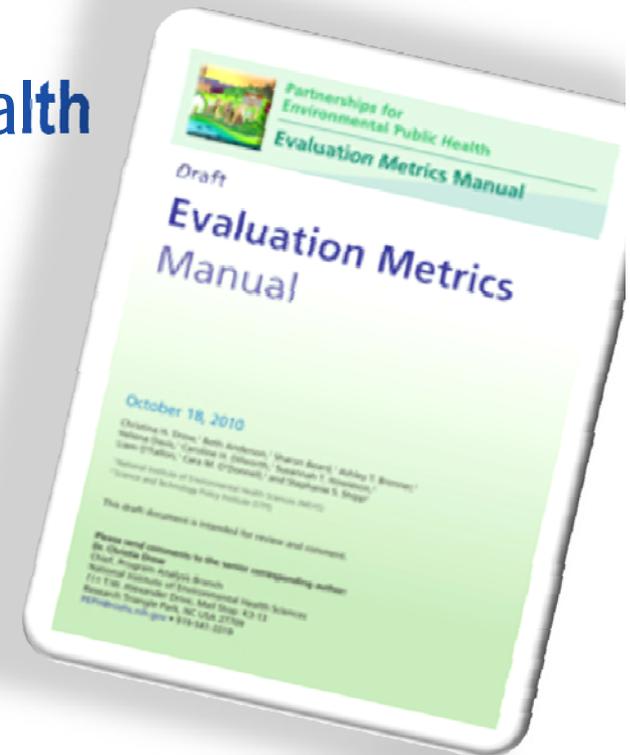




Partnerships for Environmental Public Health Evaluation Metrics

NIH Evaluation SIG
February 9, 2011

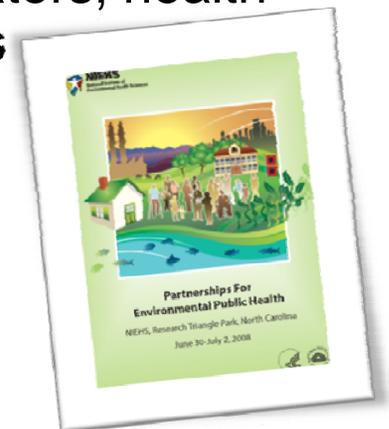
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U.S. Department of Health and Human Services
National Institutes of Health
National Institute of Environmental Health Sciences

Partnerships for Environmental Public Health (PEPH)

- Environmental Public Health is the science of conducting and translating research into action to address environmental exposures and health risks of concern to the public
- PEPH Program Objectives:
 - Prevent, reduce or eliminate environmental exposures that may lead to adverse health outcomes in communities
 - Increase the impact of environmental public health research at local, regional, and national levels
- Partners include scientists, community members, educators, health care providers, public health officials, and policy makers
- Participatory development
 - Request for Information, Winter 2007-8
 - Workshop, June 2008



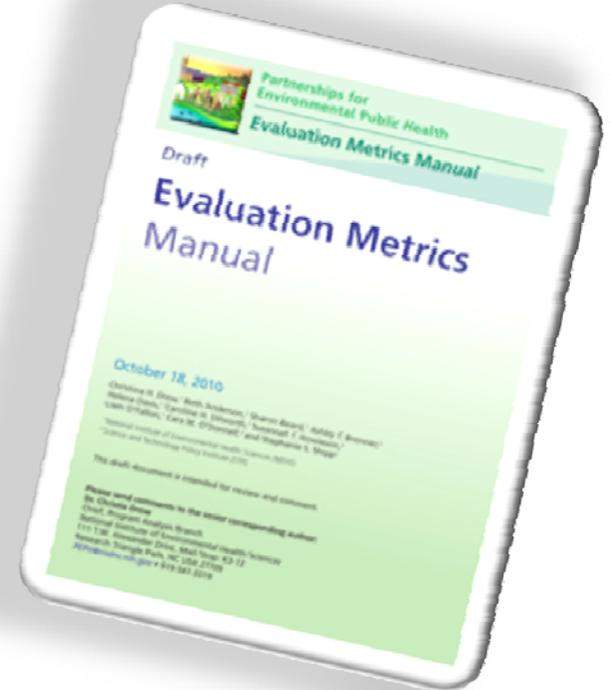
The PEPH “Umbrella” Includes Many Programs

- Breast Cancer and the Environment Research Centers Program
- Centers for Children’s Environmental Health and Disease Prevention Research
- Centers for Population Health and Health Disparities
- Environmental Health Sciences Core Centers
- Community Outreach and Education Cores
- Superfund Basic Research Program
- Worker Education and Training Program
- Environmental Justice Program
- Obesity and the Built Environment
- Research to Action
- Challenge Grants/Unsolicited Grants/Supplements



Why create a PEPH Evaluation Metrics Manual?

- PEPH Stakeholders identified evaluation metrics as a clear need:
 - RFI & Workshop, 2008
- Results not published in peer reviewed biomedical journals
- Helpful to establish a common language of evaluation among those involved in PEPH projects



- <http://www.niehs.nih.gov/research/supported/programs/peph/materials/index.cfm>

Quote from RFI

NIEHS has not defined metrics for evaluation of “research translation” and “outreach”.

What constitutes success?

