

EXTENDING YOUR REACH: Mounting an Integrated Communications Strategy

**A Webinar for Teen Pregnancy Prevention and
Pregnancy Assistance Fund Grantees**

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After Today's Webinar, You'll Be Able to:

- Move the needle forward with target audiences through an effective, integrated strategic communications campaign.
- Summarize data about your program using compelling infographics, videos, fact sheets, and other persuasive visuals.
- Package and disseminate materials through a variety of channels that resonate with your target audience and position your program to fundraise most effectively.

strategy

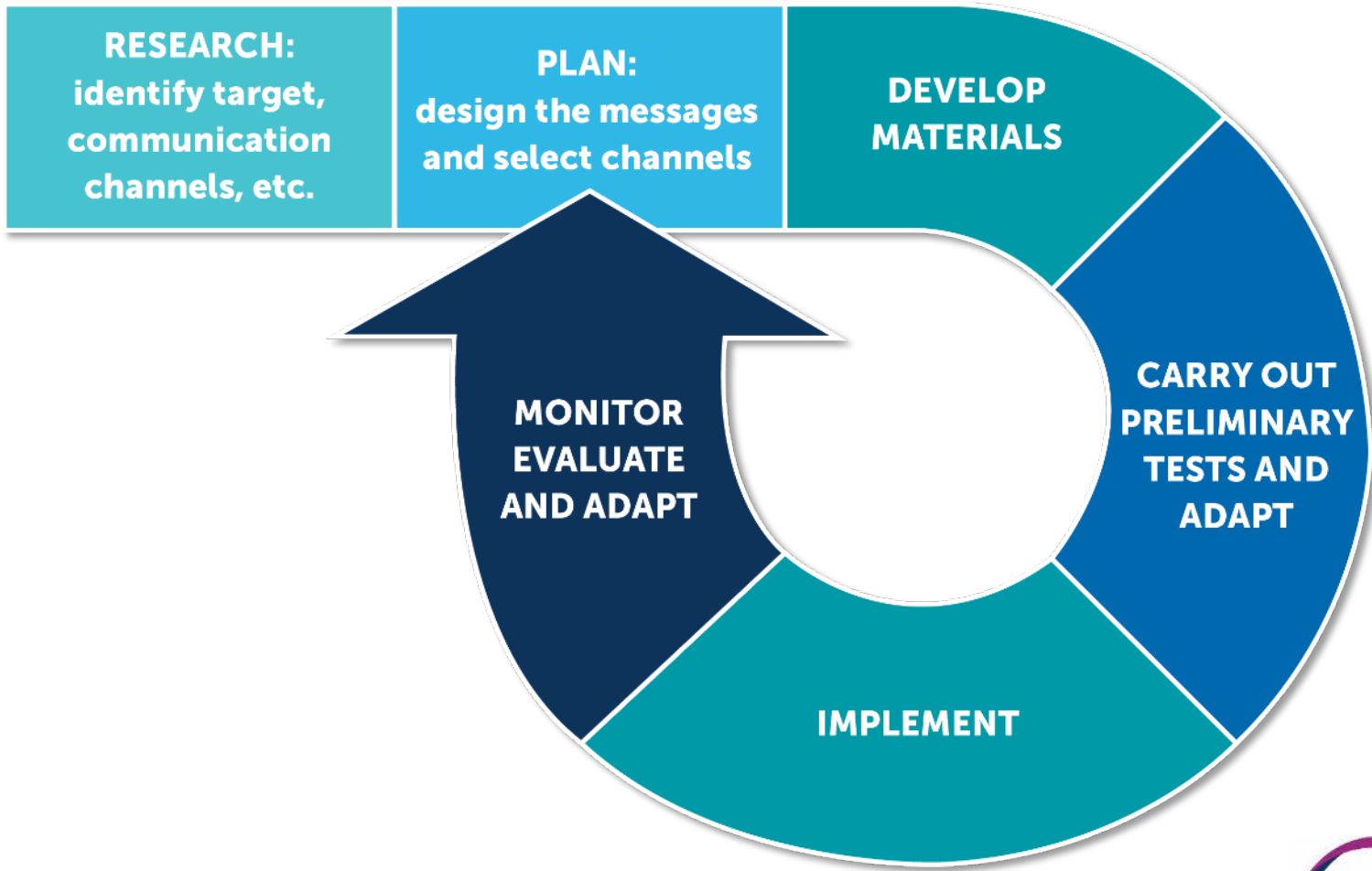
noun | strat·e·gy | \-jē\

- careful plan or method: a clever stratagem
- the art of devising or employing plans or stratagems toward a goal

- ✓ **A package of promotional activities and coordinated messaging supports your organizational goals.**
- ✓ **Integrated communications spread your message across a variety of media for maximum impact.**
- ✓ **Measurable objectives help track impact and determine effectiveness of your campaign.**



Strategic Communications Campaign What Do We Mean?



