Communication Guide for TTCW Grantees: What to Consider When Sharing Program Accomplishments

OPRE Report 2021-14

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TTCW
Tribal TANF–Child Welfare

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Overview

The main goal of this document is to provide guidance on communicating with others the findings, knowledge gained, or lessons learned from implementing your Tribal TANF – Child Welfare Coordination (TTCW) program to desired audiences. Sharing information about your program is important throughout a grant period and can serve many purposes including increasing understanding about your program and the services you provide as well as building support for your work.

There are a number of reasons to communicate your program information to different audiences. Your program's communication goals might include recruiting families to services, recruiting potential partner agencies, sharing strategies with the field of tribal or other social service programs, promoting the program with leadership, making a case for acquiring financial and other resources for program sustainability, sharing solutions your program has found effective, or simply raising awareness of your program or the issues your program is addressing.

Regardless of the specific purpose of your communication efforts, the audience to which the information is directed will likely influence the communication method. All methods should involve communicating in a clear and credible manner.

Introduction

This guide is designed to support TTCW grantees and other stakeholders in effectively communicating information about TTCW programs. It presents guidance and strategies that can be used to develop plans and carry out activities to communicate accomplishments of TTCW programs to desired audiences.

This guide does not directly address the regularly required and structured semi-annual or annual reporting to grant funders; however, such reporting is a form of communication and the approaches outlined in this guide can apply to federal reporting just as they would to other forms of communicating program accomplishments.

Planning for Communicating Program Accomplishments

The success of your program's communication efforts relies on thoughtful planning. To communicate effectively, identify your goals as well as the objectives and actions needed to achieve your goals. Thoughtfully developing a plan can help focus your communication, improve the effectiveness of your communication methods, and help you reach your target audience. Planning can be guided by answering a number of critical questions such as those summarized in exhibit 1.

Exhibit 1. Key Communication Questions

Who?

- Who is your target audience?
- Who will present the information?

What?

- What are you trying to accomplish?
- What message do you want to share and what data or information will help you share it?
- What method will you use to communicate?
- What resources will you need?

Why?

- Why is the communication necessary (what are your calls-to-action)?
- Why is the message important to the audience?

When?

- When is the target date for your communication?
- When do planning milestones need to be met?

How?

- How do you want your target audience to use the information?
- How will you know if you have met your communication goals?

To aid in planning, you might use a tool to record your answers to the questions above to track progress. Exhibit 2 below illustrates just one simple example of a planning template that could be used to begin planning. You can develop a communication plan and engage in communicating achievements of your program throughout a grant or program period.

Exhibit 2. Sample Communication Plan Template

Who?		What?				Why?	When?	How?
Target Audience	Contributors	Goals	Sources of data	Method	Resources needed	Key messages	Target date	Measurable indicators

Understanding your communication goals

Asking yourself "what are my goals?" can be informed by thinking about the question "*why* should I share about my program?" Understanding why you should communicate program information will help you to be more targeted in your work, think critically about the resources and time required, and carefully craft a plan that will allow you to meet your program's goals. Revisiting your program logic model can be helpful when identifying your communication goals. This will help your program identify how the communication supports the overall activities and goals of the program.

Consider using S.M.A.R.T. objectives to ensure that your communication goals are clearly articulated.

> **S**pecific: Well-written objectives clearly articulate what is happening and for what purpose. Remember, communication is a means of achieving a program objective, not the objective itself. It may be helpful to develop objectives that clearly state what is being shared, to whom, and for what purpose. In an If/Then statement, which is one way of articulating an objective (i.e., if we do X, then Y will happen), the communication effort is the *If* and the result of that communication is the *Then*.
>
> **M**easurable: Making objectives measurable allows your program to know whether you have achieved the objectives and to what degree. When thinking about communication objectives, consider the outputs (e.g., brochures, reports, posters, presentations), as well as the outcomes (e.g., social media metrics, newsletter deliverability and engagement metrics, comments and feedback, YouTube views and engagements, peer citations, website analytics, search engine performance).
>
> **A**chievable: Consider whether you have the resources and time to meet the objectives as well as whether the communication efforts you are considering can realistically have the impact you would like. For example, consider how many referrals a presentation at a community gathering is actually likely to yield.
>
> **R**elevant: Communication objectives should logically tie the work you are doing with the results you would like to see. The results should be connected to the goals of the services or grant and ultimately the mission of your organization. If you are finding these connections difficult to make, it may be that your objectives should be re-written to be more relevant to your work.
>
> **T**ime-bound: It is critical to understand when the objectives should be met. The time constraints of your objectives should be aligned with the communication efforts and the needs of your program. If, for example, you are developing a short presentation for funders to support sustainability efforts, you need to give yourself sufficient time to develop and carry out the presentation, but not so much time that the objective does not align with your funding needs.

