

Researcher-Practitioner Continued Conversations: Disseminating Program Implementation and Outcome Evaluation Data from Beginning to End

January 28, 2021

Author: Mindy Herman-Stahl, Ph.D.

Contributors: Mindy Scott, Ph.D., Lauren Mattox

Disclaimer

The views expressed in this presentation do not necessarily represent the official views of the Office of Planning, Research, and Evaluation; the Administration for Children and Families; or the U.S. Department of Health and Human Services.

Meet the presenters

- **Lauren Mattox**
Senior Project Manager, Public Strategies
- **Mindy Scott, Ph.D.**
Principal Investigator, MAST Center; Senior Scholar, Child Trends
- **Ryan Carlson, Ph.D.**
Associate Professor, College of Education, University of South Carolina
- **Nicole Silverio, M.A., LMHC, LMFT**
Past Project Director, Project Harmony; Doctoral Student at University of North Carolina, Greensboro

Welcome and introduction to the MAST Center



The MAST Center conducts research on marriage and romantic relationships in the U.S. and the healthy marriage and relationship education (HMRE) programs designed to strengthen these relationships. It is a partnership between Child Trends, Public Strategies, and the National Center for Family and Marriage Research at Bowling Green State University.

<https://mastresearchcenter.org/>

Three-part webinar series on researcher-practitioner conversations during program evaluation

- **Webinar 1**—Researcher-practitioner partnerships: What to consider in the early days of program evaluation
- **Webinar 2**—Communicating through implementation challenges: Conversations for researcher-practitioner partnerships
- **Webinar 3**—Continued conversations: Disseminating program implementation and outcome data from beginning to end

Purpose of webinar

To identify conversations needed to ensure that dissemination informs program delivery as well as the larger research and practice field. The webinar will address critical components of dissemination planning:

- Communication goals and objectives
- Stakeholder engagement
- Data types and timing
- Targeted audiences and tailored messages
- Communication formats and mediums
- Tips from the field

Dissemination Defined

DISSEMINATION

Dissemination is the intentional process of identifying target audiences and tailoring communication messages and strategies to enhance awareness and understanding of program evaluation findings.

Program evaluation and dissemination planning

- The goal of **utilization-focused evaluation (UTE)** is to maximize the degree to which program evaluation results are beneficial to the end users. Planning starts with two key questions:
 - With this evaluation we hope to...
 - We will use these findings to...
- UTE Michael Quinn Patton
<https://www.utilization-focusedevaluation.org/>

Components of dissemination planning: Why, Who, When, What, and How?

- Goals
- Partner engagement
- Timing
- Audience
- Products and materials
- Communication medium



Researcher and practitioner dissemination perspectives

Dissemination Components	Practitioner	Researcher
Primary Goal	Improve service delivery	Advance science
Target Audience	Other practitioners, stakeholders and funders	Other researchers, scholars and grant funders
Partners	Service delivery collaborators	Other researchers
Timing	More frequently	Less frequently
Product – Technical Complexity Level	Low to moderate	High
Product – Style	Varied, with room for creativity	Standardized format
Communication Medium	Webinars, infographics, briefs, reports, podcasts, videos	Peer-reviewed journal articles, conference presentations, long technical reports

WHY do you need a dissemination plan?

- Improve service delivery practices internally and with organizations with a shared mission
- Advance knowledge in the field
- Increase awareness and engagement of stakeholders
- Share with past participants and attract future participants
- Ensure funders of the importance and credibility of your work
- Persuade policy-makers to take action

Connecting to your audience: The importance of storytelling

- “The new medium is story.... Everyone has a story to tell.... Your brand is your story.”
- “Your marketing—to be effective—should always strive to tell a success story. We start with facts we want to share and our goals and motivations for telling the information. Then we construct a story around it.”
- “Stories must have significance. Your important stories ought to reveal a universal truth about the human condition—something that brings deeper meaning and triggers heartfelt emotions for members of your audience.”

*From Dave Lieber, CSP, Columnist at The Dallas Morning News
and President of Yankee Cowboy Publishing, DaveLieber.org*

Conversations from the field



01

When did you start dissemination planning?

02

What were your key dissemination goals?

WHO to involve: Partner engagement in dissemination

- Which trusted partners can provide feedback on communication messages and products?
- What other organizations share your goals and could contribute to dissemination?
- Who are the champions and key knowledge brokers who can help you distribute your dissemination products to have impact?

