

Exploring EIR Dissemination Strategies

April 13, 2023



WELCOME AND INTRODUCTIONS



Facilitators



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FHI 360

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Education Innovation and Research (EIR)
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Grantee Panelists (1)



Carol Booth Olson

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University of California,
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Grantee Panelists (2)



Susan Courey
Associate Professor,
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Amy D'Amico
Division Director of
Professional Services,
Smithsonian Science
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Anna O'Connor
Senior Director,
Jobs for the Future



Grantee Panelists (3)



Diane Wolfe
EIR Grant Director
EMPOWER (E3)



Kristi Arlt
EIR Grant Coordinator
EMPOWER (E3)



AGENDA

Time	Activity
1:00	Welcome and Introductions
1:05	Opening Comments
1:12	Objectives and Overview
1:20	Panel Discussion and Q&A
2:28	Resources



EIR PROGRAM HIGHLIGHTS



Comments from the Program Office



Dissemination

- ❖ allows for full potential of a project
- ❖ development of new knowledge and practices
- ❖ increase the visibility and recognition of our work

EDGAR Evidence and Non-Significant Findings



EIR TA OBJECTIVES



EIR Dissemination Strategy Steps & Objectives

Part	Steps	Objectives
Part 1) Setting Intentions	a) Overall goals	What are your goals for dissemination? And why?
	b) Stakeholder Analysis	Who are the key stakeholders? Why? How engaged are they currently?
	c) Objectives	What are the objectives for each stakeholder (implementation, scaling, tools, research findings)? What do you want each to feel, think, and/or do?
Part 2) Message Development	d) Messages	What stories do you want to tell to achieve these objectives?
	e) Artifacts	What artifacts/evidence will assist (formative, summative/evaluative, qualitative, stories)? In what form will they be captured/shared (policy briefs, white papers, collateral, experiential, toolkits, social media plans, reports)?
	f) Methods	How will these messages and artifacts be shared (location? messenger?)
Part 3) Implementation & Reflection	g) Timeline	What are the stages of dissemination based on grant implementation?
	h) Evaluations	How will you know what's working and not with your dissemination? What metrics and other data will inform?



EIR Dissemination Goals

Goal Type	Primary Goal(s)
Implementation	<ul style="list-style-type: none">• Site recruitment: How do we shape our story to fit the• How do we ensure fidelity of implementation?
Scaling	<ul style="list-style-type: none">• What do we do next to spread the news about this evidence-based practice?• What is our strategy for growing and funding the program?
Tools	<ul style="list-style-type: none">• How do we share what we learned?• What are the open licensing dissemination requirements?• How can dissemination of tools stimulate
Research Findings	<ul style="list-style-type: none">• How and where do we share what we learned?• How does this research improve practice in the field?



Open Licensing Requirement

Open Licensing Plan Template	
Title of Deliverable	
License Acquired	
Author(s)	
Expected Release Date	
Staff Leading the Rollout	
Other Staff Involved	
Location for Deliverable (Internal)	
Location for Deliverable (External)	
Document File and Link 1	
Document File and Link 2	
Document File and Link 3	
Additional Important Information	
Questions for Discussion	
Considerations for Accessibility	
Primary Audience(s)	
Secondary Audience(s)	
Theory of Change (i.e. how will this resource advance the desired change among target users and/or in the field?)	
Brief Description (e.g. Purpose, key messages or takeaways)	
Trainings or User Supports	
Supplemental Documents	
Sample Tweets	

Federal Register / Vol. 82

PART 3474—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

■ 1. The authority citation for part 3474 continues to read as follows:

Authority: 20 U.S.C. 1221e–3 and 3474 unless otherwise noted.

■ 2. Add § 3474.20 to read as follows:

§ 3474.20 Open licensing requirement for competitive grant programs.

For competitive grants awarded in competitions announced after February 21, 2017:

- Grants subject to the Open Licensing requirement “must have a plan to disseminate” (2 CFR 3474.20(c)) grant deliverables described in 2 CFR 3474.20(a).