Developing S.M.A.R.T. communication objectives can be challenging at first. It may be helpful to consider the following template in your program's planning.

Through________________________, _____________will _____________

(communication activity or product) (who is responsible) (desired result)

by ______________________________.

(targeted time by which result will occur)

Each of the examples below include all the elements from the template, including a clear description of the necessary action (i.e., communication activity or product), a prediction of the way in which that action will support the program's goals (i.e., the desired result), and a target time for the activity.

- By developing and distributing 100 brochures that highlight our program successes and goals, we will increase referrals during the next quarter by 20 percent.
- By developing and sharing a one-page handout on our services for the tribal council, we will ask for and receive an invitation to apply for annual discretionary funding by August of this year.
- Through participation in a panel discussion at this year's Administration for Native Americans conference, we will have an opportunity to share program successes with representatives from at least three federal agencies.

Identifying data to share

Once your program has articulated your communication goals and objectives, it is important to decide what data to share. This guide describes the ways in which particular data can be displayed to maximize its usefulness in the section that follows, but here we describe some considerations for the planning process. When planning to use data in your communication efforts, it is important to consider: 1) the type of data (quantitative, qualitative, or both); and 2) the type of indicator (process, outcome, or both).

What type of data will you share?

Program data can be categorized into two types: quantitative or qualitative. Quantitative data are numerical data used to describe the *quantity* of something and can include data such as frequencies, proportions, and levels of satisfaction. Qualitative data are text-based and are used to describe the *qualities* or characteristics of something. Both can be useful in sharing about your program. As you consider your communication objectives, ask yourself whether these objectives would be more likely achieved through sharing numbers (quantitative data) or stories (qualitative data).

Quantitative data has several benefits including:

- Demonstrating the reach of your services (e.g. how many individuals were served)
- Quickly describing the demographics of those served
- Making comparisons (e.g. comparing before and after receiving services)

But, it also has limitations including:

- Not capturing the complex context of your program
- Not highlighting the creative work of staff or families
- Not resonating with some tribal community audiences

Likewise, qualitative data has several benefits including:

- Providing a rich description of the families served
- Demonstrating how the services affect the lives of those served
- Sharing the voice and perspective of individual families

But, it too has limits including:

- Requiring more audience time spent reading or listening
- Not capturing the reach of your services
- Potential privacy considerations for individual families

In addition to weighing the benefits and limitations of each type of data, it is important to know what your audience may prefer and to what type of data is accessible to your program.

What type of indicators will you share?

Planning to use data for communication efforts requires not only thinking about the type of data but also the type of data indicator. An indicator is a data element that is used to describe program progress. Data indicators can be used to describe progress in program processes or outcomes.

Process indicators are measures that your program has control over. For example, you may want to share data on the number of enrollees to your services, the number of successful graduates, percent of individuals referred for other needed services, or the number of program partnerships you have established. These data are an important way to share how your program is improving its services and reaching families.

Outcome indicators demonstrate measurable change in the families or communities you serve. These indicators often show measurable change in behaviors, skills, or knowledge. Outcome indicators can be helpful in demonstrating the effect of your services.

Both types of indicators are useful and, as you would with determining the type of data, it is important to consider your objectives, audience, and what data you have available.

Understanding your target audiences

Knowing *who* you want to share your program success with is a critical consideration for planning. As you consider what your communication objectives are and what type of data you will share, also determine who your audience is for the communication. Audiences are varied for your TTCW services and may include groups such as: community leaders, policymakers, funders, potential service recipients, or program partners. You may want to present to an audience of one individual such as a key partner or tribal councilmember or a large room of audience members such as at a conference. Written products may have an audience of just a single reader or may be distributed more widely to inform a larger field. Two key questions should drive your considerations about your intended audience:

1) What do they need to know?
2) How will they use the information?

