DO YOU HAVE A PROGRAM YOU WANT TO SHARE WITH OTHERS?

A Guide to Program Dissemination

@PREVNet

1 PROGRAM DISSEMINATION: What are we talking about?

Perhaps you have a program. This might be an intervention program you have developed, a best practice guideline or approach, a curriculum, a tool, or some other type of program to improve the lives of children and families.

You think your program is great, and you want to share it with others.

This is **program dissemination:** taking your program and sharing it with others in an active, systematic way.

2 FIRST STEPS: How do you know your program is ready?

Does your program WORK?

Have you done a formal evaluation of your program?
Did the evaluation yield significant positive results?
Who does your program work for?

Do you know WHY your program works?

Does your program have a foundation in recognized theory or in research evidence?
Do you have evidence of how and why your program works?
Does it include a logic model?

Is your program ready to be easily SHARED with others?

Is your program scalable?
Is your program fully documented and ready for consistent implementation?
Do you have a manual, resources, training or training materials, measurement of outcomes and processes?

> ### SCALABLE
> *Being scalable means your program has the ability to grow in size and scope. There are some features that make it more likely that your program will be easily scalable. For instance, if your program is SIMPLE and EASY TO USE, it will be more scalable.*

Would others BENEFIT from your program?

What is unique about your program over others?
Who would benefit from your program?

Where is the MONEY coming from?

Do you know how much it costs to deliver and evaluate your program?
Do you have access to funding to share your program?
If not, could you form a partnership, or link with an organization or network that could offer funding?

If you answered **YES** to all of these questions, your program may be ready to disseminate to others.

If you answered **NO** to any of these questions, you might want to check the following resources:

1. *PROGRAM EVALUATION GUIDE*
2. *LOGIC MODEL TOOL*
3. *https://vetoviolence.cdc.gov/apps/evaluaction/*
4. *https://www.cdc.gov/eval/guide/introduction/index.htm*
5. *https://www.nwcphp.org/evaluation/tools-resources/program-evaluation-tips*

3 YOUR PROGRAM IS READY TO DISSEMINATE! Where do you start?

One of the first things to consider is WHO you want to use your program.

Who is your TARGET AUDIENCE for dissemination?

1. How will you identify specific sites/organizations/agencies/schools/etc. to share your program with?

Do they want your program?

1. Consider the needs/priorities/goals of the site. Will they see your program as adding value to what they are already doing?
2. What if sites have different needs/priorities/goals than you?
3. Are you marketing your program to others, or have they requested it?

Are they ready for your program?

1. What training and resources do sites need to successfully deliver your program?
2. What skills will program facilitators need to deliver your program?
3. Will sites need other partnerships to help support them in delivering your program?

How will you reach out to them?

1. Who are the key decision makers who need to be approached?
2. What information do you need to share?

*Consider the issue of balancing **fidelity** versus **adaptation**.*

1. What if sites want to implement pieces of your program (or only have time for pieces) but not the entire thing?
2. What if sites want to mix and match across yours and other programs?
3. How well will your program integrate into existing practices?
4. Consider who OWNS your program and what others can do with it once it is shared.

The key might be to determine which aspects of your program are the central, key components that should NOT be adapted, and which aspects are flexible and can be adapted as needed to fit the context.

**What are these aspects in your program?
How will you communicate this to sites?**

Fidelity: This is the extent to which your program is being delivered according to the protocols and program model you had developed. Is the program being delivered in the way you want it to be delivered? How will you determine this?

Adaptation: This refers to changes made to program protocol so that the program better suits local populations. Adaptation are made based on unique contextual factors and may increase the cultural relevance of your program. What adaptations will be made to your program? How will you know what adaptations have been made?

There are several stages for most program disseminations:

Training: others will learn about your program and how to deliver and evaluate it

Delivery and evaluation: partnered entities will deliver and evaluate program within their own organization or site

Compilation and sharing: findings related to program dissemination will be compiled and shared to refine and further develop program

KEEP IN MIND

Programs evolve and change over time. This process is not linear, and these steps might occur many times and in different orders. Consider how you will continue to support sites through these changes, and whether your program will be sustainable over time.

?

At each stage, you may want to consider these types of questions:

- Who will be involved? (the people, the sites/organizations)
- How you will do it? (logistics, materials, support needed, funding)
- Did it work? (evaluation)

Stage 1: TRAINING

WHO?
1. Who will deliver the training?
2. What skills/training do they need?

HOW?
LOGISTICS/ MATERIALS
1. Do you have a training guide or training materials?
2. Is it ready to be shared with others?3. How will you reach people? Will you do in-person training? Online? From a booklet?

SUPPORT ♥
1. Will there be a need for ongoing training?
2. Will you have booster sessions? Will you offer coaching or mentoring?
3. Who will provide this support?

FUNDING $$
1. How much will it cost to train others to deliver your program?
2. Who will pay for training?

DID IT WORK?
1. How will you evaluate the effectiveness of the training?
2. WHO will evaluate the effectiveness of the training?
3. Do you need to partner with a researcher or evaluator (e.g., from a college or university)?

a. Depending on the skills and capacities within your own team, a collaboration with an experienced researcher may be beneficial

b. May be particularly useful in supporting the design and ethics of the evaluation, the selection of measurement tools, and the analysis of the evaluation
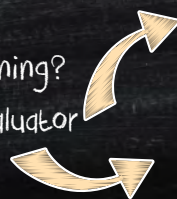
Stage 2: DELIVERY AND EVALUATION

WHO?

1. Who will deliver your program?
2. What skills or competencies do these facilitators need to deliver your program? How will you know if potential facilitators have these skills?
3. Who will gather evaluation data at the sites?