Before We Start...A Quick Survey

Help us better understand where you are in the process by marking one of the following:

- ✓ **We're very early in the process and haven't yet thought about our communications strategy.**
- ✓ **We have a concept in mind, but haven't developed it thoroughly.**
- ✓ **We're ready to finalize our communications strategy, but need additional guidance to execute it.**
- ✓ **We're well under way with our campaign, but hope this webinar will provide pointers for improvement or re-tooling.**
- ✓ **We have no plans to execute a communications strategy, but find this subject interesting.**



Today's Discussion in Six Parts



Part 1:
**Identify
your goals.**



Part 2:
**Know your
audience.**



Part 3:
**Determine
your messaging.**



Part 4:
**Plan your
outreach strategy.**



Part 5:
**Launch your
campaign.**



Part 6:
**Measure
your success!**



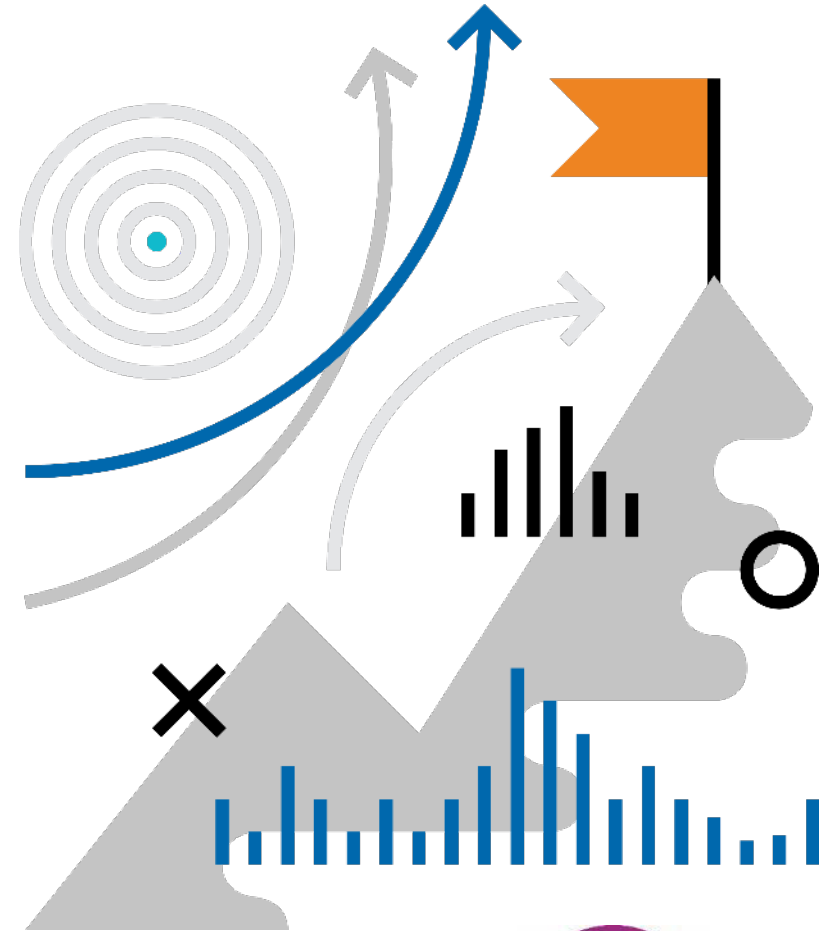
Results from the Survey





Part 1: Identify Your Goals

- **Strong goals drive the entire campaign.**
- **To sharpen campaign focus, tie goals to organization's mission, values, and beliefs.**
- **Without effectiveness results, consider how you can use other data to inform your goals.**





Part 1: Identify Your Goals

Likely goals for TPP and PAF grantees:

- **Raise funds to ensure program sustainability**
- **Inform stakeholders about research and program**
- **Amplify your group's position as a leader in the field**
- **Explore opportunities to continue or expand evaluation research**
- **Remember to make your goals concrete**