Considerations for these two questions are discussed below along with some tips for creating products that reach multiple audiences.

What do your audiences need to know?

To understand your audience is to know what information they need. Ask yourself: how can this individual or group of individuals benefit the work that you do, and how can you benefit their work? Does the audience need to know what the service criteria are for your program because they are potential referral partners? Does the audience need to clearly understand your budget needs and mission because they are potential funders? Does the audience need to know about the impact you are making because they are policymakers looking to share best practices? These are the types of questions that are helpful to consider as you plan your work. When possible, the most effective way to determine what your audience needs is through early and ongoing engagement. Getting to know your audience early in your planning allows you to ask for their input about the type of information needed instead of making assumptions about their needs. This time spent understanding how audiences will use information that you provide will help inform future communication.

How will your audiences use the information you provide?

As you begin to understand what information your audience needs, it is helpful to consider how they typically use information and how you hope they might use the information you provide. This can help your program more strategically craft material that supports this use. If you are speaking to a grant review committee at a foundation or to a tribal council member, for example, they may be looking to use the information for determining whether to provide resources to your program. On the other hand, if you are speaking to a conference audience, they may be looking to use information to share with their own programs to improve their services. As you think about your audience and how they may use the information provided, it is important to remain realistic. Consider the influence and reach as well as the time of the individuals within your audience.

Tips for targeting multiple audiences

Sometimes it can be useful to develop products that can be used, or adapted, for multiple audiences. As you consider your communication goals and the types of data you plan to share, look carefully across these efforts to identify overlap in goals or data. It may be the case that a one-page highlight of program reach and success could appeal both to a council member as well as to an audience at a panel discussion on best practices. If your program is doing a lot of in-person presentations, it may be useful to develop a larger presentation slide deck that can be quickly modified for a particular objective and audience rather than developing material from scratch for each communication effort.

Communicating Accomplishments of TTCW Grant-funded Programs

Bringing the same intentionality to planning for communication as you do to the work of using your data to develop products, ensures you are communicating your program accomplishments in ways that are appealing, attributable, and actionable to your target audience. This section addresses considerations for identifying relevant data sources, tips for effective use of data, and examples of communication formats.

Considerations for identifying relevant data sources/indicators (i.e., evidence) of your program accomplishments

By using data in communicating about your program's accomplishments you are showing your target audiences the story of your program based on factual and actionable information. For example, a director might hear program staff talking informally about coordinated case management contributing to improvements in their casework and clients' lives. But, without data, leaders, policy makers, or potential funders may not be moved or act on this information. Data from qualitative interviews and/or quantitative survey results from program staff and participants are two examples of data that could be used to demonstrate the impact of coordinated case practices on both staff and clients.

When identifying relevant data sources for that support your communication goals, remember that quantitative and qualitative data can both be used independently or together to show a story. Quantitative data tends to focus on results and counts and is typically used to communicate what, when, how many, or how much. Qualitative data commonly focuses on experience and meaning and is often used to communicate how or why.

Potential sources of quantitative data include—

- Surveys (e.g., staff's and participant's thoughts, experiences, or satisfaction with services or training)

- Standardized assessment instruments (e.g., risk assessments, protective factors, collaboration)
- Case records (e.g., attendance, referrals, services received)
- Administrative data (e.g., CPS reports, substantiations, removals, compliance)

Potential sources of qualitative data include –

- Key stakeholder interviews and focus groups (e.g., with participants, staff, partners)
- Case studies
- Document review (e.g., case notes)
- Visual analysis of photos or images

Exhibit 3 illustrates potential findings from a fictional program that offers a women's parenting education group. This fictional program's quantitative case record data shows "what" happened, and quantitative participant interview data describes "how" or "why".