GRANTEE EXPERIENCES



THE PATHWAY TO ACADEMIC SUCCESS

Carol Booth Olson, Undraa Maamuujav
and Huy Chung





University of California, Irvine

The Pathway to Academic Success Project: Dissemination Strategies for National Scale-Up



Carol Booth Olson,
Professor Emerita,
Principal Investigator



Undraa Maamuujav
Assistant Project
Scientist



Huy Chung
Project Scientist,
Director of Research

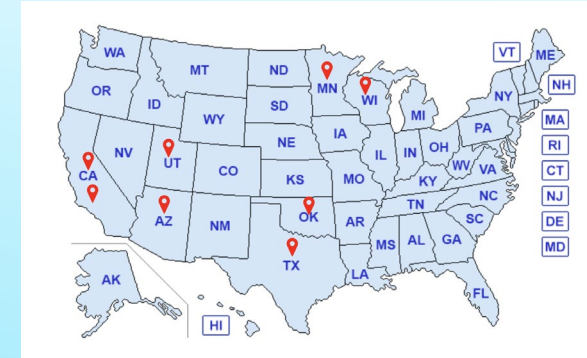


What is the Pathway Project?

Scale-up Grant:

❖ **8 National Writing Project sites across 7 states:** Their partner districts, 250 secondary ELA teachers, over 8,000 students

1. UCI Writing Project (UCIWP)-CA
2. Central Arizona Writing Project (CAWP)-AZ
3. Minnesota Writing Project (MWP)-MN
4. Oklahoma State University Writing Project (OKSWP)-OK
5. Central Texas Writing Project (CTWP)-TX
6. Central Utah Writing Project (CUWP)-UT
7. University of Wisconsin-Milwaukee Writing Project (UWMWP)-WI
8. UCLA Writing Project (UCLAWP)-CA



❖ **Comprehensive 46-hour teacher professional development program**

- to provide teachers with curriculum materials and instructional practices to prepare students to read, comprehend, and analyze complex literary and informational texts and to write about those texts using academic discourse in extended pieces of writing.

❖ **Unique Features:** Focus on English Learners in high-need schools

Pathway Project's Dissemination Strategies?

■ Research Article

- ✓ Olson et al., 2020 in *Journal of Educational Psychology*, 112(4)
- ✓ Olson et al., 2023 in *Written Communication*, 40(2)
- ✓ Maamuujav, Olson, Chung, 2022 in *Journal of Second Language Writing*
- ✓ SRI Report in progress: Statistically significant results for current EIR expansion grant

■ Conference

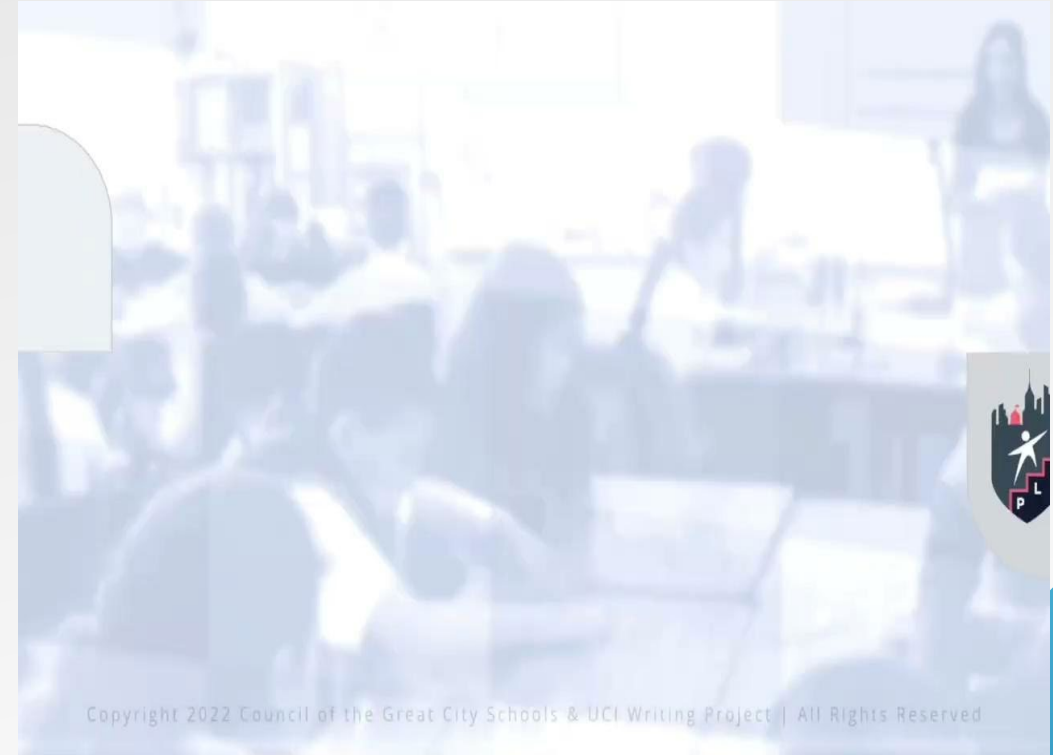
- ◎ Presented Pathway Work at national and international conferences: LRA, NCTE, AERA, AAAL, TESOL International, Bilingual, Immigrant, and Refugee Education (BIRE)
- ◎ Upcoming National Conference to disseminate Pathway work beyond sites & participating districts in NWP service areas