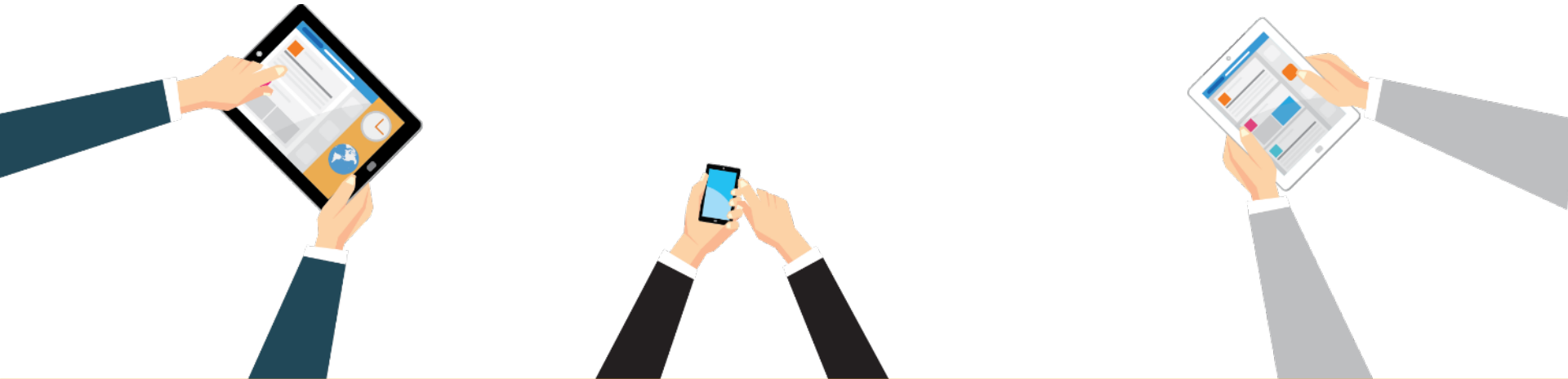




Tie Measurable Objectives to Goals

Fundraising and program sustainability

- **Objective: secure meetings with 5 potential funders**
- **Objective: add 30 potential funders to stakeholder list**
- **Objective: add 40 new social media followers from funder community**

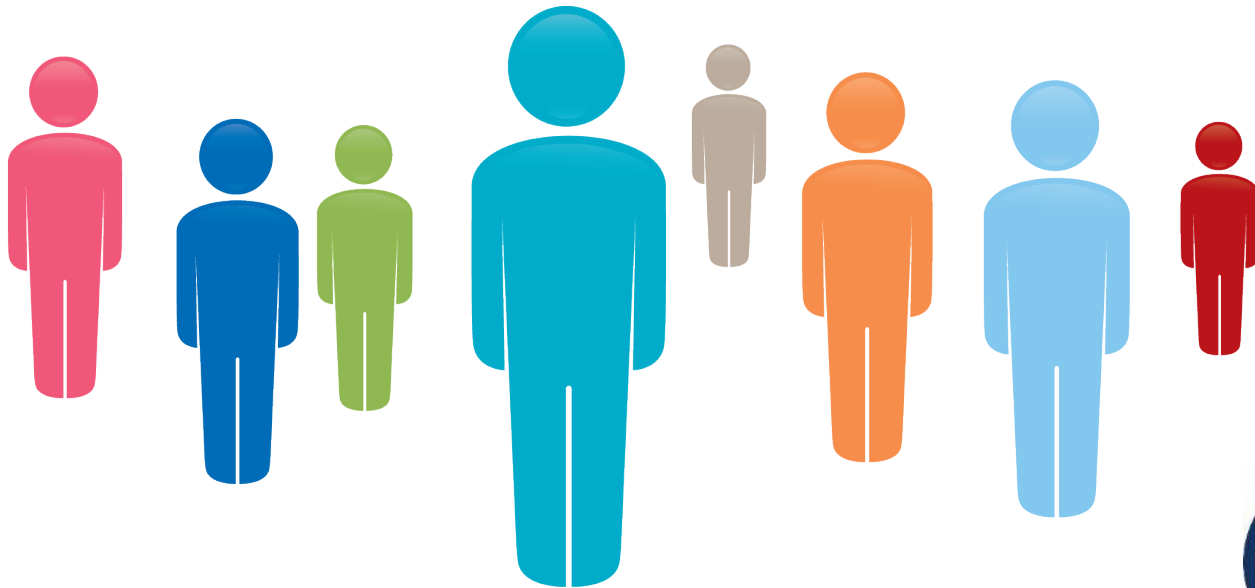




Part 2: Know Your Audience

Know who you want to reach with your messages before you launch a campaign.

- Funders
- Policymakers
- Researchers
- General public





How Well Do You Know Them?

What do they already know?

- Are they new to the program? Do you need to build on existing knowledge?

Focus on appealing program elements:

- Funders find personal narratives in video format more moving than longer written products.
- Policymakers want bulleted, top-line information—at a glance.
- The general public likes human interest stories they can relate to.

What influences them?

- Follow them on social media to find out what they care about.
- Who do they follow? Who are their influencers?
- Know what media outlets they read.