Exhibit 3: Examples of Communicating TTCW Program Accomplishments from a Fictional Program

Quantitative Example ("What")	Qualitative Example ("how" and "why")
Data from case records shows that 95 percent of mothers enrolled in the women's group complete all 8 sessions of our parenting education program.	Mothers say they love the parenting program. They described having a sense of community with others in the group and the facilitators. They noted the shared meals and opportunities to learn from one another are reasons they keep coming back each week. One mother shared, *"Me and my kids appreciate the meal. It's a time to be together. And being with the other women dealing with the same things I am, I don't feel alone or like a bad mom. It makes me want to keep coming to group."*

Your program's logic model or theory of change is a good place to start when determining the relevance of data sources and indicators to communicating about your program's accomplishments.[1]

[1] Key concepts and strategies for creating a theory of change and logic model, including strategies for ensuring that programs' outputs and outcomes are measurable and how and why to revisit a logic model are provided in *Ahonen, P., Geary, E., & Keene, K. (2019). Tribal TANF—Child Welfare Coordination: Theory of Change and Logic Models. OPRE Report #2019-55. Washington, DC: Office of Planning, Research, and Evaluation; Administration for Children and Families, U.S. Department of Health and Human Services.* Available online at: https://www.acf.hhs.gov/opre/resource/tribal-tanfchild-welfare-coordination-theory-of-change-and-logic-models

Tips for effective use of data

Additional considerations for effectively using data in communicating about your program are listed and described below. Considering these items contributes to the overall soundness of the accomplishments you are sharing.

- **Use the best quality data you can.** Consider whether you have enough data and the right data to support your communication goals and objectives. For example, does your data source represent a S.M.A.R.T. indicator of the story you want to illustrate? Also, large amounts of missing data or mid-implementation changes to data collection measures impact how data can be used. Having a lot of missing data reduces statistical power and can limit generalizability of your accomplishments. Changing measures may mean your data show a slightly different story than if you had captured the same data over time.
- **Communicate the statistical significance of accomplishments when possible and appropriate.** For quantitative data, consider whether your sample is large enough to perform statistical analysis. Communicating statistically significant accomplishments demonstrates that your results were not likely caused by chance.
- **Honor and safeguard your storytellers (e.g., interview participants).** For qualitative data, consider any risks for the storyteller. Ensure the accomplishment(s) are shared in a way that honors individual storyteller's privacy and confidentiality agreements.
- **Take advantage of opportunities to compare and align qualitative and quantitative data.** Showing the *what* (e.g., survey results) and *how* (e.g., qualitative interviews describing the same results) makes your story of program accomplishments more complete and compelling.
- **Consider burden for staff and participants (i.e., time, cost, resources) if planning to collect additional data to support your communication efforts.** How you present your data is important to gaining your audience's attention and interest. Information should be clear, digestible, and tailored to your audiences. Identifying the right data visualization techniques can help you do this.
- **Show a data story.** Good storytellers *show*; they don't tell. You can do this with data. But data does not speak for itself and alone does not make a story. Effective data stories combine the right data with narrative and visuals that are enticing, persuasive, appeal to emotions, and are therefore memorable. They draw on the techniques of traditional storytelling— narrative flow, context, and structure — to connect the audience to the data. Quantitative and qualitative data can be used. Potential data story structures include describing change over time, highlighting contrasts in your data, taking the audience from "big picture" down to a more granular or individual view, or conversely from a focused or individual view and expanding out. For example, this might mean starting with a successful program-level outcome and connecting it to vignette about an individual participant's experience that relates to and brings depth to that key outcome.

Or presenting an individual case vignette and then providing the scaled-up program-level data relating to, or contrasting with, the case to show the story of how the case is either representative of a larger whole or insightful because it is very unique. In a data story, narrative "flows" and provides context to your audience that explains what is happening in your data and why the information you are sharing is important.

- **Visuals are appropriate and appealing to enlighten your audience of key takeaways from the data.** Combining data, narrative, and visuals into a cohesive story is an art that requires practice. Aiming for the "sweet spot" among these three elements in your communication products, will help your target audience engage with, remember, and be motivated to act on the information you share.[2] See suggestions for successful data visualization below.

Data visualization approaches

Information should be clear, digestible, and tailored to your audiences. For example, youth and community members may respond well to blog or social media posts highlighting select accomplishments relevant to their interests and needs, while funders and policy makers may be more interested in reviewing a formal program performance or evaluation report.

