among children 0-5 years

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ABSTRACT

Background: Racial and ethnic minority populations in Georgia experience increased rates of chronic disease and poor health and education outcomes, which can be prevented through enhanced public- private partnerships. Using the Centers for Disease Control and Prevention (CDC) evaluation framework, the Evaluation Subcommittee for the Georgia Partnership for Food and Language Nutrition Project comprised of representatives from various stakeholders affiliated with state agencies, academia, and community-based organizations developed an evaluation plan to improve the collaborative effort designed to improve food and language nutrition among children 0-5 years. The purpose of this mixed-methods study was to assess influential collaborative factors.

Methods: An online assessment survey that included open-ended qualitative questions was administered to all stakeholders (n=15; response rate=67%) to assess the strengths and weaknesses of the partnership, its leadership effectiveness and partners' perceptions about the partnership. Baseline descriptive statistics were calculated and content analysis was performed with the qualitative data to understand partners' perceptions.

Results: The partnership scored variably across four categories that determine partnership strengths. Five factors were identified as the strengths of the partnership: favorable political and social climate; members see collaboration as in their self interest; unique purpose of partnership mission and goals; skilled leadership; and sufficient resources to support its operation. However, other areas were found to need urgent intervention, including improving on the leadership of the Georgia Department of Public Health (GA-DPH). In addition, communication as well as process and structure factors were identified as weaknesses including: a need to establish informal relationships and develop communication skills; a lack of flexibility; and an absence of clear roles and policy guides.

Conclusions: Developing an action plan to address identified weaknesses will help ensure the accomplishment of the expected health and education outcomes among targeted, minority Georgia communities.

Key Words: food nutrition; language nutrition; public and private partnership; formative evaluation

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INTRODUCTION

Racial and ethnic minority populations in Georgia experience increased rates of chronic disease and poor health and education outcomes. For instance, in Georgia, about 35% of adolescents are either overweight or obese (CDC, 2013) and approximately 13% of children 2-4 years old are obese (CDC, 2015a), with minorities accounting for higher rates, similar to national data (Trust for America's Health and Robert Wood Johnson, 2016). In 2010, only 23% of students from low-income families in Georgia, comprising a higher proportion of minorities, scored at or above the "proficient" level at the end of third grade (Fiester, 2010). Research shows that 16% of children who do not read proficiently in third grade fail to graduate from high school on time, compared to 4% of their counterparts with proficient third grade reading skills (Hernandez, 2011). In Georgia, people who do not complete high school are six

times more likely to report poor health (CDC, 2015b), and this may render minority populations vulnerable to health disparities as a result of poor language nutrition (defined as the language-rich adult-child interactions that nourish or facilitate brain development), a low acquisition of early language skills foundational to cognitive ability, deficient literacy and school readiness, and insufficient educational attainment (Forget-Dubois et al., 2009).

Parent-child verbal interaction has been shown to develop a child's vocabulary and conceptual knowledge, leading ultimately to literacy (Hammer, Farkas, & Maczuga, 2010). The quality of a child's environment is recognized as an important predictor of educational attainment (Forget-Dubois et al., 2009), which in turn reduces the chances of having chronic disease (Robert Wood Johnson Foundation, 2013). The National Partnership for Action to End Health Disparities (NPA), among other groups, strives to create

social and physical environments that will help reduce health disparities that are linked to social, economic and environmental factors (US Department of Health and Human Services [USDHHS], 2014). Despite this, a lack of resources has given rise to a need for public-private partnerships to supplement the ability of the public sector to provide for the public good in a valuable and compelling manner (Nishtar, 2004).

The recent global embrace of public-private partnerships for public health (Mitchel, n.d.) has led to the accomplishment of common goals while overcoming limitations as a result of the determination of all parties to retain core values and identities (Reich, 2002). In public health, varied forms of public-private partnerships have emerged, in which the overlapping missions of the partners have resulted in an inconsistent pattern of facilitators and challenges in implementing interventions (Wong et al., 2015). Various factors including guidance from an inter-organizational governance mechanism, and the management of stakeholder relationships have been reported as pivotal to developing collaborative partnerships (Wong et al., 2015). In the United States, various state programs develop and continuously enhance partnerships through the implementation of an inclusive state plan with strategies designed to leverage resources and manage interventions (Rieker & Jernigan, 2010).