PEPH Request for Information Summary, May 2008. Available at:

<http://www.niehs.nih.gov/research/supported/programs/peph/about/rfi.cfm>

Metrics Manual Purpose

- Show how laying out program activities, outputs and desired impacts can help lead to program metrics
- Content of the manual is not intended to be prescriptive

Audience

- PEPH grantees and partners
- NIEHS and other agency program staff working with PEPH
- Other groups and organizations interested in measuring PEPH-like activities

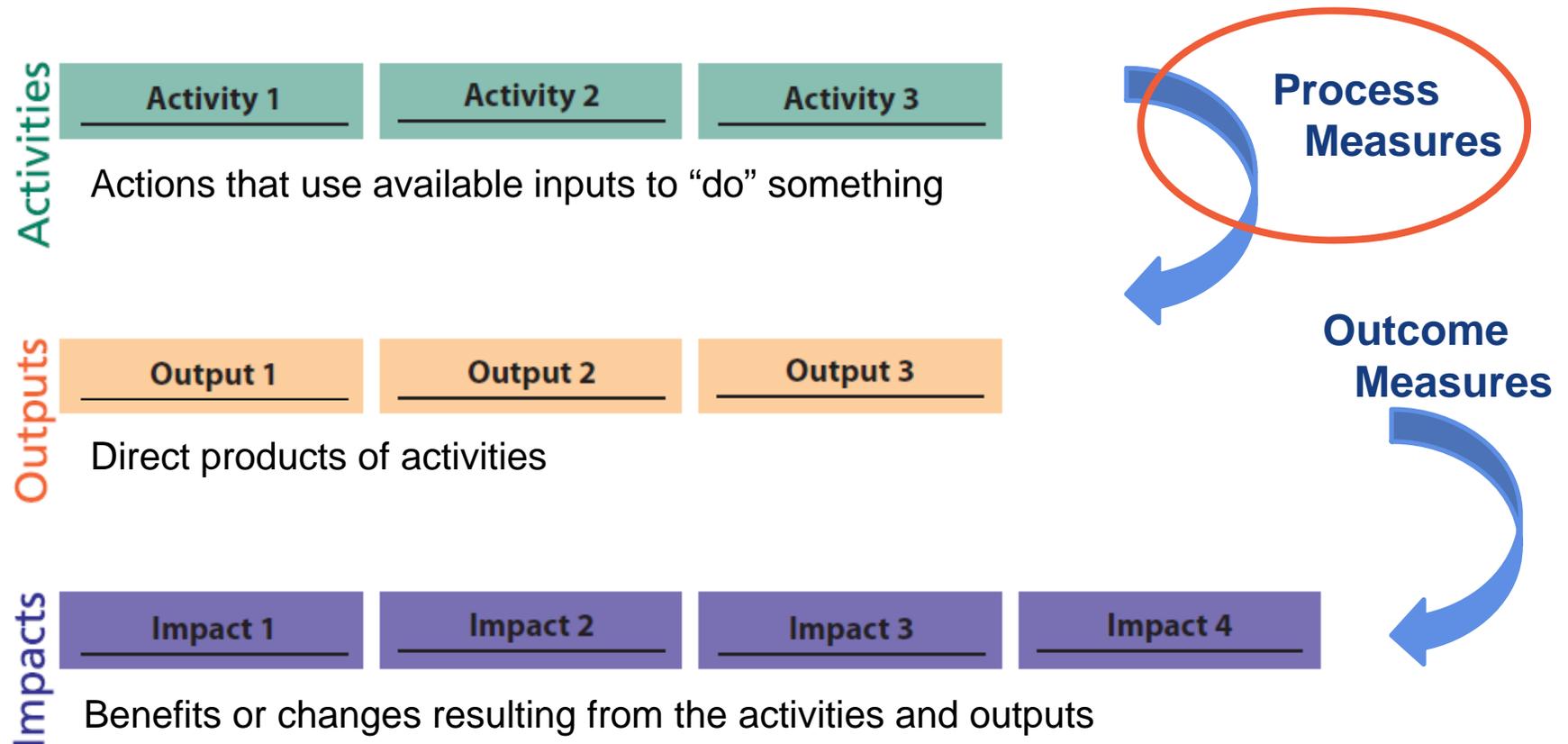




What do we mean by “metrics”?

- METRIC = a measure of magnitude (or another characteristic)
 - An inch is a metric for length
 - Length is a characteristic of an object – e.g., a projection screen
- All metrics are not equal; some are much easier to understand and apply than others
 - It is more challenging to think about how to measure the characteristics of partnerships, education programs, leverage, etc
 - A key step to define your metrics is to define the characteristics of what you are trying to measure
 - “Indicators”
- Philosophy: Goal based logic model to generate metrics

Example Logic Model



Not prescriptive

“Maturity” increases to the right

Priority PEPH Program Activity Areas (for metrics)

1. Introduction

2. Partnerships

3. Leveraging

4. Products and dissemination

5. Education and training

6. Capacity Building

7. Evaluation

Partnerships

Communication

Capacity Building

Chapter Structure

- Example Logic Model
- For each “box” in the model (**activity**, **output** and **impact**):
 - Description/definition of the term/concept
 - Approaches for implementing the tasks and collecting evaluation data
 - Example metrics
 - PEPH Project Examples
- Summary table of all metrics in Chapter

Other key features of the document

- Additional Evaluation Resources found in Appendix 4
- List of all examples found in Appendix 6

Chapter 2: Partnerships

PEPH partners foster partnerships by:

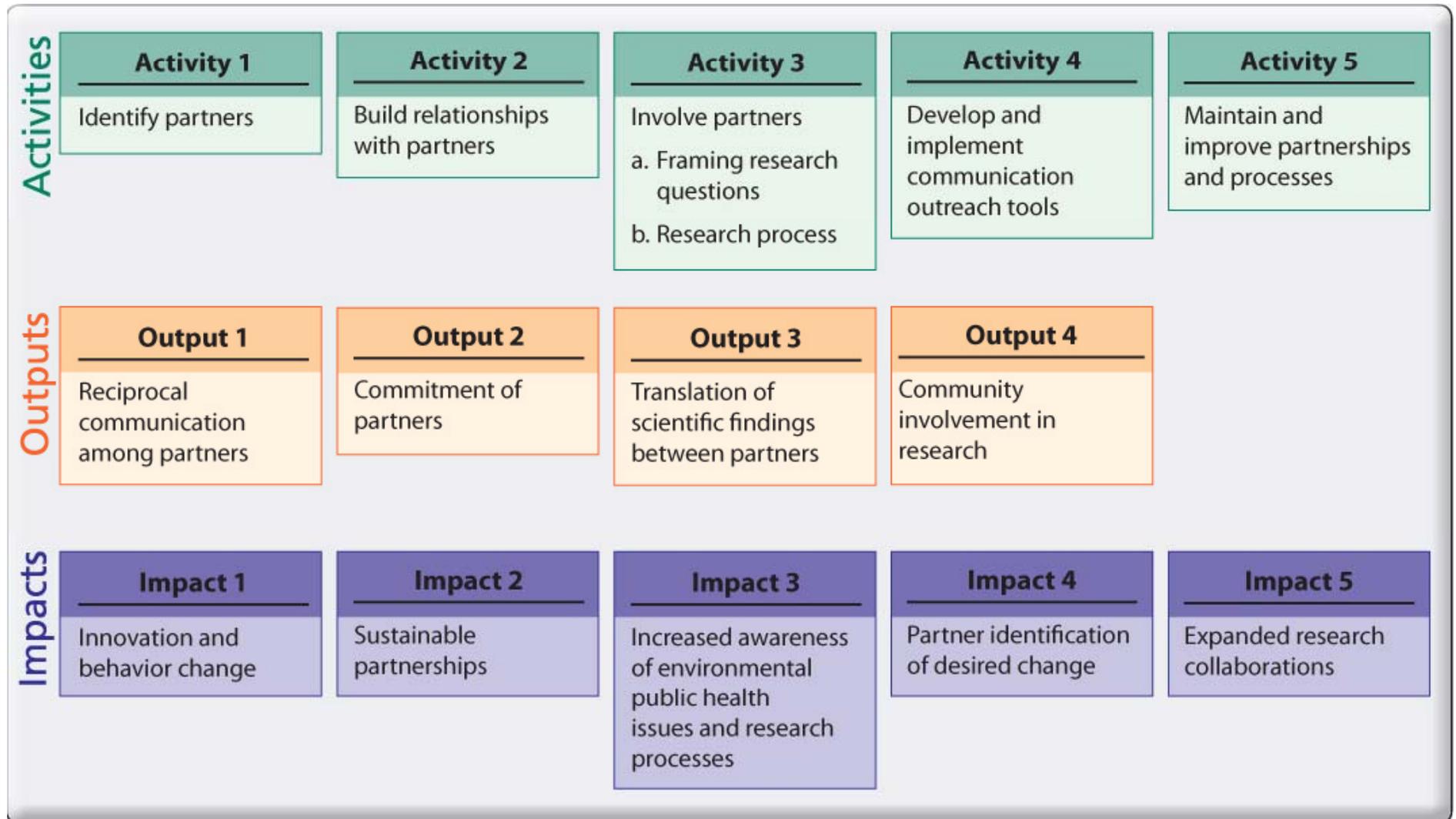
- Involving stakeholders in the research process
- Empowering stakeholders to reduce exposure and improve health
- Having broad applicability to other research programs beyond NIEHS

Partnerships may include....

- Researchers
- Health care providers
- Community action groups
- Public officials
- Media
- Government agencies at all levels (federal, state, and local)
- Others that are relevant for addressing an environmental challenge



Partnerships - Example Logic Model



Example:



- State-wide organization established in 1997
- Dedicated to achieving environmental justice and improving environmental public health
- Currently holds an NIEHS Environmental Justice grant, which they received in 2005
- Mission: assure justice by advocating for environmental and community health
- ACAT believes that everyone has the right to clean air, clean water, and toxin-free food

Example:



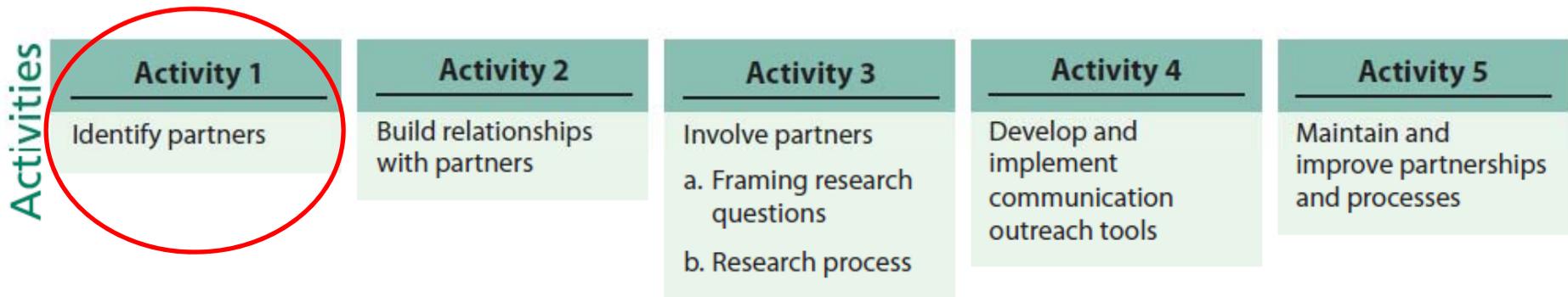
- Core values
 - Community's right to know
 - Environmental justice
 - Elimination of the production and release of toxics
 - Rights and sovereignty of indigenous peoples
 - Encouraging a culture of caring and wellness

