ASSESSING NEED, DEMAND, AND LOCAL CONTEXT:

Webinar for Teen Pregnancy Prevention 2019 Grantees

Thursday, January 16, 2020

1:30–3:00 p.m. Eastern Time

Webinar transcript

Webinar producer: Hello, everyone. Thank you for attending today's event. Before we begin, we wanted to cover a few housekeeping items. At the bottom of your audience console are multiple application widgets that you can use. You can expand windows in the console by clicking on the maximize icon on the top right of the widget or by dragging the bottom right corner of the widget. If you have any questions during the webcast, you can click on the Q&A widget at the bottom and submit your questions. We will try to answer these during the webcast, but if a fuller answer is needed or we run out of time, it will be answered later via email. We do capture all questions. If you have any technical difficulties, please click on the Help widget. It has a question mark icon and covers most common technical issues. However, you can also submit technical questions through the Q&A widget.

An on-demand version of the webcast will be available approximately one day after the webcast and can be accessed using the same audience link that was sent to you earlier. The recording and materials will be posted next week to the Max.gov website. As a quick announcement, those of you joining via the audio feature will not be able to hear the video that will play later in the presentation. If you join by just calling in, please make sure to click on the link provided to you when you registered for the webinar. Now I would like to turn it over to Diana McCallum. Diana, you now have the floor.

Diana McCallum: Thank you. Hi, everyone, I'm Diana McCallum and I'm a TA liaison working with some of you. I'm also deputy project director for Mathematica's contract to provide evaluation technical assistance to the TPP19 grantees. We're excited to partner with the Center for Relationship Education [CRE] on this webinar today and to provide you with some strategies as you continue to assess need, demand, and identify other programming operating in your local context.

This webinar is going to be led by Lauren Reitsema, who's vice president of strategy and communications at CRE. Lauren brings expertise with direct programming including with the Real Essentials curricula and

working with TPP partners and in conducting their own comprehensive scan for need and demand. We're also joined today by Mary Langley, who is the project director with Morehouse School of Medicine, who's a TPP18 grantee. She has experience using a community readiness assessment to identify and assess need and demand. We're also joined by Gail Biro of JK Elders Group, and she's the evaluator for Bethany Christian services, a TPP19 grantee. She'll also talk about the comprehensive process they're going to use.

Overview

I just want to start out with an overview of what we plan to cover today. First, I'll talk about how updating and comprehensively reporting on need and demand will help meet OPA's expectations for Phase I. Then, Lauren will provide strategies for demonstrating need and demand, distinguishing how you can use data to substantiate both of these concepts. Then we're going to get into our case studies from grantees that have deep expertise in these areas. Mary Langley will provide an example of a tool that Morehouse has been using for some time to conduct their own needs assessment on an annual basis. Next, Gail Biro will describe the comprehensive approach that Bethany Christian Services put together and that they're taking to assess need and demand. Then, Lauren will review strategies for conducting a scan for demand and for identifying those programs that might be operating in the same context and serving your same target populations. Finally, we'll end with a conversation about ways to engage stakeholders in these conversations on an ongoing basis.

I want to start out by laying some groundwork for our discussion and describe why it's important to refresh and revisit your scans of needs, demand, and other programs that may be available to your participants. Thinking about need, demand, and the broader local context is really critical to the success of your overall projects and the evidence-based programs you're implementing. As you're all aware, OPA's first core theme focuses on demonstrating that there is both a need and demand for your programs. You all have done the work of crafting questions, and your process and implementation plans to specify how you'll determine whether there's support and satisfaction for the program and demonstrate that the program is a good fit for the target population.

Guidance and Expectations

OPA has also set forth guidance that outlines expectations for TPP19 grantees. Among these is a community engagement expectation that really centers on the work that you do to determine that the programs you're implementing are not only needed because of trends in the population data but also because there's a demand for the program among your stakeholders. These include youth, parents, caregivers, community

partners, and other implementing organizations or any of the community stakeholders you're working with.

In addition to need and demand, we also want to be mindful that you're always thinking of the broader context in which your programs are operating. Specifically, it will be helpful to document the extent to which your program participants are receiving similar services or programming. You should ask, "Are participants experiencing other programs that could influence how they're receiving the programs that you're implementing, and what do the other services include?"

Finally, OPA has the expectation that you actively incorporate participant voices in all stages of developing, implementing, and evaluating your projects. The guidance and expectations around need and demand are really critical to revisit on an ongoing basis as you conduct your process and implementation evaluations. Most of you have done the work of establishing program needs at the outset and during your application phase, but now that program implementation is underway for many of you, it's important to consider whether you have additional insight about program need. For example, you may have started to have gained insight from your target populations about demand that's made you think differently about your programs, including the locations or partners you'll work with for future cohorts. Now is really an important time to be rethinking need and demand and making sure that your programs are responsive to the findings that you're seeing now that you've been out in the field.

Goals for the webinar

During this webinar, we want to help you address some of these questions and provide specific strategies for documenting need, demand, and information about other local programs that your participants may be experiencing. It's an important milestone for Phase I and provides very important context and grounding for the purpose of continuing to implement your programs. Today, we want to help you identify specific strategies for documenting need and demand, provide suggestions for capturing information about those other programs, and then identify strategies for starting to feed those findings back to your stakeholders. With that, I'll turn the presentation over to Lauren Reitsema.

