Disseminating Results, Transitioning to Practice and Replicating Success

QEM NSF INCLUDES: A National Summit to Survey and Stimulate Broadening Participation Research (BPR) at Historically Black and Tribal Colleges/Universities, March, 2019

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A dissemination plan includes the following elements:

- Who (stakeholders);
- Needs what (information)
- By what time (timeframe)
- In what order of importance (priority)
- In what format (product/mode)?

and

- Who is responsible (creator/distributor)?
Traditional vs. More Creative Dissemination

Traditional:
- Submitting manuscripts to STEM or education journals;
- Presenting at STEM or education society annual meetings;
- Putting articles and presentations online.

More creative:
- Developing different products focusing on implications of the results for different groups;
- Establishing partnerships with groups with the ability to disseminate the results to stakeholders;
- Using social media such as twitter, blogs, Instagram, Facebook…;
- Using the press including press releases, interviews on local radio…;
- Planning to develop a new website ONLY after you have answered the question: “If you build, will they come?”.
# Types of Reports and Primary Users

<table>
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<tr>
<th>Types of Reports</th>
<th>Primary Audiences/Intended Users</th>
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<tbody>
<tr>
<td>Full evaluation reports</td>
<td>Project staff, Funders</td>
</tr>
<tr>
<td>Three to five page standalone summaries</td>
<td>Project staff, Funders, Other projects, General public</td>
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<tr>
<td>One page bullet point summaries</td>
<td>Participants, Board members, Senior managers</td>
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<tr>
<td>Summaries of conclusions and recommendations</td>
<td>Project staff, Funders, Policy makers</td>
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<tr>
<td>Feedback reports</td>
<td>Project staff, Participants</td>
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<tr>
<td>In-person presentations</td>
<td>Project staff, Funders, Participants, Other projects, General public</td>
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<tr>
<td>Web-based presentations</td>
<td>Anyone interested in the results</td>
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There is a park in Washington DC that is called Meridian Hill Park, Malcom X Park or sometimes both. The name of the park is sensitive enough that at least one local business owner switches “between calling it Meridian Hill or Malcolm X ‘depending on who I’m talking to or what I’m talking about’.

Along with the information they transmit, words can convey things like how much we know about our topic, the perspective we approach it from, where we stand on different issues, and how much we think our audience knows. The words we use influence our audience's feelings about us and, more importantly, about how relevant our message is to them and their interests.
Evaluation [and research] results need to get into the hands of the people who can use them. Keep in mind that organizations don’t use evaluation results; people do. The Department of Health, for example, isn’t going to use the results of an evaluation, but “Cathy Smith” in the Department of Health may. So, unless you get the results of the program evaluation into her hands and explain how she can use the results, they will sit on a shelf somewhere in the Department of Health.

Substance Abuse and Mental Health Services Administration  https://www.samhsa.gov/capt/tools-learning-resources/reporting-evaluation-results
A way to increase the probabilities that the results will be used:

Another thing I did differently was to elaborate the Recommendations section, but not in a prescriptive manner. Usually I would analyze all the evaluation ideas for improvement, and I would prioritize them according to their relevance, feasibility and impact. This time, I pointed out the priority areas I would focus on, and a list of ideas to improve each area, without clearly outlining what to do. Then I invited the organization to discuss and take that decision internally, and maybe forming internal teams to address each of the recommendations (Vaca, 2018).

Two factors emerged from a study of the factors that had the greatest effect on how research results were used: political considerations, and the personal factor (the presence of an individual or group who personally care about the results).

Where such a person or group was present, results were used; where the personal factor was absent, there was a correspondingly marked absence of impact. The personal factor represents the leadership, interest, enthusiasm, determination, commitment, assertiveness, and caring of specific, individual people.

Mapping Data Sources and Gathering and Assessing Data https://www.ncbi.nlm.nih.gov/books/NBK223144/
Replicating Success: Some Questions to Answer

Are the strategy/program/materials being researched well enough developed to be used by others?

Does the research answer:
- What worked for whom in what context?
- What didn’t work for whom in what context?
- What’s necessary?
- What’s extraneous?
- What’s sustainable?
Replicating Success: Implementing Necessary and Sufficient

CEPS Blended Approach

Youth Development Principles
- Safety and Belonging
- Continuity
- Engaging Activities
- High Expectations
- Competence & Mastery
- Youth Voice

Social Supports & Career Exploration
- Primary Person Approach
- Use of Data for Program Improvement
- Goal Setting and Follow Up

Instruction
- Literacy/Mathematics
- Tested and Structured Curricula
Replicating Success: Some Things to Consider

If potential replicators don’t know about the research, they can’t use the results.

If a full model has been tested, implementing only a part of the model, is not likely to lead to success.

If the full model has not been sufficiently developed, is not likely to be able to be successfully implemented.

If the replicators’ definitions of success do not reflect the definition used in the research, there is little indication of whether the replication will “work”.

Sufficient time needs to be spent to build replicators’ capacity and allow for situational modifications that might be needed.