ASSESSING NEED, DEMAND, AND LOCAL CONTEXT:

Webinar for Teen Pregnancy Prevention 2018 Grantees

Thursday, August, 29, 2019

2:00–3:00 p.m. Eastern Time

Webinar transcript

Webinar producer: Hello, everyone and thank you for attending today's event. Before we begin, we'd like to cover a few housekeeping items. At the bottom of your audience console are multiple application widgets you can use. You can expand each widget by clicking on the maximize icon on the top of the widget or by dragging the bottom right corner of the widget panel. If you have any questions during the webcast, you can click on the Q&A widget at the bottom to submit your question. We will address as many questions as possible during the webcast. We do capture all questions. If you have any technical difficulties, please click on the help button. There's a question mark icon that covers common technical issues. However, you can also submit technical issues via the Q&A widget. As a reminder, this webcast will be available approximately one day after the webcast using the same audience link sent to you earlier. The recording and materials will also be posted on the MAX.gov website in the following weeks. Now I will pass it over to Diana McCallum. Diana, you have the floor.

Diana McCallum: Hello everyone, I am Diana McCallum, deputy project director for the TPP evaluation TA contract. We're really excited to partner with the Center for Relationship Education to provide with strategies as you continue to assess need, demand and identify other programming operating in your local context. This webinar will be led by Lauren Reitsema, a programmatic TA liaisons on the contract. Some of you have interacted with Lauren on TA calls as she brings experience with direct programming, working with teen pregnancy prevention partners and in conducting comprehensive scans of need and demand. We're also joined today by Tressa Tucker of Tressa Tucker and Associates, LLC. She's the evaluator for Morehouse School of Medicine and has experience using a community readiness assessment to identify need and demand. She will describe that process in more detail.

Here’s an overview of what we plan to cover today. First, I’ll discuss how updating and comprehensively reporting on need and demand can help you establish project merit. Next, Lauren will provide strategies for demonstrating need and demand, distinguishing how you can use data to substantiate both comments. Then, Tressa will provide her example of a tool Morehouse is using to conduct their needs assessment on an annual basis. Finally, Lauren will provide strategies for conducting a scan for demand and identifying programs that might be in the same context and serving a similar target population.

Now, I am going to talk about the importance of updating your scans of need and demand and identifying other local programming. Some of you may be wondering why we chose to focus on this topic at this stage. One of the central reasons is that one of the key milestones in Phase I is to establish project merit. To accomplish this, grantees need to provide documentation of community need and demand, support and satisfaction with the program and demonstrate that the program is a good fit for the target population. This milestone is important for you to continue to revisit as you get ready to enter the second year of your formative evaluation. Most of you have established program need at the outset and during the application phase. But now that program implementation is underway for most of you, it is important to ask whether you found additional insight about program need or have you obtained any insight from your target population about demand that has made you think differently about your program including topics and lessons that you will cover, locations that you'll target, etc. Now's really the time to rethinking need and demand and making sure that your programs are designed to be responsive now that you have been out in the field.

In addition to thinking about need and demand, you also want to be mindful that you are 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's participants are receiving similar services or programming. Some of the questions you should ask include, "Are participants experiencing other programs that could influence how effective your programs are? And if so, what do the other services include?" Begin to start to document those.

The goals of this webinar is to help you address these questions and provide some specific strategies for documenting need and demand, and information about other programs that participants may be experiencing. It's an important milestone for Phase I, and provides very important context and the purpose for continuing to implement your program. Now I'm going to turn the presentation over to Lauren Reitsema so that she can walk through the details of how you can update your scans for need and conduct more comprehensive assessment of demand. Lauren?

Lauren Reitsema: Thanks Diana. We wanted to just start by recognizing that many of you are nearly done with your first year of implementation. But we also want to point out that there's great critical opportunity to continue identifying sources of need and processes to document this. We hope this webinar will be useful to grantees as you start this out. As a reminder to you, you're expected to continue to improve the quality improvement of your program and assess whether program is being implemented as intended. So, we're going to look at three things. We're going to make sure that you're looking at implementation, strategies, and also relevance and lastly, resonance.

So, implementation, resonance, and relevance are three things that we're going to look at. One of the things that we want to make sure that you're documenting is that this program is a good fit for the population. This is a good fit – that it's resonating with them and that you value the prioritized continuous quality improvement. So these three things as a reminder – implementation, relevance, and resonance measures are helpful to demonstrate the program is being well-received as a potential source for solutions and addressing both need and demand. When it comes to strategies, you guys are no stranger to doing this, and we're going to look at some innovative strategies that might keep this top of mind.