Strategies for demonstrating community need

Lauren Reitsema: Thank you, Diana. As Diana said, my name is Lauren Reitsema, and I'm going to start off by outlining strategies for demonstrating community need. Now many of you have already documented need and taken some of these steps. For example, you've likely utilized statistical data in your grant proposals from .Gov sources. You may have targeted your program services to address highest needs outlined in each data set. You've probably documented this in a meaningful way to demonstrate the "why" in your program. Many have also designed program content to directly

assess the needs that were identified. If you haven't, consider this list for integrating ideas into your process.

As a reminder, needs documentation is necessary throughout the duration of your grant. We want to give you a quick reminder of some existing tools and strategies that we want you to revisit often. The existing strategies that we know of right now, the Kids Count Data Center, is a great resource. We know that website data searches online can be really fabulous. In Colorado, for example, there's a website called CoHID and many data sets are stored here. There's actual client stories from your community, and the TPP toolkit that's put together with this TA team is incredibly helpful. We want to remind you of those tools.

Embed Poll into ON24 Platform

As we move forward, I want to get some of your participation in some live poll questions, so as we transition please participate and answer the questions in the following slides. The first question is, have you collected the data to show there is need for the program. Simple yes or no there. Looks like you are doing a great job. A hundred percent of you have already collected the data to show that there is need. This is common in all the grant applications that are asked, and it's a necessary step to even be funded. That is a great result to see.

The next question is, have you collected data to show that there is demand in the program. I'm going to go back, give you a couple of minutes to either choose yes or no for demand. It looks like many of you show this as well.

This last one, we're going to take a look at, are you using a similar source for collecting the data for both need and demand, yes or no? Okay, this is the result that we want to see. A hundred percent of you said that you're using a similar source to collect both need and demand. As this poll dictated, need and demand are often grouped together as the same data set, but we need to remember that they are different. You do an excellent job with needs assessments, but there's typically great opportunity to grow in our strategies to assess demand.

The Difference between Need and Demand

Need and demand are actually very different, and we're going to spend some time noting that difference here. Program need says that data proves there's a problem that our program can solve. This is a lot of the information we see, that there's a high teen pregnancy rate. There's lots of data that says we need to be in this community because of data. Program demand actually proves that the community wants your program as part of the solution.

Executing a robust plan for assessing demand

With this knowledge, we want to consider the following ideas for executing a robust plan to assess demand in your programs. First of all, have parents asked for the program? Is it something that has been solicited, something that people are inquiring about and interested in bringing to their community? Are kids, or students, or youth missing something that they formerly had that you can now bring back with this funding? Is enrollment in class at capacity? Any time that you have a wait list or something where there's not enough room for people, it definitely is good data to signal that there is need to expand.

Actively assessing need and demand

It's important to remember the value of incorporating need and demand as part of your ongoing process and implementation evaluation activities. As TPP19 grantees replicating evidence-based programs, it's important to remember the value of reassessing need and demand for your programs over the course of Phase I to make sure that the programs are indeed meeting the expectations of your target populations.

Specifically, you may have a plan to review the following questions. Is the program being implemented as intended? Does it meet the needs of participants, or do you have data signaling that a change needs to be considered? Is the program relevant for the audience, and what data do you have to support this concept? We also want to look at resonance, and is it resonating with a participant audience? These questions are excellent opportunities to better understand need and demand. We want to remind you to assess need and demand as part of process and implementation and not just as part of the request for proposal.

Here are three ways that we can look at assessing demand and need as an ongoing process. Focus groups are always a good idea. You can conduct ongoing interviews and satisfaction surveys. We want you to consider your overall implementation strategies for communicating with your team about the data you've collected on both need and demand. To support the idea of assessing need and demand as part of your–

Diana McCallum: Lauren? I'm sorry, Lauren.

Lauren Reitsema: Yes, ma'am? Go ahead.

Diana McCallum: May I interrupt you with a technical update?

Lauren Reitsema: You absolutely can.

Diana McCallum: If folks are having trouble seeing the slides advance or with the audio, the guidance is, could you please try refreshing the player console by pressing F5, or Command+R on a Mac? If the problem continues, just try exiting and relaunching the event. If you're still experiencing these issues, just hit

Control+Shift+Delete to clear your browser cache. I know this is really for people that aren't seeing the slides advance, but give those strategies a try. Sorry, Lauren.

Lauren Reitsema: No problem. I hope that was a helpful recommendation. Keep us posted. We will be recording this, and you can access it later as well. To support the idea of assessing need and demand, we want to look at implementation. I wanted to share two specific examples from our program evaluation experience for a grant we currently manage.

One of the things that we looked at in assessing implementation was that we noted that some of the students disengage from the content on day one. When we surveyed why this might be happening, the students shared that the content in the beginning of the Scope and Sequence highlighted relationship skills that pertain to people in romantic and dating relationships specifically. Students who weren't in dating relationships told us they didn't feel like the content applied to them.