Regardless of the format you choose or the type of data you are using, data visualization enhances the appeal and receptibility of your information. Data visualization is the process of taking data and putting it into a visual context, thus, making it easier for our brains to understand and pull insights from the data.

Common data visualization approaches include tables, charts, graphs, quotations, and word clouds, among others. The exhibit below provides a few examples of visualization approaches.

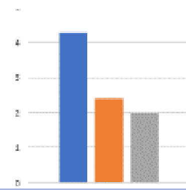
[2] A collection of resources on data storytelling, key elements, and how to craft effective data stories is available online at: https://www.juiceanalytics.com/writing/the-ultimate-collection-of-data-storytelling-resources/.

Exhibit 4: Examples of Data Visualization Approaches[3]

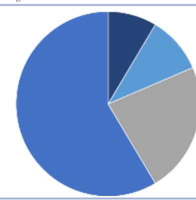
Visuals for Quantifiable Information

Line graph
Shows changes over time. Line graphs can also be used to compare changes over the same period of time for more than one group.

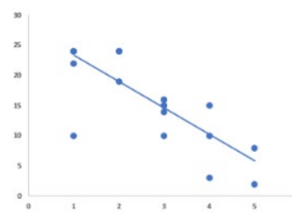
Bar chart
Horizontal bar charts are used to compare lots of data sets or when you want a specific number (i.e., the longest bar) to stand out. Vertical bar charts can illustrate change over time. Side by side bars compare two or more things.



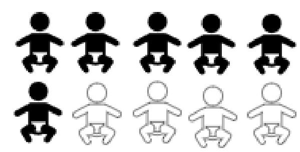
Pie Chart
Used to highlight a part of a whole (i.e., percentage or proportional data). Pie charts cannot show change over time.



Scatter Chart
Used to show the relationship between two sets of variables (e.g., number of children and months enrolled in a program). Work particularly well when comparing large numbers of data points. Also useful for looking for outliers or for understanding the distribution of your data.



Pictographic
Used to emphasize percentages or highlight ratios. Attention-grabbing and visually pleasing. Work well in infographics combined with minimal and precise text.



Visuals for Qualitatively Derived Information

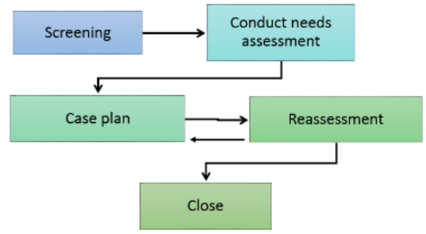
Quotations and call out boxes
Highlights participant, staff, or stakeholder's perceptive in their own words. An interview quote can also be used to illustrate a quantitative data point.

> *"…being with the other women dealing with the same things I am, I don't feel alone or like a bad mom. It makes me want to keep coming to group."*

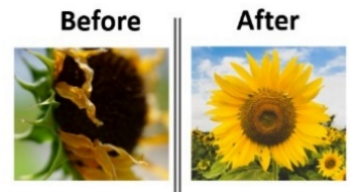
Word clouds
Used to illustrate themes or frequently used concepts in qualitative textual data (e.g., interview transcripts). The sizing of text can be used to highlight frequency of use or the prominence of a theme (i.e., larger text being more prominent).

[3] Visuals in this exhibit were created in Microsoft PowerPoint And Excel. Several specialty data visualization and infographic software are available for free or purchase. A few well-known examples include Google Charts, Adobe Spark, Domo, and Tableau. Geographic Information Systems software include Esri ArcGIS, Google Earth Pro, Google Maps API, and OpenStreetMap.

Flow diagrams
Illustrates a process. Shapes and arrows can be arranged in a simple progression from start to end or in multiple "swim lanes" to illustrate parallel processes.

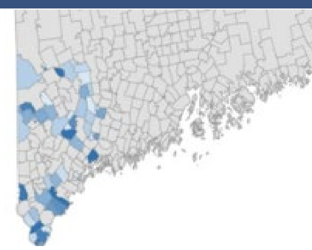


Change Photos
Shows change over time from one point to another. May be used well with photovoice and other visual data.