The GA-DPH collaborates with various government agencies and community-based organizations to improve food and language nutrition in 3 targeted Georgia communities (Clarkston, Dalton, and Valdosta) with a high percentage of racial/ethnic minorities and/or English/Dual Language Learners. The program has developed an

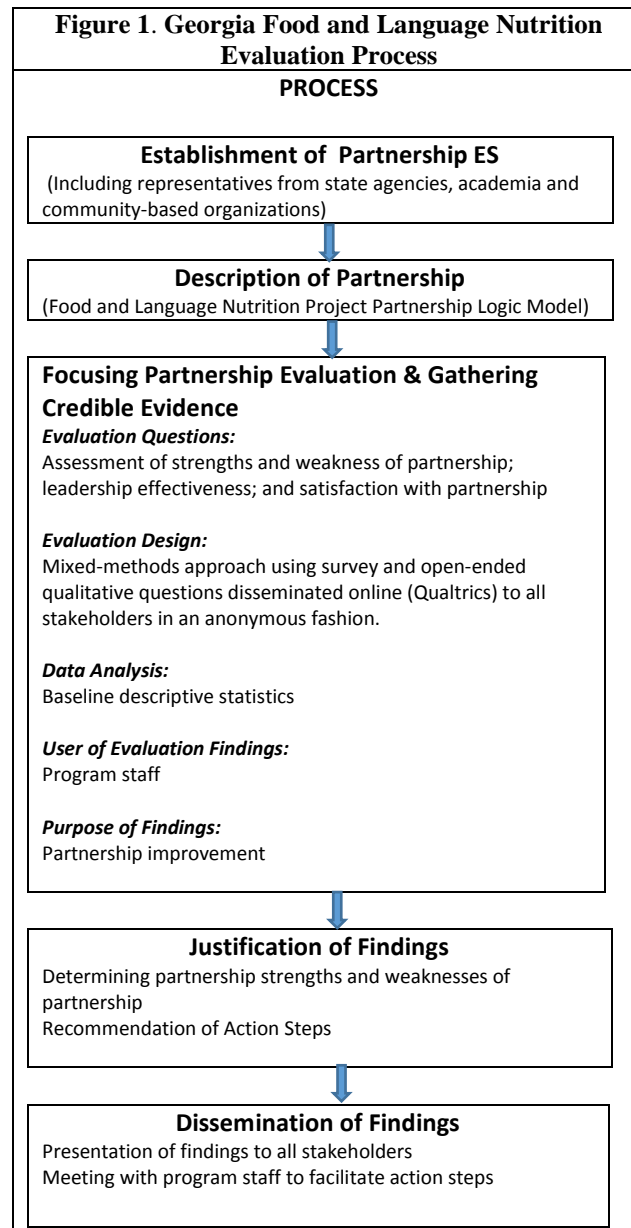
integrated curriculum to train early care providers to teach and role-model strategies to families with children 0-5 years for adoption of healthy eating and physical activity with language acquisition support. To achieve its goals, Georgia aims to build and/or strengthen relationships and trust among various partners to increase the prospects for an expedient use of resources and skills in supporting the partnerships. Conducted as a formative evaluation, the present study was designed to establish a baseline and to assess the functioning of the partnership as well as the partners' satisfaction with the collaboration. Specifically, this study includes a mixed-methods assessment of influential collaboration factors grouped into six categories including: environment; membership characteristics; process and structure; communication; purpose; and resources (Mattessich, Murray-Close, & Monsey, 2008). It also examines members' perceptions and the effectiveness of the leadership provided by the GA-DPH.

METHODS

Through collaboration, the Evaluation Subcommittee (ES) of the Georgia Partnership for Food and Language Nutrition Project, comprised of representatives from the various partners, developed evaluation questions, including questions about the evaluation design and scope of data collection. The result of this study is intended for use in developing a plan to improve the functioning of the partnership, for a better accomplishment of program goals. To guide the evaluation process and to ensure that the program is accountable and continuously improved, the ES implemented the CDC's adaptive steps and quality-justifying standards in an iterative process (Milstein & Wetterhall, 2000).

Partnership Evaluation Process

The Georgia Food and Language Nutrition Project evaluation plan shows the process undertaken (Figure 1).



Step 1, Establishment of Partnership. ES convened various project stakeholders to direct the evaluation of the partnership. The stakeholders in the Georgia Food and Language Nutrition Project include all members of the partnership: state agencies, academic institutions,; and community-based organizations. Some of these entities had participated in the planning, development and implementation of the project. The ES members were involved in the development of a living evaluation plan, which will continually be updated as the partnership develops.

Step 2, Partnership Description was achieved using an overarching Georgia Food and Language Nutrition Partnership logic model (Figure 2) shown in the Appendix. Through multiple ES meetings the logic model was refined to reflect various assets including funding and human and system resources for the implementation of the plan activities ranging from recruitment of partnership members to evaluation of the partnership and various strategies. The logic model established outputs that could be measured directly for evaluation after implementation of the planned activities. These outputs included executed contract agreements, active workgroups, a disseminated project plan, and an improved partnership plan; they could be measured by information obtained from program documents and a partnership survey.

The ES articulated various expected outcomes at different stages resulting from the planning, implementation, and direct products. These outcomes include: short-term outcomes that follow from strengthening the partnership, increasing resources available for accomplishing project strategies, and increasing project plan implementation; intermediate outcomes that are directed mainly at improving policy, environmental and behavioral indicators; and long-term goals that will positively impact education and health indicators and finally reduce disparities.