First of all, we want to acknowledge that you've already probably utilized helpful statistical data in your grant proposal from .gov sources and other data-checking software. You know things like teen pregnancy rates, poverty rates, and STI and STD rates. These targeted program services address the highest need outlined in each data set and documented if the need is in a meaningful way communicating the why behind your program. You likely have already used these resources, targeted your program services, and documented the need in a meaningful way. But we also know that as you have done these three to five things, you're also looking for existing strategies to continue to keep this top of mind.

One of the things that we want to highlight in the phase 1 goals are innovative strategies that combine the scan of available data and use provider perspectives. For those grantees looking to review or refresh your need assessment, we want to highlight the following existing tools and strategies. The first thing you might see is Kids Count Data Center – many of you guys have used that – [and] website data searches: for example, in Colorado, CoHID is a great website resource. If you're not looking for data that is on a website server, you might actually look to actual client stories from your community. We also wanted to talk about the resources provided by the TPP toolkit. This link is not yet live, but Diana is actually going to talk really quickly about how those resources are going to be available and when, so I'll turn it back to Diana.

Diana McCallum: Yes. I just wanted to mention briefly that we're working with OPA to post the TPP toolkit to MAX.gov that provides links to a wide range of resources that will help with your formative evaluation and even thinking about other evaluation activities. But this will be available soon, and when it's available, we'll send an email through the Mathematica, the TPP evaluation TA email. But Lauren, I want to turn it back to you. We just wanted to highlight that there will be some important resources in there for how you conduct the comprehensive needs.

Lauren Reitsema: We have a quick poll question that we'd love for you guys to interact with, and we just want to ask you to select one of the three options. Just pick one. The first one is, we have collected data to show that there is need for the program. The second one is talking about data collection to show demand. And the third option would be that you're using a similar source for collecting the data for both need and demand. If you could just quickly engage with your screen and then hit the submit button. We want to make sure that we get that data. As I move forward, here are the poll results. Thirty-three percent of you have already collected need. It's interesting that 0 percent show that you only do demand, and about 67 percent of you guys are showing that you use a similar source for collecting data for both need and demand. Now, this result is actually pretty common in that many people see need and demand as one and the same. One of the purposes of this webinar is actually to differentiate the two. So we want to spend a little bit of time differentiating between why need and demand are different and different ways to actually showcase how to collect measurable data on both categories. So here's the difference between need and demand.

A program need actually shows that data demonstrates this is a problem that our program can help solve. We see this in statistical data. We see this in all of the different markers that many of you guys put in your original grant proposal. What's unique is looking for a program demand, and the differentiation here is that this data actually proves that people want your program as part of the solution. As we see the differentiation, we're going to look at the next section at ways to potentially increase your understanding about documenting demand. There's no formulated plan that exists for executing one program. We want to make sure that we look at different examples.

The following topics I'm going to outline are not ones that you have to do, but they are just great examples that many have seen success win and how to develop this robust plan and really increasing the need for demand. First of all, have parents or community members asked for the program in writing? Have they called you and said, "I really, really want this program. My students are needing something and you could be the solution"?

Another idea is, Are kids missing something they formally had that you can bring back? Was there a shift in programmatic dissemination in your district or in an afterschool program that you actually have data that shows, I really want this program back at my school? Another example is, Is there enrollment in a class that's at capacity? And we see this with a lot of our military and emergency responder personnel that we serve through some of our funding, is that when a class hits capacity and you have a wait list within minutes of enrollment, you actually are able to show and document that there is a need to expand. These are three strategies, and you can add some of your own as well, but these have been proven helpful to show demand and not just need.

In this next section, I want to introduce Tressa, [whom] you heard at the beginning of the webinar. She works for Morehouse, and she is going to show us a case study about a community readiness assessment instrument that is conducting an ongoing scan for need and demand, so I'll pass it to Tressa.

Tressa Tucker: Thank you. Good afternoon. At Morehouse School of Medicine, we've been conducting community readiness assessment for many years now, and it's particularly important for us to do this, because we often implement programs outside of the Morehouse community, which is located in the Atlanta metro area. Many of the programs that we implement are in rural South Georgia, where the culture and the community can be vastly different. It's important that we understand each community's knowledge, attitude, beliefs, and opinions about the social issues before we implement programs.