Example:



- Interdependent strategies that result in sustainable change at the community and policy levels
 - Conduct scientific investigations
 - Educate and activate concerned individuals and organizations
 - Advocate for their communities

Example Logic Model: Potential Activities



ACAT identifies partners by listing initiatives on their website and encouraging community members to contact them with concerns or opportunities for involvement

Example metrics:

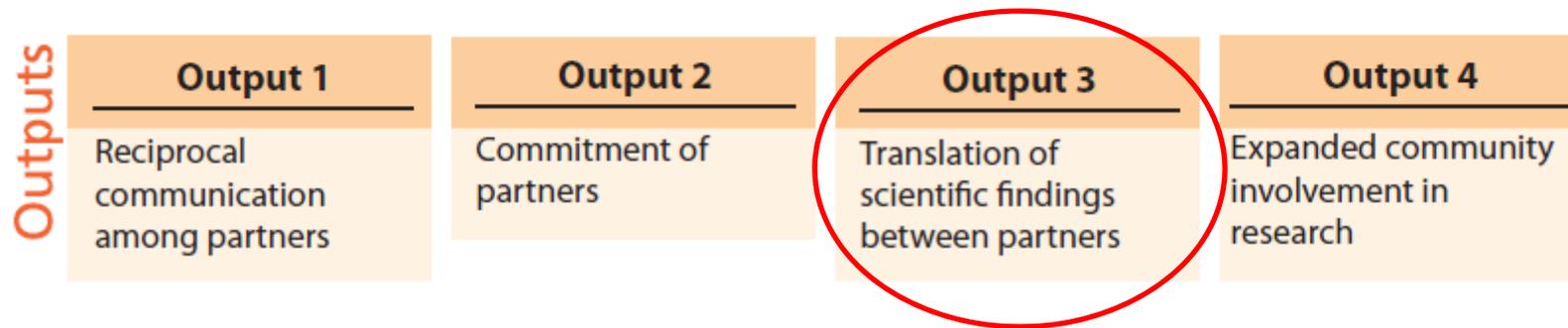
- number of contacts made with potential partners
- number of partners identified
- description of partner needs
- description of benefits to partners

Metrics for identifying partners

Examples of metrics for identifying partners:

- Number of contacts made with potential partners
- Number of potential partners who express interest in the project
- Descriptions of potential or perceived benefits of the partnership to each partner (e.g., increased visibility, increased access to priority populations, increased networking opportunities, opportunities for staff development, technical assistance, connections to key partners, funding, improved image, exposure to influential others)
- Descriptions of needs of each partner
- Descriptions of project goals as related to partnerships
- Number and descriptions of resources that each partner can contribute
- Number of additional identified partners that could be added in the future
- Descriptions of historical trust concerns between partners and descriptions of how these concerns will be addressed

Example Logic Model: Potential Outputs



ACAT translates its research on environmental health risks in the form of information sheets for the public

Example metrics:

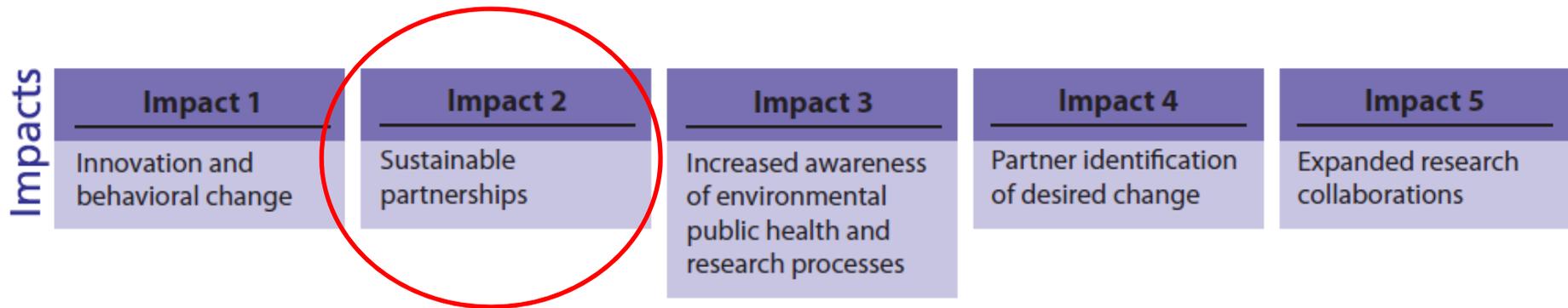
- number of fact sheets
- number of downloads

Metrics for translation of findings

Examples of metrics of translation of scientific findings between partners:

- Number and types of materials that translate findings (see also Chapter 4: Products and Dissemination)
- Lists of co-authorship on materials with a mix of partners
- Evidence that the partnership continues research, information sharing, and decision-making:
 - Subsequent funding
 - Subsequent publications
- Evidence that research materials, findings, and messages are used by partners in other settings
- Descriptions of requests, including repeated requests for materials by others
- Anecdotal evidence indicating successful translation of scientific findings to new audiences
- Descriptions and use of research data in partner documents and materials

Example Logic Model: Potential Outputs



ACAT is working towards sustaining their partnerships over a long period of time

Example metrics:

- length of time partners stay involved with ACAT
- evidence that partners' culture includes concern for env public health
- timeline of key milestones in the partnership's history
- evidence of mutual influence

Metrics for sustainable partnerships

Examples of metrics of sustainable partnerships:

- Number of years the project or program has existed
- Descriptions of long-term plans and benefits to each partner
- Number and types of individuals and partners that the program has reached, including scope of geographic reach and as well as relevance of the project to engaged partners
- Descriptions of strategies for sharing power among partners
- Descriptions of challenges identified by partners and how they are addressed
- Descriptions of the body of knowledge acquired while developing and sustaining new and existing partnerships
- Evidence of the institutionalization of the partnership among member organizations

