Strategic Communication Workshop Series Session 3 Notes
July 9, 2018

Topic: Measuring the impact of your communication efforts
Meeting Recording: http://edc.adobeconnect.com/p188oicnytqp/

Main Takeaways from the meeting:

Topic	Takeaways	Contact
Welcome Back + Recap	• During our last session we discussed the importance of defining your audience and categorizing this audience as either an agent of change or target of change. • We also discussed in-depth about the importance of doing audience research to inform the message and delivery channel to build upon audience motivation. • We discussed strategic ways to develop culturally competent materials and messaging as well as promoting a positive narrative throughout.	Ashleigh Husbands (achusbands@edc.org) Irene Cho (icho@edc.org)
Discussion: What specific measures will show you that your communication efforts are successful?	• Katey Parsons: We have people fill out paperwork when they come in. And so we track the number of students that come in that fill paperwork out. We also kind of take tallies at events of people that stop by our events that we advertise. • Brandon Parker (SC): I started a poll and have been reviewing information from social media analytics about our last social media campaign. Just asking if the information we posted was relevant to their specific audience and if the information was helpful. • Robin Hetzler (Maine CDC): We will measure traffic to our online suicide-safe care training portal, as well as to particular courses.	Ashleigh Husbands (achusbands@edc.org) Irene Cho (icho@edc.org)
Discussion: Evaluating your Communication Efforts	What are some of the challenges you've faced with evaluation (lack of resources, time, staff, funding etc.) • One of the challenges from grantees is lack of participation from target audience. Some grantees are offering incentives to increase survey participation rates and such. What kind of incentives work well for you? How are you overcoming these challenges? • Katey Parsons: We've also at times used instructors and classes and or other departments to help them get our surveys out. So we might send out surveys to the psychology instructors and they might send them out to their students. And we try to target the psychology	Ashleigh Husbands (achusbands@edc.org) Irene Cho (icho@edc.org)

	and sociology 101 classes that have general population in them. • Brandon (SC): It can be difficult getting feedback on those surveys. I used to post them periodically but I didn't get much feedback that way. Since I started pinning the surveys on our social media pages, I have gotten a lot more feedback. • Robin Hetzler (Maine CDC): Getting responses to surveys is always a challenge. We are considering providing a raffle prize, like a $100 gift card to LLBean or an iPad. Each respondent gets entered. • Amy Dolinky (TN): In East Tennesse we struggled to find out how to reach middle-aged men, we applied for a grant in order to provide financial incentives for focus groups for men to find out about what messaging they want in the area. We also are applying for a second grant to do something similar. The challenge was finding and hearing from those we are trying to reach...especially those in rural areas.	
Evaluation Steps 1 - 5	• **Step 1- Identify your program's core components and build a logic model** 　○ Start early and assess as you go 　○ What are you trying to change? 　○ Logic model • **Step 2- Design an evaluation for your program** 　○ Choose a method with consideration of ease of execution, confidence in the results and associated costs. 　○ **See table here:** 　**https://www.rand.org/pubs/tools/TL111.html** • **Step 3- Select evaluation measures for your program** 　○ **See table here:** 　https://www.cdc.gov/std/Program • **Step 4- Analyze your program's evaluation data** 　○ Create an evaluation database 　○ Decide how to analyze your evaluation data 　○ Analyze data using Microsoft Excel (version 2007 or later). 　○ Find out how in Chapter 5 (pgs. 75-100) of RAND Suicide Prevention Program Evaluation toolkit • **Step 5- Communicate your findings** 　○ Share internally to make necessary modifications	Ashleigh Husbands (achusbands@edc.org) Irene Cho (icho@edc.org)

	o Share externally to share successes and illicit buy-in.	

Presentation Rajeev Ramchand Outputs Vs. Outcomes	• Core Components of Suicide Prevention program
	  o Resources, Activities, Target Population, Outputs, Intended Outcomes, Evaluation Activities, Needs
	  o Outputs- Amount, quality, or volume of goods or services provided by the program (example # of media hits)
	  o Intended Outcomes- Changes in target population expected as a result of engaging in the program activities (knowledge, attitudes, skills, behaviors etc.)
	• SMART objectives
	  o Specific: what will change and for whom?
	  o Measurable: way to determine change and its extent
	  o Achievable: Feasible for the target population
	  o Realistic: Accomplished with the available resources
	  o Time-Bound: Time frame when change will occur
	
	To learn more about the Q&A section with Rajeev, please refer to the recording link.
		Rajeev Ramchand (Ramchand@rand.org)