We utilize this assessment by the Tri-Ethnic Center for Prevention Research. They assess five dimensions that will generate a readiness score that will indicate to you which stage of readiness your community is functioning. So, knowledge of the issues assesses a community's knowledge of the issues nationally and at the local level and how their knowledge and understanding of how the issues are impacting your community. Knowledge of the efforts assesses community awareness of local efforts to address the problem, whether they even exist, whether the community is knowledgeable of where to go to receive help. Community climate assesses how the community feels about the issues, how do they even define the issue, and do they define it as a problem, and what are the community barriers to addressing these issues. Leadership assesses, what are leadership skills, how do they define the issues, and what is their involvement in the social issues, if any, and what are the barriers?

Resources looks at what are the local resources to adequately address our social issues?

So there are nine stages of readiness. The developer suggests that a community will function at one of these stages or levels of change. So as you can see, the stages range from no awareness to denial and resistance, all the way to community ownership. I'm sure that any of you can imagine some of the communities that you work in will function at one of these levels or stages. As you reassess annually, the goal is that as you successfully implement programs, communities will progress through these stages.

So how do we conduct this readiness assessment? Well, there are trainings, and there's a manual developed from the developer and a handbook that specifically walks you through conducting every step of the assessment.

I'll go over these steps pretty quickly. First, you want to identify and clearly define your issue. So, for example, with our SRAE grant, we knew we needed to clearly define for the community that our issue, or our social problem, was not just teen pregnancy prevention, which was what they were used to, but was actually teen sexual activity. Our goal would be sexual risk avoidance and abstinence, not just a reduction in teen pregnancy.

Then you move on to identify and clearly define the community. You can define it as large as the county, a city, or maybe even as small as a neighborhood. And I have some examples that I can share in question and answer of how you might apply that.

Then you develop your interview questions, and the handbook has a really great template for you to use that has the questions there for you with a blank that you can fill in your social issue and add any additional information or questions you may have.

You then develop and identify your key respondents. The model guides you through select key informants from a cross section of various health and social service agencies and the public and the community. They are targeted key informants. That's unlike a traditional needs assessment that might randomly select interviewees and focus group participants. This is done so that you can gather the desired information by selecting individuals who know exactly what kind of programming is done in the community and how it is received and how it is reached by community residents. And yes, you will also select community residents to interview.

And the rest of the steps, conducting the interviews and scoring those, are straightforward. The next step is writing and summarizing the results. That's an example of results table. I've selected this table because I wanted to show you an example of the substance abuse program that specifically was looking at reducing underage drinking and binge drinking in college students. We have three years of data in tracking this, and you can see how our community progresses through the stages of readiness.

So, you see here in this table that the scores are pretty consistent across the dimensions, except for resources. This is a rural community in South Georgia, so that's not surprising that resources would be low and they stayed low, lower than the other dimensions across three years. In the sample narrative, I want you to see that as an example of how the community progressed. So in 2018, the overall community readiness score was 7.3, which is in a stabilization stage. This was a significant increase from 6.3 in 2017 and 5.8 in 2016. So you can see that you can track and see how community changes in readiness and attitudes based on your interventions. This community when we began within stage V, and community leaders and social service providers were aware of and all agreed that underage drinking was a problem and needed action and intervention. But they didn't really know how to truly begin and how to begin in an integrated treatment fashion. And they were also looking for somebody else to fix the problem, somebody like the Morehouse School of Medicine.

Now, years later, the community and community professionals are taking ownership of the problem and the solutions. They're leading the efforts in addressing the social issue in their own community, which ultimately leads to sustainability.

Finally, you develop a community readiness action plan. The manual does a really good job of giving you recommendations for action items or communities that are at every stage of readiness. You blend this with your work plan and your goals and objectives. For us, the most important takeaway with our community action plan was that we knew we needed to ensure that our message of risk avoidance, patient support, and optimal health reached throughout all sectors of the community during phase 1 so we would be ready to go during phase 2. Now, I know I moved through a lot of information very quickly ,and I'm available to answer any questions during the question-and-answer period. Thank you.

Diana McCallum: Thanks Tressa. Before we move to the next section, I just wanted to pause for a moment and let folks know two logistical things. One, if you have questions, you can submit questions by clicking on the Q&A button at the bottom. In addition, there are some features of this webinar that do require participants to be logged in to On24 and not just connected by phone. So if you are able and have a moment, please join On24 so that you can see some of the video and other features that we'll have in just a few more slides. I will now turn it back to Lauren.

