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Evaluation Dissemination Planning Guide



OPRE Report 2024-380

Led by:
Abt Global and
Child Trends



Introduction to the Evaluation Dissemination Planning Guide

This evaluation dissemination planning guide was developed to support the required process and outcome evaluations for grantees funded by the *Community Collaborations to Strengthen and Preserve Families* initiative (referred to here as Child Welfare Community Collaborations, or CWCC; see **Box 1** for a more detailed description of the initiative and the accompanying evaluation technical assistance).

The content in this guide is aligned with best practices for disseminating evaluation findings and is applicable to anyone interested in developing an evaluation dissemination plan. The guide begins by describing the initial steps for developing a dissemination plan such as identifying roles and responsibilities, creating a budget, and agreeing on dissemination goals. Next, the guide discusses specifics of how to plan for dissemination activities and products by determining your audience, key messages, distribution formats and channels, and dissemination partners. The guide also includes considerations around authorship, acknowledgements, and developing a quality control plan. Finally, the guide includes several appendices that direct readers to additional dissemination planning resources and help readers identify potential audiences and dissemination partners, dissemination formats (e.g., briefs, infographics), dissemination channels (e.g., specific journals and conferences to consider), and ways to improve the quality of their dissemination products (e.g., quality control checklists, writing and style guides, data visualization tools).

We hope that sharing this evaluation dissemination planning guide more widely will **help others more successfully plan to disseminate their evaluation findings** and thus ultimately **facilitate broader sharing and consumption of research to improve community-level collaborations, programming, and outcomes for children and families.**

Box 1. About CWCC and the Evaluation Technical Assistance

The CWCC initiative is designed to mobilize communities to **develop and evaluate multi-system collaboratives that address local barriers and provide a continuum of services to prevent child abuse and neglect.** The initiative is funded by the Children’s Bureau (CB) within the U.S. Department of Health and Human Services’ Administration for Children and Families (ACF). In 2018 and 2019, CB awarded 5-year cooperative agreements to a total of 13 states, non-profit organizations, and Native American tribal organizations (referred to here as “grantees”).

To advance the evidence around collaborative approaches to preventing child abuse and neglect, the Office of Planning, Research, and Evaluation within ACF, in collaboration with CB, contracted with Abt Global and its partner Child Trends to conduct the *Building Capacity to Evaluate Child Welfare Community Collaborations* project. The project includes:

- **evaluation-related technical assistance (TA)** to support grantees and local evaluators and their capacity to conduct their required project-specific evaluations and
- **a cross-site process evaluation** of the CWCC grants to better understand how communities came together to develop and implement their CWCC approaches.

This resource is one of [several products](#) developed through the CWCC evaluation technical assistance efforts.

Dedicated evaluation TA liaisons (1) worked with each grantee and their local evaluator to design high quality, rigorous, and informative process and outcome evaluations, (2) supported the implementation of the grantee-designed evaluations, and (3) reviewed and provided feedback on written evaluation products. Evaluation TA providers also offered group TA activities designed to grow sustainable grantee evaluation capacity, build cultures of data use in project and organizational decision-making, and facilitate peer-to-peer learning.

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1. Introduction

Dissemination is the process of communicating—or sharing—your work and your findings to audiences that will benefit from the information. Dissemination about your CWCC evaluation can inform stakeholders about the study, build credibility and engagement with potential stakeholders and funders, publicize your CWCC project, and advance the field. The child maltreatment prevention, research, and evaluation community will benefit from information about your evaluation during the study and long after it is complete.

This Evaluation Dissemination Guide (Guide) describes the process and considerations for developing a local evaluation dissemination plan, which will lead to more efficient and effective dissemination processes.¹

This Guide describes initial steps for dissemination planning as well as planning for specific dissemination activities and products. (You can click on any link below to go directly to that step.) We also suggest referring to the Appendices for specific examples to support your evaluation dissemination planning.

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Example Dissemination Plan Outline

- I. Goals
- II. Roles
- III. Budget
- IV. Activities/Products
 - A. For each Activity/Product:
 1. Audience
 2. Message
 3. Distribution Formats
 4. Distribution Channels
 5. Partners
- V. Authorship and Acknowledgment Guidelines
- VI. Quality Control Plan

The CWCC Evaluation TA team (comprised of Abt Global and Child Trends staff) wrote this guide to align with OPRE's [The Value-Added Research Dissemination Framework](#) (OPRE Report No. 2013-10). We describe other resources used to develop the Guide in **Appendix A**.

¹ We suggest evaluators coordinate evaluation dissemination planning with their grantee who will likely oversee the broader dissemination effort across the project, including implementation dissemination. Please see your 2018 or 2019 FOA for more information on dissemination requirements.

2. Glossary of Terms

Audience—End users who will receive and benefit from your information

Dissemination—Process of communicating your work and your findings to audiences

Distribution—Process of sending information (e.g., emailing, presenting, posting to a website)

Distribution formats—Types of communication products (e.g., reports, journal articles, news articles, press releases, presentations, fact sheets, infographics)

Distribution channels—Methods of reaching audiences (e.g., websites; in-person or remote meetings and conferences; podcasts; publications such as journals; social media such as Twitter, LinkedIn, or Facebook; news media such as television news, newspaper, or radio)

Dissemination partners—Stakeholders who can help create and distribute information to your target audience(s) (e.g., grantee partners, provider staff, child welfare agency staff, parents/participants)

Evaluation stakeholders—People involved in your community/agency or associated with the CWCC grantee who may be touched by the evaluation (e.g., community residents, local service provider staff, child welfare agency staff, parents/children)

Translation—Process of identifying the information to be disseminated to various audiences and preparing relevant key messages to communicate that information

3. Initial Dissemination Plans

You, as the evaluator, and grant staff should begin planning for dissemination as early as possible by identifying roles and responsibilities in dissemination, creating a budget, and agreeing on dissemination goals. Planning for key dissemination points, or stages, across the life of the evaluation and the goals at each of these stages will be important to identify at the outset.

3.1 Identify Roles and Responsibilities

Begin your evaluation dissemination planning by identifying and documenting the roles and responsibilities for dissemination, including who will lead evaluation dissemination overall as well as each major task. We expect in most cases, the evaluator will lead evaluation dissemination planning in consultation with the grantee and possibly other key stakeholders or partners. The CWCC grantee or evaluation staff responsible for the evaluation dissemination plan should design the dissemination plan and oversee its execution; however other staff members may be designated to lead individual dissemination activities/products.

3.2 Create a Budget

Dissemination requires resources, particularly costs for staff time, materials and supplies, design work, and postage. Some distribution channels may also have associated costs (e.g., website hosting fees or virtual meeting platform fees). Project Directors and the dissemination leads should discuss the costs of dissemination and what portions of the evaluation budget and/or grant budget should be used to support evaluation dissemination. Low-cost and no-cost strategies that can effectively reach multiple audiences should be the priority to maximize the evaluation dissemination budget.