Step 3, Focusing Partnership Evaluation and Gathering Credible Data involved developing the evaluation questions

and design, determining the scope of data collection and analysis and the justification and dissemination of findings.

The evaluation questions were developed to assess the strengths and weaknesses of the Georgia Food and Language Nutrition Project State Partnership. The ES planned to accomplish this by assessing the collaboration in the following categories: environment, membership characteristics, process and structure, communication, purpose, resources and the effectiveness of the leadership provided by the GA-DPH. The ES decided to focus the evaluation primarily on the short and intermediate outcomes that will depict the partnership’s contribution to the health and education outcomes of the Food and Language Nutrition Project, since it will be difficult to attribute the long-term outcomes to partnership activities (Rieker & Jernigan, 2010). The evaluation questions (Table 1) are shown in the Appendix.

The evaluation design and context involved a plan to monitor progress in partnership through tracking of data over time using both quantitative and qualitative approaches. An adapted version of a research-based tool, the Wilder Collaboration Factors Inventory, was selected for annual assessments of the partnership strengths. This tool is based on a systematic review of factors that influence the success of collaboration (Mattessich, Murray-Close, & Monsey, 2008) and has been tested with a variety of groups (Wong, 2013; Derosé, Beatty, & Jackson, 2004). Also, an adapted version of the New Jersey Partnership Survey was chosen for assessing the leadership skills offered by the GA-DPH and for gathering partner information as well as other comments and perceptions of partners relating to the partnership (Rieker & Jernigan, 2010).

Consistent with the Wilder Collaboration Factors Inventory, The Georgia Food and Language Project State Partnership will be successful if it is guided by 20 influential factors categorized into six groups (Mattessich, Murray-Close, & Monsey, 2008) as shown in Table 2.

Table 2. Guiding factors for a successful Georgia Food and Language Nutrition Project State Partnership

| | |
|-----------------------------------|---|
| Environment | -History of collaboration or cooperation in Georgia community -Stakeholders perceived as legitimate leaders in the community -Favorable political and social climate |
| Membership Characteristics | -Mutual respect, understanding and trust -Appropriate cross section of partners -Stakeholders perceive collaboration as in their interest -Ability to compromise |
| Process and Structure | -Members share a stake in both process and outcome -Multiple layers of participation -Flexibility -Development of clear roles and policy guidelines -Adaptability -Appropriate pace of development |

| | |
|----------------------|---|
| Communication | -Open and frequent communication -Established informal relationships and communication links |
| Purpose | -Concrete, attainable goals and objectives -Shared vision -Unique purpose |
| Resources | -Sufficient staff, materials and time -Skilled leadership |

Source: Mattessich, P. W., Murray-Close, M., & Monsey, B. R. (2008)

To further increase its potential for success, the leadership needs to be skillful in convening partners, empowering, inspiring, resolving conflict, fostering respect, trust and openness, communicating the vision of the partnership and demonstrating inclusivity (Rieker & Jernigan, 2010).

To *collect credible data*, the ES chose to assess partner members annually using the Wilder Factors Inventory disseminated through a link in Qualtrics, an online survey program that allows members to complete the survey anonymously. Regular project document review was also planned to answer some of the evaluation questions.

Descriptive statistics were selected for *data analysis*. While the ES elected to calculate the mean for each of the six Wilder Collaborative Factors for ranking, it chose to utilize frequencies in analyzing the items assessing leadership effectiveness. Also, it was agreed that the characteristics of the partners will be determined using frequency calculation with respect to their affiliated organization; duration of involvement in the partnership; and the partnership subcommittee on which they participated. Lastly, the group decided to perform content analysis in analyzing the open-ended qualitative data.

An interpretation of the findings involved the identification of the strengths and weaknesses of the partnership and recommendations for action steps to address the weaknesses of the partnership. The dissemination of findings involved a presentation during the stakeholders' quarterly meetings. Future meetings will be held with the program staff to facilitate action steps to improve the partnership.

Study Participants

The Georgia Food and Language Nutrition Project stakeholders include a total of 15 representatives from the Department of Early Care and Learning, the Get Georgia Reading Campaign, Georgia State University, Emory University School of Nursing, Atlanta Speech School, Friends of Refugees, Health MPowers and the Georgia Early Education Alliance for Ready Students. All of these representatives participated in this study.

Procedure

The GA-DPH Institutional Review Board granted an exemption for this evaluation. Since study participants comprised stakeholders in the project, informed consent was

waived. However, the opening statement in the survey reflected the voluntary nature of stakeholders' participation in this study.

A 25-minute online survey was administered to the partner members in May 2016. The survey assessed: strengths and weaknesses of the collaboration; effectiveness of the leadership; and perceptions of the partnership.