Lauren Reitsema: Thank you both Diana and Tressa for the helpful resource. We recognize that with the poor results, many of you guys showcase that you used a similar resource for collecting demand that you do for need. And this next section is actually going to look at actually differentiating those and approaching it with a different data system. So we're going to look at how you can use new information to conduct a scan for demand and not just use the same resource that you use for a need. As Diana mentioned, we do have an embedded video clip. If anyone is unable to join On24 for any reasons, please note that after that video shows, I will do a quick summary of some of the highlights so that you don't miss the content.

So it's helpful to discuss key ways to scan for demand. What are some of the ideas to use to document your program as needed? We already covered that, but some potential options for demand are different. Here's a couple of ideas that we have found success with and want to share with you guys. Remember that demand is defined as, I want this program in my community. I actually am really looking forward to you being here.

And here are some of the ways that we can opt in for that one. We've seen Parent Preview nights to be very successful. And again, we actually work with a lot of foster kinship family, so [we recognize] that parents are not just the only adults. Any active adult engagement with the adolescents or young adults that you're serving might be able to say, "Hey, I wanna see what you're doing." One of the ways to showcase that is host a parent night, create some hospitality items and some light refreshments, and just say, "We want you to know that we see a problem, we have a great program, and we want you to be a part of bringing us to your community." Parents have a great gateway resource to many schools, many systems, and we want them to develop a bridge and trust with your organization who’s giving their kids very important information.

Another idea is student-led surveys. Now, these actually can be really fun with all the different technological devices. We can use text threads. Some of the data collection protocol won't allow for you to have information from a student that is like a cell phone number. However, you can consider going to a school and actually doing a survey through a teacher portal or through some sort of bridge. One of the ways that we found success in this is creating creative and allowable incentives. You want to check with your allowable activities under your grant provider and make sure that it is indeed something that you can bill for. But we have often done a pizza day or something for a student classroom where you're looking to gauge what is going on in their relationships with the area of sexuality and sexual risk avoidance and/or teen pregnancy prevention, the messaging that they want to know, and then capture that data and write it down.

And the last thing is, testimonial campaigns. If you have information from a community that they could write stories of impact and deliver that in a written form or again, this text-based survey response. There are many platforms out there that you can subscribe to to get text responses through a data platform, and that will allow you to document that and be able to show that you actually do have demand that is not just an assumption but that is written down.

At this point, we want to talk about an opportunity for audience participation. We want this to be interactive and engaging, and you all as grantees have a lot of great experience in your ideas as well. So I just would love for you to, if you have the capacity to use that Q&A feature at the bottom of your screen and answer these questions.

How are you documenting demand for your program? Sixty-six percent of you said you're using the same instrument to document demand as you are for need. So what is that? And if you're learning maybe for the first time that that's differentiated, we recognize that 0 percent of you on the survey said that you use an instrument simply for demand. So let's ask just a question. What survey instruments are you already using? If you can just take a minute and share some examples that we can summarize, that would be helpful.

Diana McCallum: We do have one response so far from Morehouse School of Medicine. They mentioned, you know, conducting their scan for demand through student surveys.

Lauren Reitsema: Student surveys are a great way to do that. Are there any questions on that survey that are helpful or replicable for other some of the other grantees?

Diana McCallum: I'll give them a chance to respond to that because I think that might be helpful sort of unpacking how you set those surveys up and what the questions are. PHMC has also chimed in and mentioned that they use focus groups in key informant interviews to scan for demand.

Lauren Reitsema: Focus groups are always a great option because you get real life data, and it also helps with the relationship context in the communities that you're serving.

Diana McCallum: Staff from Thrive are also chiming in and saying focus groups with students and with peer educators as well.

Lauren Reitsema: Fabulous. We'll take these ideas and keep them top of mind as you recognize this necessity to document demand. The next part of this group discussion, we'd like to just give you a couple of minutes to answer is, we recognize that needs are sometimes easier to find documentation sources for because they are statistically driven and measurable. The demand is a little bit more nuanced. So are there any barriers that you guys have experienced in documenting program need and demand? And if so, what are they? We'd like to know what barriers exist for many of the grantees so that we can overcome [them] with strategies that would be helpful for all.

Diana McCallum: There are some helpful responses here from Morehouse School of Medicine. One of the barriers mentioned is time of year and never conducting a scan at the end of the school year.