3.3 Agree on Dissemination Goals

Your evaluation dissemination plan should reflect your goals for dissemination at each stage of the evaluation. When developing your dissemination goals, consider what you hope to accomplish by sharing the information at various points during the evaluation.

Key questions for identifying your evaluation dissemination goals

1. What is the rationale for sharing evaluation information?
2. How is evaluation information useful to various partners and stakeholders?
3. How might dissemination of your evaluation information further your work?
4. How does the stage of the evaluation influence the dissemination goals?

You might have different dissemination goals at different stages of the evaluation. For example, you might share information to collaborative members during the evaluation design phase to solicit input on key design elements and to gain buy-in for evaluation activities, while you might share information on final evaluation findings to stakeholders to sustain and enhance community collaboration. **Exhibit 1**

below provides examples of dissemination goals during different stages of the evaluation.² Your dissemination goals will help you identify and tailor other key elements of your dissemination plan, including your messaging, the target audience, the dissemination product, and the timing for dissemination.

Exhibit 1: Examples of evaluation dissemination goals at different stages of evaluation

Evaluation Stage	Dissemination Goal	Description
Designing the evaluation	Inform and engage collaborative members and partners about the CWCC evaluation	<ul style="list-style-type: none"> • Collaborative members and partners for the CWCC project are likely key stakeholders in the evaluation and its findings. • Sharing information with collaborative members and partners during the design phase can allow them to weigh in on the design to ensure key elements (e.g., logic model and theory of change, outcomes, and data sources) are appropriate for the project. • Informing collaborative members and partners about the evaluation during the design phase also has the potential to increase their motivation to participate in evaluation activities or to garner more support for the project and the evaluation among other key stakeholders or potential respondents.
Conducting the evaluation	Build understanding and stakeholder engagement	<ul style="list-style-type: none"> • As the evaluation is occurring, sharing progress and preliminary findings will build deeper understanding and stakeholder support for evaluation. • Sharing interim findings while the evaluation is ongoing provides an opportunity to test your messaging approach with target audiences.
Conducting the evaluation	Inform adjustments to implementation and evaluation approach	<ul style="list-style-type: none"> • Sharing interim findings from the evaluation with the implementation team and their partners while the evaluation is ongoing can allow them to make mid-course adjustments to implementation to enhance fidelity and increase effectiveness. • The team can also assess interim findings to make necessary adjustments to the evaluation approach, such as increasing or decreasing data collection frequency, or implementing strategies to improve response rates.

² Adapted from Palen, L. (2014). *Disseminating Evaluation Results* (Tip Sheet). Washington, DC: Administration on Children, Youth, and Families, Family and Youth Services Bureau, U.S. Department of Health and Human Services. https://teenpregnancy.acf.hhs.gov/sites/default/files/resource-files/Dissemination%20of%20Evaluation%20ResultsTipSheet_508-Compliant_FINAL_8-1-14_0.pdf

Evaluation Stage	Dissemination Goal	Description
Sharing evaluation findings	Advance the child maltreatment prevention field	<ul style="list-style-type: none"> • Evaluation stakeholders and the broader child welfare field will want to know what the CWCC evaluation found and what lessons were learned. Your evaluation findings can contribute to the body of evidence around child welfare interventions (e.g., whether CWCC strategies produced changes in key measures of child maltreatment). • Other community-based organizations and child welfare agencies may want to know how to replicate CWCC activities to achieve comparable results in their own communities. • Policymakers may want to create laws, regulations, or guidelines to enhance the use of child maltreatment prevention practices based on your evaluation findings.
Sharing evaluation findings	Sustain and enhance community collaboration	<ul style="list-style-type: none"> • Documentation of your evaluation and its findings builds credibility with potential stakeholders and funders, and it can expand community buy-in. These outcomes can enhance engagement with and commitment to the collaboration over time and increase the collaboration’s sustainability after the grant period.

4. Plan for Dissemination Activities and Products

Once you've established goals for your evaluation dissemination, you will need to plan for dissemination products and activities that will achieve those goals. To ensure that each dissemination activity/product meets your goals, your dissemination plan should identify the target audience(s), key messages, distribution format, and distribution channels. You can think through each of these components in any order, but together they define your dissemination activity/product (see **Exhibit 2**).

Exhibit 2: Key components of each dissemination activity



You will also want to identify relevant partners that can support dissemination for each activity/product. **Exhibit 3** shows some examples. The sections that follow describe each component of a dissemination activity/product plan and relevant considerations. These components need to be developed for each of your proposed dissemination activities and products. The **Appendices** provide specific examples that will help you to determine the specifics of each of these components to fully articulate your plan.

As you're identifying dissemination activities/products, keep in mind ways to maximize efficiencies and coordinate efforts. For example, you might consider using content from your final evaluation report or presentation to develop several shorter products such as infographics, issue briefs, or press releases. You might also expand the reach of your message by using multiple distribution channels for the same product such as sharing a recording or slides from a presentation to partner websites or a listserv. Also consider grouping dissemination activities/products as a series. For example, you might create several issue briefs based on findings from your final report; each brief might spotlight findings from a different research question.


Exhibit 3: Example dissemination activities/products and their components

Activity/Product	Audience	Key Messages	Distribution Format	Distribution Channel	Dissemination Partners
Infographic of demographics of families who receive CWCC services	<ul style="list-style-type: none"> Local service providers Children’s Bureau 	Different types of families were served by CWCC project	<ul style="list-style-type: none"> One-page infographic 	<ul style="list-style-type: none"> Collaborative meetings Partner agency bulletin boards CWCC partner agency websites Community websites 	<ul style="list-style-type: none"> CWCC collaborative members CWCC partners CWCC staff Child welfare agency leaders
Newsletter summary of fidelity of CWCC implementation	<ul style="list-style-type: none"> CWCC staff, CWCC collaborative member leaders, CWCC partners, and CWCC board members 	Which CWCC activities were implemented with fidelity and which were not	<ul style="list-style-type: none"> One-page summary 	<ul style="list-style-type: none"> Project newsletter 	<ul style="list-style-type: none"> CWCC collaborative members Children’s Bureau
Blog post of interim findings on participant outcomes	<ul style="list-style-type: none"> CWCC partners Local service providers 	Interim participant-level intermediate outcome results	<ul style="list-style-type: none"> Electronic post 	<ul style="list-style-type: none"> Grantee organization blog CWCC partner agency blogs 	<ul style="list-style-type: none"> CWCC collaborative members CWCC partners
Brief on key findings from final evaluation report	<ul style="list-style-type: none"> Child welfare agency leaders CWCC staff, CWCC collaborative member leaders, CWCC partners, and CWCC board members Children’s Bureau Child welfare evaluators and research stakeholders Parents and families in the community, including evaluation participants Local policymakers and funders 	Key findings from the final evaluation report, using several graphs and visuals	<ul style="list-style-type: none"> Technical brief Non-technical brief 	<ul style="list-style-type: none"> Grantee and CWCC collaborative member websites Grantee Exchange Child Welfare Information Gateway Social media Paper copies at CWCC partner agencies 	<ul style="list-style-type: none"> Child welfare agency CWCC collaborative members CWCC partners Children’s Bureau