Build on (or Develop) Your List

Media list: Family Support

National Outlets				
	Outlet	Name	Email	Phone
National	Associated Press	Philip Elliott	FirstLast@email.com	
National	Hechinger Report	Sarah Garland	FirstLast@email.com	(202) 515-5559
National	Huffington Post	Joy Resmovits	FirstLast@email.com	(202) 515-5560
National	NBC Nightly News	Rehema Ellis	FirstLast@email.com	(202) 515-5561
National	New York Times	Motoko Rich	FirstLast@email.com	(202) 515-5562
National	New York Times	David Brooks	FirstLast@email.com	(202) 515-5563
National	Reuters	Stephanie Simon	FirstLast@email.com	(202) 515-5566
National	The Economist	Matthew Bishop	FirstLast@email.com	(202) 515-5567
National	Wall Street Journal	Lisa Fleisher	FirstLast@email.com	(202) 515-5571
National	Washington Post	Jay Mathews	FirstLast@email.com	(202) 515-5572
National	Washington Post	Lyndsey Layton	FirstLast@email.com	(202) 515-5573
Regional Outlets				
	Outlet	Name	Email	Phone
Bay Area	San Francisco Chronicle	Nanette Asimov	FirstLast@email.com	(202) 515-5555
Bay Area	San Francisco Chronicle	Jill Tucker	FirstLast@email.com	(202) 515-5556
Bay Area	San Jose Mercury News	Sharon Noguchi	FirstLast@email.com	(202) 515-5557
Bay Area	Oakland Tribune	Katy Murphy	FirstLast@email.com	(202) 515-5558
Bay Area	Contra Costa Times	Theresa Harrington	FirstLast@email.com	(202) 515-5559
Bay Area	San Francisco Business Times	Ron Leuty	FirstLast@email.com	(202) 515-5560
Bay Area	NBC Bay Area	Barbara Kunz	FirstLast@email.com	(202) 515-5561
Bay Area	ABC 7 News	Jennifer Olney	FirstLast@email.com	(202) 515-5562
Gaston	Roanoke Rapids Daily Herald	Jacqueline Hough	FirstLast@email.com	(202) 515-5563
Denver	Denver Post	Yesenia Robles	FirstLast@email.com	(202) 515-5564





Part 3: Determine Your Messaging

Compel your target audience to think, feel, or act.

- **Look at your data. Do they help you illustrate importance, urgency, or magnitude?**
- **Data should be relevant to engage stakeholders— i.e., deliver what they want and need.**





What rises to the top from your data?

Some examples:

- **An at-risk group will not get needed programming without additional funding.**
- **We've reached 2/3 of the youth in the county who need services and want to reach more, but we need your help.**
- **High quality materials translated into high attendance—youth are connecting with our program.**



Part 3: Determine Your Messaging



- **If you're meeting with a potential funder and you only have 5 minutes to make your pitch, what do you want them to remember?**
- **Summarize your program and boil down your key data points into straightforward messages that can be used across a variety of platforms.**





Part 4: Plan Your Outreach Strategy

Consider tactics and products that best communicate key messages to your target audience, in the right formats:

- Tell a story.
- Develop tools and marketing products.
- Disseminate across platforms.





Tell a Story

Storytelling uses words, images, video, and other media in a creative and intentional way for specific audiences.

- **Visual storytelling provides more impact in social media, email, and newsletters.**
- **Identify program participants who could be interviewed or featured as exemplar success stories.**
- **Find the right balance between data and storytelling.**






Tell a Story: Video

- Videos can be used across different platforms.
- They simplify storytelling, in a quick and compelling way.
- Lower-cost options are available (iPhone, Facebook).

The MasterCard Foundation Scholars Program Learning Partnership

Jul 14, 2016



Related Events

MEL vs. M&E: What Is the Difference and Why Does It Matter? >

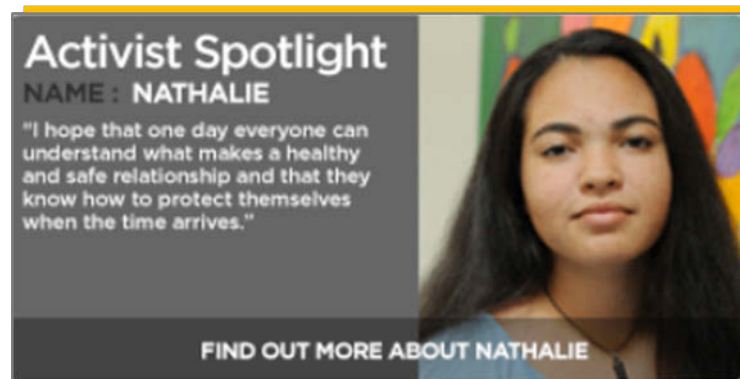
The MasterCard Foundation Scholars Program Learning Partnership