COMMUNITIES OF PRACTICE are groups of people who regularly interact with the goal of sharing knowledge and facilitating collaborative learning.

HOW?

1. LOGISTICS/MATERIALS

- What do your program materials look like?
- Are materials ready to be shared with others?
- How will facilitators find and recruit participants?
- How will facilitators keep participants safe?
- How will facilitators keep themselves safe?

2. SUPPORT

- How much support does the site need during implementation?
- Who provides this support?
- Will there be a **community of practice**?
- Do sites need other partnerships to support them?

3. FUNDING

- How much will it cost to implement?
- Who will pay for program implementation?
- Consider the size of your scaling: The more sites you share your program with, the more resources are needed.

4. DELIVERY ACROSS SITES

- Do you have a tool to track how your program is being delivered?
- Consider fidelity versus adaptation (click links): ONE TWO THREE
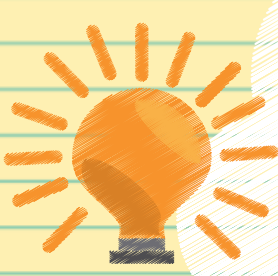- Who will monitor fidelity?

DID IT WORK?
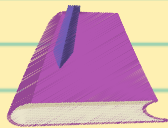
- How will you know if your program works in other sites?
- Will sites be able to evaluate the implementation of your program? Do they have the capacity for research?
- Does your program come with evaluation tools?
- Who can support the evaluation of the program at the sites? Will you help? Will you need to partner with a researcher or evaluator?

KEEP IN MIND

Even if your program has already been evaluated, you need to know if it works in this different context. Ongoing evaluation is important.

- Do you need ethics approval from a college or university ethics review board?

As before, considering collaborating with an experienced researcher might be helpful to you, in terms of supporting the design and ethics of the evaluation, the selection of measurement tools, and the analysis of the evaluation.

a. Consider whether a partnership with a college or university researcher is needed to obtain ethics approval for the evaluation

b. Ethical principles are designed to keep everyone safe through the research process (click links): ONE TWO THREE

Search....

WHO?

1 Who will **own the data** that is collected at other sites?

2 Who can analyze, interpret, and share the findings with stakeholders in an accessible way?

3 Will sites be responsible for this? Will you be responsible for this?

DATA OWNERSHIP

It is important to have a mutual understanding and an agreement with sites around who will own any data that is collected. If you own the data, consider how to return meaningful results to the site.

HOW?

LOGISTICS/MATERIALS

1 In what format(s) will you share these findings (e.g., academic paper, formal report, newsletter, media brief)?

EXAMPLE PLAIN LANGUAGE REPORT (Please click)
EXAMPLE FACT SHEET (Please click)
EXAMPLE ACADEMIC PAPER (Please click)
EXAMPLE MEDIA BRIEF (Please click)

You may want to consider getting feedback from facilitators and participants involved to help you make sense of your findings (e.g., do the findings accurately reflect participants' views/experiences/feelings?)

2 With whom will findings be shared?

What changes are you hoping people will make based on your findings? Consider who needs what information, and for what reason.

SUPPORT

1 How often will you need to share your findings?

2 Who will support this?

FUNDING

1 How much will it cost to develop and share these findings?

2 Who will pay?

DID IT WORK?

1 How will you report successes in training and program delivery? How will you report struggles?

2 How will you know if your message is reaching the right group?

DID YOU KNOW?

Evaluation across multiple sites can show that the program works in many contexts and can support efforts to obtain ongoing funding for your program

RESEARCH WITH ABORIGINAL COMMUNITIES

FROM: **Indigenous Approaches to Program Evaluation**, *The National Collaborating Centre for Aboriginal Health,* 2013, p. 5

> Historically, non-Aboriginal researchers entered communities and conducted projects without the respect and reciprocity needed to make the research relevant and beneficial to communities. Ongoing challenges for research in Aboriginal contexts are how to: reframe (focus on community stimulated research matters); rename (incorporate Indigenous world views and realities); and reclaim the research environment (take control of our lives and land) (Choinard & Cousins, 2007; Smith, 1999).
>
> Furthermore, it is imperative that an Indigenous world view be included in the evaluation framework, that community cultural protocols are understood and adhered to, that the evaluator positions him/herself by developing a relationship of trust and respect, that important issues are identified and redressed, and that the community's political, social and cultural values are appreciated and incorporated into the methodology (Smith, 1999; Steinhauer, 2002).

For more information, please see the following resources: [click on links]

1 *Reciprocal Consulting* Website

2 **Sage Advice: Real-World Approaches to Program Evaluation in Northern, Remote and Aboriginal Communitie**s

3 **Indigenous Approaches to Program Evaluation**

4 **First Nations Information Governance Centre (FNIGC)**

5 **IPHRC: The Ethics of Research Involving Indigenous Peoples**

Figure 1.

FINAL THOUGHTS

Program dissemination is complex, and there is not one way to go about sharing your program. Consider that what works in one community or with one group of people may be very different in another community; there is no one size fits all. Instead of trying to "fly-in" and implement your program, consider the benefits of building relationship-based partnerships. This may make it easier to identify and balance the needs, goals, and priorities of various people, communities, or settings involved. Well-established and trusting partnerships also increases the safety of all those involved.

Additional Information and Resources Related to Program Dissemination [click links]:

PREVNet Bullying Prevention Infographic

How to Spread Successful Interventions

UNC **State Implementation & Scaling-up of Evidence-based Practices Center**

5 ACKNOWLEDGEMENTS AND REFERENCES

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Figure 1. Aboriginal Peoples of Canada Symbol [Image]. (2012) . Retrieved from https://www150.statcan.gc.ca/n1/pub/89-653-x/89-653-x2013001-eng.pdf

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