WHEN: Data purpose and dissemination timing

- Continuous quality improvement (CQI)
- Process evaluation
- Short-term outcomes
- Long-term outcomes



Conversations from the field



01

What partners have you involved in planning and disseminating program evaluation results?

02

At what points in the data collection process did you focus on dissemination, and how did the communication messages vary by purpose or timing?

Audience: WHO is interested in your results?

- Who will benefit from your evaluation results and why?
- How can your audience use these findings?
- Who has the influence and resources to turn your results into action?
- What characteristics of your target dissemination audience influence how you might tailor and deliver your products?

Dissemination for impact: Tailoring program evaluation results for your audience

- What factors influence how you communicate with your audience?
 - Linguistic
 - Cultural
 - Geographical

What characteristics might influence tailoring?

- Age
- Profession
- Educational level
- Location
- Beliefs
- Values
- Interests



WHAT do you want to get across to your audience?

Consider the types of changes you would like to bring about in your programming:

- What problems are you trying to address?
- What potential impact could this knowledge have on the field?

Conversations from the field



01

How have you identified key audiences?

02

In what ways have you tailored your program evaluation dissemination products to key audiences?

HOW does your audience like to receive information?

What are the best ways to reach your audience?

- Where does your audience turn to find credible information?
- What types of products would they most likely engage with?
- What trusted organizations frequently interact with your audience?
- What media do your target audience tune into?

Products and materials

- What formats would work best?
 - Fact sheets
 - Briefs
 - Web content
 - Infographics
 - Social media
 - Press releases
- What combination of products is needed to reach your dissemination goals?

Office of Planning, Research, and Evaluation - OPRE
January 21 · 🌐

The Cognitive Behavioral Intervention for Justice Involved Individuals Seeking Employment curriculum for fathers who have been recently involved with the criminal justice system covers five broad topics:

- motivational engagement,
- cognitive restructuring,
- emotion regulation and social skills,... [See More](#)

Applying Cognitive-Behavioral Techniques to Employment Programming for Fathers: Findings from the B3 Study

ACF.HHS.GOV
Applying Cognitive-Behavioral Techniques to Employment Programming for Fathers: Findings from the B3 Study

Putting the pieces together: The dissemination plan

Dissemination Activities	WHY? Goal of dissemination activity	WHO? Key audience	WHEN? Timing of product release	WHAT? Key communication messages	HOW? Communication medium
Practitioner brief	Share implementation results	Other grantees and practitioners	Q1 and Q3	Tips on curriculum tailoring	Websites, partners, newsletters
Webinar	Share data on recruiting	Partner organizations	Q2 and Q4	Training to increase recruitment numbers	Advertise webinar via listservs and partner newsletters
Peer-reviewed publication	Share outcome evaluation	Evaluators and researchers	Year 5	Focus on research methods and results	Academic journal
Blog	Translate research to practice	General public	First Wednesday of the month	Importance of teaching youth RE skills	Websites, social media

SARHM



Self-Regulation Training Approaches and Resources to Improve Staff Capacity for Implementing Healthy Marriage Programs for Youth
FINAL REPORT

SARHM
Self-Regulation Training Approaches and Resources to Improve Staff Capacity for Implementing Healthy Marriage Programs for Youth

Co-Regulation:
A framework for masterful program delivery

Co-Regulation – support from adults that prioritizes warm relationships and nurturing environments as the context for coaching and modeling self-regulation skills

Do program participants...

- Believe we care about them and know we are there if they need us (in their best interests)
- Feel safe in the workshops? Are they able to focus on learning?
- Are staff modeling good management of thoughts, feelings, and behavior? Do staff work with them – coach them – in times of intense emotion or stress?