We took this data back to our team and adjusted the Scope and Sequence to end the program with the content referring to romantic attachments rather than leading with it. This change proved successful in increasing engagement for all students because implementation is happening– increasing for all students.

I wanted to just mention that because implementation is happening in a variety of settings, it's important to make sure that you have facilitator oversight so that all the needs assessments that you gather and change are being absorbed by all participants. One of the ways that we would suggest having an implementation oversight plan is to make sure your facilitators have a process in place and an oversight plan that makes intentional reviews and consistent forms, so each facilitator is observed the same way. If you find that needs are being assessed in one community, but facilitators deliver the content differently in another, you may actually miss the target population objectives.

Assess relevance

The next thing we want to address is whether or not your program is being received as relevant to the intended participant audience. Are the participants responding to the material in a way that's meaningful to them? If participants feel the program is relevant, they're more likely to see a need for it. It's important to consider your data on relevance to determine this need.

Example: Assessing relevance

As a relevant example, I really wanted to share what we found in translating one of our curricula into Spanish. We realized that many of the concepts that culturally were considered in the language didn't always come across clearly with the same lesson objective as the outline

presented. To ensure relevance, we've highlighted this information with a group of case managers in one of our local counties who specialize in working with the monolinguistic Spanish-speaking community. Each participant was invited to participate in the pilot, and those relevant themes that were confusing linguistically or culturally were actually changed and implemented into the translation as a whole.

Assess resonance

The last thing we want you to look for is looking for resonance, making sure the implementation assessment is resonating with the audience and getting the intended outcome. Resonance can be assessed with data you may be collecting on the outcomes. How is your program influencing participants? If so, do you know your program is resonating with them? We want to share a common and helpful strategy to do this, and that's truly with focus group data. Focus groups are live. They help really get feedback that is current and in real time and allows you to know that no matter how strategic or specific your program plan is, if it's resonating with the audience, you should be able to tell.

At this point, I'm going to turn it back to Diana to introduce our next speaker.

Diana McCallum: Great. I'm going to turn this over to Dr. Mary Langley. She is the project director with Morehouse School of Medicine for their TPP18 grant. She's going to provide an example of the way that she's used the tool, which is called the Community Readiness Assessment Instrument, to conduct an ongoing scan for need and demand. I thought this might be helpful for some of you. I know for some of you we've pointed you in the direction of this tool. We're excited that she's available to help provide some insight on how Morehouse has used it.

Community Readiness for Change

[Displays authorship of assessment tool:
Tressa Tucker, Ph.D
Mary Langley, PhD, MPH, RN, ICPS
Vickie Liggins
Morehouse School of Medicine]

Mary Langley: Good afternoon. Thank you for this opportunity. We at Morehouse School of Medicine have been conducting Community Readiness Assessment for many years. Particularly for us, this has been important because many of our programs are outside of the metropolitan Atlanta area where Morehouse is located.

[Displays instrument copyright information:
Tri-Ethnic Center for Prevention Research
Tri-Ethnic Center Community Readiness Handbook
2nd edition, 2014

Tri-Ethnic Center for Prevention Research
Sage Hall, Colorado State University Fort Collins, CO 80523-1879
(970) 491-7902/Fax (970) 491-0527 www.triethniccenter.colostate.edu]

> We do a lot of our programs in South Georgia and in rural areas. We've found that they [our programs] have different level of knowledge, beliefs, and opinions about issues. We want to make sure that we are culturally appropriate in addressing their needs. The instrument that we use is the Tri-Ethnic Center for Prevention Research. Now, you can obtain this online. You can download it and put it in a manual. I've used it for training community organizations that's not part of our grant so that they could conduct assessment.

What Does the Instrument Assess?

> What does the instrument assess? There's five dimensions of community readiness: community knowledge of the issue, community knowledge of efforts, community climate, leadership, and resources. These are very important dimensions because sometimes we as grant writers and program implementors, we think that it is an important issue, but it's not important to the community. We need to know before we come in there with our efforts what is already there and what is the climate about the issue. Thinking about alcohol, in some of our rural areas, what we think [is that] alcohol is like a rite of passage in some communities when it comes to adolescents, so we need to understand what is the climate. What is the leadership? Is the leadership supportive of the effort we're trying to do? Are there any resources? We don't want to duplicate the other resources that we can enhance what the community has.

The Community Readiness Model Defines 9 Stages of Readiness

[Displays 9 stages of readiness:
1. No Awareness
2. Denial/Resistance
3. Vague Awareness
4. Pre-Planning

5. Preparation
6. Initiation
7. Stabilization
8. Expansion/Confirmation

9. Community Ownership]

> The community readiness model defines nine states of readiness. When you do your initial assessment, you want to know what stage the community is on. Most of the time, I found–and I['ve] been doing this now for many, many years–it really states three vague awareness. Sometimes when it comes to depending on the issue I have found with HIV, there's been denial and resistance. The first thing you want to do in your baseline assessment is to find out where the community is, especially if you're implementing environmental strategies. The community readiness assessment is one of the best tools to find out how the community feel about an issue.