The factors in the Wilder Collaboration Factor Inventory were reflected in statements such as "Agencies and organizations in our community have a history of working together" and "The political and social climate seems to be "right" for starting a partnership like this one." Participants were asked to rate each factor in a scale of 1 to 5 (1-strongly disagree, 2-disagree, 3-neutral/no view, 4-agree, 5-strongly agree). Questions related to partner information required members to choose options that reflected their type of organization, the project subcommittee in which they participated, and the duration of their involvement in the partnership. To assess the effectiveness of the leadership provided by GA-DPH staff, participants rated each satisfaction item, such as "Creating an environment where everyone's perspective is considered" on a scale of 1 to 5 (1-poor, 2-fair, 3-good, 4-very good, 5-excellent). Finally, participants were asked to respond to open-ended questions such as "Please share any other thoughts or comments that you may have relating to the GA Food and Language Nutrition Project Partnership." The survey instrument is presented in the Appendix as Table 3.

Data Analysis Approach

The data were exported to an Excel spreadsheet for analysis. Baseline descriptive statistics were conducted with survey response data to provide a summary (Trochim & Donnelly, 2001) enabling comparisons across subsequent annual data. Specifically, the response options for the collaboration factors were weighted and used in calculating the average scores for each of the guiding factors. These scores were subsequently used to determine the partnership strengths and weaknesses based on a factor score sheet that suggested 4.0 or higher to signify strong and not in need of special attention; 3.0 to 3.9 to signify borderline and in need of further discussion to see if they deserve any attention; and 2.9 or lower to signify concern and deserve urgent attention by the group (Mattessich, Murray-Close, & Monsey, 2001). Frequency distribution was calculated for response options

for the satisfaction items used in assessing leadership effectiveness.

Finally, content analysis was performed to understand partners' perceptions in relation to the open-ended questions (Forman & Damschroder, 2008). The project evaluator initially sorted responses into 3 categories according to the evaluation questions including: representativeness of the target population, satisfaction with the partnership, and concerns about the partnership. Based on these categories, the responses were classified into positive and negative views, and quotes that illustrated the opinions were highlighted. The evaluator also made comments about views linked to the survey information, created memos about each participant's responses and, thereafter, recorded related codes by category and classification. The director of the Evaluation and Reporting Unit in the GA-DPH's Chronic Disease Prevention Section cross-checked the codes based on the categories and classifications. The quotes were used as evidence supporting interpretations and were also

combined with the quantitative data to better understand the results.

RESULTS

The findings of this study include demographic characteristics of participants, strengths and weaknesses of the partnership, leadership effectiveness and perceptions about the partnership.

Demographic Characteristics of Participants

A total of 10 partners, representing 67% of Georgia Food and Language Nutrition Project stakeholders participated in the survey and informed the findings of this study. As shown in Table 4, 40% of the participants were affiliated with non-for-profit organizations, 50% engaged with the Curriculum Development and Training Subcommittee, and 70% had been involved in the partnership for more than 5 months.

Table 4. Demographic Characteristics of Georgia Food and Language Nutrition Project Partnership Evaluation Participants

| Characteristics | Participants (n=10)(%) |
|-------------------------------------|------------------------|
| Affiliated Organization | |
| Early Education Empowerment | (1) 10.0 |
| University/college | (2) 20.0 |
| Not for profit | (5) 50.0 |
| Community-based organization | (1) 10.0 |
| State government agency | (1) 10.0 |
| Partner Subcommittee | |
| Early Education Empowerment | (3) 30.0 |
| Curriculum Development and Training | (5) 50.0 |
| Do not participate in any | (2) 20.0 |
| Duration of Involvement | |
| 1-5 months | (3) 30.0 |
| More than 5 months | (7) 70.0 |

Strengths and Weaknesses

The participants represented the strengths and weaknesses of the partnership based on the 20 guiding factors grouped in six categories.

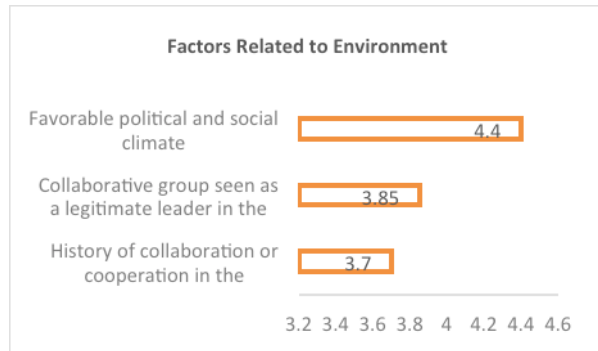
The rates of factors related to environment including: history of collaboration or cooperation in the community; collaborative group seen as a legitimate leader in the community; and favorable political and social climate ranged from 3.7 to 4.4 (Figure 3a).