Tell a Story: Testimonial

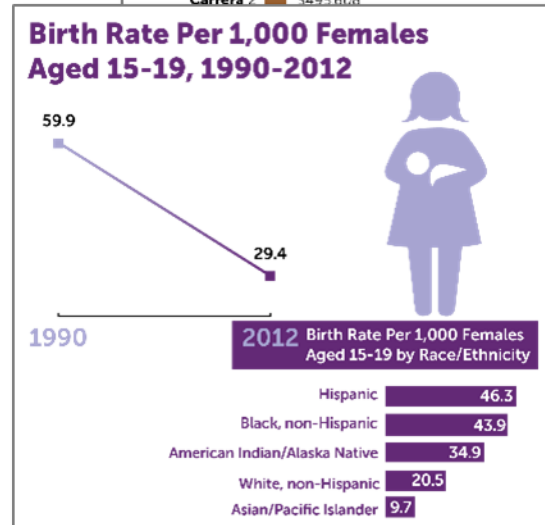
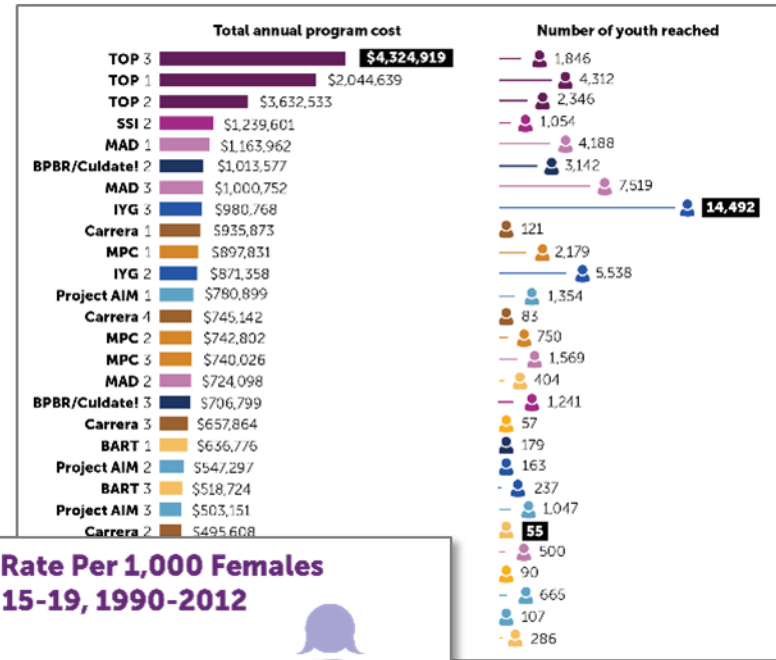
- A series of testimonials is an effective way to engage with some audiences by putting a human face on an issue.
- A picture and a headline can tell a story and evoke emotion.
- A series allows you to tell the story from a variety of angles, in short bursts, and keep your audience's interest.





Develop Products and Marketing Materials

- Fact sheets, newsletters, blog posts
- Infographics
- Podcasts, webinars
- Press the flesh— conferences, meetings, and presentations afford opportunities to connect with key individuals and groups





Fact Sheets

Use graphics or illustrations to show baseline measures and demographic information about target population.

PPA Evaluation of Adolescent Pregnancy Prevention Approaches

BACKGROUND

The Evaluation of Adolescent Pregnancy Prevention Approaches (PPA), conducted by Mathematica Policy Research, is a major federal effort to expand available evidence on effective ways to prevent pregnancy and reduce related sexual risk behaviors among teens in the United States. The eight-year (2008–2016) evaluation documented and tested new and innovative approaches to teen pregnancy prevention in seven sites across the United States. Six of the seven sites received federal funding from the Office of Adolescent Health (OAH) or Administration on Children, Youth and Families (ACYF) in the U.S. Department of Health and Human Services as part of the federal government's broader effort to invest in evidence-based approaches to teen pregnancy prevention.

TARGET POPULATIONS AND PROGRAM APPROACHES

THE EVALUATION HAD TWO MAIN COMPONENTS

For all seven sites, the study team conducted an in-depth process study to document how the programs were designed and implemented. For six of the seven sites, the study team conducted a rigorous random assignment impact study to measure the effectiveness of the programs in changing youth outcomes.

KEY FINDINGS

- All six impact study sites had favorable impacts on at least one of their targeted outcomes.
- Three of the six impact study sites met the U.S. Department of Health and Human Services standards for evidence-based teen pregnancy prevention programs.
- Two of the six impact study sites led to measurable declines in the ultimate outcome of teen pregnancy.

STUDY FACTS

- 7,715 youth participated across 9 states
- 3,000+ hours of programming delivered
- 19 project reports
- 2 journal articles

The study was conducted by Mathematica Policy Research and its partners: Child Trends and Twin Peaks Partners, LLC, under contract with the Office of Adolescent Health. <http://www.hhs.gov/ash/oah/ash-initiatives/evaluation/federal-led-evaluation/oppa-study.html>

PREP FACT SHEET

Personal Responsibility Education Program (PREP) Evaluation February 2017

Youth Participants' Characteristics and Outcomes
Findings based on Performance Measures reported by State, Tribal, and Competitive PREP Grantees

PREP programs serve a diverse population

Racial and ethnic composition of youth (percentage)

White	45
Black or African American	40
Hispanic or Latino	35
American Indian or Alaska Native	12
Native Hawaiian or other Pacific Islander	6
Asian	5

Age distribution of youth (percentage)

10 to 12 years old	16
13 or 14 years old	37
15 or 16 years old	32
17 or 18 years old	13
19 years or older	2

Note: Percentages sum to more than 100 percent because youth could select more than one race or ethnicity. Grade reflects a similar distribution, with most participants between 7th and 10th grades.