Activity/Product	Audience	Key Messages	Distribution Format	Distribution Channel	Dissemination Partners
Final report	<ul style="list-style-type: none"> • Child welfare agency leaders • CWCC board members • Children’s Bureau • Local policymakers and funders • Child welfare evaluators and research stakeholders 	Summary of findings of the local CWCC evaluation	<ul style="list-style-type: none"> • Report • Executive Summary 	<ul style="list-style-type: none"> • Grantee website • Grantee Exchange • Child Welfare Information Gateway 	<ul style="list-style-type: none"> • Child welfare agency • CWCC collaborative members • CWCC partners • Children’s Bureau
Presentation on final system-level outcomes	<ul style="list-style-type: none"> • CWCC collaborative member leaders, CWCC partners, and CWCC board members • Child welfare agency leaders • State and County government officials and their representative associations • Funders • Children’s Bureau • Child welfare evaluators and research stakeholders • Community-level prevention practitioners 	Summary of the findings of the CWCC system-level outcome evaluation	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Local in-person presentation • Presentation at relevant research conferences • Webinar presentation to other Children’s Bureau grantees 	<ul style="list-style-type: none"> • Child welfare agency • CWCC collaborative members • Conference organizers • Children’s Bureau
Fact sheet on facilitators and barriers to implementing CWCC project	<ul style="list-style-type: none"> • CWCC staff, CWCC collaborative member leaders, CWCC partners, and CWCC board members • Children’s Bureau • Child welfare evaluators and research stakeholders • Community-level prevention practitioners 	Short description of factors that facilitated and impeded implementation of CWCC project activities	<ul style="list-style-type: none"> • Fact sheet 	<ul style="list-style-type: none"> • Grantee and CWCC websites • Grantee Exchange • Child Welfare Information Gateway 	<ul style="list-style-type: none"> • Child welfare agency • CWCC collaborative members • CWCC partners • Children’s Bureau

4.1 Determine the Audience

One of the first steps in a dissemination plan is to identify the group(s) of people you need to reach to accomplish your dissemination goals. The *audience* (who) are the end users who will receive and use your information about or from the evaluation. That audience should align with your key messages (what), distribution format (how), and distribution channel (where). Evaluation audiences might include people who participate in the evaluation, staff administering the intervention, CWCC partners, local policymakers and funders, child welfare evaluators and research stakeholders, and parents and families, among others. Audiences can vary in their interests, knowledge of child welfare and prevention efforts, knowledge of evaluation terminology and methodology, and information needs. For additional information about audiences and their evaluation information needs, see **Appendix B**.




Who do you want to talk to?

Key questions for identifying your audience

1. Who will benefit from knowing about your local CWCC evaluation and make use of its findings?
2. Who do you want to know more about your evaluation?
3. What audience(s) can help you achieve your dissemination goals?

4.2 Develop Key Messages

To effectively reach your target audience requires *translation*—that is, (a) identifying the information to be disseminated to various audiences and then (b) preparing relevant key messages to communicate the information, and (c) ensuring key messages are responsive and informed by the intended audience. For example, you may want to communicate findings regarding improvements in participant families' protective factors over the course of engagement with the CWCC grant services. An audience of fellow evaluators will want details on the reliability and validity of your protective factors measure, the timing of and procedures for data collection, and the statistical model you used. In contrast, other prevention focused service providers will want more information about the services your CWCC grant provided that likely drove improvements in protective factors, how your grant's improvements compare to those of other related efforts, and even a couple of qualitative/case study descriptions of specific families' experiences and descriptions of how they perceived change in their protective factors.



What are you going to say?

4.2.1 Identify What Information to Disseminate

Deciding what information to disseminate is influenced by your dissemination goals, your audience, and the information currently available, which will vary over the course of the evaluation. Different audiences will find different information relevant and useful. For example, CWCC collaborative members and partners may benefit from knowing the evaluation's purpose and how they might be asked to engage. CWCC board members may want to know the evaluation's potential to influence program

services, outcomes, and growth. **Appendix B** provides more examples of the information needs of various audiences.

Key questions for identifying what information to disseminate

1. What information does the audience(s) need?
2. What information is available from the evaluation and ready for distribution?
3. Is that information relevant and useful for the audience?
4. Is the available information related to your dissemination goals?

4.2.2 Prepare Key Messages

Once you determine what information to disseminate, the messages you prepare to convey that information should resonate with the target audience. That means messages are meaningful, useful, and clear; they are to the point and avoid jargon that's not relevant to your audience. Particularly when sharing complex evaluation findings, it is critical that messages are prepared so they are digestible, easily consumed, and used by your audience(s). Careful preparation of your messages can increase the influence of your dissemination efforts.

Key messages can also benefit from meaningful engagement of the beneficiaries of the program or services. When preparing key messages, involve persons with relevant experience (e.g., experience with the child welfare system) to support efforts to reach your intended audience. Key messages can also be conveyed through effective narration and storytelling to help the end user understand the significance of the work.

Ensuring that key messages are appropriate for the population of focus is an important component of message development. For example, it may be helpful to ensure that messages are culturally and linguistically appropriate for both the intended audience as well as people who contributed data to your evaluation. To help with this, you may also want to think about translating a dissemination activity/product into languages other than English or providing captions or a transcript of an oral activity/product.

Key questions for developing messages to convey the information you identified

1. How will your audience use the information?
2. What does your audience already know/understand about the information you are communicating?
3. How can you customize your messages to communicate with specific audiences? Have you considered the participation of persons with relevant experience (e.g. experience with the child welfare system) in the development of your message?
4. Are your messages succinct and understandable? Do they frame the key points your audience can remember?
5. Is technical language necessary to convey the information accurately? If so, how can you still make the messages useful to non-technical audiences (e.g., executive summary, glossary)?
6. Do the messages translate the evaluation information for all the relevant audiences (e.g., non-English speakers, those with low literacy skills)?
7. Have you ensured that your message reflects the cultural values, beliefs and practices of your intended audience?

4.3 Define Distribution Formats

You will also need to determine the *distribution format(s)* you will use to communicate your messages, meaning the types of product you will use to communicate the information. You should select the format that best aligns with the specific audience, type of information, kind of message, dissemination budget, and possible distribution channels (discussed in **Section 4.4**). Examples of distribution formats include executive summaries, full reports, journal articles, technical and non-technical briefs, fact sheets, infographics, electronic posts, presentations, and video or audio recordings, among others.