How to Conduct a Community Readiness Assessment

How do you conduct a community readiness assessment? First, you have to identify and clearly define the issue. Identify and clearly define, delineate your community, what area, what part of the community you're going to be implementing your program. Prepare your interview course, and this is very important. In the book, they have an outline that will help you develop your questions. Choose your key respondents. You want [to] do a cross-section. Someone from social service, especially if you're dealing with risk-avoiding like our grant is on. Someone from education, we have an organization called Family Connection. That's a key community organization. You want to make sure you have the six or seven respondents that really is a cross-section of the community.

You have to conduct and transcribe your interviews and you score the interviews. I find that you have two scores so that you then average up their score. You calculate your average dimension scores and you write your summary. It is a qualitative method, but it is a method that program–I call it program staff can do as well as evaluations.

Results Table Talbot County SA 2018

This is the example that we want to use for our community readiness that we're talking about today. Results of Talbot County. [It] is a small rural county, and what we've had is a substance abuse prevention program that's funded by the state for many years. You see the scores; this is average scores. For the scores, we assess each interviewer and we had six key informants that we interview and they average out to 7.6 for knowledge of effort; leadership, 7.8; community climate, 7.6; knowledge of resources, 7; and resources that they had was 6.6. When you average those out, it came out to a score of 7.3, which is at the stabilization. Now, this is because it's been in the community for a long time. In 2017, the score was 6.3 and in 2016, it was 5.8. You can see that the efforts we've been putting in, individual as well as environmental strategies, address substance abuse in this area.

Another thing I like about the community readiness–and you repeat it annually–is that you can go back to make presentations so you can show the community that you are making some progress in the efforts that you're putting in. This is a sample narrative so that when you write your narrative about your assessment–and this one says the Talbot County total community readiness score was 7.3, a significant increase from the community readiness score of 6.3 in 2007 and 5.8 in 2016.

Sample Narrative

Now this will really help you to get the support of the community. We've put it on our little brochures to show how we give our results to some of our major organizations. A total score of 7.3 indicates the community is functionally at the stabilization stage. Communities function at this level operate programs and activities that are supported by community leaders and decision-makers. Program staff implementing service are trained and

experienced. Quality staffing such as this will generate positive outcomes for identified target populations. This is really–we made this presentation at the city council as well as to parents and other organizations in Talbot County.

Develop a Community Readiness Action Plan—SRAE

Develop a community readiness action plan for your grant. What the community readiness score will allow you to help use your work plan to develop an action plan. Continue implementation of programs and activities targeting SRAE and related risk factors and behavior. Present information at local community events and a broad base of community score, parents, family. We present it at PTAs, at faith-based [groups]; to get the churches involved was very important in south Georgia. Youth groups, social services–information should be specific about the dangers of teen sexual behavior to address any myths or misconception. Now in south Georgia, our program is on abstinence, but this type assessment would help you to get in the door, especially when you talking to faith-based and some of parenting groups.

Present information community-wide, how risk-avoidance and cessation support is related to optimum health. Continue to develop a community readiness action plan, creating visible and visual public awareness campaign using fliers, posters, billboards, social media to address community awareness and education and values. We've used the assessment to help us to do campaigns and to get the word out to the community that we are really making a difference.

Build up on existing community support. Conduct a community engagement during the test and development process. This is Phase I, to build support for the project and sustainability. We're in year two of this testing process, but we have a lot of support. We've generated support for the community to continue on our efforts on risk reduction, sexual risk reduction.

Disseminate information early. Publish editorials. We're in the process of writing an article on what we have done. You've got to get the information out. Disseminate interim and preliminary evaluation results for the community is aware of progress and the impact a program effort. They may not understand a lot of a more traditional evaluation results, but they can truly understand the community readiness assessment.

Continue in our action plan. We use the community readiness to really drive home that what we are doing is working and what we are doing is important. Also for sustainability, if you get the leadership on your annual assessment, and you continue to show that you're making a difference, by the time your program funding is ended, you have the community on board to continue within their resources. Keep in mind they may not be able to continue the program at the level of federal funding, but they will continue aspects of the program that have shown to be effective based on

the community readiness assessment.

As I've said, I like the community readiness assessment because it's something that my program staff can do as well as evaluate that the evaluators can do to show our progress on an ongoing basis because as you know, published data lags about two to three years behind, but this is something you can show the community on an ongoing basis. I think that about covers it. I'll be glad to answer any questions during the Q&A.

Lauren Reitsema: Thank you so much, Mary. Next, we have the opportunity to hear from Gail Biro who's an evaluator and the senior consultant for Bethany Christian Services. She's going to highlight some best practices for need and demand assessments that she and her grantee are using with the foster care community. I'll turn it over to you, Gail.

Case Study: Grantee strategy for assessing ongoing need and demand for programming

Fostering Teens Through Relationship Education (FosTTRE) Community Needs Assessment

Gail Biro: Okay, thank you. Wow, Mary, that was a great presentation, very informative. I'm going to give you a glimpse of what this might look like in operation or on the ground and provide you with an overview of the approach that Bethany chose to use. The first thing is you identify your target community, and as Lauren mentioned earlier in the presentation, you probably already know your target community. If you don't, it's in your grant. That's a pretty easy component of the community assessment. The next thing you want to do is identify your key informants, and you want to be inclusive. You want to ensure your informants are representative of the target community. For example, Bethany is collecting information from youth, caregivers, professionals like CASA, case managers, therapists, social workers, foster parents, transitional independent living staff, and so on. These are the individuals that touched the lives of the population that we are working with, which our target population is foster care and juvenile justice-involved youth.