Factors related to membership characteristics including: ability to compromise; members see collaboration as in their self interest; appropriate cross section of members; and mutual respect, understanding and trust ranged in rate from 3.5 to 4.4 (Figure 3b). Factors related to process and structure varied closely in their rates (Figure 3c). Four of

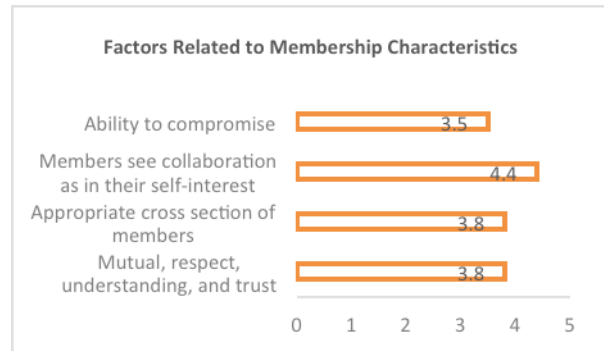
these factors were each rated 3.3 including: adaptability; multiple layers of participation; members share a stake in both process and outcome; and appropriate pace of development. However, two other factors - development of clear roles and policy and flexibility – were rated 2.7 and 2.9, respectively.

Factors related to communication, including informal relationship and communication each were rated 3 (Figure 3d). However, factors related to resources, including skilled leadership and sufficient staff, materials and time, each were rated 4 (Figure 3e). The rates of the factors related to purpose ranged from 3.4 to 4.2 for unique purpose, shared vision, and concrete, attainable goals and objectives (Figure 3f).

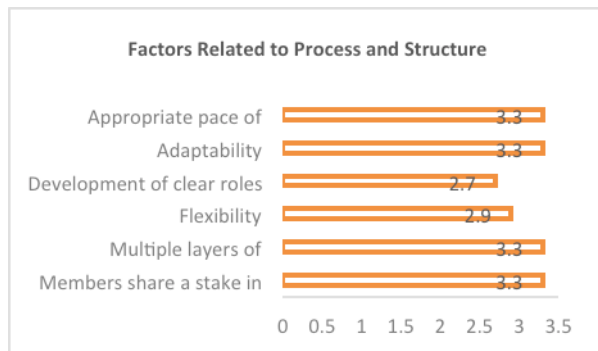
Figure 3. Rates of Wilder Collaboration factor inventory by category



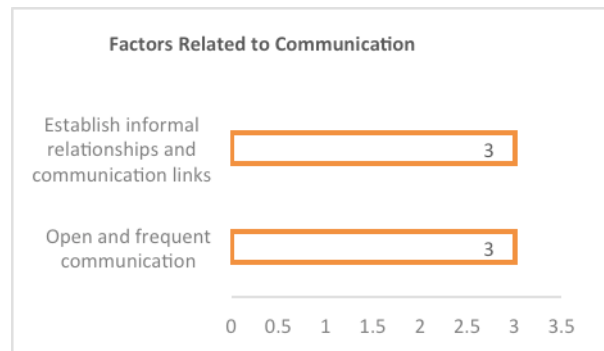
a.



b.



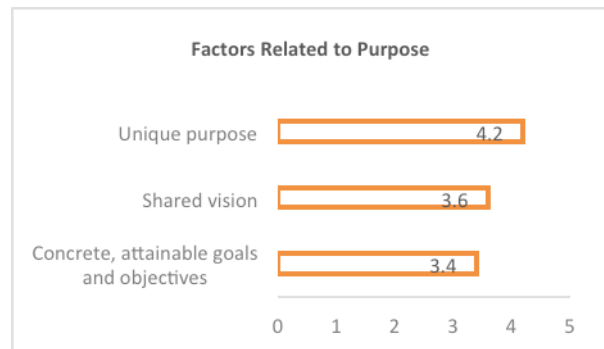
c.



d.



e.



f.

Figure 4 below identifies the strengths and weaknesses of the Food and Language Nutrition Project partnership. The strengths include: favorable political and social climate; members see collaboration as in their self interest; unique purpose;

sufficient staff, materials and time; and skilled leadership. The areas of weakness in the partnership include: established informal relationships and communication skills, flexibility, and development of clear roles and policy guides.

Figure 4. Georgia Food and Language Nutrition Project Collaboration Factors Inventory



Leadership Effectiveness

The percent frequencies for each of the items used in determining effectiveness showed a wide variation in a scale of 1 to 5 (1-poor, 2-fair, 3-good, 4-very good, 5-excellent), indicating some need for improvement in the leadership

offered by GA-DPH (Figure 5). Although 50% indicated ‘Good’ and better for all satisfaction items, as many as 37.5% rated almost all the items ‘Poor’ or ‘Fair’.

Figure 5. GA-DPH leadership



Effectiveness Perception of Georgia Food and Language Nutrition Partnership

Findings on the perception of participants about the partnership are presented in three categories (themes), including involving representative members of target communities; satisfaction with the partnership; and concerns about the partnership.