Lauren Reitsema: Yes. Trying to find teacher availability or a lot of times as you're programming, it is really difficult, especially in the summer months, to try and get ahead because teachers are just not responsive to emails and sometimes the community resources that are cyclical or on a calendar don't exist in those months as you're preparing to implement your program. So recognizing time barriers is definitely one that is common for many.

Diana McCallum: I just want to say another one has come through. And then Lauren, please give your example but one that came in as a barrier to parent engagement and the idea that it's difficult to access parents to promote the project. So I was wondering if, you know, in addition to parent preview nights, that there are other examples that you'd recommend.

Lauren Reitsema: Yeah. Parent preview nights can be difficult because of all of the different schedules and they're giving another night of their week or maybe they're not aware of your program or you're trying to build that fresh trust as many parents are needing that trust to allow programmatic activity for their students. One of the things that we have found helpful in overcoming that parent barrier is, rather than maybe a physical location where you gather people together to do a preview, we have recommended doing little video clips introducing yourself, and emailing those out to the parents through the school. So just a quick, "Hi, this is who I am, this is the program that we serve, and this is the need that we're trying to meet for your student." And just allowing access, I think transparency is really, really helpful for parents. When they feel that nothing is hidden from them, then they feel like they can actually engage with you as a partner who is going to inform their students of very important information. When they feel like transparency is not there, that's when some of the walls go up.

And so a lot of times just allowing access – we've actually invited parents for our program to come in and to schedule a coffee or a lunch with one of our staff and go page by page through the program curricula, and that actually has created great bridges because there's a lot of assumptions about what programs have, what they don't, and sometimes those assumptions can be wrong. So for just having exposure and access and then letting parents breathe easy that you are indeed partnering with them to give their students healthy information is really important for that. We've had a little bit of a barrier that we found with certain populations that we serve. We have incarcerated youth as one of the groups that we serve as well as military personnel. And so just in knowing some of those systems of what you need as far as accessing [the] base or making sure that you have the right amount of identification on you, and many of you guys know that with case management and are experts in that. But it's always a good reminder if you're new to this program of demand scan that you have to be able to know the systems in which you're serving and follow protocol there. Do you guys have any examples of how you overcame some of these barriers? One with time and maybe even exposure?

Diana McCallum: There are a lot of comments that have come through, but Wendy Tackett from IEval, who works with Kent, mentioned that just thinking of different times to connect with parents, so the parent-teacher conferences, the start of the year parent meeting are good opportunity to capture information from them about demand or thinking about different ways that surveys can be sent in different formats, like email or text or even phone surveys.

Lauren Reitsema: Those are all great. Finding a spot in a meeting where parents are already gathered is always a really helpful strategy. Some of you may have PIN, Parent Information Networks, or PTO gatherings or PTA if that's in your region. But recognizing that a relationship, a handshake, sometimes just creating that space for trust to build usually allows for that communication to happen more seamlessly. Thank you guys for sharing those ideas. Diana, are there any others that have come in that you'd like to share before I move on?

Diana McCallum: I think that covers it for now. Thanks.

Lauren Reitsema: Thank you guys so much for your participation. It’s incredibly helpful, and we value the community dialogue. So one of the other things that we want to highlight is identifying and documenting competing services. It really can be overwhelming to scan your community and know everything that's happening with youth-serving agencies. There are many, many youth-serving agencies that are doing a lot of good for our communities, and we want to have a posture-related collaboration rather than competition. It tends to be a very natural thing to have a high value in your program and wanting access to as many students as you can get, and that is something that is valued in grant numbers and all the things that you promise services to.

So, we recognize that having a unique voice and having a dominant voice in the community is really helpful. But oftentimes, there are so many students and so many different diverse populations that are trying to get helpful information. And if we don't allow ourselves strategy in identifying and documenting where services might compete instead of collaborate, we might actually be missing an opportunity. This is the part if you don't have On24 highlighted, please recognize it. In a couple of minutes after this video shows, I'll summarize the key points. But if you do have your screen, what I'm going to show you here is a video of a colleague, Jonathan Dickerson, who's our community engagement manager here at the Center for Relationship Education. And he actually has initiated a really successful way to strategize documenting who is already in the community, what are they doing, and how can we serve together and fill in gaps and be a team rather than divisive? So, I'm just going to turn it over to Jonathan on the video, so it's about two and half minutes, so sit tight and enjoy.