27 percent of PREP programs served mostly highly vulnerable youth, including those in foster care; homeless or runaways; living with HIV/AIDS; pregnant or parenting; identified as LGBTQ; involved in adjudication systems; in residential treatment for mental health issues; or had trouble speaking or understanding English.

At program entry, 13 percent of youth identified as lesbian, gay, bisexual, transgender, or something other than straight.

Source: Entry surveys completed by PREP participants.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
CHILDREN & FAMILIES

FYSB Family & Youth Services Bureau





Infographics

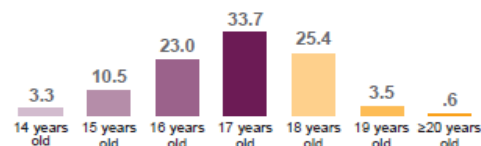
Infographics convey information that your audience cares about, at a glance.

The Needs of Teen Mothers

As part of the *Positive Adolescent Futures* study, Mathematica Policy Research is collecting data on expectant and parenting females in California; Washington, DC; and Houston, Texas, before they take part in programs to help them become self-sufficient. This fact sheet describes the great needs of these young mothers. Yet programs funded by the Office of Adolescent Health (OAH) are serving only about 9,500 youth annually—just 4 percent of the 250,000 teens who have babies each year.¹

Expectant and parenting teens face challenges and need support.

Over 70 percent of these youth are under age 18.



Almost 75 percent are Hispanic, and half report that they are nonwhite.



Almost 40 percent are overage for their grade level, putting them at greater risk for not completing high school even before they start raising a child.



At the time their children are born, most have not yet graduated from high school or are close to finishing. More than 90 percent do not have a high school diploma or GED, and more than half of these young mothers have less than an 11th grade education.



Housing instability is prevalent among these young mothers—more than 50 percent have changed residences two or more times in the year before they enter support programs.



Nearly 20 percent report being depressed for an extended period during their pregnancy or in the first few months after their baby was born.



These young mothers need a positive adult role model. Nearly one in three have a parent who had legal trouble or went to jail, and one in 10 has been in foster care.



¹Hamilton, B.E., Martin, J.A., Osterman, M.J.K., & Curtin, S. C. (2015). Births: Final data for 2014. Hyattsville, MD: National Center for Health Statistics. Retrieved December 12, 2016, from http://www.cdc.gov/nchs/data/nvsr/nvsr04/nvsr04_12.pdf.





Case Study

ILLINGWORTH
RESEARCH GROUP

CASE STUDY

Teenage Pregnancy

Study Overview
ResearchNurses.co, a trading division of Illingworth Research were approached during the set-up phase of a large trial of first-time teenage mothers funded by the UK Department of Health and supported by the University of Cardiff. The study compared standard of care with an intensive, nurse-led, home-visiting programme developed for first time mothers aged 13-15 years living in areas of socio-economic deprivation. 1645 subjects within the first 24 weeks of pregnancy were required.

Subjects were identified via GP surgeries, children's centres, midwifery clinics etc. Approximately 18 of our research nurses (some of whom were midwives) liaised with the PCTs and provided support, often at the last minute. Tasks included scheduling study visits to the subject's home, taking consent,

undertaking computer assisted face-to-face personal interview including demographics, social support and obstetric history, health threatening behaviours and urine sampling at baseline and 34-36 week's gestation.

Study Challenges
Enrolling and retaining young mothers from this demographic is extremely difficult. Obtaining assent and explaining the purpose of the study to the subjects and their families was often very time consuming since the level of literacy and general understanding varied considerably in this, often challenging, set of participants. The expertise provided by Illingworth Research Nurses enabled the study to run smoothly and research nurse support was requested at 11 out of 18 Primary Care Trust (PCT) trial sites throughout England.

Illingworth's research nurses communicated with us in a timely and regular manner, provided us with detailed updates of the status of their nurses' paperwork, (to work at NHS sites), and all the appointments conducted with key personnel at each site. Illingworth proved to be very reliable and their staff were very accomplished at the challenging task of recruitment in this hard-to-engage population.

Involvement of the Illingworth Research Nurses helped immensely in recruiting a substantial proportion of the 1645 participants, and we have been impressed by their quality of work and their professionalism.

Associate Director
UK Trials Unit

Levels of literacy and understanding varied considerably which meant that obtaining assent and explaining the purpose of the study to subjects and their families was often very time consuming.

Telephone: +44 (0) 1625 6...
www.illingworthresearch.com

Use case studies to share program success!





Key Considerations

- Use data points and messages
- Balance with storytelling to be authentic
- Maintain consistent look and feel in all products (fact sheets, letters, infographics, briefs, slides, emails, press releases, podcasts)
- Use plain language

March 2015

EVALUATION TECHNICAL ASSISTANCE UPDATE
Teenage Pregnancy Prevention Grantees

EVALUATION REPORTING AT A GLANCE

This evaluation technical assistance update provides an overview of rigorous independent evaluations the Tier 1 C/D, Tier 2, and PREIS grantees are conducting. This update focuses on 16 (Tier 1 C/D) independent evaluations of replications of evidence-based programs currently underway, as well as 25 (Tier 2 and PREIS) independent evaluations testing the effectiveness of promising innovative practices. This update provides an overview of the research questions being evaluated.

