

Evidence Quality and Reach Hub: Community of Practice on Designing a Communication and Engagement Plan: **Session 2**



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Welcome!

In the chat, share one strategy you are considering using to engage audiences in your current or future research.



Virtual Meeting/Conference Recording Notice

The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business-related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so that only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.

AIR Inclusive Meeting Guidelines

Hosting and Participating in Meetings



ENGAGE EVERYONE

Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants to alert the meeting facilitator if they have difficulty seeing the content and/or hearing the presenter. Designate a meeting monitor to address audiovisual issues, monitor the chat box, and respond to participants as needed.



MINIMIZE NOISE

Avoid moving around or shuffling materials on your desk during the meeting. Eliminate crunching or chewing noises and loud typing, which interfere with sound quality for virtual participants and are amplified by microphones and sensory aids for visual or auditory impairments. Speak from a stationary position to keep the audio clear. Mute your phone or your computer microphone when you are not speaking.



MAXIMIZE MICROPHONES

Presenters should use microphones to ensure that their voice is loud enough for all to hear. Microphones are needed for face-to-face and virtual meetings and are critical for engaging remote colleagues as well as persons with hearing loss. During virtual meetings, use headphones with a built-in microphone to make sure that the facilitator and attendees can hear you. During face-to-face meetings, set up microphones for the facilitator, presenters, and attendees. Make sure that hand-held microphones are available for meetings that include audience participation. Make sure that speakers are positioned near a microphone.



ACKNOWLEDGE SPEAKER

Provide an auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, meeting facilitators should allow five to seven seconds for participants to use the "raise the hand" tool, unmute their phones, or provide a response in the chat box. Be comfortable with the wait time.



BE HEARD AND SEEN

Project your voice when speaking. Only one person should speak at a time. Avoid overlapping and sidebar conversations. Position everyone present so that they can be seen on screen. Encourage virtual participants to use their webcams if they feel comfortable doing so. Let people see your facial expressions and body language clearly if you are using your webcam.



MAXIMIZE VISUAL DISPLAYS

Email materials to participants before the meeting. Display meeting documents on screen and capture the main discussion points verbally and visually by taking notes, restating key concepts, or using the chat box. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting note taker so that the meeting leader and monitor can focus on engaging participants. Notes also ensure access for individuals with executive function-related needs, processing disorders, or visual/auditory impairments.

These guidelines are intended to improve the meeting experience for all participants, including meeting facilitators, monitors, and attendees, as well as people with hearing loss or visual impairment, and those for whom English is an additional language. Some of the guidance presented here may apply only to in-person meetings, or virtual meetings, while other guidance applies to both meeting types. Developed by the Access AIR and AIR CREW Employee Resource Groups With Support From the AIR Diversity, Equity, and Inclusion Office

Community of Practice Sessions

Session 1: Learners will build their understanding of the major components of a research engagement plan, with a focus on **goals, target audiences and objectives**, and **engagement strategies**.

Session 2: Learners will continue to build an understanding of how to develop an engagement plan, with a focus on **key messages** and considerations related to **plain language** and **diversity, equity, and inclusion**.

Session 3: Learners will explore how to plan the **timing of an engagement campaign** and how to **measure the dissemination impact**.

Agenda

1. Review of Session 1 and Homework
2. Components of a Research Engagement Plan: Part II
 - Develop Key Messages
3. Applying a Diversity, Equity, and Inclusion (DEI) Lens
4. Next Steps: Session 2 Homework and Resources

Meet the Presenter

Joni Wackwitz

*American Institutes for Research
Senior Communications Specialist*



Review of Session 1 and Homework

**A GOAL
WITHOUT
A PLAN
IS JUST
A WISH**



Session 1 Homework Assignment: Discussion



Let's learn from one another:

Please describe a strategy you've used to share research findings and why you think the strategy was effective.

Components of a Research Engagement Plan: Part II

- Develop Key Messages

Engagement Plan Components

- Specify project goals.
- Identify audiences and objectives.
- Determine strategies.
- **Develop key messages.**
- Create timeline and work plan.
- Build outreach list.
- Track outcomes and impact.



Develop Key Messages



Distill study to
essential points.