Other Visuals

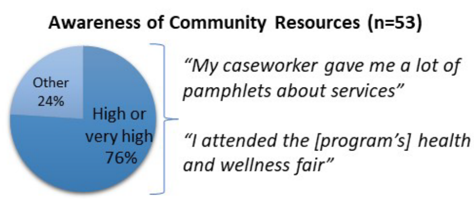
Maps
Used to visualize data geographically. There a many type of maps—Choropleth, heat maps, and proportional symbol maps are just a few. Choropleth maps (pictured to the right) are a commonly used and easily interpreted style. In this type of map, a color scale is assigned to categorical or numerical data and geographic areas are colored or shaded in relation to a value.



Tables
Can be equally as effective at visualizing data as charts and graphs. With quantitative data, tables are often used when there are multiple units of measure or when you want to show individual, precise values. Tables can also be used to display qualitative data or a combination of both.

Prevalence of Strengths and Protective Factors	Jan 2018	July 2018	Jan 2019	July 2019
Employment	61.1	70.3	75.7	85.1
Childcare	68.2	62.1	70.1	71.8
Transportation	45.1	45.1	46.8	47.4
Family supports	45.7	55.4	68.7	80.2

Side-by-Side
Two or more data visualizations can be arrayed side-by-side to make a connection, comparison, or illustrate a point. Especially useful for mixed-method combining of qualitative and quantitative data and commonly used in infographics.



When developing a visualization, consider your audience and how they will process the information being shared. Build your visualization around your core message and the story you want to share. It may be helpful to consider the following visual design basics[4].

- Use consistent typography (e.g., font chosen, font size, alignment, spacing, and color). Minimize the use of multiple fonts and colors.

[4] More visual design basics are provided by the Digital Communications Division in the U.S. Department of Health and Human Services at https://www.usability.gov/what-and-why/visual-design.html.

- Maximize the use of complimentary or contrasting colors and use color consistently across visualizations within a product. Color theory examines how various choices psychologically impact viewers.
- Minimize the use of elements that can contribute to visual "noise", for example the use of 3-dimensional, glow, and shadow effects. As noted above, excessive color, varying fonts, and multiple shapes can also contribute to an overcomplicated visualization and confuse your audience.
- Use white space to reduce noise, increase readability, and allow visual elements to stand out.
- Aim to strike a balance between unity and variety. Elements should appear to belong together but avoid being overly monotonous.

Using the fictitious example from exhibit 3, the program might visually convey information about their positive program completion rates by including a visual like shown below within the more detailed text of their report. The audience is drawn to the large "95 percent" and can quickly take in and receive the program's process finding as well as connect with the experience of a participant through the quotation presented. The combination of quantitative and qualitative data provides a more complete and powerful story of this accomplishment.

95 Percent of mothers complete our program

"Me and my kids appreciate the meal. It's a time to be together. And being with the other women dealing with the same things I am, I don't feel alone or like a bad mom. It makes me want to keep coming to group."

Infographics can be an effective way of incorporating multiple types of visualizations into one item or product. An infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic. Infographics use well-designed and striking visuals to communicate information quickly and clearly.[5]

Also consider that one communication product or approach– i.e., a website, blog, or social media feed, pamphlet, report – can also integrate multiple visualization types such as infographics, videos, quotations, charts, maps, etc. Communication platforms also often inform the types of visualizations you develop. For example, plans to use social media sites such as Twitter or Facebook may influence how the visualization is developed to be optimized for these platforms (e.g., narrative length, graphic size, overall format). It can be particularly effective to plan for visualizations that can be easily shared across different platforms.

[5] An example infographic developed by James Bell Associates in partnership with Mathematica Policy Research and Heising-Simons Foundation outlines the goals, partnerships, strategies, outcomes, and participants of the Family Engagement Impact Project. The infographic is available online at: https://www.jbassoc.com/wp-content/uploads/2018/03/Family-Engagement-Impact-Project-Infographic.pdf.

Components of effective communication

Effective communication requires you to be strategic in your approach. Taking into consideration the target audiences and their needs, interests, and preferences for receiving information. For example, video and testimonials may better reach community members; data and metrics in reports provide numeric outcomes of interest to leadership; quotes and stories appeal to policymakers seeking connection to local programs; and photographs in blog posts or on social media may be of particular interest to youth.