Video: Hey there grantees. Jonathan Dickerson with the Center for Relationship Education here. I hope each of you are doing really well and excited for this upcoming grant year. I wanted to share 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 have thought, "Well gosh, these are folks who are my competition. And 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: [for] Coffee and Conversations you invite 11 other folks to come to the organization. You limit it to just a dozen or so participating organizations, and you reach out. You say, "Hey, we'll provide breakfast, provide 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 and hope, of course, that some of the nonprofit will switch to using whatever their coffee brand is. But 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 that a lot of these folks who you even knew about or you didn't know anything about. You actually align really well, and by having an introduction and you being the leader, you or your organization is the one that is setting the tone for wanting to make connection and wanting to make collaboration towards serving these youths in your community a priority.

So 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 guys hear that, because it sounds like you guys are both on the same page. Have you worked together before?" Sometimes you find that there's an event that's coming up [that] each of you has six months out, you’ve got this big fundraiser that you're doing. Why don't you combine forces? And it cuts down on expenses, and many hands make light work. Or you find out that, "Gosh, the Big Brothers and Big Sisters in my community [are] really looking for other opportunities where they can connect their kids with skills or with services." And, "Gosh. Here, we’ve got some fine folks right over here, why don't you guys grab coffee 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 for you. 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.

Lauren Reitsema: So if you weren't able to hear that, just a couple of quick summaries. Coffee and Collaboration has been a really helpful strategy that we found in identifying services that are either similar or competing. And rather than building walls, we really have found great diversity in groups. We've been able to do more together. Many of us are working with federal funding or state funding that has limited capacity, and by being able to host a Coffee and Collaboration event, as we called them, you can title them whatever you want, we open our doors. We strategically only fill about 12 seats around each roundtable discussion. It is not an opportunity to push or sell our program by any means, but rather to invite others to share what they're doing. And a lot of times what we found is that where their program has limitations, ours may have extra different activities, or vice versa, and it's been really helpful to expand the reach and the opportunity and to diversify the students that we are able to serve. So it's a little bit of refreshment and collaboration. And community development can go a long way. We actually hosted one just yesterday at our office here, and we had people from all over the state of Colorado with very diverse settings of students, and yet all of us really desire that they have the healthiest outcomes in relational wellness. It was a wonderful bridge builder. The coffee was great, and one of the things that we even found is the person who serves the coffee is a nonprofit themselves, and they have been able to allow their services for people who are using coffee events with parent nights or things that they have been able to find discounts and create space for serving a need for even food and refreshments.

So a lot of great collaboration has come out of the identifying a model that is working together rather than competing. I'm going to just look at a couple of different things. You just [watched] a video about coffee and collaborations model. The other thing that we have found could be helpful in identifying and documenting competing services would be surveys with providers. So, finding health teachers/coaches – look at your population group and say, "Who do you usually refer the students to if your program does not provide what they're looking for?" Get those referrals in touch with your director. Make sure that they know who you are, they know that you're there, especially I know many of you have implemented for about a year now, but you have another to go, and sometimes those relationships take a little bit of time. So now that you have those relationships built, you can actually find more efficiencies in your programming.

Another track that we found really helpful and where this TPP messaging fits is called FACS, which is Family and Consumer Sciences. This I think is a new terminology for what used to be a very old home economics class, and many times these FACS tracks are across the country in many districts and are very flexible and malleable in what they teach. We don't necessarily just fit in a health class or in a science class, but sometimes there are some freshman seminar things if you're working with an older or earlier college-age group or there are some different groups that allow students in high school or even in later middle school to choose their own area of study, and we found FACS to be very flexible and a very knowledgeable area of study.

So if that's something that you guys would want to explore or turn over ideas about in your community, it would be something to help see what services are already here and how can we come alongside each other and help.

So as we close, we've looked at a few different things. We want to remember the importance of keeping need and demand top of mind even though many of you guys have already documented this in your RFP that you've created, you've won the funding, and you've already implemented for almost a year. We know that it is a high priority for OAH to keep this top of mind and to make sure it's documented and not simply in the needs data forms. We want to make sure that the relationship is noted between documentation and implementation. If you don't recognize need and demand, oftentimes the efficiency in your program is not as smooth as it could [be]. And we always want to keep the TPP toolkit and the evaluation resources that this team at Mathematica has poured resources and energy into. I've seen the toolkit a few different times and lots of its different draft stage, and it is thorough. It is really helpful. They have wonderful links that go directly to the resources that you need. Oftentimes those matrices can become very overwhelming and you might even shut down if you're new to it. But we want to just continue to remind you that we are here to serve. Rather than reinventing the wheel, there are people that are always thinking about you, and many of them are on this call. Diana and her team have worked really tirelessly to get you what you need to make sure that you're successful in implementing these grants. So Diana, is there anything else about the toolkit before I move on to Q&A that you would like to summarize?