Grantees are examining three categories of research questions:

Primary	Secondary	Other Questions
These research questions are intended to provide confirmatory evidence of the effect of the teen pregnancy prevention interventions on key sexual behavior outcomes at a point in time where the program is intended to have its greatest benefit.	These research questions are more exploratory than primary research questions and examine additional/alternate sexual behavior outcomes at other points in time.	The final category of research questions examines impacts on participant outcomes in domains other than sexual behavior, such as educational outcomes.

What outcomes do the primary research questions examine? (Figure 1)

In 98 percent of the evaluations, four main outcomes are being assessed: sexual intercourse, sexual initiation, contraceptive use, and condom use. In addition:

- Most evaluations are measuring "any contraceptive use" (for example, using condoms, birth control pills, and long-acting reversible contraceptives) among youth; 14 evaluations are specifically assessing the use of condoms.
- Only a handful of evaluations are assessing the incidence of sexually transmitted infections (STIs).
- The average number of primary research questions is two; the range is one to four.

Figure 1. Primary research question outcomes

Number of Evaluations	Outcome
20	Contraceptive use
16	Sexual intercourse
14	Condom use
11	Sexual initiation
7	Pregnancy
5	Other*

*Other primary outcomes include number of sexual partners and STIs.

June 2015

EVALUATION TECHNICAL ASSISTANCE UPDATE
Teenage Pregnancy Prevention Grantees

FREQUENTLY ASKED QUESTIONS: SCHOOL RECRUITMENT

Below are questions schools frequently ask about research studies and data collection activities. We recommend that the introductory materials you send to a school include a document similar to this, which provides a general description of the program (or "intervention"), the study, and the data collection activities. It is also important to review these topics during the in-person stakeholders meeting.

Description of the program

What is this program? What topics does it cover? How many sessions/how much time is required to implement the program?

Briefly describe the core elements of the program, how it is delivered (such as during health class), and the duration of the program.

Does the program meet state standards for sexual health?

How does the proposed curriculum align with state standards. Include any related documentation, if available.

Has the program been used before with similar populations and is there evidence of effectiveness?

How has the program been successfully used with similar populations, and are there any evidence of effectiveness, if available, that can help to "sell" the program as something useful for the students in the school.

What is required of teachers and other school staff to implement the program?

Outline the time and effort that is required from teachers and other school staff for program implementation. Be sure to present this information in a table (see Table 1 in the school recruitment brief).

How will the program fit into the regular school schedule?

Recognize that each school's schedule will vary and that it may take some time to map out the implementation plan for the school. You may want to provide a few options for implementation, if possible.

Description of the study

How will this study work?

Describe how the evaluation will randomly assign schools or youth within the district to receive the program. Schools providing the intervention will receive training, materials, or external staff who will in and directly provide the program. All schools will participate in data collection activities at baseline and after the intervention ends.

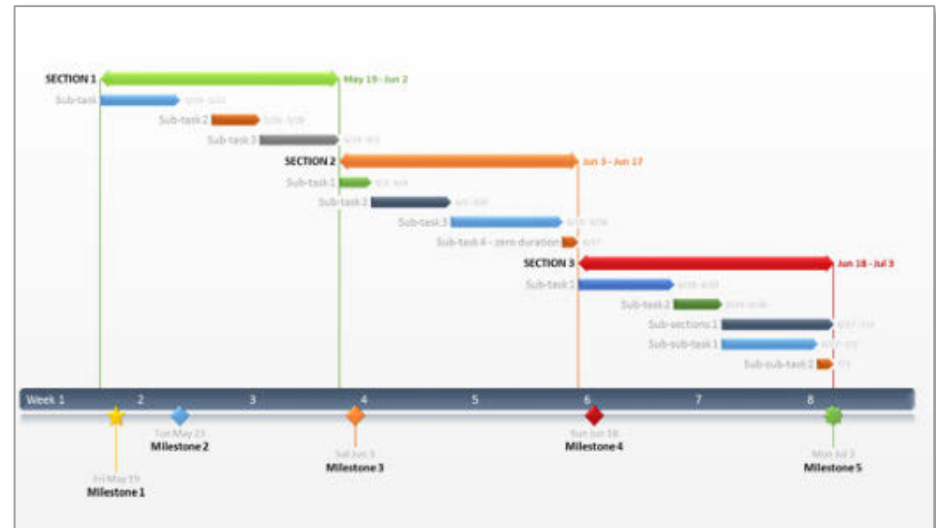




Part 5: Launch Your Campaign

Where do I begin?