As different audiences prefer (or are better able or more likely) to consume information in different formats, it is most effective to rely on multiple formats to distribute evaluation information to the target audience(s) over the lifecycle of the evaluation. **Appendix D** offers some possible formats; **Appendix E** lists low-cost/no-cost tools for developing interesting, easily digestible dissemination formats. Data visualization can be key to making distribution formats accessible and interesting to your audiences.

To maximize resources, consider formats (and channels) that are likely to capture multiple relevant audiences. While ensuring your products are still appropriately tailored to each audience, some formats may be appropriate for multiple audiences, or could be made appropriate with minimal modifications. For example, you might reach CWCC partners, local service providers, and CWCC board members with the same, or a slightly modified, infographic describing the CWCC evaluation. You will likely not be able to reach all of your target audiences with the same format, however. A standalone PowerPoint presentation may be best for funders, for example.

Key questions for determining distribution formats

1. How does your target audience prefer to receive information?
2. What formats are likely to reach multiple target audiences?
3. Which formats allow you to best emphasize the key messages?
4. What difficulties might your audience encounter in accessing your distribution formats, and how could you plan to overcome these difficulties?

4.4 Identify Distribution Channels

In addition to identifying the appropriate distribution format(s) for your audience and messages, you will also need to select distribution channel(s) for disseminating the messages. A *distribution channel* is a method of communicating, including oral communication methods, written communication methods or both. Examples of distribution channels include websites, in-person meetings, conferences, podcasts, journals, other publications, etc. **Appendix F** provides several examples of distribution channels that may be relevant to CWCC evaluators, including low-cost/no-cost channels. **Appendix G** lists relevant journals appropriate for publishing articles on CWCC local evaluations.



As with distribution formats, it is most effective to use multiple distribution channels. You can often leverage multiple dissemination channels to distribute the same dissemination format. For example, you may hand out a fact sheet at grantee events, send it to the Child Welfare Information Gateway, and post it to grantee and grantee partner social media accounts. You can also amplify oral dissemination formats, such as a presentation, by sharing a recording of the event through multiple channels. Identify appropriate distribution channels based on their ability to reach the focal audience(s), their cost, and their ease of access.

You should think about challenges to accessing certain dissemination channels. For example, we all rely heavily on electronic dissemination channels, but these may fail to connect to populations with no or limited internet access.³

4.5 Work with Dissemination Partners

For each dissemination activity/product, you may want to work with one or more *dissemination partners*; that is, stakeholders who can help distribute information (e.g., individual community members and families, CWCC collaborative members and partners, local service providers, local government agencies, or even other evaluators). An effective dissemination plan typically involves working with partners and your organizational networks to distribute dissemination activities/products. You can leverage dissemination partners across a spectrum of engagement. On the low engagement end, you can tag partners in your social media posts to expand your reach. In the middle of the spectrum, you may want to contact the dissemination teams at dissemination partner organizations about adding your materials to their listservs, websites, or events. And at the high engagement end of the spectrum, you may want to formalize a relationship with a dissemination partner to include co-creation of dissemination products.

As part of the CWCC project, grantees have established strong relationships with partners in their community. Consider which of those partners could contribute to developing and executing your evaluation dissemination plan. Effective dissemination partners are likely those who typically share messages similar to your own.

In particular, seek out partners within your CWCC collaborative that already have distribution channels (e.g., newsletters, websites, Twitter feeds) that could effectively reach your audience. Seek out those with experience or skills with the distribution formats and channels you would like to use. For example, if you plan to disseminate information about program participation and/or study recruitment via social media but do not have experience with such platforms, partner with stakeholders that do.

You may also want to coordinate with other CWCC evaluators, or other non-CWCC evaluators doing similar work, on joint dissemination activities or products. For example, you may want to put together a panel or a roundtable for a national conference, or submit multiple papers to a journal special issue, or even create a joint brief, guide, or fact sheet where different projects can provide different, complementary perspectives.

³ For more on digital accessibility, see <https://www.codecademy.com/articles/what-is-digital-accessibility>

To disseminate evaluation information of regional or national interest and audience, consider working with the Children’s Bureau and using its distribution channels, such as the Child Welfare Information Gateway (<https://www.childwelfare.gov/>) or the Grantee Exchange. Other national organizations to consider for dissemination include the National Association of Social Workers, National Prevent Child Abuse America, Casey Family Programs, American Public Health Association, and also see **Appendix H** for additional examples of possible dissemination partners.

Key questions for engaging dissemination partners

1. Which people or organizations within and outside of your network could help support your evaluation dissemination?
2. What are potential partners’ distribution channels, and how are they suited to your messages and distribution formats?
3. Which potential partners might have access to your target audience?
4. Why might potential partners be motivated to support your dissemination (e.g., similar mission or goals, participants in a CWCC collaborative)?
5. How can you develop an ongoing relationship with your partners to support future dissemination?

5. Authorship and Acknowledgements

5.1 Authorship

Your evaluation dissemination plans should also address how authorship (and ownership) of dissemination activity materials and products will be determined. *Authorship* means being credited as the creator of “the product”—whether that product is a written document; a presentation made at a seminar or conference, including its slide deck; electronic postings, including on websites, blogs, and social media; diagrams, tables, and photographs; or audio and video recordings. An author is responsible for warranting the originality of the product and for its accuracy and any claims, statements, or interpretations the work expresses. According to publisher Taylor & Francis (Taylor & Francis, n.d.), authors are people who:

1. Significantly contributed to the work – during at least one stage including the conception, design, execution, data collection, analysis and interpretation;
2. Drafted, written, or substantially revised or reviewed the work;
3. Agree on the dissemination/publication of the work;
4. Reviewed and agreed to all versions of the work, including final versions; and
5. Agree to take responsibility for and be accountable for the content of the work and respond to any questions about the work’s accuracy or integrity.

Authorship decisions are an important component of research best practice and research ethics.

In addition, prior to developing a dissemination activity or product, you and your team should discuss general criteria and requirements for authorship. If more than one person will create the work, what will be their respective roles? Who will be responsible for determining authorship? Will the authors’ names be listed in a byline or credits? If so, how will the names be listed? Author order typically reflects the level of each person’s contribution or importance to the work. Rather than its individual contributors, will a work’s authorship be attributed to an entity such as the authors’ employer or another organization?

Finally, for each dissemination activity or product, you and your team should agree on what organizational information and logos will be included, and ownership of the completed materials or products. If you would like to include the Children’s Bureau logo, you must receive approval from your Project Officer.

5.2 Acknowledgements

Separate from authorship, the support of or contribution to the activity/product made by other individuals or entities often is recognized in *acknowledgments*, a separate message from the authors to readers/users that accompanies the activity/product. You might consider acknowledging members of the grant evaluation staff who were not directly involved in creating the dissemination product, editors, study participants, the larger project grantee team, partners, data providers, and the funder.