Regardless of your specific communication goals, whether to increase participation, solicit funding to sustain your services, or inform policy, you are seeking uptake and action from your target audiences. To effectively communicate your accomplishments in ways that facilitate uptake and use, remember–

1. **Audience matters***.* Think concretely and not vaguely about your target audiences. What are their preferences and interests? What information do they need to understand what you are sharing? For example, preferences, interests, and needs differ for youth, tribal leaders, and other policy makers. One strategy is to engage your target audience during your planning phase and ask directly what information is most important and how they prefer to receive information.
2. **Data and data digestibility***.* Are your accomplishments directly supported by your data? Is the content of your product explicit, straightforward, and appealing?
3. **Situational fit**. Consider how the accomplishment being communicated and the approach to communicating it fits within various cultural, political, organizational, or programmatic situations. What factors may influence the relevance and use of what you are communicating among your intended audiences? For example, community needs and interests, geography, resource availability, existing policies or programmatic initiatives, and organizational culture. Multiple communication strategies or products may be required to address the unique situations within and across audiences.

Examples of formats used for communicating program accomplishments

There are many different vehicles or ways of sharing information about your program accomplishments. Exhibit 5 provides some examples of communication products, considerations, and publicly available resources for their use.[6]

[6] Many of the resources listed in Exhibit 5 can be found in The Tribal Home Visiting Dissemination Toolkit—designed to support Tribal Home Visiting Program grantees in disseminating information about their programs. The toolkit also provides grantees with style guides and talking points to facilitate effective communication when conversing with different target audiences. The Toolkit can be found at: http://www.tribaleval.org/dissemination/dissemination-toolkit/.

Exhibit 5: Examples of Communication Products, Considerations, and Resources

	Products	Considerations	Publicly Available Resources
Written	• Formal Reports • Policy Briefs • Academic/Peer-reviewed journal article	• Program reports, policy briefs, and journal articles are widely accepted as credible communication strategies • Policy briefs are tailored to specific situations and may be developed in response to a request or collaboratively with policy makers • Journal articles require time for multiple peer reviews • May be overly technical for some audiences	• Whitesell, N and Salvador, M. (2016). Demystifying Peer Review. Available at: http://www.tribaleval.org/dissemination/demystifying-peer-review/ • The Center for Health Economics and Policy, Washington University. (2019). Policy Brief Toolkit. Available at: https://publichealth.wustl.edu/wp-content/uploads/2019/08/Policy-Brief-Toolkit.pdf
Audio/Visual	• Podcasts • Videos/Digital Stories • Photovoice • Scrapbooks • Performance/Theater	• May work particularly well with qualitative/narrative data • Photovoice and Digital Stories often used among youth and those interested in youth voice • "Illustrative moments" created by theater can be particularly effective in triggering empathy • May require specific equipment and skills to develop (e.g., video recorders, photo cameras, production experience) • May lack credibility with some audiences	• A Digital Story Creation document developed by the Tribal Evaluation Institute (TEI) is available at: http://www.tribaleval.org/dissemination/digital-story-creation/ • Keene, K., Keating, K., & Ahonen, P. (2016). The Power of Stories: Enriching Program Research and Reporting. Available at: https://www.acf.hhs.gov/sites/default/files/opre/powerofstoriesreport_2016_compliant.pdf • Community for Advancing Discovering Research in Education (2019). Dissemination Toolkit: Video & Podcast Tips. Available at https://cadrek12.org/resources/tips-creating-video
Social and Mass Media	• Social media (e.g., Facebook, Twitter, Instagram, LinkedIn) • Blogs • Email newsletters • Press Releases • News articles	• Broad reach • Social media is published immediately • Other written and visual elements can be cross-shared or promoted • Social or mass media communications may lack credibility with some audiences	• An Engaging Media Guide developed by TEI covers such topics as how to engage media and tips and templates for press releases, media advisories, op eds and more. Available at: http://www.tribaleval.org/dissemination/social-media-guide/ • TEI also developed a Social Media Guide available at: http://www.tribaleval.org/wp-content/uploads/2016/10/Social-Media-Guide.pdf
Presentations, Webinars, Events	• Live presentations and Webinars	• Opportunity for real-time feedback from your audience • May incorporate other audio/visual products into presentations • Reach is limited to attendees • May require resources for travel	• Salvador, M. (2016). Presenting at a Conference. Available at http://www.tribaleval.org/wp-content/uploads/2016/04/TEI-Brief-Presenting-at-a-Conference.pdf