The next thing you want to think about is what data do you want to collect and what method are you going to [use to] collect the data? We chose to use survey, focus groups, and interviews as opportunities present. Next, once you get a significant amount of data and information, begin to analyze your results. What are the needs or gaps? What are the current conditions? What's the demand or desired condition? Finally, you want to share the results with the key informants. You're coming full circle and share your findings. Keep them engaged in the conversation throughout your grant period so that they can be a part of strategizing how to increase your reach, garnering support, as Mary was saying, for continuation of the program as funding is needed in the future.

Establishing the Need

Establishing the need, we decided that we would seek out opportunities with the key informants where there's standing meetings and seek out opportunities where we can integrate the needs assessment into the work that we are already doing. I know this is beginning to sound like a lot of work, but really if you begin to embed it into your daily operations instead of having a standalone process, it really works quite well. Bethany started by reviewing the current tools they were using. We had, for example, already selected a survey impact training and satisfaction survey. In reviewing the questions there, we discovered there are already questions in that survey that focuses on need. For example, there's open-ended question in this particular survey, and we asked the youth to share the information they found most useful.

I'm going to share just some examples of what the youth are saying. The most useful part was learning about abuse and what a healthy or unhealthy relationship looks like, knowing the signs of abuse in an unhealthy relationship, dangers of love, protection from pregnancy and sexually transmitted diseases. Do you think this is stuff that our kids need? Absolutely. Youth in foster care are especially at high risk because of their history for abuse and more than likely they have experienced sexual abuse as well. They probably have no idea of what a healthy relationship even looks like.

We also have feedback surveys. Again, these surveys were already developed and they're focused on getting feedback from our partner agencies and caregivers to see how we're doing, how we can improve our efforts. What we did with this survey particularly is we added a couple of questions that focused on need. An example of this is with the caregiver and partner feedback survey; we asked, have you seen a positive change in your youth as a result of the class? That gives them some indication, the impact. We try to solicit the same types of information from the youth. We just ask it in a little different way. For example, we asked the youth, how much will this training improve the way you handle your relationship in the future? So far, we have 82 percent of the youth [who] indicate that it will very likely improve future relationships. Again, establishing the need.

Another example of a question we ask to caregivers and partners is, I believe that Foster, that's the name of our program, is a valuable program, and we give them a rating scale, 1 to 10. Along the same lines, we asked our youth, how important is it for you to use the ideas, information, or skills learned in the training today? Again, 82 percent of the youth have indicated that it is important. Again, this shows a need. We have other strategies. We've embedded the needs assessment survey into our newsletter with a caption that says, "your voice matters." The key is integrating it into what you already are doing instead of doing a whole standalone, another effort.

Establishing the demand

Establishing the demand, again, as I said earlier, our strategy is to seek out our informants that we've identified I mentioned earlier transitional independent living staff. They work with youth who are transitioning out of foster care, the same age group. They have team meetings; they have training. We try to find an opportunity to just become a part of what they are already doing. Again, this is not another standalone effort. For example, we might call a foster care supervisor and ask if we could get on their agenda for a staff meeting. Be sure, if you're doing an agenda item like I'm talking about, that you establish the time you'll be needing. You will need to present your information. Be sure you stick to it. If you wind up taking up their entire meeting or training, you're probably not going to get invited back.

Have a script. The first thing on our script is around data. The groups, our key informants, they are likely to have had first-hand experience with teen pregnancy. They've seen the impact on their lives. However, they're probably not aware of the magnitude of the problem. For example, in foster care, nearly 50 percent of the females leaving foster care had their first baby by age 21. Thirty percent had been pregnant more than once by age 21. Find out how much they know about services that are in the community. Have some conversation around this.

Next, offer a solution. I'm assuming most people are using an evidence-based practice so you have outcomes that you can share with the group. Again, this is building demand. With our curriculum, Love Notes, their study showed that there was a 45 percent decrease in teen pregnancy. You want to share the outcomes. Then provide a high-level orientation about the program, so they get a sense of why the program's effective. An example with the Love Notes curriculum, the golden thread is healthy relationships and preparing for success. You want to talk about some of the lessons that prepare children, youth, for healthy relationships and preparing for success.

Then lastly, have some focus group questions prepared. Not a whole lot, two or three, and you can ask them to do a tabletop discussion, or you could do open discussion and record it that way. You may ask them, "Are there other teen pregnancies like this one available? Are they accessible?" You may ask, "How important do you think it is for youth to have access to a program like this?" You may engage them in some conversation about risk factors that are addressed. In addition to risk avoidance as far as pregnancy and STDs, there's a lot of other risks that our youth have related to teen pregnancy, or domestic violence, poverty. There's quite a bit of good research out there on youth aging out of foster care. Great opportunity to share with them the magnitude of the problem.