Involving representative members of target communities in public health programs has been shown not only to ensure a buy-in and a likelihood of using findings to develop relevant policies and social change, but it also enables a sharing of their knowledge and experience in identifying key problems and addressing them in culturally competent approaches (Minkler, Blackwell, Thompson, & Tamir, 2003). Participants shared this understanding in terms of the organizations and individuals that they thought were missing from the partnership:

“Organizations and individuals more representative of target areas.”

“I think we need more input from local leaders regarding the actual needs of their communities.”

“Organizations and individuals representing families, including families themselves.”

In relation to satisfaction with partnership, participants generally showed both their approval of the collaboration and optimism for success in the light of a need. Comments by one participant reveal this view:

“This is an incredibly exciting endeavor with a population that is definitely in need and receptive of support. Looking forward to positive outcomes.”

Concerns related to the partnership were summarized in this statement:

“Roles to partners and overall timelines (how they intersected) were not clear to partners. We are now trying to meet individual timelines without understanding how they all fit together. I look forward to seeing how the project builds as we have new leadership support at DPH.”

DISCUSSION

This study highlighted that despite a good reckoning of the positive stance of the partnership, there exists an urgent need to address factors that may undermine the collaborative's success. In addition to partner information including partner affiliation, subcommittee involvement and duration involvement in the partnership, participants' responses were structured in three categories: comprising strengths and weaknesses of the partnership, leadership effectiveness, and perceptions of the partnership. Participants identified five factors where the Georgia Food and Language Nutrition Project partnership were strong and do not need special attention: favorable political and social climate, members see collaboration as in their self interest,

unique purpose of partnership mission and goals, skilled leadership, and sufficient resources to support its operation. Partners' positive perceptions about the environment, purpose, member characteristics, and resources indicate that they will be more likely to compromise on important facets and commit to the mission of the group, thus attaining the collaboration goals (Mattessich, Murray-Close, & Monsey, 2001).

Partners also pinpointed three factors that show concerns and deserve urgent attention by the partnership: flexibility; development of clear roles and policy guidelines; and establishing informal relationships and communication links. This implies that the work pace expectation and partners' understanding of their responsibilities were perhaps lower than those of their affiliated organizations, indicating that the project team may need to better coordinate all the organizations and activities related to the project (Wong, 2013). Achieving this will increase the partners' chances of continued engagement, ability to resolve conflicts and the general expansion of the partnership (Derose, Beatty, & Jackson, 2004). With respect to communication, establishing informal relationships and communication links is critical to effective collaboration not just for the purpose of keeping the partners abreast of project developments and encouraging them to work, but it also increases trust, greater commitment to the collaboration and greater potential for future collaborations (Mattessich, Murray-Close, & Monsey, 2001).

Although a majority of the participants approved of the leadership, the findings also indicated some need for improvement. Complementing the result of the quantitative data analysis, the qualitative data showed that despite the approval and support demonstrated for the partnership, involving more stakeholders and clarifying their role and involvement as well as the deliverable timeline for the partners will help to avert any future conflict (Wong, 2013).

The primary strength of this study is the ability of the partnership to reference this baseline as it strives to improve its weaknesses and maintain its strengths (Wong, 2013). Moreover, it adds to the understanding of influential factors for collaborative success. It is, however, limited by its small population size and the perceived non-representation of stakeholders from the targeted communities, restricting the extrapolation of the study findings to other public-private partnerships.

CONCLUSIONS

This study showed that addressing some communication, process and structural factors as well as improving on the leadership offered by GA-DPH may help to increase the likelihood of the success of the Georgia Food and Language Nutrition Project partnership and, thus, contribute to the health and education outcomes of the project. It is recommended that the partnership leadership take steps to clarify the role and involvement of various partners, allow more flexibility with ideas on varied ways of organizing

itself and accomplishing its work. There is also a need to establish more personal connections in addition to the formal communication network to stimulate an enhanced, more knowledgeable and interconnected group with a shared purpose.