When choosing to develop a communication product, consider whether it will resonate with, and be comprehensible, to your target audiences. As noted previously, it is important to plan and be intentional about the types and number of products used. Though a “one-size-fits-all” product may be appropriate for a variety of audiences, consider that all audiences may not respond favorably to the same types of approaches. Using multiple approaches or products can maximize uptake and impact across varying audiences. Also consider the accessibility of specific products to all members within an intended audience group. For example, making your performance report available in hard-copy and electronically, or publishing a video on your website as well as on DVD or offering a public viewing in person. As previously noted, one communication product can also integrate multiple visualization types. For example, an infographic might be included within a report and it could also be posted on a social media feed or printed as a brochure.

Conclusion

As mentioned throughout this guide, communication can take many forms depending on your goals and the needs of the audiences you aim to reach. Developing a communication plan gives you a structure to determine whom you need to reach and makes it possible to target your audiences accurately and effectively. A plan that identifies your goals and audiences and considers appropriate methods and timelines will help ensure that your communication goals are met. And lastly, using the information presented in this guide you can develop a communication plan and engage in communicating accomplishments of your grant-funded program throughout the grant period.

APPENDIX

Additional resources related to communicating your program accomplishments include the following. A brief description of each resource is displayed along with a URL link to online access.

Resources Related to Communicating Program Accomplishments		
Resource Title	**Description**	**URL Link/Access**
Administration for Children and Families. (n.d.). *Tribal Home Visiting Dissemination Toolkit*.	This toolkit is designed to support Tribal Home Visiting grantees in disseminating information about their programs. Includes templates, style guides, and talking points for effective communication with different audiences.	http://www.tribaleval.org/dissemination/dissemination-toolkit/
Centers for Disease Control and Prevention. (2007). *Impact and Value: Telling your Program's Story*. Atlanta, Georgia: Centers for Disease Control and Prevention, National Center for Chronic Disease. Prevention and Health Promotion, Division of Oral Health.	This workbook is designed to help public health program administrators understand why and how to tell success stories. Includes information on several types of success stories and their uses. Also offers methods and templates for collecting success stories along with examples of success stories from public health programs.	https://www.cdc.gov/oralHealth/publications/library/pdf/success_story_workbook.pdf
Design Options for Home Visiting. (2013) *CQI BRIEF: Presenting Data for Continuous Quality Improvement Purposes.*	This brief presents essential elements to data presentation for continuous quality improvement (CQI) purposes and shows examples of clear and easily interpretable visual displays of data.	https://www.jbassoc.com/wp-content/uploads/2018/03/Presenting-Data-CQI-Purposes.pdf
Geary, E., Poes, M., Iannone-Walker, M., Porter, R., Callis, A., Buckless, B. & Day, P. (2018). *Module 4: Guide to Data Dashboards.* In Data System Improvement Toolkit. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.	Module 4 of the Data Systems Improvement Toolkit, this guide describes how to develop a data dashboard. Topics covered include identifying target users, defining measures, choosing a design, and ways of using dashboards. A sample dashboard is provided.	http://www.tribaleval.org/wp-content/uploads/2015/12/4.3_Guide-to-Data-Dashboards_Final.pdf
James Bell Associates. (2018). *Guide to Data-Driven Decision Making: Using Data to Inform Practice and Policy Decisions in Child Welfare Organizations*. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.	This guide covers key requirements of data-driven decision making (DDDM), and the steps for applying DDDM concepts to inform organizations and service systems course of action.	https://www.jbassoc.com/wp-content/uploads/2018/05/Guide-to-Data-Driven-Decision-Making.pdf
Keene, K., Keating, K., & Ahonen, P. (2016). *The Power of Stories: Enriching Program Research and Reporting.* OPRE Report# 2016-32a. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.	This report explores opportunities, considerations, and methods for using storytelling to understand and communicate information about social service programs in tribal communities.	https://www.acf.hhs.gov/opre/resource/power-of-stories-enriching-program-research-reporting