Chapter 6: Capacity Building

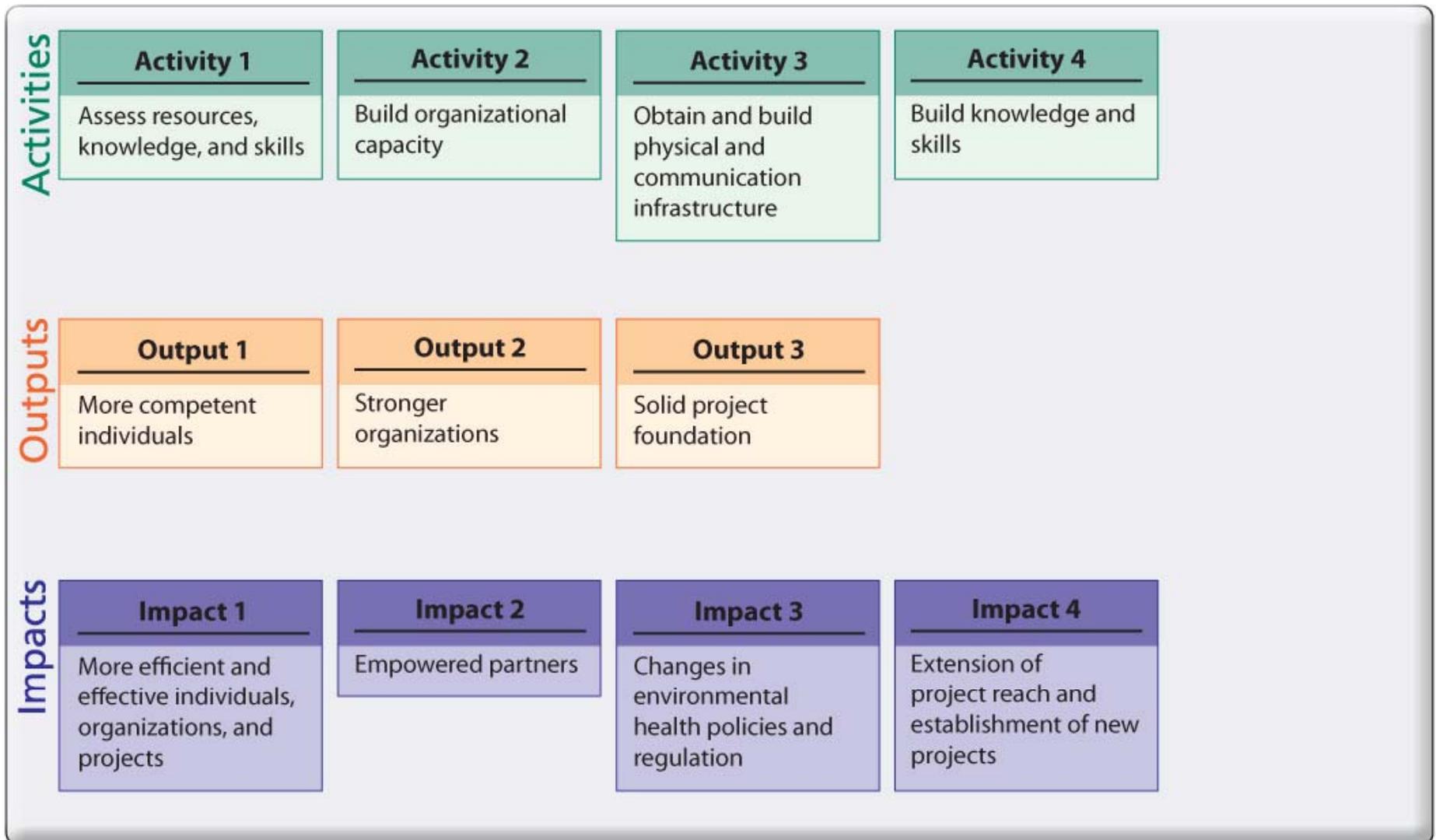
Capacity building includes

- Organizational capacity
- Physical and communication infrastructure
- Knowledge and skills

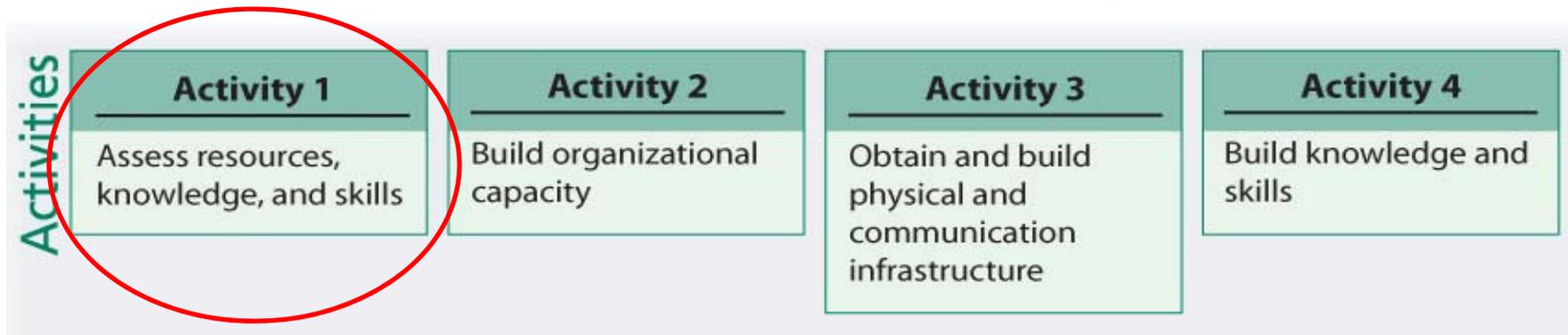
Different groups need different capacities