■ Pathway Canvas Courses

- In partnership with:
 - Council of the Great City School (CGCS)
 - National Writing Project (NWP)
 - Division of Continuing Education (DCE)

□ Developing instructional videos

- Videotaping classrooms
- Videotaping experts
- Videotaping teachers & students
- Editing existing videos



Dissemination Successes & Challenges

Successes:

- ❖ CGCS is piloting Pathway Courses in their 5 member districts
- ❖ Partnership with DCE to build Pathway Courses underway
- ❖ Plan to pilot in Fall 2023 in collaboration with NWP

Challenges:

- Videotaping project & Pathway course building **postponed due to pandemic**
- Adapting to a different delivery method:
 - From in-person, 46-hour professional development to hybrid and online models
 - Creating the same quality professional learning in hybrid learning environment
- Knowing the target audience in different contexts



SMITHSONIAN SCIENCE FOR NORTH AND SOUTH CAROLINA CLASSROOMS

Dr. Amy D'Amico
Smithsonian Science Education Center



An Overview: Smithsonian Science for North and South Carolina Classrooms (PR# U411C190055)

- Early-phase grantee (2019) with STEM absolute priority.
- Serving ~300 teachers of grades 3-5 science in 37 schools within 7 rural school districts in North and South Carolina.
- Providing two curriculum modules and two tiers of accompanying professional development for each.
- Measuring student achievement in science, math, and reading.

Dissemination Strategy

- **Identify key audiences** (e.g. education researchers, funders, partners, participants, prospective participants).
- **Articulate goals for dissemination** (e.g. build awareness for program, communicate key findings, share innovative resources).
- **Select the appropriate product and delivery method** (e.g. email newsletter, fact sheet posted to web, presentation at conference).
- **Define metrics to evaluate success** (e.g. number of impressions, downloads, clicks, attendees).



Successes	Challenges
Use of MailChimp to email newsletters.	Constantly outdated contact details.
Leveraging recordings in multiple ways.	Limited media assets available due to predominantly virtual programming.
Telling our story through impact data and testimonials.	Long-term nature of education research.
Strength of the Smithsonian brand.	Competing priorities resulting in reduced engagement.