As outlined in your cooperative agreement, at a minimum any dissemination activity/product—including presentations—should include the following standard language acknowledging the Children’s Bureau:

This [product] was funded by the Children’s Bureau; Administration on Children, Youth, and Families; Administration for Children and Families, U.S. Department of Health and Human Services, under grant # [Insert your grant number]. The contents of this [product] are solely the responsibility of the authors and do not necessarily represent the official views of the Children’s Bureau.

Key questions for determining authorship and acknowledgements

1. What is your definition of authorship (e.g., anyone who has made a technical or professional contribution to the development of a written product, all contributors)?
2. What convention for order of authorship will you follow (e.g., technical or professional contribution, degree of seniority, project leadership, alphabetical)?
3. Who will you acknowledge as a contributor, rather than author, and for what reasons?

6. Developing a Quality Control Plan

Your dissemination plan should also include a process for assessing and monitoring the quality of each activity/product. You and the CWCC grant staff should develop a plan to assess dissemination products/activities for quality, data reliability, validity of findings, relevance, utility, and use of clear, effective, jargon-free, accessible language for the intended audiences.

- Your plan should ensure that your dissemination product or activity meets the criteria in the quality control checklist in **Appendix I**.
- To ensure high-quality writing in your evaluation dissemination activities/products, consult the writing resources list in **Appendix C**.

You should think about ways to increase access to your information. Section 508 of the Rehabilitation Act of 1973 requires federal agencies to make all external public-facing content of official agency communications accessible to people with disabilities. Compliance with those requirements is one good way to ensure that your product/activity meets the information needs of such audiences. If your evaluation dissemination product will be published to a federal website (e.g., the Child Welfare Information Gateway), your product must be 508 compliant. For resources to assist in developing a product that is 508 compliant, see **Appendix C**.

Appendix A: Resources Used in Developing the Guide

Numerous resources informed the development of this Evaluation Dissemination Planning Guide. We also recommend them for further reference.

- Carpenter, D., Nieva, V., Albaghal, T., & Sorra, J. (2005). Development of a Planning Tool to Guide Research Dissemination. In K. Henriksen, J.B. Battles, E.S. Marks, & D.I. Lewin (Eds.), *Advances in Patient Safety: From Research to Implementation* (Vol. 4 Programs, Tools, and Products, pp. 83-91). Agency for Healthcare Research and Quality.
<https://www.ncbi.nlm.nih.gov/books/NBK20603/>
- Children’s Bureau. (2019). *Dissemination*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/cb/grants/discretionary-grant/cbdg-toolkit/dissemination>
- Macoubrie, J., & Harrison, C. (2013). *The Value-Added Research Dissemination Framework. Final Report* (OPRE Report No. 2013-10). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
<https://www.acf.hhs.gov/sites/default/files/opre/valueadded.pdf>
- Palen, L. (2014). *Disseminating Evaluation Results* [Tip Sheet]. Administration on Children, Youth, and Families, Family and Youth Services Bureau, U.S. Department of Health and Human Services.
https://teenpregnancy.acf.hhs.gov/sites/default/files/resource-files/Dissemination%20of%20Evaluation%20ResultsTipSheet_508-Compliant_FINAL_8-1-14_0.pdf
- Patton, M. Q. (2008). *Utilization-Focused Evaluation* (4th ed). SAGE.
- Taylor & Francis. (n.d.). *Defining authorship in your research paper*. Author Services. Retrieved April 12, 2021, from <https://authorservices.taylorandfrancis.com/editorial-policies/defining-authorship-research-paper/#>

Appendix B: Types of Audiences and Their Evaluation Information Needs

When designing a dissemination plan, focus on the end users; that is, the *audience* who will receive and benefit from your information. What are the information needs of that audience? This appendix outlines possible audiences you might target for your CWCC evaluation dissemination and the types of information most relevant to each.

Audience Type	Examples of Potential Information Needs
CWCC staff, CWCC collaborative member leaders, CWCC partners, and CWCC board members	<ul style="list-style-type: none"> • Non-technical summary of the CWCC evaluation, its purpose and activities • Target population for CWCC evaluation activities • CWCC project theory of change and logic models • Key CWCC partner organizations in the community • Plain language outcome evaluation findings (participant- and community-level changes in intermediate and child welfare outcomes, changes in collaboration/referrals, etc.) • Plain language process evaluation findings (e.g., fidelity of implementation, barriers and facilitators to implementation, reach of project activities, patterns of participation) • Implications of the evaluation for the collaborative and its ongoing work • Recommendations for using findings to influence policy, program services, outcomes, and potential growth
CWCC community stakeholders, including community-level prevention practitioners, local service providers, and parents and families in the community	<ul style="list-style-type: none"> • Brief summary of the CWCC evaluation, its purpose, and activities • Description of key CWCC collaborative members, partners, and their relationships • Target population for CWCC activities and description of the evaluation sample • Potential implications of the evaluation on health and human services • Plain language evaluation findings • What the evaluation means for other collaborative approaches and collaborations • Opportunities to engage in current/future collaborative or evaluation activities
Program participants	<ul style="list-style-type: none"> • Brief summary of the CWCC evaluation, its purpose, and activities • Plain language evaluation findings, especially participant-level findings • Takeaway messages, tailored for participants, on services received, the impact of those services on the people who received them, and how their participation contributed to the evaluation • What the evaluation means for the future of the CWCC programs
Organizations representing child, youth, parent, and family advocates	<ul style="list-style-type: none"> • Brief summary of the CWCC evaluation, its purpose, and activities • Highlights of key outcome evaluation findings in plain language • Plain language process evaluation findings (e.g., fidelity of implementation, barriers and facilitators to implementation, reach of project activities, patterns of participation, participant experiences) • Practical recommendations to inform their advocacy work, tailored to their population • Descriptions of participant experiences and perspectives, in their own words

Audience Type	Examples of Potential Information Needs
Grantee funders	<ul style="list-style-type: none"> • Full evaluation report detailing background, methods, data, results, and conclusions/recommendations • Executive summary of evaluation findings • Highlights of evaluation findings • Evaluation lessons learned that funders might apply to future awards
Policymakers, state and county government officials and their representative associations	<ul style="list-style-type: none"> • Brief, non-technical summary of the CWCC evaluation, its purpose, and activities • Target population for the evaluation and how this population was were involved, in order to identify comparable populations among constituency • Highlights of evaluation findings • Recommendations for related programs and policies
State, County and Tribal child welfare agencies and territories	<ul style="list-style-type: none"> • Brief, non-technical summary of the CWCC evaluation, its purpose, and activities • Target population for the evaluation and how they were involved to identify comparable constituent populations • Brief highlights of key evaluation findings related to policy issues relevant to constituents, such as stakeholder engagement, organizational framework for collaboration, data-sharing practices, and local service needs • Recommendations for how to use evaluation findings to better serve families, particularly families without prior child welfare involvement, to improve efforts to reduce and prevent child neglect and maltreatment
Child welfare researchers, evaluators, and stakeholders	<ul style="list-style-type: none"> • Full evaluation report detailing background, methods, data, results, and conclusions/recommendations • Limitations of the evaluation and recommendations for future research

Appendix C: Reference Writing Guides/Style Manuals

Disseminating information about and from the evaluation (as well as developing other elements of the evaluation such as design plans, consent forms, survey instruments, etc.) requires a lot of writing. The resources below provide guidance to help ensure your writing is clear and effective.