Diana McCallum: I think you highlighted the main points, Lauren. I just want to reiterate that this will be posted on MAX.gov. It's not available yet, but when it's posted, we'll send an email to all the grantees, so you have a heads-up. And your liaisons will work with you to access the toolkit and think about different resources that you can use from it.

Lauren Reitsema: Thanks Diana. Before we move into your Q&A segment for the end of this webinar, I did want to highlight as a resource one of the of the helpful scans in real life sources we've seen in a Colorado-based program experience with some of our adult partnerships in looking at the emergency responder community. This has been a new place for us to look at serving with one of our federal grants that has healthy relationship training for individuals in high-risk jobs to keep their relationships healthy. And we have primarily served the military and have always looked at ways that we can increase their relationship satisfaction in family and then parents and in community. And one of the things that we found in just an interesting scan for demand was, as we've seen a lot of the news reports and the fear and some of the risk that many of our emergency responder personnel face out on the job, there's a huge relationship impact that is very measurable, I guess, for their relationship satisfaction. And we actually invited just a survey of people to come and preview one of our military events. We opened three to five spots for emergency responders that we had identified in the community that had some overlap. And after they were able to preview that, we realized that the demand in that community was through the roof, and a three to five spot to preview has turned into an entire branch where we've served over 350 emergency responders, families, as individuals in their units and as couples and as people that are in new recruit training, even.

And simply by exposing them to the program that we had access to with a few grant requirements, we were able to check in with our project officer and maintain that it was an allowable activity to expand our services to this population. And by doing that, the demand actually came to our doorstep rather than us having to search for it. So the reason I want to share that at the end is sometimes demand is really hard to measure until you put your foot in the water and see what type of value you have. But I wanted to just remind you all that what you're doing is incredibly valuable work. We know that you work tirelessly, that you're passionate about it, you have a great skill set behind it. And so recognizing that by creating that value for others, demand will follow. And remember that what you're doing matters and people see you. So thank you for all the work that you're doing. And we want to help serve you as a TA team to get all the results that we know your programs will have with great continued implementation. So that is the closing content that we have and we have left about 8 to 10 minutes here to navigate any questions that maybe in the queue. So I'm going to turn it back over to Diana and allow her to facilitate a dialogue and answer some of your questions.

Diana McCallum: Thanks Lauren. So certainly, submit questions. Continue to submit questions or comments through the Q&A feature. Before we transition to questions, I think there was one comment that came in. I think it was from Morehouse, but it's a helpful strategy I think. They recommended working with the family engagement or parent involvement and engagement coordinator at a school in the beginning of the year, and I just wanted to highlight that. Lauren, I don't know if you have experiences working with that particular point of contact but that seems like a really good strategy for, you know, working directly with a liaison.

Lauren Reitsema: Diana, please repeat the question. I was in the team chat. I heard Morehouse and then wanted to summarize your question.

Diana McCallum: Oh, no problem. That actually wasn't a question. It was more of a comment about when we talk about barriers for determining program demands, Morehouse mentioned that they worked with parent engagement coordinators and family involvement coordinators in schools. If you can speak on that. And I thought that was a helpful point.

Lauren Reitsema: That bridge in that liaison, that's a great point. I think many times we try, and through our own passion and through our own values, enter into a system that may have a more efficient pass in those parent liaisons are incredibly helpful. I would assume that most districts that we found – I can't speak for everyone across the country, but I would assume that most districts do have some sort of active parent involvement committee, [and] what they call that is something you can inquire of a principal, a superintendent, or a district-level coordinator. And once you get the names of those people, we found the parents are the most proactive and the most involved in helping create a pipeline for your services. And that is something that can be incredibly valuable for overcoming some of those barriers or access points.

Diana McCallum: Is there any other questions folks wanted to raise?