Warm, Responsive Relationships:

- Respond with warmth and affection, avoid harsh, judgmental or shaming remarks
- Validate (offer support) during intense emotion
- Share perspective, allow them to make decisions and experience natural consequences
- Show and encourage compassion for self and others

Safe, Supportive Environments:

- Co create environments that promote safety and positive climate
- Know their good choices (e.g. those who arrive on time receive something)
- Offer anticipatory guidance as they navigate their own environments
- Offer space and time to calm down in times of emotional conflict, or stress (e.g. create a relief box)
- Provide prompts for skill use (e.g. postcard)

Modeling and Coaching Skills:

- Coach awareness of emotions and their value
- Coach stress management and distress tolerance skills
- Encourage help-seeking
- Support goal setting and monitor progress, support persistence
- Coach problem-solving
- Coach decision-making that aligns with values

SARHM

Building Staff Co-Regulation to Support Healthy Relationships in Youth

A GUIDE FOR PRACTITIONERS

Who is this guide for?
Project directors and practitioners providing relationship education for youth and young adults

Goals

- Help programs integrate the science of self-regulation development into existing services through co-regulation—the interactive process of adult support for youth self-regulation
- Inspire programs to embed a co-regulation framework and strategies into their service delivery approach
- Share practical takeaways and lessons learned to help guide the integration of co-regulation

SARHM MEASURING CO-REGULATION: A DRAFT TOOL

MEASURING CO-REGULATION: A DRAFT TOOL FOR OBSERVING EDUCATORS IN YOUTH-SERVING PROGRAMS

What is this brief about? This brief describes a draft observation tool that was developed and piloted as part of a formative study to translate theory about co-regulation into practice in youth-serving Healthy Marriage and Relationship Education (HMRE) programs. Co-regulation is the interactive process of adult support for youth self-regulation. As part of the formative study, the tool was designed to measure educators' co-regulation during group sessions, including their use of specific, theory-based co-regulation strategies.

Who is it for? For evaluators and researchers interested in observational measures of co-regulation, the lessons from the pilot test offer next steps for continuing to develop a valid and reliable tool. For program managers and supervisors of youth-serving programs, the lessons suggest best practices for observing educators to enhance their co-regulation and facilitation skills. Note that the draft observation tool included in an appendix represents an initial step toward creating a measure of co-regulation that programs can use; additional development and testing is necessary to refine its validity and reliability. By sharing the draft observation tool and our recommendations for next steps, this brief seeks to advance emerging lessons about the importance of co-regulation for youth-serving programs. This brief is part of a series of reports and briefs on the SARHM project, which can be accessed [online](#).

SARHM
Self-Regulation Training Approaches and Resources
to Improve Staff Capacity for Implementing Healthy Marriage Programs for Youth

Bringing Self-Regulation to Life
Reflecting on self-regulation in myself and those I serve

The following statements relate to various constructs of self-regulation. Take a look at each statement as a way to see the kinds of thoughts, feelings, and behaviors that make up the self-regulation system within us and those we serve.

- I have trouble sitting still
- People say that I'm easily distracted
- I have trouble thinking of a different way to solve a problem when stuck by having to deal with changes
- emotionally to situations than my friends
- inse but ends quickly
- quickly or easily over little things
- ng time
- n't think before acting
- seem upset with me, I don't understand why
- getting ready for the day
- the last minute (chores, assignments, tasks)
- coming up with ideas for what to do with my free time
- am doing in the middle of things
- taying on the same topic when talking
- now what to do first (prioritizing activities)
- finishing a task on my own
- c goals
- ly step plans to reach my goals
- my life support me in achieving my goals
- nding things in my room, closet, or desk
- ed, I have difficulty getting work done
- ed, I have difficulty thinking about anything else
- emotions as overwhelming or out of control
- t, I know that I can find a way to eventually feel better

Project Harmony



To explore how relationship education workshops improved couples' relationships, parenting, and individual functioning.

RECRUITMENT

Project Harmony was a randomized-controlled trial that included a six-month wait list. All study participants were recruited from the greater Orlando, Florida area. It is during the study enrollment appointment where couples were randomly assigned in real-time to either program A (the intervention group), or program B (the wait-list control). The enrollment appointment was conducted in a group with other couples representing a cohort. Cohorts were tracked throughout the study so that appropriate timing for data collection could be implemented.

Recruitment Strategies



- Active recruitment strategies included a team of recruiters who regularly visited:
- local county health departments
 - libraries
 - women infants and children (WIC) waiting rooms
 - back to school and other community events
- Passive recruitment strategies included:
- Couples learning about Project Harmony from previous participants
 - The project website
 - Other social media websites (i.e. Facebook and Instagram)
 - Filers posted throughout the community

Reasons Couples Did Not Attend

- Changes to work schedules
- Unexpected issues with children (e.g. illness)
- Not being able to navigate rush-hour traffic in order to reach the facility in time for the start of the workshop.