General

- US Government Publishing Office's *Style Manual* [document]. Last updated in 2016, this style manual is periodically updated to provide guidance on the form and style of Government printing. It can be useful for writing and editing.
 - <https://www.govinfo.gov/content/pkg/GPO-STYLEMANUAL-2016/pdf/GPO-STYLEMANUAL-2016.pdf>
- *APA Citation Guidelines* [website]. The American Psychological Association's website provides guidance on style and grammar as well as examples of paper and table formatting, citations, and references. The seventh edition of the publication manual, updated in October 2019, is also available for purchase on the website.
 - <https://apastyle.apa.org/> <https://www.govinfo.gov/content/pkg/GPO-STYLEMANUAL-2016/pdf/GPO-STYLEMANUAL-2016.pdf>

Writing in Plain Language

- *OPRE Writing in One Page* [website]. Seven rules for plain writing and links to learn more about it.
 - <https://www.hhs.gov/web/building-and-managing-websites/managing-websites/plain-writing-in-one-page/index.html>
- *plainlanguage.gov* [website]: Resources, including the U.S. government's plain language standards, to make sure your writing complies with Plain Writing Act of 2010.
 - <https://www.plainlanguage.gov/>

Accessibility

- *Section 508 Tips for Document Creation* [document]. Offers guidelines in how to produce a 508-compliant Word document that need to be followed before converting the document into a 508-compliant PDF.
 - https://www.acf.hhs.gov/sites/default/files/documents/cb/508_tip_sheet.pdf
- *Accessibility Compliance Checklists* [website]. HHS accessibility checklists provide the evaluation criteria that must be met to ensure content is accessible to all users.
 - <https://www.hhs.gov/web/section-508/accessibility-checklists/index.html>

Copy Editing and Proofreading

- “The Copy Editing and Proofreading Checklist All Writers Need” [article by Brian A. Klems on the Writer’s Digest website]. Lists 26 items to guide proofreading.
 - <https://www.writersdigest.com/online-editor/copy-editing-proofreading-checklist-writers-need>

Formatting in Microsoft Word

- “Three Ways to Expose Formatting Inconsistencies in a Word Document” [article by Susan Harkins on the TechRepublic website]. Advice for solving tricky formatting issues.
 - <https://www.techrepublic.com/article/three-ways-to-expose-format-inconsistencies-in-a-word-document/>

Appendix D: Types of Distribution Formats

Effective evaluation dissemination plans use multiple formats to distribute information to target audiences. To increase the reach and effectiveness of your dissemination efforts, consider formats that are likely to capture multiple relevant audiences. This appendix outlines possible distribution formats you might use in your CWCC evaluation dissemination.

Format Type	Description
Report	Interim or final summation of the evaluation, typically including a description of implementation, evaluation methods, analytic approach, results, and conclusions; usually organized by research question and including a methodological/technical appendix.
Executive summary	Short report summary, no more than three pages, providing high-level information about the evaluation and describing the most important or interesting findings. Typically, it accompanies the report it summarizes, but is written to stand alone.
Journal article	Technical paper focusing on specific aspects of the evaluation, its methods, or its findings to the research field; prepared for peer review and publication in an academic journal.
Technical brief	Short but detailed paper (8-12 pages) for the reader who is interested in and can understand the methodology behind the evaluation’s design and analysis.
Non-technical brief	Short paper (6-10 pages) for the reader who is interested in relevant evaluation findings (or other aspects of the evaluation), interpretation, and implications or next steps.
Fact sheet	Short document (1-4 pages) that presents relatively simple information (qualitative or quantitative), relying heavily on visual displays such as figures, charts, bullets, and other strategies such that a non-technical reader can gain knowledge quickly.
Evaluation summary	One-page description of the evaluation.
Press release, news article	Short announcements, descriptions, or discussions of the evaluation, contextualized within the current environment or current events, to inform the general public.
Infographic	Diagram, chart, illustration, or other visual aid that presents information in an easily digestible way to share a small set of specific evaluation information; can stand alone or appear inside other formats such as reports, briefs, or electronic posts.
Electronic posts	Short, simple articles or messages to communicate to a broad audience and/or specific stakeholder groups that can be shared easily via social media (e.g., LinkedIn, Twitter, Facebook, Instagram), e-newsletters, listservs, or blogs.
Presentation	Virtual or in-person, typically guided by a slide deck and often including time for audience discussion and feedback. Often delivered via conferences, roundtables, meetings, or webinars.
Video recording	Audio and visual recording that tells a data-based story in a highly engaging format (e.g., a speed draw video on YouTube ⁴).
Audio recording	An audio-only recording that tells a data-based story in interview or small group discussion format. Podcasts are a popular channel for delivering audio records.

⁴ For an example, see this video from Harvard University’s Center for the Developing Child: <https://developingchild.harvard.edu/resources/building-adult-capabilities-to-improve-child-outcomes-a-theory-of-change/>

Appendix E: Some Low-Cost/No-Cost Tools for Visualizing Information

Several low-cost/no-cost tools exist that you can use to create interesting, easily digestible dissemination formats to help your audience understand and make use of your evaluation findings.

- [Kumu](#) is an online platform that allows users to organize relationship data by creating maps. For example, Kumu allows users to map stakeholders, systems, social networks, community assets, and concepts.
- [Insight Maker](#) is a web-based simulation tool that supports system dynamics modeling, agent-based modeling, diagramming, and rich pictures.
- Cox, L. May 2020. *How to Create Infographics in Under an Hour [15 Free Infographic Templates]*. HubSpot Blog. <https://blog.hubspot.com/marketing/create-infographics-with-free-powerpoint-templates>
- Schloesser, Elissa. January 2013. *Elissa Schloesser on 5 Steps for Translating Evaluation Findings into Infographics*. AEA365. American Evaluation Association. <https://aea365.org/blog/elissa-schloesser-on-5-steps-for-translating-evaluation-findings-into-infographics/>.

Appendix F: Types of Distribution Channels

This appendix offers examples of distribution channels relevant for CWCC evaluation dissemination. The list is not exhaustive. Selection of local distribution channels should be based on the local context.

Your CWCC Evaluation TA Team is available to help you access various distribution channels. The Children’s Bureau also offers distribution channels that may be appropriate for disseminating information about your evaluation. You can work with your federal project officer or your CWCC Evaluation TA liaison to access these channels. Finally, several easily accessible and low- or no-cost distribution channels exist where you can easily and effectively distribute your evaluation information. In the table below, these are marked with an asterisk (*).