Acknowledgments

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APPENDIX

Figure 2. Georgia Food and Language Nutrition Project Partnership Logic Model

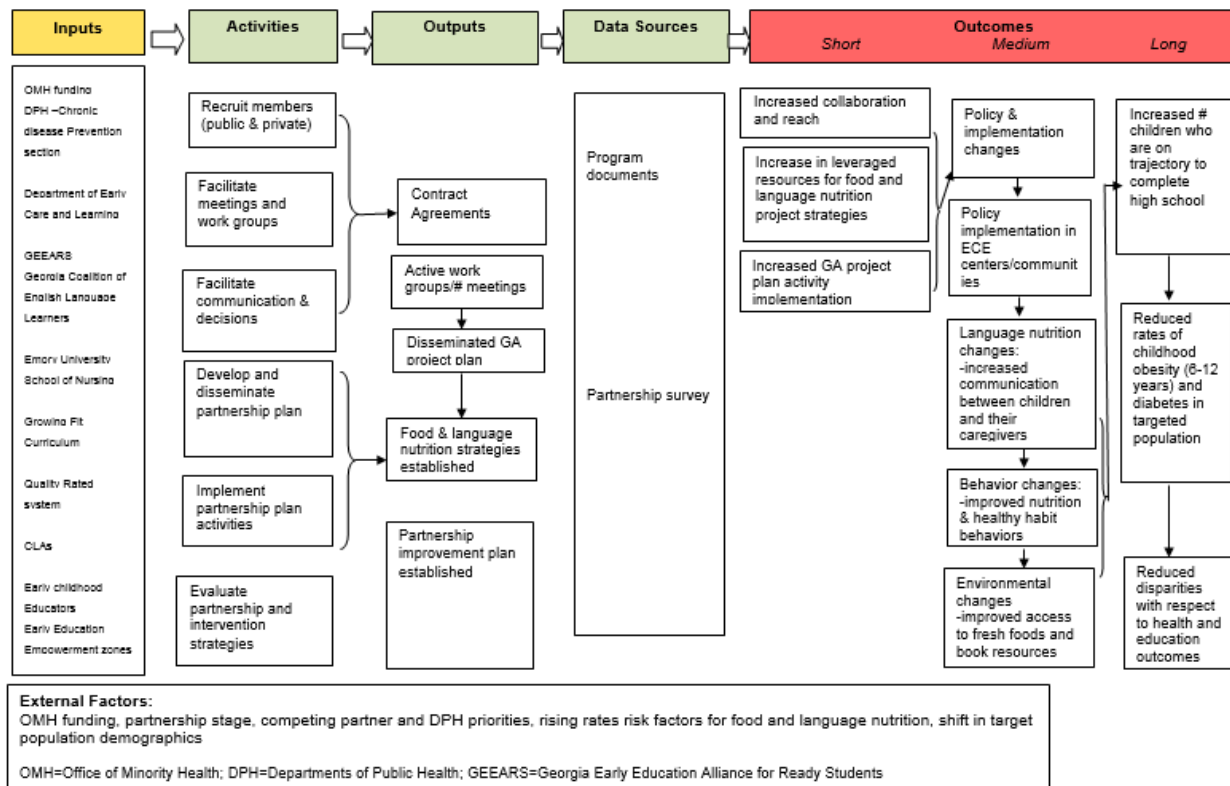


Table 1. Overarching Georgia Food and Language Nutrition Project Partnership Evaluation Questions

What is the current level of inclusiveness from stakeholder organizations, priority areas and priority population and to what extent is the collaborative group appropriate, both politically and socially?

Is there a shared level of understanding of and commitment to the goals and objectives of the project? To what extent do partners have a clear articulation of their roles and responsibilities?

What is the level of integration/cooperation among the stakeholders? Is the partnership operating at an appropriate level in terms of development, decision-making, communication, and adaptability to internal and external factors?

How effective is the stakeholder leadership? What areas of the leadership are weak, and how might they be improved? What are the strengths of the leadership, and how can they be built on?

To what extent has the partnership contributed to the expansion and continuous implementation of GA project plan activities and positive changes in outcomes?

Table 3. Georgia State Food and Language Nutrition Project Partnership Survey

This survey is designed to obtain your view about the Georgia Food and Nutrition Language Project Partnership. Your responses will assist the partnership identify its strengths and weaknesses based upon factors identified as important to the success of collaborative project. Your responses are important to us and are all acceptable, as there are no right or wrong answers.

The survey will take about 25 minutes to complete. Your participation is completely voluntary and will be confidential. The survey reports will be in aggregate form, thus your responses will not be linked to you in any way. The results will be used to continuously improve the partnership, for optimum program accomplishments.

Each group of factors will be scored on a scale of 1-5 to determine the strengths and weaknesses of the partnership.

Thank you for your input!

Section 1: Statements about GA Food and Language Nutrition Project Partnership

Please read each statement carefully and indicate your level of agreement by clicking on the appropriate circle. If you do not have a view or do not know how to answer an item, please click on the "neutral or no view."

| | Strongly Disagree | Disagree | Neutral, No View | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Agencies and organizations in our community have a history of working together | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Trying to solve problems through collaboration has been common in our state. It has been done a lot before | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Leaders in this community who are not part of the GA Food and Language Nutrition Project Partnership seem hopeful about what we can accomplish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Others (in our community) who are not part of the GA Food and Language Nutrition Project Partnership would generally agree that the organizations involved in the Partnership are the "right" organizations to do the work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The political and social climate seems to be "right" for starting a partnership like this one | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The time is ripe for GA Food and Language Nutrition Project Partnership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. People involved in GA Food and Language Nutrition Project Partnership always trust one another | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I have a lot of respect for the other people involved in GA Food and Language Nutrition Project Partnership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The people involved in GA Food and Language Nutrition Project Partnership represent a cross section of those who have a stake in what we are trying to accomplish. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. All the organizations that we need to be members of GA Food and Language Nutrition Project Partnership have become members of the group | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully and indicate your level of agreement by clicking on the appropriate circle. If you do not have a view or do not know how to answer an item, please click on the "neutral or no view."