Finally, make sure you leave them with information about how to access your program. Ask permission to come back. Let them know you're doing this community needs assessment, and you'll be gathering information

throughout the grant period. You would just like to come back and share with them as you learn more and more. This is really critical to keep the conversation going and to help build demand. That's what I have. I just wanted to say I also have Beverly Harris, who is the program director on hand as well, and Andrea Gibbs, she is the data and evaluation specialist there at Bethany. We're happy to answer any questions. Thank you.

Conducting a scan for demand

Lauren Reitsema: Thanks so much, Gail. This is Lauren, coming back for the last segment of the webinar, talking more about scan for demand as we really see need in a robust research-based way. We want to thank Gail for her specific and very necessary information. We want to talk a little bit about scanning for demand as a strategy that you approach differently than scanning for need. Remember, we defined demand earlier in the webinar as making sure your community wants the program. Here's some effective ways to do that.

How to Scan for demand

One, we would consider maybe hosting a parent preview night. If you're not working with parents, you can do kinship in the foster care community with foster parents and be able to actually see who shows up. If there's a high demand for a program, most parents will do that. Youth-led surveys are also a great way to figure out do you want this program to come to your school, to your afterschool program.

If you have the allowable activity, or the allowable incentives from your program officer, project director, make sure that you connect with them and are allowed to give incentives. We've done everything from a gift card drawing, to Amazon [cards], to different tickets for sporting events. Even just a water bottle or fun pizza party would help get youth-led survey results.

Lastly, we want to look at testimonial campaigns to see how has this impacted a current community. If somebody is seeing that there's great impact, they're going to want to bring it to there. Text-based survey responses are a great way to look for demand there.

Barriers when documenting demand:

You've been absorbing a lot of information from us to you. We want to actually invite you to participate in a conversation. We know that when involving the community, there are often barriers to capturing data. If you can just take a minute. We want to hear from you. Use the Q & A box to submit a few answers to the following question. One is what is one barrier you may have experienced when you're trying to document program demand in your community? How did you overcome that? We're going to give you a couple minutes to use that chat feature in the Q & A. Diana will take on the scanning process and bring a couple of them to our attention for discussion. Take a couple minutes and answer these questions for us,

please.

Diana McCallum: Thanks, Lauren, so yes, we'll give folks time to fill in the Q & A box and add their questions. I just wanted to start with one barrier that we've heard frequently across grantees in the past. That's thinking of timing as an important barrier and thinking about when you actually implement approaches to scan for need and demand. Lauren, can you speak to that and how you all think of timing?

Lauren Reitsema: Absolutely, we typically work about six months in advance of whatever semester calendar is happening. Most of our program implementation is in an annual, traditional school calendar. If we're looking at getting data results, or survey results, for either need or demand for spring semester or a January class, we typically start that outreach in August or September of the previous year.

We found that summer is not a great time to reach out to teachers, as many of you know. Often, we forget that we have to be ahead of this need. It's really important to document on your timelines and your strategies to make sure that you are working ahead of their breaks and getting on their calendar while they're thinking about planning their calendar year.

Diana McCallum: Great, thanks, Lauren. I know these are starting to come in. Another one that's been mentioned that's also common is getting access to parents to better understand their needs or demands for programs. Lauren, can you speak to that a bit?

Lauren Reitsema: Yes, parents are incredible gatekeepers of information. They can either be an advocate or a barrier. We always like to consider going to where they're already gathering rather than expecting them to come to you, especially if your program is new or unfamiliar to them. If you can maybe find yourself–I loved Gail's suggestion about getting on the agenda for certain staff meetings. There are many schools that have parent information networks or PTAs or PTCOs, and if you are able to rally with where parents already are rather than making them come to you, you can remove this barrier pretty effectively.

I think I'd speak one more thing to that, Diana, [it] came to my memory that a lot of times, if you are in any way appearing to withhold information from the program or not allow full access, it usually broaches or breaches a trust that parents have in your program. We have often invited parents to come and look at every word written on every page in the scope and sequence of any curricula that we are implementing in front of their children, and that has been very effective in establishing trust. Anytime that you feel like you're withholding information, they're less likely to allow you to have access to their children. Be sure to give transparency with the programs that you're teaching.

Diana McCallum: Thanks, participants can certainly feel free to continue submitting potential barriers. One that's come in that's interesting is thinking about

potential legislative mandates and political pressures that are difficult to implement particular programs in schools. I think it's nice. A participant suggested some ways that they're thinking or that they're using to overcome this barrier, and that's seeking other community organizations, youth-serving organizations that will allow programs to be implemented. That's one critical one. I think that's all that's come in so far, Lauren, so I guess we can continue.

Lauren Reitsema: Great, well, at this point, we want to talk a little bit about collaborating instead of competing with services and the duplication in scanning for demand that we spoke of earlier in the call. As a reminder, when we talk about identifying competing services, we want to make sure that demand only decreases when you have multiple people doing the same thing. The best way to increase demand is to have collaboration and unique offerings that your program offers that maybe someone else's does not, and we wanted to share a little bit of a strategy that we've implemented with great success called Coffee and Collaboration or Coffee and Communication in some circles around our table. In order to do this, we actually invited a member of our team who is a community engagement director through one of our grants who is going to share the experience via video, and as we talked about in housekeeping at the beginning, if you're dialed in and do not have the web-based feature, you won't be able to hear this video. It's a couple minutes. Bear with us. We have not dropped off the line. It'll just be quiet for a little bit, and we'll be right back after you watch.