- Community based organizations
- Researchers
- Health professionals
- Decision-makers

Capacity Building - Example Logic Model



Activity 1: Assess resources, knowledge and skills



Approaches include

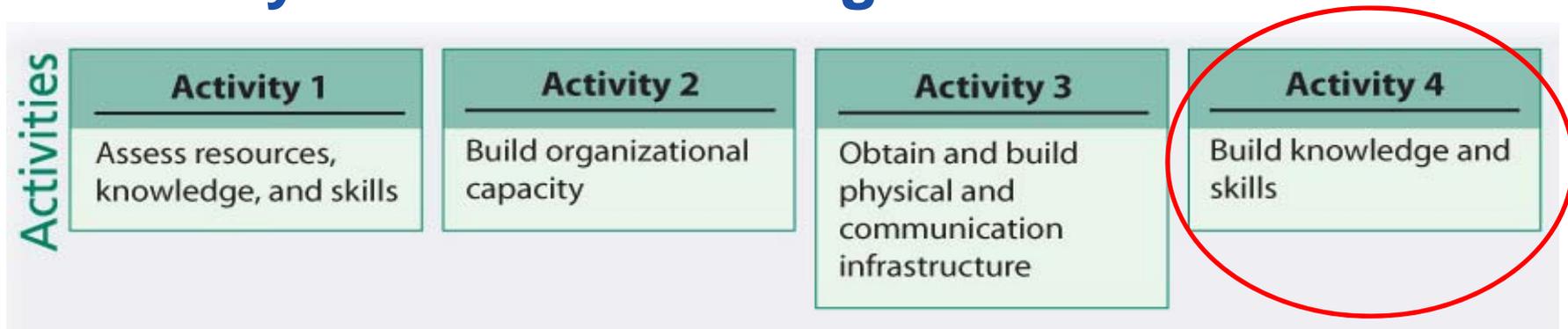
- Gather and analyze ideas from partners and intended audiences
- Identify and prioritize critical needs
- Develop approaches to meet needs
- Potential tool: “Resource/Needs Balance sheet”

Partner Group		
	Current Capacity	Needed capacity
Community Organizations	<p>Knowledge: Knows the community's health problems and understands how community interacts and functions</p>	<p>Knowledge: How to conduct research to reduce environmental exposures of concern</p> <p>Resource: Funding to conduct research to reduce exposures</p>
Researchers	<p>Knowledge: Environmental health risks and indicators</p> <p>Skill: Experience applying for and receiving funding</p>	<p>Resource: Relationships with community members</p> <p>Knowledge: Community dynamics</p>
Health Professional	<p>Knowledge: Understands local health complaints and has access to community health data</p> <p>Resource: Health clinics available to treat and diagnose individuals who have been exposed to an adverse environmental agent</p>	<p>Resource: Funding to conduct interventions</p> <p>Knowledge: Environmental exposure science</p> <p>Skill: Experience with environmental exposures and interventions</p>

Metrics might include

- List of current capacity
- Identified skill needs
- Strategies to address gaps, etc

Activity 4: Build knowledge and skills



Approaches include

- Creating or maintaining expert directories (facilitates access to experts)
- Formal education and training
- Forming master-apprentice or mentoring relationships
- Involving partners in multiple stages of research
- Hosting a speaker series

(see more pp 19-20)



Deep South Center for Environmental Justice



- Community University Partnership in New Orleans
 - Deep South Center for EJ and United Steelworkers
- Provide opportunities for communities, scientific researchers, and decision makers to collaborate on programs and projects
- Promote the rights of all people to be free from environmental harm as it impacts health, jobs, housing, education, and general quality of life.



Safe Way Back Home Project

- Trained residents of New Orleans who were displaced after Hurricane Katrina
- Community members learned to remove contaminated soil, pressure washed sidewalks, and revitalized landscapes

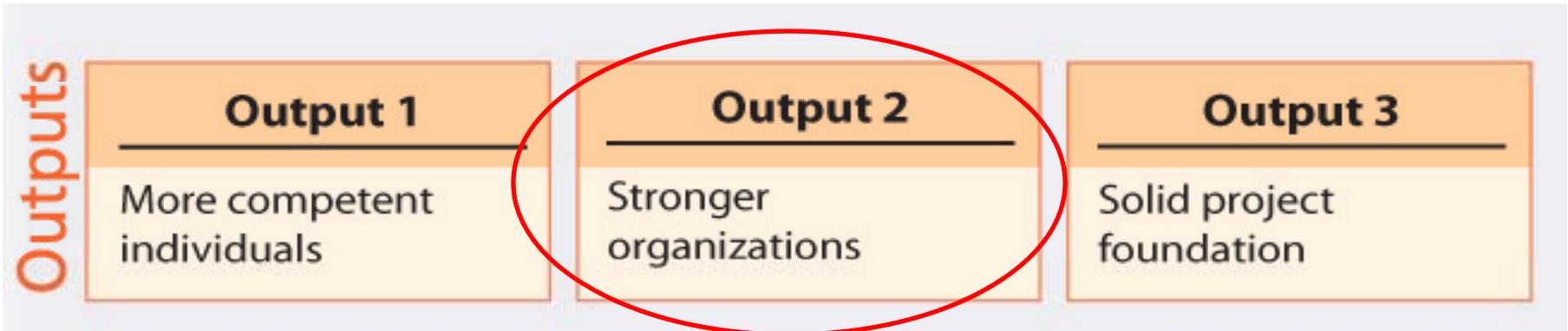
Metrics

- Provided 40 hours of Hazmat and Health and Safety training
- 650 people trained from 2006-2009
- Remediated more than 60 lawns and 2 schoolyards