- Plan your work and work your plan
- Stagger various activities over a period of time; document critical deadlines and milestones
- Use timeline to track progress
- Schedule outreach around target events (conferences, observances, etc.)





Part 5: Launch Your Campaign

Where do I begin?



- Disseminate messages directly to target audiences
- Cast a wide net via webinars and social media
- Create and frequently update website
- Conduct targeted outreach to media
- Develop spotlights in various formats



Spotlight: Email Blast & Press Release

Use consistent headers, photos, and colors!



Delivering Adolescent Pregnancy Prevention Services to High-Risk Youth

Implementing *Teen Choice* in New York

Delivering Adolescent Pregnancy Prevention Services to High-Risk Youth

Implementing *Teen Choice* in New York

Aug 21, 2017



More than half a million adolescents in the United States attend alternative schools or other specialized education programs for youth at risk of academic failure. Many of these youth have emotional or behavioral health issues and might be at high risk for teen pregnancy and sexually transmitted infections (STIs). To date, there has been little research on adolescent pregnancy prevention programming designed to meet the needs of youth in alternative school settings. A [new implementation report](#) from Mathematica Policy Research helps address this research gap.

With funding from the Administration for Children & Families within the U.S. Department of Health and Human Services, Mathematica collaborated with the New York State Department of Health to rigorously evaluate the *Teen Choice* curriculum in alternative school settings in and around New York City.

Teen Choice is funded through the Personal Responsibility Education Program (PREP), which provides federal funding to educate youth on abstinence and contraception. The report is part of a [multicomponent evaluation of PREP](#) led by Mathematica for the Administration for Children & Families at the U.S. Department of Health and Human Services.

You may also like...

[Research and Evaluation of the Money Follows the Person \(MFP\) Demonstration Grants](#) >

[Moving Medicaid Data Forward, Part 3: A Guide to Medicaid Utilization Data](#) >

[Emerging Roles of Residential Treatment Centers in the Child and Adolescent Mental Health Services System](#) >

[Let's Review: How to Get Timely Evidence in the Hands of Policymakers](#) >



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Spotlight: Social Media

- Create your own tweets (use appropriate hashtags, i.e. #teenpregnancy)
- Link to interesting and related news articles
- Don't forget to re-tweet!
- Use graphics and images

Mathematica @MathPolResearch Following

Researcher Susan Zief tells @echuckles "#evidence shows these programs are showing...results on a range of outcomes" mathematica-mpr.com/news/deliverin...

NBC News @NBCNews
Trump administration abruptly cuts funding to teen pregnancy prevention programs nbcnews.to/2wMAeYi

10:37 AM - 25 Aug 2017

2 Retweets

Tweet your reply

Mathematica @MathPolResearch Following

Rural US has high #teenpregnancy rates + not enough research on solutions. Addressing both with @OPRE_ACF: ow.ly/AC9u30dDcDQ

Kentucky counties included in the research study

Lincoln Trail District
Barren River District



Spotlight: Blog Posts

- **Seek opportunities for guest blog posts (or comments)**
- **Consider timing around related events (Teen Pregnancy Prevention week)**

The screenshot shows a web browser displaying a blog post on the 'Parents' website. The page title is 'My Life as a Teenage Mom'. The author is Jamie Rush, reporting on behalf of Debra Immergut from Parents Magazine. The post includes social media sharing icons for Facebook, Pinterest, Twitter, and Email, and a 'Comments (2)' button. The main text of the post begins with 'Not your typical teenage life.' and describes a typical high-school science class. A dark blue circular graphic with the word 'BLOG' in white is overlaid on the bottom left of the screenshot.

Parents.

Home / Parenting / Family Dynamics / Single Parenting

My Life as a Teenage Mom

At 15, most girls are thinking about clothes, boys, and parties. But Jamie got pregnant -- and now she's focused on raising her son.

By Jamie Rush, as told to Debra Immergut from Parents Magazine

f p t e Comments (2)

Not your typical teenage life.

It was Friday morning, first period, and I was in my science class, just like a typical kid in a typical high-school science room. I'm sure you can picture it -- the little plants sprouting in Styrofoam cups, the usual charts and posters on the walls, the teacher asking us if we'd done our homework. Just a normal moment in the life of a teenager.

But then the loudspeaker on the wall scawked: Jamie Rush, report to the nursery!

It was another reminder that, no, I wasn't a normal high-school kid. I was a teenage mom attending an alternative school with built-in day care. I excused myself from class and hurried to the nursery, where the attendant met me at the door. "You forgot to leave your son's diapers!" she told me, scowling. I confessed that I had left them at home and asked if I could borrow a few from someone else. She said okay, but then she shook her head at me as if to say, "Careless kids!"

ADVERTISEMENT

BLOG





Part 6: Measure Your Success!



- Revisit your goals and objectives
- Calculate metrics (web hits, document downloads, meeting attendance, social media analytics)
- Retool your campaign based on results



For More Information

TPPHelpDesk@mathematica-mpr.com