Type	Channel	Example
Websites	Local CWCC project website*	<ul style="list-style-type: none"> • “About Us” section of webpage and/or project website pages
	Local CWCC evaluator or partners’ websites*	<ul style="list-style-type: none"> • Evaluator organization website page • Partner website page
	Local community websites*	<ul style="list-style-type: none"> • Local news and organizations websites • Community bulletins • E-newsletters
	Information clearinghouses	<ul style="list-style-type: none"> • Child Welfare Information Gateway (e.g., Children's Bureau Express) • ResearchGate
	Specialized University Centers and think tanks	<ul style="list-style-type: none"> • University of North Carolina Injury Prevention Research Center (IPRC) • University of New Hampshire Crimes against Children Research Center
	Online newspapers	<ul style="list-style-type: none"> • Youth Today • The Imprint
Electronic communications	Blogs	<ul style="list-style-type: none"> • Child Welfare League of America • Children’s Rights • Zero to Three • State-specific blogs • Local community blogs • Blogs in collaborative partners’ fields (e.g., law, healthcare, housing)
	Social media*	<ul style="list-style-type: none"> • Twitter, LinkedIn, Facebook
	Listserves*	<ul style="list-style-type: none"> • CWCC project and local collaboration partners’ listservs • Child Welfare Information Gateway Library • Child and Family Policy Consortium • The Child Abuse Prevention Network
		<ul style="list-style-type: none"> • Relevant National Associations such as National Conference of State Legislators (NCSL), National Governors Association (NGA), National League of Cities (NLC), and National Association of County and City Health Officials (NACHO)

Type	Channel	Example
	Podcasts	<ul style="list-style-type: none"> • Child Welfare Information Gateway Podcast Series • inSocialWork Podcast Series • CaseyCast Podcast Series • The Social Work Podcast • GovLove Podcast • Research in Action Podcast • Local radio podcasts • Podcasts in collaborative partners' fields (e.g., law, healthcare, housing)
	Local news radio	<ul style="list-style-type: none"> • Local NPR affiliate station • Local news/college/high school station
Convenings	Conferences	<ul style="list-style-type: none"> • American Evaluation Association (AEA) • American Professional Society on the Abuse of Children (APSAC) • American Public Human Services Association (APHSa) • Association for Public Policy Analysis Management (APPAM) • Child Welfare League of America (CWLA) • National Council on Family Relations (NCFR) • National Indian Child Welfare Association (NICWA) • Prevent Child Abuse America • Society for Prevention Research (SPR) • Society for Research in Child Development (SRCDD) • Society for Social Work and Research (SSWR)
	Government meetings	<ul style="list-style-type: none"> • Legislative meetings • Local government meetings • Agency planning and/or leadership meetings (e.g., child welfare, public health, healthcare, housing) • National association meetings such as NCSL, NGA, NLC, and NACHO
	Local, state, and regional organization meetings	<ul style="list-style-type: none"> • Local agency board meetings • Community planning meetings • Advocacy organization meetings • Meetings of the CWCC collaborative
	Webinars	<ul style="list-style-type: none"> • Center for States e-learning series • Virtual conferences
Print/Periodicals	Bulletin Boards	<ul style="list-style-type: none"> • Print media posted on agency and community bulletin boards
	Newspapers	<ul style="list-style-type: none"> • Local and/or regional newspapers
	Newsletters	<ul style="list-style-type: none"> • Local project and/or partner newsletters
	Journals	<ul style="list-style-type: none"> • <i>Child Welfare, Child Maltreatment, American Journal of Public Health</i> • See Appendix G for more examples

Appendix G: Potential Target Journals and Professional Publications

Some CWCC evaluators may have interest in publishing evaluation findings in peer-reviewed journals for a variety of reasons, including to enhance the evidence base of community-level child maltreatment prevention programs. Choosing to pursue peer-reviewed publication involves several considerations, including journal requirements, the review process, journal quality, and journal ease of access.

Identifying a relevant journal. Before beginning to draft an article, identify a target journal. Journals are typically organized around a particular discipline, content area, or topic (e.g., adoption). They may occasionally request article submissions around a specific theme (e.g., international adoption of older youth). Journals also target specific audiences (e.g., researchers, practitioners, state agency staff). They publish various types of articles (e.g., original research, literature reviews, research briefs, commentary). You should consider both content and article type when identifying a target journal. We also recommend reviewing some articles in journals you are considering to see how well they align with what you might submit in terms of content, methodology, and rigor. The following page lists some journals that might be relevant targets for CWCC evaluation articles.

Comparing journals. When selecting journals to target, you may want to consider their “Impact Factor” (IF).⁵ The IF annual index measures how often articles in a journal are cited by other researchers, reflecting the relevance of that journal’s articles to the research community. Journals with higher IFs are considered more prestigious and they reach a larger audience, but they also are more competitive for publication. Depending on your timeline, you may want to first target a journal with a higher IF but have a backup in mind. You may also consider how easy it is to access a journal; “open access” journals provide readers with free access, versus requiring a fee.

Preparing the manuscript. Every journal has formatting requirements that typically specify how to divide the article into sections (e.g., introduction, methods, results, discussion), page limits, number of tables or figures allowed, font type and size, line spacing, style for references and figures (e.g., American Psychological Association/APA), and language usage preferences (e.g., person-first language). Different journals have different requirements, especially page limits, so review and follow your target journal’s guidelines carefully when drafting an article for submission. Before beginning to write, it is a good idea to look at some of that journal’s published articles to assess the types of articles they publish, and their formatting and style.

Undergoing peer review. Peer review is a distinguishing feature of journals. A peer-reviewed journal forwards submitted articles for review and comment to a one, two, or more content and methodological expert members of a review panel selected by the journal editor. Reviewers make a recommendation to the editor for each article (acceptance, rejection, or revision and resubmission), and the editor makes the final decision and notifies the authors. The peer-review process is very competitive and time-consuming; it can take several months for each round of review, and multiple rounds of revisions (and even multiple target journals) are often required before final acceptance for publication. Evaluations

⁵ For more on the history and construction of the “impact factor” as a way to compare journals, see <https://clarivate.com/webofsciencegroup/essays/impact-factor/>

and research published in peer-reviewed journals are considered more objective than those published elsewhere.