| | Strongly Disagree | Disagree | Neutral, No View | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. My organization will benefit from being involved in GA Food and Language Nutrition Project Partnership. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. People involved in GA Food and Language Nutrition Project Partnership are willing to compromise on important aspects of the project. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. The organizations that belong to GA Food and Language Nutrition Project Partnership invest the right amount of time in our collaborative efforts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Everyone who is a member of GA Food and Language Nutrition Project Partnership wants this project to succeed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. The level of commitment among the collaboration participants is high | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. When GA Food and Language Nutrition Project Partnership makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Each of the people who participate in decisions in GA Food and Language Nutrition Project Partnership can speak for the entire organization they represent, not just a part. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. There is a lot of flexibility when decisions are made; people are open to discussing different options. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. People in GA Food and Language Nutrition Project Partnership are open to different approaches to how we can do our work. They are willing to consider different ways of working. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. People in GA Food and Language Nutrition Project Partnership have a clear sense of their roles and responsibilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully and indicate your level of agreement by clicking on the appropriate circle. If you do not have a view or do not know how to answer an item, please click on the "neutral or no view."

| | Strongly Disagree | Disagree | Neutral, No View | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 21. There is a clear process for making decisions among the partners in this collaboration. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. GA Food and Language Nutrition Project Partnership is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, change in leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. GA Food and Language Nutrition Project Partnership has the ability to survive even if it had to make major changes in its plans or add some new members in order to reach its goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. GA Food and Language Nutrition Project Partnership has tried to take on the right amount of work at the right pace | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. We are currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. People in the GA Food and Language Nutrition Project Partnership communicate openly with one another | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. I am informed as often as I should be about what goes on in the collaboration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. The people who lead GA Food and Language Nutrition Project Partnership communicate well with the members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Communication among the people in GA Food and Language Nutrition Project Partnership happens both at formal meetings and in informal ways | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. I personally have informal conversations about the project with others who are involved in GA Food and Language Nutrition Project Partnership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully and indicate your level of agreement by clicking on the appropriate circle. If you do not have a view or do not know how to answer an item, please click on the "neutral or no view."

| | Strongly Disagree | Disagree | Neutral, No View | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 31. I have a clear understanding of what GA Food and Language Nutrition Project Partnership is trying to accomplish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. People in GA Food and Language Nutrition Project Partnership know and understand our goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. People in GA Food and Language Nutrition Project Partnership have established reasonable goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. People in GA Food and Language Nutrition Project Partnership are dedicated to the idea that we can make this project work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. My ideas about what we want to accomplish seem to be the same as the ideas of others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. What we are trying to accomplish with GA Food and Language Nutrition Project Partnership would be difficult for any single organization to accomplish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. No other organization in the community is trying to do exactly what we are trying to do | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. GA Food and Language Nutrition Project Partnership has adequate "people power" to do what it wants to accomplish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. The people in leadership positions for GA Food and Language Nutrition Project Partnership have good skills for working with other people and organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section 2: Partner Information

1. What type of organization do you represent? (Please check one best answer)

- State Government Agency
- Local Government Agency
- Health Care
- Community-based Organization
- Not for profit organization
- Schools/School-based
- University/College
- Professional Organization
- Philanthropy
- Other (please specify) _____

2. Which GA Food and Language Nutrition Project Partnership subcommittee do you participate in (Please check all that apply)?

- Leadership
- Monitoring and Evaluation
- Curriculum development and training
- community engagement
- disparities profile
- Early education empowerment
- Do not participate in any work group, at this time

3. How long have you been involved in the GA Food and Language Nutrition Project Partnership?

- less than one month
- 1-5 months
- More than 5 months
- Not applicable

Section 3: Satisfaction with GA Food and Language Nutrition Project Partnership

The following questions relate to the effectiveness of leadership provided by the GA Department of Public Health staff. Please indicate their effectiveness as excellent, very good, fair, or poor in the following areas.

| | Excellent | Very Good | Good | Fair | Poor |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Communicating the mission of the partnership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Taking responsibility for the partnership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Motivating the members of the partnership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Empowering members of the partnership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Fostering respect, trust, inclusiveness and openness in the partnership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Creating an environment where everyone's perspective is considered | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Resolving conflict among partners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Helping the partnership to be creative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Recruiting diverse people and organization into the partnership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Combining the skills and resources of partners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section 4

1. What organizations or individuals do you think are missing from the partnership and what are their contact information?

2. Please share any other thoughts or comments that you may have relating to the GA Food and Language Nutrition Project Partnership

Thank you for your input!