How to Develop Key Messages

**Write a
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**Distill to
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**Add
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**Tailor and
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- Who can use the results and how

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- Add data points, facts, examples, explanation
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Review and improve:

- Consider project goals
- Tailor for audiences
- Consider framing
- Consider sensitivities
- Make it natural

Plain Language

Make it easy for your audience to grasp the point:

- Be clear and concise.
- Use active voice.
- Avoid jargon, technical terms, and acronyms.
- Use a conversational tone (versus an academic tone).
- Test and refine your language and messages.

Plainlanguage.gov: <https://www.plainlanguage.gov/>



Plain Language: Before-and-After Examples

Before	After
When the process of freeing a vehicle that has been stuck results in ruts or holes, the operator will fill the rut or hole created by such activity before removing the vehicle from the immediate area.	<p>If you make a hole while freeing a stuck vehicle, you must fill the hole before you drive away.</p> <ul style="list-style-type: none">• Reduced wordiness• Used more conversational tone• Used simpler sentence construction and vocabulary

Plain Language: Before-and-After Examples

Medicaid: Apply if you are aged (65 years old or older), blind, or disabled and have low income and few resources. Apply if you are terminally ill and want to receive hospice services. Apply if you are aged, blind, or disabled; live in a nursing home; and have low income and limited resources. Apply if you are aged, blind, or disabled and need nursing home care, but can stay at home with special community care services. Apply if you are eligible for Medicare and have low income and limited resources.

You may apply for Medicaid if you are:

- Terminally ill and want hospice services
- Eligible for Medicare and have low income and limited resources
- 65 years old or older, blind, or disabled and have low income and few resources and:
 - Live in a nursing home
 - Need a nursing home care but can stay at home with special community care services

Breakout Room Activity:

- Select one group member to serve as note taker and reporter.
- Read the abstract for the study **K– 12 Indicators of Postsecondary STEM Success**:
https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2016170.pdf
- **Scenario:** In a month, you are giving a briefing to a group of **district leaders** and then to a group of **business leaders** in South Texas to discuss how the study findings can help inform efforts to improve Hispanic participation in STEM fields.
 - Write two to three key messages to frame and focus your briefing for each group.
 - If time allows, brainstorm ideas for support materials you might create as well.



Applying a Diversity, Equity, and Inclusion (DEI) Lens

Integrating a DEI Lens

Some DEI considerations when crafting key messages:

- Asset-based framing and language (nonstigmatizing, bias-free language)
- Sensitivities for partners, funders, target audiences, other groups
- Accessibility for people with disabilities

Resources:

- The Communications Network, DEI Resources: <https://comnetworkdei.org/dei-resources>
- CDC Style Guides for Framing Health Equity & Avoiding Stigmatizing Language: https://ehe.jhu.edu/DEI/Health_Equity_Style_Guide_CDC_Reducing_Stigma.pdf
- A Progressive's Style Guide: <https://hub.youthpowercoalition.org/t/a-progressives-style-guide-toward-harnessing-language-in-support-of-intersectionality-and-cross-sector-power-building/285>

Integrating a DEI Lens: Principles and Preferred Terms

Table 1. Overarching principles and preferred terms

Key principles	Terms to avoid	Preferred terms
Avoid use of the terms such as vulnerable, marginalized, and high-risk as adjectives. These terms can be stigmatizing. These terms are vague and imply that the condition is inherent to the group rather than the actual causal factors.	Vulnerable groups Marginalized groups High-risk groups At-risk groups High-burden groups Hard to reach groups Targeted population	Disproportionately affected Groups that have been economically/socially marginalized Groups that have been marginalized Groups placed at higher risk/put at higher risk of [outcome] Groups at higher risk of [outcome] Groups experiencing disadvantage Groups experiencing disproportionate impact Population of focus Under-resourced communities
Avoid dehumanizing language. Use person-first language instead. Describe people as having a condition or circumstance, not being a condition. A case is an instance of disease, not a person. Use patient to refer to someone receiving treatment.	<i>Examples:</i> Diabetics Diabetes patients The diabetes population COVID-19 cases The homeless Inmates Victims	People with [disease] Patients with [disease] (if being treated) People experiencing [health outcome or life circumstance] People who are experiencing [condition] Survivors

Source: CDC Style Guides for Framing Health Equity & Avoiding Stigmatizing Language:
https://ehe.jhu.edu/DEI/Health_Equity_Style_Guide_CDC_Reducing_Stigma.pdf

Group Discussion

How have you or your research team been thinking about DEI, particularly as it relates to dissemination and engagement?