Journals Relevant for CWCC Evaluation Articles

Adoption & Fostering	Human Service Organization and Management
American Journal of Community Psychology	Infants and Young Children
American Journal of Orthopsychiatry	Infant Mental Health Journal
American Journal of Public Health (AJPH)	International Journal of Child, Youth & Family Studies
Child Abuse & Neglect	International Journal of Social Welfare
Child and Adolescent Social Work Journal	Issues in Child Abuse Accusations
Child & Family Social Work	Journal of Child and Family Studies
Child and Youth Care Forum	Journal of LGBT Youth
Child & Youth Services	Journal of Marriage and Family
Children and Youth Services Review	Journal of Pediatric Psychology
Child: Care, Health and Development	Journal of Policy Analysis and Management
Child Care in Practice	Journal of Research on Adolescence
Child Development	Journal of Social Work
Child Maltreatment	Journal of Social Work Education
Child Welfare	Preventive Medicine
Childhood	Reclaiming Children and Youth
Children, Youth and Environments	Research on Social Work Practice (RSWP)
Clinical Child and Family Psychology Review	Sexual Abuse
Early Child Development and Care	Social Service Review (SSR)
Family Relations	Social Work Research
Future of Children	Youth & Society
Health & Social Care in the Community	

Appendix H: Types of Dissemination Partners

Dissemination partners can increase the reach and effectiveness of your dissemination efforts. This appendix outlines possible dissemination partners you might collaborate with in your CWCC evaluation dissemination.

Partner Type	Examples
Opinion leaders in your community and/or the broader child welfare field who may want to know about and help distribute information about the evaluation	<ul style="list-style-type: none"> • Child welfare advocates • Public health leaders • Community-based organization agency leaders • Existing community collaborations • Local/regional funders
Local or national organizations connected to your target audience	<ul style="list-style-type: none"> • Community-based organizations and associations • School districts • Healthcare organizations • Provider groups • Early childhood networks • Professional or academic organizations, associations, or centers such as the National Association of Social Workers (NASW), the Society for Social Work and Research (SSWR), American Public Human Services Association (APHSA), Association of State and Territorial Health Officials (ASTHO), American Public Health Association (APHA), American Professional Society on the Abuse of Children (APSAC), National Family Support Network (NFSN), International Society for the Prevention of Child Abuse and Neglect (ISPCAN), Kempe Center, Casey Family Programs, and National Parenting Education Network (NPEN)
Informal networks and colleagues	<ul style="list-style-type: none"> • CWCC partners • Referral sources • Recruitment sources
Individuals in your network who have skills to develop evaluation dissemination products/activities	<ul style="list-style-type: none"> • Communications staff and consultants

Appendix I: Indicators and Criteria for Quality Control

To maximize the impact and utility of your dissemination materials, you should plan to carefully review each of your materials to ensure they are credible, easily accessible, and compelling. This appendix provides several quality indicators you may want to incorporate into your quality control plan for dissemination products. These indicators are designed to promote quality; accuracy of findings that are presented in a way that is relevant and useful to the target audience; and strong writing with language that is clear, effective, jargon-free, and accessible to the intended audiences.

Items to Consider in Presenting Findings to the Field ⁶		
Criteria Check If Met	Quality Indicator	Check if met
Have you checked all your facts?	<ul style="list-style-type: none"> • Are the reported findings accurate? Are all citations correct?	<input type="checkbox"/>
Does the product meet the intended audience's needs?	<ul style="list-style-type: none"> • Who is your target audience? <ul style="list-style-type: none"> – This may include one or more audiences, including funders, policymakers, front-line staff, agency leadership, etc. For that target audience, do the content, dissemination format, design, and distribution channel all meet the audience's needs?	<input type="checkbox"/>
Does the product cover the relevant scope?	<ul style="list-style-type: none"> • Does the dissemination activity/product define its purpose and goals? Is the content, such as findings and recommendations, associated with the purpose and goals of the activity/product?	<input type="checkbox"/>
Are your findings credible?	<ul style="list-style-type: none"> • Do findings follow logically, and are they justified by the data analysis? • Are findings based on carefully described assumptions and rationale? Have you double checked your findings against statistical output?	<input type="checkbox"/>
Are your conclusions valid?	<ul style="list-style-type: none"> • Are conclusions linked to the findings? Are conclusions clear and prioritized?	<input type="checkbox"/>
Have you made useful and defensible recommendations?	<ul style="list-style-type: none"> • Are the recommendations linked to the conclusions? • Are they fair, objective, unbiased by personal or stakeholders' views, and sufficiently described? • Are the recommendations action-oriented? Can the reader discern options for next steps using the content and recommendations?	<input type="checkbox"/>

⁶ Adapted from EN: Methodological bases and approach | capacity4dev.eu https://europa.eu/capacity4dev/evaluation_guidelines/minisite/en-geographic-thematic-and-other-complex-evaluations/synthesis-phase-3/quality-control-eval

Items to Consider in Writing Deliverables		
Criteria Check If Met	Quality Indicator	Check if met
Is the message in the deliverable clear?	<ul style="list-style-type: none"> • Does the product describe important context and rationale for the intervention and evaluation? • Is the main message up front? • Will the message be clear to the intended audience? 	<input type="checkbox"/>
Are the paragraphs and/or structure effective?	<ul style="list-style-type: none"> • Do the paragraphs begin with the main idea? • Are the paragraphs an appropriate length, avoiding both information overload and providing insufficient context/information? • Is each section logically arranged? • Is the document an appropriate length? 	<input type="checkbox"/>
Are the sentences effective?	<ul style="list-style-type: none"> • Are any sentences too long or too short? • Have you used active voice most of the time? • Does the Word-calculated readability statistic align with your intended audience's reading level? • Have you kept the sentence's subject, verb, and object together? • Have you used a conversational tone and language tailored to the intended audience? • Have you defined words when necessary? 	<input type="checkbox"/>
Are the words effective?	<ul style="list-style-type: none"> • Does the word choice match the readers' needs? • Did you use concrete and familiar words? • Did you avoid jargon and other unclear words? • Did you use pronouns to speak to the reader? • Did you eliminate extra words and unnecessary information? • Did you define all acronyms? 	<input type="checkbox"/>
Have you used headings effectively?	<ul style="list-style-type: none"> • Does each page have at least one heading? • Do the headings clearly describe the information that follows? • Are the headings consistent throughout the document? 	<input type="checkbox"/>
Did you use lists and tables?	<ul style="list-style-type: none"> • Can you turn any information into a bulleted list? Or a text box? • Did you punctuate your lists consistently? • Can you turn any information into an "if...then" table? 	<input type="checkbox"/>
Have you checked the spelling and grammar?	<ul style="list-style-type: none"> • Have you checked the spelling with more than Spellcheck? • Have you checked to be sure the grammar is correct? • Have you checked the punctuation? 	<input type="checkbox"/>
Do written/print products look appealing to read?	<ul style="list-style-type: none"> • Have you left enough white space on each page to make it look uncluttered and inviting? • Have you used effective emphasis techniques – such as bold and colors? • Have you added graphics where they will illustrate the message? • Is the font large enough? • Is the text both upper and lower case – NOT ALL CAPS? • Is there a high degree of contrast between text and background? • Is formatting consistent throughout the product? 	<input type="checkbox"/>

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