Lauren Reitsema: I'm reading here that Arizona has a specific population of pregnant teens already before they access their programs. So rather when you're doing teen pregnancy prevention and then you meet with participants who are already pregnant, we wanted to absolutely recognize that there is still demand for that population. And if anything, it's a great opportunity to remind the students that are coming into your program that you have skills and resources and tools for them as well. I am not sure necessarily how, as far as scanning for demand in this particular program, many parenting and pregnant parenting teen resources exist in a lot of different states. Many of you are probably already familiar with services like WIC or some of the HHS departments. Here in Rapeau County, we actually have a motherhood program for young parenting teens where we engage with them specifically and create child care experiences and wrap their mind around the fact that we're not teaching parenting classes. We're not here to make them feel like they've missed any success in their life in any way, but, rather, we want to meet them exactly where they are and let them know that this child has – Oh, I see that they're a great mom or dad, if you're dealing with both co-parents in the situation. And many times, I think the assumptions about programs are made that if they're pregnant, it's too late, and that cannot and should not be the heart, because now they have a wonderful opportunity to care for themselves and understand the relationship dynamics that are going to be moving forward and maybe even create a pattern and a legacy for the child that they care for. And so I don't want anyone to feel like pregnant and parenting teens are not part of the demand in your prevention approach. That's a great question.

Are there any others?

Diana McCallum: Questions? We don't have anything else right now.

I think there’s another piece that you can comment on, Lauren. And I think this is a comment that's coming from Nicole Bennett, one of the project officers. She mentions that it's certainly important to document and show demand. But there's an important question about creating demand. And if, Lauren, you can speak to some of the opportunities for thinking about how grantees can create demand or for programs and then ensure that users are ultimately satisfied. And I think that's a really important dimension, so I don't know if you have any other comments on that piece, Lauren.

Lauren Reitsema: No, that's a great point. I think of the free market of – a restaurant industry, for example. And if people don't know that you have the best product on the menu, they're not going to come in and try it. And so demand might be harder to find when people don't even know they need it. And so creating value is such an important part of creating demand. I think often the pregnancy prevention approach is a niche market towards sexual activity and negates the fact that there are many pieces of relational wellness that play into teen pregnancy prevention. And if you're like me, who is an actual parent of students in schools and has had to walk them through new story after new story of violence in the schools or has walked through the loss [of] or grief [for] a student who has maybe taken their life, and depression, and all of those different hot button topics are very relevant and real to the teenage experience. And many times, our programs, because we get to focus on relational wellness as part of pregnancy prevention, it's really important to note that you can't segment those things, and parents and community leaders and coaches are looking for ways to bridge some of those really scary and hard news stories and realities that our adolescents are facing today.

And so, I would just encourage you guys to speak of your program with more value than simply the acts of sexual activity or not, because we recognize there's a lot of data that shows the connection between relational wellness and satisfaction in all sorts of life outcomes, for academic performance and success in finances and all of the things cannot be segmented simply on the sexual activity measurements. And so one of the ways that you can showcase demand when they don't know that they need it is to speak to what we call hot button topics. And one of the ways that we do this is, we'll go into a school and say to a principal, "What are the hot button topics that kids are carrying on their shoulders, the stress points for your adolescents?" And many times, it will include bullying or violence or depression or anxiety. And you do the research and connect your pregnancy prevention program with the reality of some of the things that are happening, and you'll find that the value that you add is maybe more multifaceted than you may have seen in your program ahead of that. So, value creation and value communication are two great ways to show that you actually do have a demand; maybe it's not vocalized yet, but you can help turn over that rock and get that voice on paper. Was that helpful?

Diana McCallum: Thanks Lauren. That's helpful, and I think that's a valuable point that Nicole raised, and we can continue these conversations on future TA calls and think about opportunities to further create demand for program, especially for those that many of you have submitted comments about working with very specific, vulnerable populations and talk about opportunities to do that as well. I don't see any more questions, so I think we can close out the webinar, but I want to thank everybody for submitting your comments and really providing us with some of your examples that we can share across grantees. And just another plug – that toolkit will be available soon, and we will send you an email through our TPP Evaluation TA email to let you know that it's posted. I'll turn to it Brian to actually close us out. Thanks and have a good day everybody.

Webinar producer: Thank you. This concludes the webcast for today. An on-demand version of this webcast will be available approximately one day after the webcast using the same audience link that was sent to you earlier. Also, take a look at the survey that will pop out on your screen at the conclusion. When you're done with the survey, please hit the submit button. The recording and materials will also be posted on MAX.gov in the future. Have a great afternoon.