Safe Schools Healthy Students

Evaluation and Communications

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Safe Schools/Healthy Students Communications Team

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- **Communications using a social marketing approach**
  - **How communications using a social marketing approach can help you promote and sustain your SS/HS programs**

- **Establishing local goals and priorities**
  - **Reflecting on local goals and priorities**

- **Setting the stage for creative and effective data use**
  - **Understanding your audience**
  - **Data inventory**

- **Small Group Activity**

- **Large group discussion: Questions, answers, and sharing**

Communications Using a Social Marketing Approach

- Uses commercial marketing technologies and theory
- Seeks to influence rather than coerce
- Brings about voluntary behavior change
- Targets specific audiences
- Based on research
- Bottom line: Measurable behavior change

- Achieve behavior change around social and public health issues

- Promote the programs used to achieve the behavior change

- Promote the successes or outcomes of the programs in order to sustain them

- Understand your target audience(s)
  - Teachers, administrators, funders, community members, etc.

- Your information must be—
  - Useful and relevant
  - Easy to understand
  - Delivered through a medium (channel) that is appropriate and effective for the audience
  - Appealing—*make it real to your audience*

- Ultimate goal: Achieve behavior change

Safe Schools Healthy Students

Areas for Consideration	Questions To Ask
1) Program Components	*Are there specific components of your program you want (or need) to sustain?*
2) Stakeholders	*Are there specific audiences you want to reach?*
3) Data	*Are there particular data elements that you want to use?*

- Are there specific components you want (or need) to sustain?

  - Resulted in positive change?

  - Filled a service gap; expanded service network?

- Are there specific audiences you want to reach?

  - Funders?

  - Service recipients?

  - Political or advocacy groups?

- Are there particular data elements you want to use?

  - Strong or useful data elements?

  - Existing and widely accepted outcome indicators?

Establishing Goals and Setting Priorities

General Questions	Local Answers
I. What are the program components to consider for sustainability?	**List all components below and then circle those that are a priority for sustainability.**
Components that have resulted in positive change	
Components that have expanded the service network or filled a gap	
Politically favored Components	
Other components	
II. Who are your stakeholders and audiences?	**List all stakeholders below and then circle those that are priorities.**
Funders (local, state, federal, foundation, agency, etc.)	
Service Recipients	
Political or Advocacy Groups	
Others	
III. What data elements exist for dissemination?	**List all data elements below and then circle those that you would like to use.**
Strong data elements (highlight accomplishments, etc.)	
Existing and widely accepted indicators	
Other data elements	

- General audience
    - Promote community awareness
    - Garner community support for your programs
    - Build name recognition for your programs
- Multiple audiences
    - Specific target audiences to achieve specific results
- Combination of both

- With whom do you need to share your information?

- What are they interested in?

- What do they trust?

- What technical detail do they demand?

- What resources do you have to analyze and summarize?

- Caregivers
- Teachers
- Students
- Service providers
- Educators
- Researchers
- Program managers

- Agency administrators
- Policymakers
- Potential funders
- Law enforcement
- Community members

Description of—

- Students?
- Programs?
- Services?
- Cost?
- Consumer satisfaction?
- School climate?

Change in—

- Student behavior?
- Academic performance?
- Available service array?
- Expenditures?
- Consumer satisfaction?
- School climate?
- Academic indicators?

What Information Does Your Audience Trust?

- Caregiver-reported data

- Teacher-reported data

- Student-reported data

- Community member-reported data

- Administrator-reported data

- Agency staff-reported data

- Management Information System data
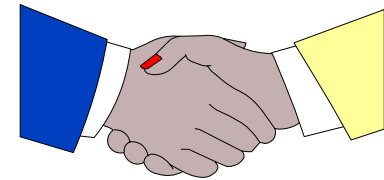
What level of technical detail does your audience demand?

- Narrative reports?

- Charts and graphs?

- Statistical significance?

- Basic and/or advanced analytic methods?

What level of technical resources does your program have to analyze and summarize the data?

- Basic statistical analyses?

- Advanced statistical analyses?

- Written reports? B/W or color?

- Presentations? Local or national?

- Internet access?

Understanding Your Audience Worksheet

AUDIENCE PREFERENCE Indicator:
Some audiences prefer self-report (SR) data, others prefer MIS data and still others prefer both (B).
For each *audience by data interest* cell that applies to your program, place an SR, MIS or B to indicate most trusted data source.

Data Interest

Audience	Descriptive						Outcome							Technical Detail (check if needed)
	Students	Program	Service	Cost	Satisfaction	Climate	Student Behavior	Acad. Perform	Service Array	Expenditure	Satisfaction	School Climate	Academic Indicators	
Caregivers														
Teachers														
Students														
Service Providers														
Educators														
Researchers														
Program Managers														
Agency Administrators														
Policy Makers														
Potential Funders														
Law Enforcement														
Community Members														
Other														

- What type(s) of data do you have?

- Where did your data come from?

- What is the quality of your data?

- What message does the data convey?

What Type(s) of Data Do You Have?

Qualitative Data

- Answers to open-ended questions
- Notes from observations
- Words, not numbers
- Obtained through focus groups and unstructured interviews
- Includes contextual detail about feelings and perceptions in an effort to gain a holistic understanding
- Includes relatively few participants

Quantitative Data

- Answers to close-ended questions
- Numbers, not words
- Obtained through structured surveys and interviews, existing records
- Often includes large number of participants
- Provides less contextual detail
- Amenable to common statistical procedures

Descriptive Data

- Cross-sectional
- Describes characteristics of people, organizations, or programs at a single point in time

Outcome Data

- Longitudinal
- Tracks people, organizations, or programs over time using the same measures
- Assesses change in people, programs, or organizations
- Established base line

- Caregivers
- Teachers
- Students
- Community members

- Administrators
- Agencies' staff
- Agencies' Management Information Systems

- Complete

- Accurate

- Representative

- Believable

What Message Does Your Data Convey?

- Describes the students, organizations, or programs?

- Indicates positive change over time?

- Provides volume of service information?

- Demonstrates prevention or cost savings?

- Consumer satisfaction?

- Indication of positive school climate?

- Demonstrates improved standardized test scores?

Data Inventory Worksheet

Place a CHECKMARK in each cell that best represents the type and quality for each available data source.

Type and Quality of Data

Source of Data	Qualitative Descriptive			Quantitative Descriptive			Qualitative Outcome			Quantitative Outcome		
	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
Agencies												
Caregivers												
Students												
Teachers												
Management Information Systems												
Community Members												
Academic Indicators												

- Further assessment of stakeholder alignment

  - Do your stakeholders understand how they will benefit from the program you want to sustain?

  - How do you use data and communications to increase that understanding?

- Use the media
    - News stories, letters to the editor, monthly columns, TV and radio public service announcements

- Demonstrate programs/results to your community and key public officials
    - Give the statistics a human face

- Engage the business community
    - Sponsorships, volunteers, access to customers

- **Use existing community events**
  - Local festivals, health fairs, blood drives, concerts, public meetings

- **Collaborate with other community organizations that touch your audience**
  - Libraries, fire departments, youth groups, Mothers Against Drunk Driving
  - Find out if they will showcase your programs

- **Additional training and technical assistance (TA) opportunities**
  - Communications institutes, onsite and remote TA, teleconferences
  - Topics include media outreach, spokesperson training, materials development and review, communications partnerships, 15+, etc.
- **Web site**
  - Training and TA materials, templates, samples, communiqués, etc.
- **Branded promotional items**
  - 15+ campaign, posters, brochures, pens, notepads, folders, etc.

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