Example metrics for building resources, knowledge, and skills

- Anecdotal evidence of new skills
- Number of classes, workshops, and other training sessions offered or attended
- Results of pre- and post- test questionnaires
- Number of papers published in non-academic outlets, for example, newspapers, newsletters, or online forums
- Number of forums where community members and health professionals meet to discuss environmental public health concerns (sponsored by PEPH partners)
- Number of decision-makers who attend environmental public health seminars and workshops
- Number of comments and recommendations by decision-makers on safety or other protocols
- Number of environmental public health regulatory changes introduced by decision-makers
- Number of researchers or community organization members invited to policy meetings
- Efforts undertaken to share information among PEPH project partners

Output: Stronger Organizations

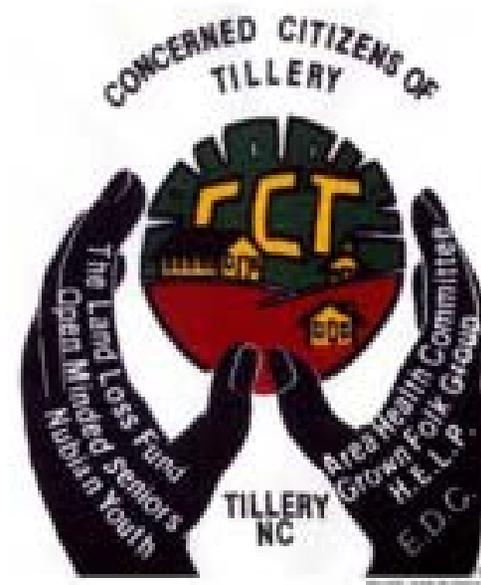


What are characteristics of a “strong” organization?

- Name recognition
- Diverse membership grows over time
- Sustained interaction with community
- Ability to take action and make change

Output 2 Example: Concerned Citizens of Tillery

- Community-based organization, founded 1978
- Promotes social justice and self-determination for rural African American communities
- Promotes and improve the social, economic, and educational welfare of the citizens of Tillery and eastern NC
- Approach: self-development of its members
- Major focus area: EH effects of hog farms





CCT and the NC Environmental Justice Network

- Hosted 9th Annual Environmental Justice Summit in 2007:
“Head ‘em Up - Move ‘em Out: Landfills & Hogs”

Metrics:

- >125 community members, elected officials, researchers and students participated in scientific presentations, workshops, and plenary sessions
- Quarterly meetings bring groups and individuals together from across NC
- More than 250 people attend bringing the issues of environmental justice to the forefront of local newspapers
- Expertise in hog farms led to partnerships, in turn led to stronger community base for both orgs

Example Metrics for Stronger Organizations

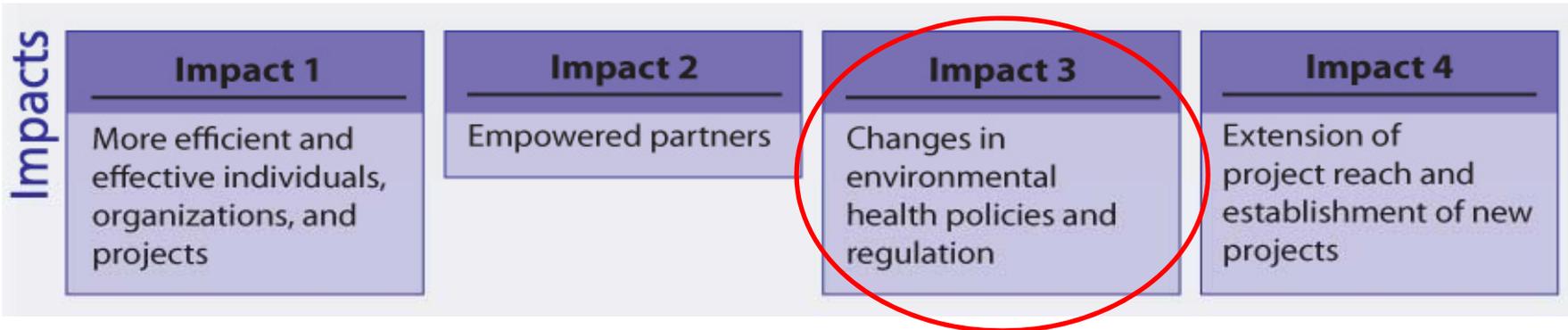
Community org:

- Financially solvent
- Governance rules exist and are followed
- Number of members in the community organization
- Descriptions of physical buildings and equipment available to the community organization

Research org:

- Funding
- Breadth of grant types and topic areas
- Community advisory board established and functional
- Involvement of CAB in research project development

Impact 3: Changes in Environmental Health Policies and Regulation



Includes

- Knowledge, skills, resources influence policies
- Partners work to affect corporate, institutional, policy, or governmental change
- Government agency involvement (e.g., State Health Agencies, Department of Homeland Security, the Occupational Safety and Health Administration, or the Environmental Protection Agency, School boards, etc)