Video: Hey there, grantees, Jonathon Dickerson with the Center for Relationship Education here. Hope each of you are doing really well and [are] excited for this upcoming grant year. I wanted to share with you one strategy we have used pretty successfully over the last year. It's called Coffee and Conversations, and it does a great job of helping you assess both the needs that youth have in your community but also some of the potential partnerships, collaborations that are right around the corner from you. You just might not know, or even worse, you might've thought, well, gosh, these are folks who are my competition. I've got to make sure I steer clear, don't let them in on what's going on with me.

It basically works like this. The Coffee and Conversations, you invite 11 other folks to come to your organization. You limit it to just a dozen or so participating organizations, and you reach out. You say, hey, we're providing breakfast, providing fancy coffee. Always best if you can do that. One of the ways you can do that is connecting with a local coffee distributor and having them come in. They set it all up and pour all the coffees in the hopes, of course, that some of the nonprofits will switch to using whatever their coffee brand is. Bring somebody in and give them an opportunity to learn about the other youth-serving professional organizations that are in their backyard. You might find a lot of these folks who even you knew about or you didn't know anything about–you actually align really well, and by having an introduction and you being the leader, your organization is the one that is setting the tone for wanting to make connection and wanting to make collaboration towards serving these

youth in your community a priority.

Everybody goes around the table, shares their organization, what they do there, and you start asking some questions to better understand, okay, well, now that I know a little bit about you, here's how I think we might work together, or hey, did you hear that? It sounds like you are both on the same page. Have you worked together before? Sometimes you find that there's an event that's coming up. Each of you has six months out. You've got this big fundraiser that you're doing. Why don't you combine forces? It cuts down on expenses, and many hands make light work, or you find out that, gosh, Big Brothers and Big Sisters in my community is really looking for other opportunities where they can connect their kids with skills or with services. Gosh, here we got some fine folks right over here. Why don't you grab coffee at another time?

It starts the dialogue. It furthers the conversation, and it keeps people engaged all while pointing out that you and your organization are the leaders behind that collaboration. Hopefully, this will be helpful. Feel free to reach out if you've got additional questions or comments. We'd love to help Coffee and Conversations in your backyard be a thing that brings people together to better serve the youth in all communities. You take good care.

Identifying and documenting competing services

Lauren Reitsema: I wanted to recap and highlight what Jonathan mentioned here in the video. We wanted to look at a Coffee and Conversations collaboration model. Coffee tends to bring people together. If you don't have coffee drinkers, you could do it with tea as well. We also wanted to offer ideas with surveys with providers, health teachers, coaches, any of the fields that you're trying to serve. They're often people that would answer a survey. Then we've actually found a lot of success getting outside of a scope and sequence model with the health classes or maybe the science tracks that don't have a lot of extra time for relationships or a skills program outside of their normal requirements for what they have to teach, and so the Family and Consumer Science track has been a really great place that has proven to have more flexibility in what types of curricula they can teach. Relationship education tends to be a favorite for those students or youth involved in the FACS tracks.

Reporting on Need and Demand

It's really important once you do all of the work to collect this data for demand. We need to bring it back to our stakeholders, and Gail did a really good job emphasizing this point. If your stakeholders don't know the impact of your programs, then it's unlikely that they will be able to collaborate and support you post-funding or even during your funding. Be sure to summarize the learnings in different formats. We would suggest newsletters to partners. You can take advantage of a lot of great online computer data programs that automate this process for people that can

subscribe to your newsletter. We've done a lot of Lunch and Learn events with our board of directors and have them invite guests to hear about how what we're doing is impacting the community. Then use social media in a productive way, and you can highlight the trends. You can have student-led video campaigns or youth-led video campaigns about how your program is impacting them, and that tends to be a really good way to increase demand in other areas of your region.

Closing Summary

We're at the closing summary where we're going to give you a chance to just take a look at what we've covered today. Then we'll have a brief Q&A to make sure that you don't have any unanswered questions. First, we want to remember the importance of keeping need and demands top of mind and differentiate the two. Remember that need is not the same as demand, and those of you in the survey, 100 percent of you, I think, showed that you use the same documentation tool, so hopefully, this webinar will help you think about how to scan for demand with a different resource. Documentation is necessary for program implementation, and lastly, we don't want you to feel like you're doing this alone or without support. Please utilize the tools provided on the TPP toolkit that can be found at Max.gov. This contains a lot of evaluation resources.

Q&A

Thank you, guys, for your valuable participation. Diana is going to take a minute to capture some of the questions that came in throughout the duration of our call, and we're going to spend some time answering those live. However, I wanted to point out this TPPEvalTA email, that we want to give you full access to so that we can answer question post this call. Diana, are any questions coming in that you can bring to our attention to connect with as a closeout here?

Diana McCallum: Yes, definitely, there's a couple of questions. The first one that we have is about creating opportunities to scan for program demand are important, but are there other strategies that are going to help create demand for programs? I think this is an important one. We've seen some examples too from Gail that have highlighted some of this. Lauren, did you want to speak to this?