Raise your hand to unmute and share with the group or provide an answer in the chat.



Next Steps

Session 2 Homework Assignment: Discussion



Share one resource on either **plain language** or **DEI** and explain briefly why you found it useful.

OR

Share one way you're integrating a **DEI lens** into your research project, particularly as relates to engagement.

Kindly respond and reply to peers in the [CoP learning space](#).

Homework Assignment: Expert Feedback (Optional)

- Complete the **fourth section** in the *Engagement Plan Template for DRK-12 STEM Research Projects*: Develop Key Messages.
- Send your engagement plan and brief abstract via email to jchingwe@air.org.
Jen will forward your plan to our subject matter experts for feedback. You will receive your plan back with feedback/comments via email a few days before the next CoP session.
- **One-on-one coaching** also is available for additional support. Please reach out to cfelicio@air.org for more information.

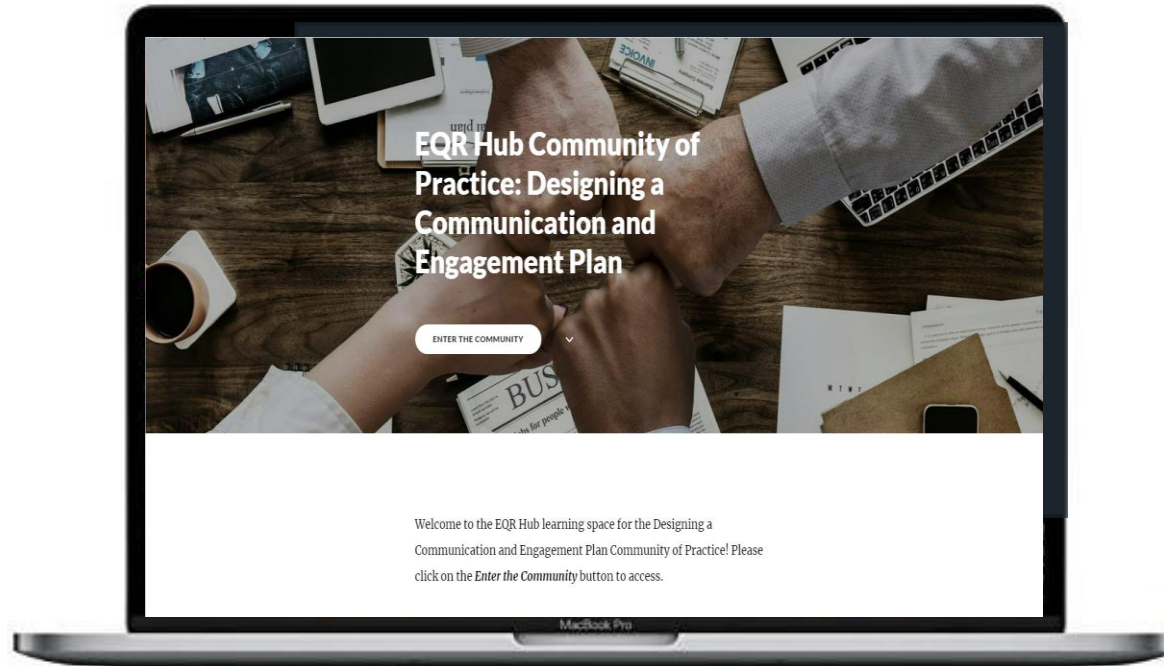
CADRE's Dissemination Toolkit

- [Project Communication Plan](#)
- [Guide to Product Dissemination](#)
- [Methods & Approaches](#)



<https://cadrek12.org/dissemination-toolkit>

Visit the CoP Learning Space



Designing a Communication and Engagement Plan

[CoP Learning Space](#)

Feedback

Please fill out the **event survey** following this session.



Thanks for attending!