Couples initially screened during recruitment	Total sample of everyone
7,093	2836
Individuals included in primary analytic sample	Randomized sample of Couples
1,355	1,418

Impact of Relationship Education on Couple Functioning

One of the largest tests of community-based relationship education



1 Improved Overall Stress Communication
Six months after random assignment; Five months after completing the intervention.

2 Improved Individual Distress
Individuals reported significant improvements in emotional regulation and individual psychological distress immediately after completing the intervention.



3 Parenting
Parents reported significant improvements in working as a team up to three months after the intervention.



4 Negative Communication
Couples showed significant improvement in negative communication immediately after completing the intervention.

5 Conflict Resolution
Significant improvements in conflict resolution among couples immediately after completing the intervention.

6 Quality Time
Quality time (e.g. Laughter and participating in enjoyable activity together) significantly improved with couples immediately after completing the intervention.

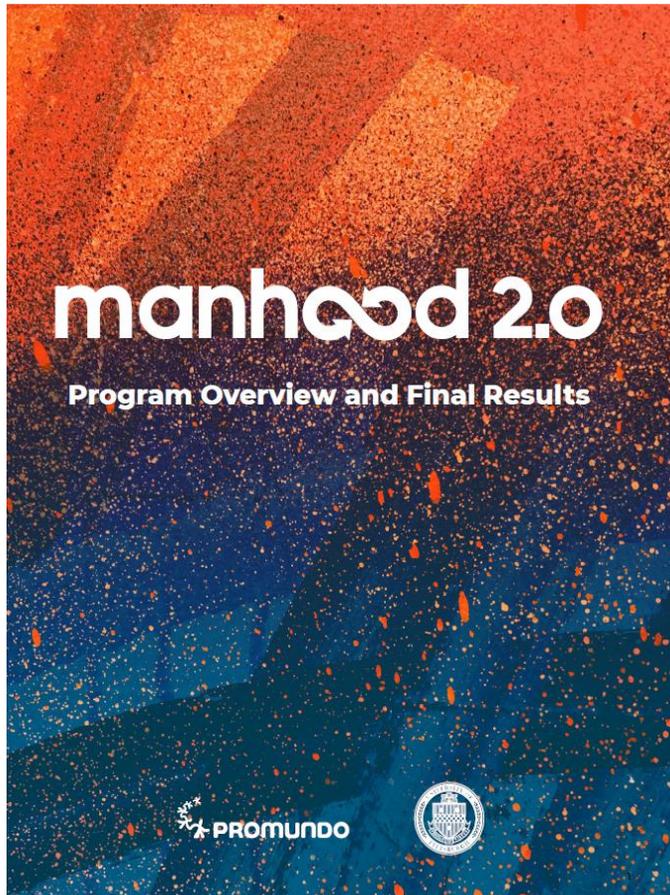


7 Positive Experience
Reported by 99% of couples who completed the program services.

8 Program Recommendation
92% of couples did, or would, recommend the program to family or friends.

DISCLAIMER: This research was supported by a grant (90FM0078) from the U.S. Department of Health and Human Services (USDHHS), Administration for Children and Families, Office of Family Assistance. Any opinions, findings, conclusions, or recommendations are those of the authors and do not necessarily reflect the views of the USDHHS, Office of Family Assistance.

The latest from
Child Trends



Blog



Engaging Young Men in Pregnancy Prevention

Child Trends & Promundo

Healthy Teen Network 2017 National Conference
Social Norms & Culture: Honoring Experiences & Perspectives

October 4, 2017

Jenita Parekh, Ph.D., Jane Kato-Wallace, MPH, Jennifer Manlove, Ph.D., Makedah Johnson, BS

This presentation was made possible by RFA-DP-15-007 through a partnership between the Teen Pregnancy Prevention Program at the Office of Adolescent Health, U.S. Department of Health and Human Services, and the Centers for Disease Control and Prevention, Division of Reproductive Health. Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Adolescent Health or CDC.



Q & A

Thank You!



Mindy Scott

Mscott@childtrends.org

Lauren Mattox

Lauren.Mattox@publicstrategies.com



mastresearchcenter.org/



@MASTResearchCtr