Lauren Reitsema: Sure, the first example that comes to my mind is in some recent work we've been doing in our adult relationships on the strategies with the emergency responder community, and we actually piloted an opportunity to open some of our spots at one of our retreats to responders that typically was reserved for military through our program outline. It was interesting to see that because we limited the amount of spots in the beginning, we had a waitlist of almost 25 attendees within minutes of opening the registration. We took that data back to our project officer, and they were able to show that we had–we were able to increase our population served based on that document of demand. I think maybe limiting registration or

doing a first-come, first-serve, or if it's allowable, you'll have to check with each particular site that you're working with. I don't know the ins and outs of all of your allowable activities but maybe doing a contest or a drawing for the first set of ten. Then give you feedback. Those are ways that we found might help blow some of the doors off of capacity.

Diana McCallum: That's helpful, Lauren. Then I think a related question has come in. It's thinking about what's the threshold for determining that demand exists, or I think of a related question is, what can you use to determine whether it seems like there is enough demand for this program? What are some of those factors that would signal that?

Lauren Reitsema: That's really good question. It had a little bit of nuance in it because I don't know that you can always satisfy 100 percent of survey data. Let's say you survey ten people. If you get half or one to three, you'll have to jump in if there are requirements that I'm unaware of with evaluation teams. I would say anyone who's saying please come; I need this. Especially with the inclusivity value of making sure all youth are approached with sensitivity and inclusivity that even if one or two people really want it, I think it's enough to prove demand. Don't feel stuck in majority rules because that may not always be the most significant or statistically relevant data that you want to bring to the table.

Diana McCallum: Sure, that's helpful, Lauren. What I'd say is that, from an evaluation perspective, it's about taking back and analyzing the data that you have on demand and making sure that you're thinking it through and interpreting it to seeing exactly what it's telling you on demand. I don't think of a particular threshold or particular number, but it's examining the quality and the nature of the information that you have and what you're hearing about a program demand. Making sure that matches with the program that you're intending to implement.

Lauren Reitsema: That's a great summary.

Diana McCallum: Please feel free to continue to submit questions through the Q&A box. We also had a question come in a bit earlier when Lauren was discussing how you can assess the available data on need. You might find out that you need to make a change or that you're interested in making a change that's more responsive to what your target communities might need. At that point, we had a question that came in that said, well, what if the curricula are evidenced based, and therefore, changing the content is restricted? That's a really important question. Just to follow up with this, we wanted to say that, when considering the changes that you may need or may think that you want to make to your program, grantees should definitely start by running all of those changes by your project officer. They're your first stop, and they'll discuss the kinds of changes that will alter core programming. This is certainly an important conversation to raise with your POs [project officers].

Lauren Reitsema: I actually had that exact situation happen with a grantee we were

supporting, and we were talking through what are called red light adaptations and green light adaptations. We found that there are many minor adaptations you can make to how you deliver a program content or even just the semantics that you use to resonate with the audience but still keep the fidelity of the evidenced-based practices, and so just be careful to not make any red light adaptations and to, like Diana said, run all of those changes through your project officer so it doesn't then come as a surprise.

Diana McCallum: Another helpful question has come in, and it says we need specific TA in this area. Please advise on next steps. Certainly, if you need TA in this area, your TA liaisons and your project officers, definitely reach out to them and indicate what specifically you'd like to discuss about collecting and then analyzing your data on need and demand. If you're looking for different tools, we can provide an overview of what's in the TPP toolkit, but if there's something more specific, certainly raise it with the liaisons and your project officer.

Here's another helpful question, and I'm going to turn this to you, Lauren. It's: has the use of public relations like articles originating from the grantee's organization or something like that been used to demonstrate demand? In essence, what's the best use of public relations when there are evidenced-based programs like this?

Lauren Reitsema: Just to clarify, the public relations you're speaking of are maybe national outcomes or different medical accuracy reports through FYSB things like that?

Diana McCallum: The question references articles that are coming from the grantee's organization. I'm not sure. The particular grantee may send in specifics. I think it's, can you use some of that information to help demonstrate demand as well?

Lauren Reitsema: Certainly, I think PR shows that usually for something to get into print it takes a storyline that matters and that's–they have to scan so many different topics to talk about. If it's made it to print and you have a credible source–obviously, always check your source and make sure it's a viable PR firm, but if it has been published and it has been disseminated, it is likely a credible source. I just think it's a best practice to always check your research and make sure that you're spreading PR that has traceable evidence and others that are in agreement with what's printed. I think that's a great way to show, hey, this article came out. We want to take the same posture here in this community and bring this program. I think that's a wonderful strategy to employ.

Diana McCallum: Great, if there are other questions, please continue to submit them into the Q&A box. Lauren, that is all we have right now. If questions come up certainly afterwards, you can use the email address, TPPEvalTA@mathematica-mpr.com and submit questions that way.

Lauren Reitsema: Yes, please do so. We want this to be an ongoing support and not just an

hour of your week. Thank you, guys, for taking valuable time out of your schedules to tune in, and we hope that the information provided has been helpful.

Diana McCallum: Thanks, everybody, for your participation today.