LA Unified School District Healthy Food, Healthy Schools Health Communities

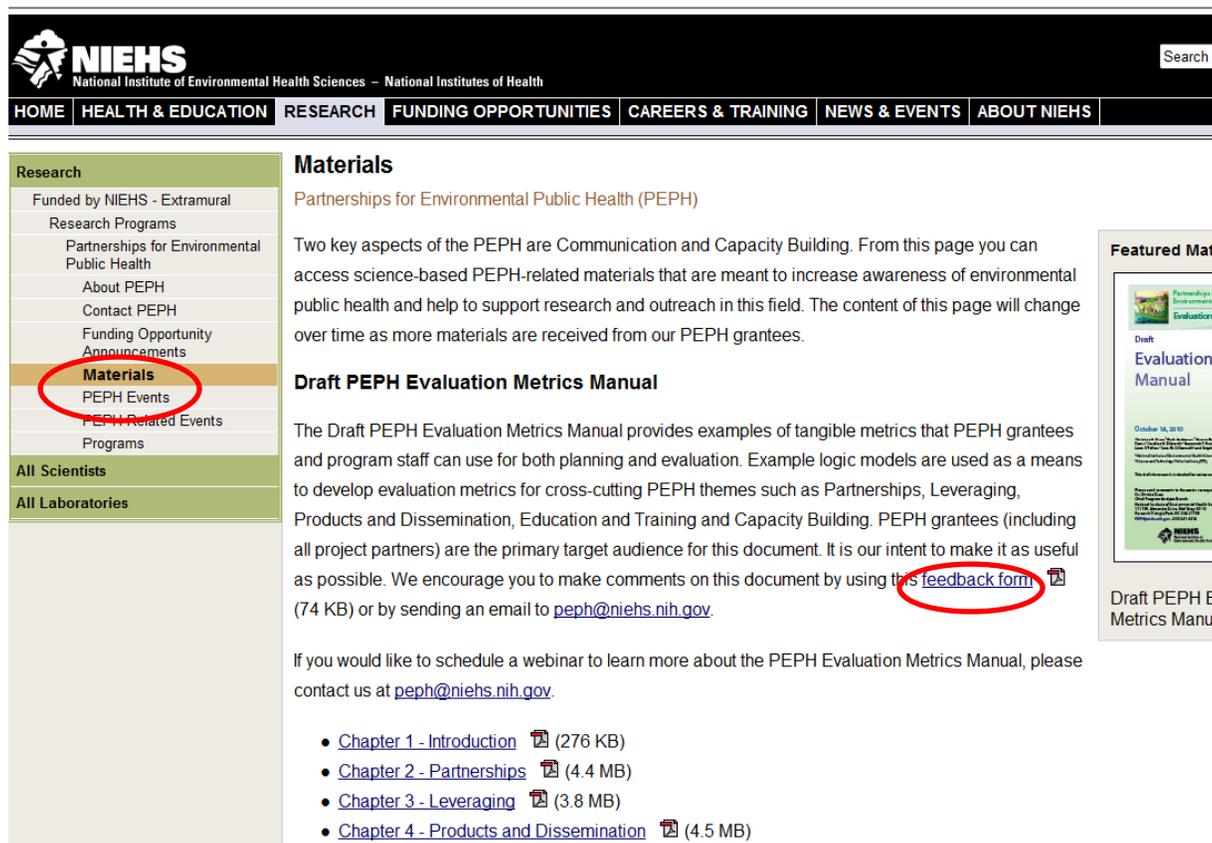
- Provided data on quality and costs of food to stakeholders
- Parents used information to identify strategies to improve the food environment at the schools
- Parents and other stakeholders worked with the school board to develop school lunch policies that brought fresh, healthy foods to the school
- The project raised awareness of environmental public health issues and the research process among stakeholders

Potential Metrics

- Descriptions of change in;
 - Institutional policy or legislation
 - Corporate or business practices
 - Clinical guidelines and practices
 - Local ordinances/zoning laws
- Frequency, number of individuals involved in these changes
- Type of involvement by individuals

Next Steps

- Chapters are available in the “Materials” Section (<http://www.niehs.nih.gov/research/supported/programs/peph/materials/index.cfm>)
- Actively Seeking Comments. Send to: PEPH@niehs.nih.gov
- Feedback form on the website
- Webinars on request
- Chapters will be revised based on comments and feedback



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Research

- Funded by NIEHS - Extramural Research Programs
- Partnerships for Environmental Public Health
- About PEPH
- Contact PEPH
- Funding Opportunity Announcements
- Materials**
- PEPH Events
- PEPH-Related Events Programs

All Scientists

All Laboratories

Materials

Partnerships for Environmental Public Health (PEPH)

Two key aspects of the PEPH are Communication and Capacity Building. From this page you can access science-based PEPH-related materials that are meant to increase awareness of environmental public health and help to support research and outreach in this field. The content of this page will change over time as more materials are received from our PEPH grantees.

Draft PEPH Evaluation Metrics Manual

The Draft PEPH Evaluation Metrics Manual provides examples of tangible metrics that PEPH grantees and program staff can use for both planning and evaluation. Example logic models are used as a means to develop evaluation metrics for cross-cutting PEPH themes such as Partnerships, Leveraging, Products and Dissemination, Education and Training and Capacity Building. PEPH grantees (including all project partners) are the primary target audience for this document. It is our intent to make it as useful as possible. We encourage you to make comments on this document by using [this feedback form](#) (74 KB) or by sending an email to peph@niehs.nih.gov.

If you would like to schedule a webinar to learn more about the PEPH Evaluation Metrics Manual, please contact us at peph@niehs.nih.gov.

- [Chapter 1 - Introduction](#) (276 KB)
- [Chapter 2 - Partnerships](#) (4.4 MB)
- [Chapter 3 - Leveraging](#) (3.8 MB)
- [Chapter 4 - Products and Dissemination](#) (4.5 MB)

Featured Materials

Draft PEPH Evaluation Metrics Manual

October 18, 2010

Draft PEPH Evaluation Metrics Manual

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Thank you!

What questions do you have?

What works?

What doesn't work?

How will you use it?

Do you have additional examples?

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