JOBS FOR THE FUTURE

Anna O'Connor



TESTING AND SCALING INNOVATION ACROSS THE COUNTRY

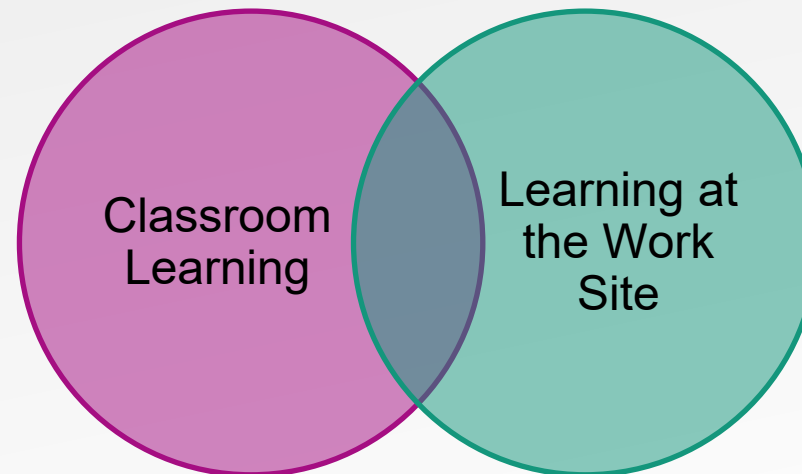
TX LONE STAR STEM FY18—mid

Scaling computer science
and cybersecurity pathways
in Texas



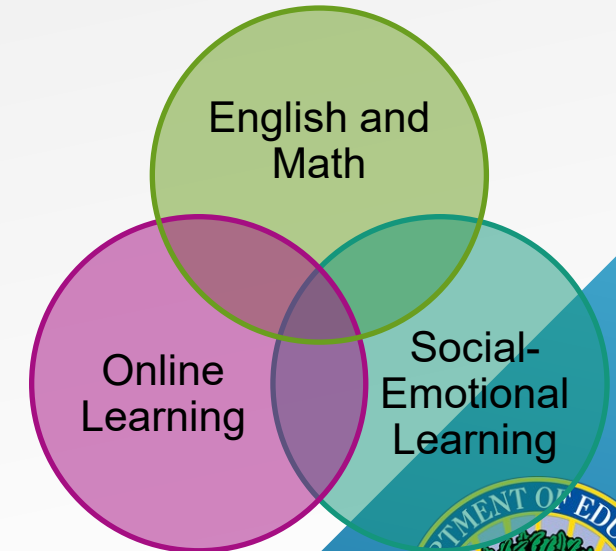
TN SySTEM FY20—early

Creating dual enrollment
work-based courses in
Tennessee



MN INCREASING COLLEGE ACCESS NETWORK FY21—early

Creating dual enrollment
courses that embed SEL in
Minnesota



DISSEMINATION STRATEGY

Project deliverables are created to:


- ✓ Guide implementation locally
- ✓ Document best practices and lessons learned
- ✓ Support replication nationally

- Project launches via blogs
- Project Blueprints and related tools
- Case Studies and lessons learned
- National presentations




A Social-Emotional Focus Transforms the Online Dual Enrollment Experience

The new ICAN model incorporates SEL to boost outcomes in Minnesota pilot participants



Strengthening STEM and Computer Science Outcomes for Tennessee High School Students:

A Work-Based Course Blueprint for the Tennessee SySTEM Grant



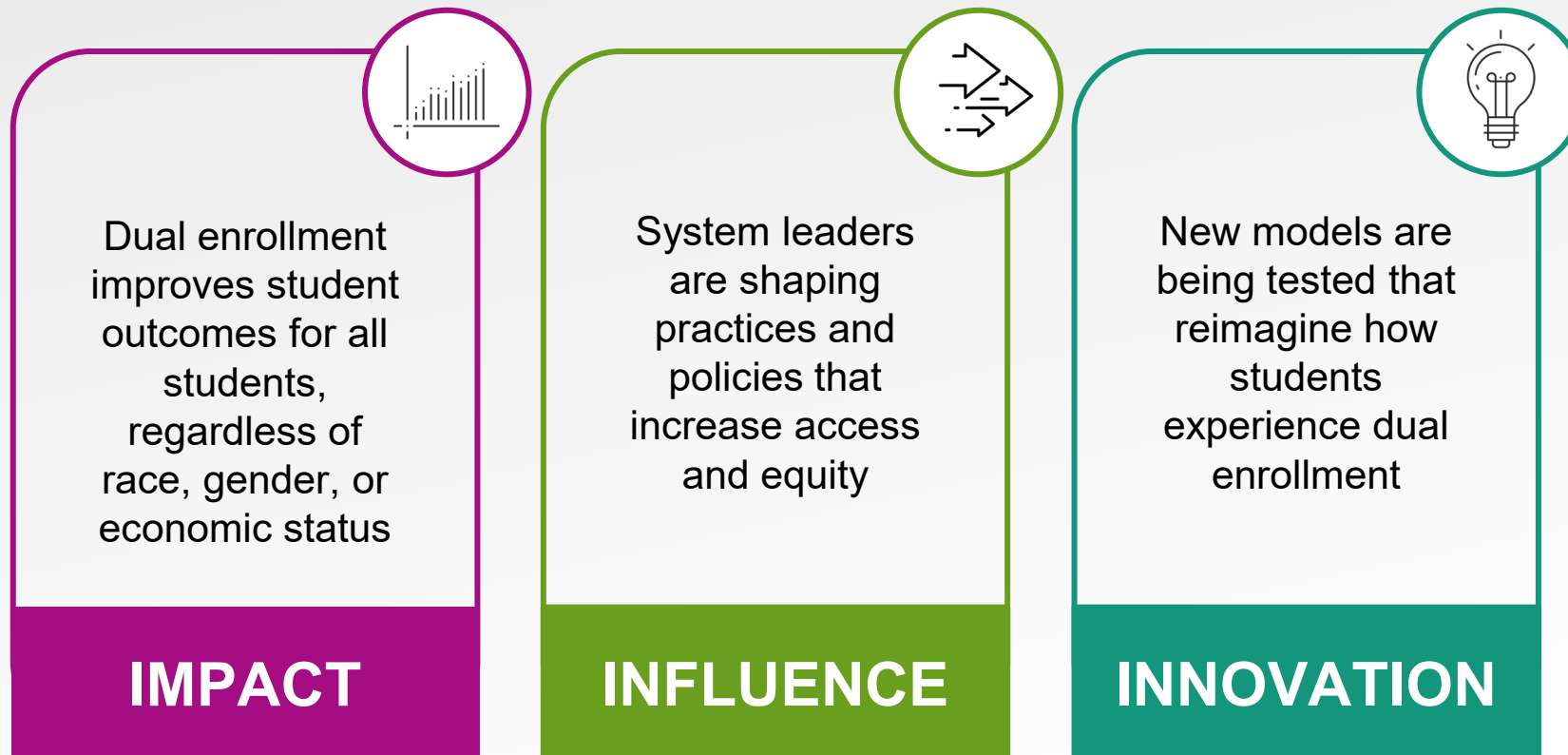
Scaling Dual Enrollment in Rural Communities

A Case Study of Three Rural Texas High Schools
April 2023



DISSEMINATION SUCCESSES

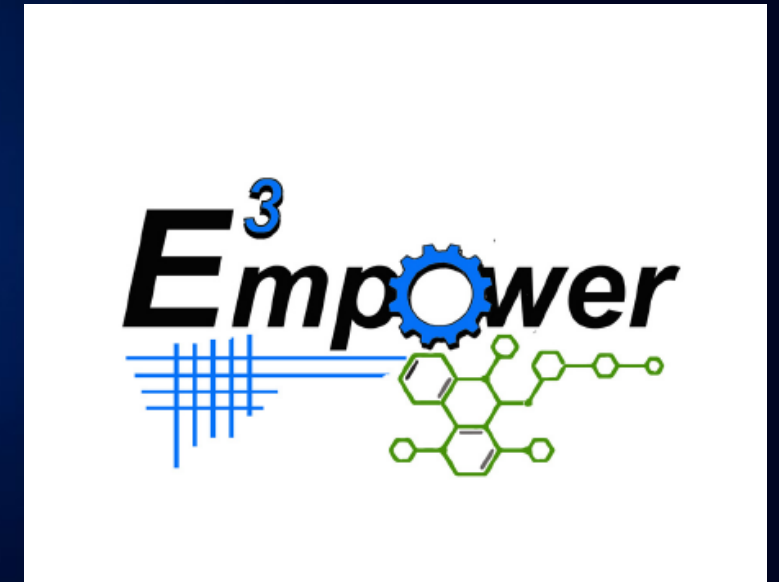
- Keeping the comms team engaged and close:
 - ✓ Included them in the proposal development stage
 - ✓ Monthly standing meetings, not including meetings needed for specific deliverables
- Connecting EIR dissemination strategies together to create bigger story:



EMPOWER(E3)

Diane Wolfe and Kristi Arlt





EDUCATIONAL SERVICE UNIT 2

EIR EMPOWER E3

DIANE WOLFE, GRANT DIRECTOR
KRISTI ARLT, GRANT COORDINATOR

2019 EIR EARLY-PHASE GRANT

PROJECT GOALS



Goal 1:

Increase student engagement in STEM and Computer Science activities for all students in grades K-12

- Leadership Academy
 - PD & Coaching
- Project Lead The Way (PLTW)

Goal 2:

Increase access to non-traditional experiences and supports in STEM and Computer Science for underrepresented students in grades K-12.

- Mentoring
- Monthly STEM Activities
- STEM Related Field Experiences
- STEM Summer Camp

Goal 3:

Increase self-efficacy of aptitude and need for STEM and Computer Science for all students in grades K-12

- Self-Efficacy self-rating scale
 - Math & Computer Science

Goal 4:

Increase the number of students completing advanced STEM and Computer Science course work in high school.

- Project Modules
- Computer Science Courses (PTLW)

Goal 5:

Develop a plan to sustain the program beyond Federal funding.

- Sustainability Team



Empower³

STEM Summer CAMP

Camp is FREE!
(E= GRATIS!)

SAVE THE DATE
¡Guarda la fecha!

High School - Grades 9 - 12
May 30 - June 2, 2023

Camp held at:
Tiene lugar en:
Wayne State College

Camp will be overnight
Campsite given in writing
Transportation provided by the school
In schools to arrange for transportation
Camp is only available to STEM Society members
Solo para miembros de la STEM Society

Registration will be mailed in February

DISSEMINATION STRATEGIES

- Flyers
- Brochures
- Newsletters
- District Website Link
- Posters
- Video

•WANTED•

STUDENTS CURRENTLY IN GRADES 5-11 INTERESTED IN JOINING STEM SOCIETY BEGINNING NEXT FALL

Coding and Robotics

Engineering & Science

Technology/Computer Science

Math

If you are selected to participate, you will get to:

- Attend fun monthly STEM activities
- Attend summer STEM camp
- Learn more about STEM
- Have a STEM mentor

Space is limited, so sign up today to be considered for this AMAZING opportunity! Preference will be given to females, low socioeconomic status, minority designations, & students with disabilities or 504 plans.

Empower³

Students are provided opportunities to increase their STEM & computer science knowledge through:

- Monthly STEM activities/field experiences
- Meeting monthly with a mentor via zoom who works in a STEM or computer science career field
- Attend STEM Summer Camp

Schuyler Community Schools
Strive. Commit. Succeed.

WHAT IS THE EIR EMPower GRANT

This is a federal Education, Innovation & Research grant. With this grant, we are trying to:

- Student engagement in STEM & computer science
- Provide non-traditional experiences to support STEM & computer science
- Increase self-esteem with STEM & computer science
- Increase the number of students completing advanced STEM & computer science courses

Science → **Technology**

Math ← **Engineering**

STEM

STEM

Science Technology Engineering Math

For students grades 5-11

This opportunity will allow you to:

- Attend fun monthly STEM activities
- Attend summer STEM camp
- Learn more about STEM
- Have a STEM mentor

If you are interested, please find more information on the back of this card and apply to be considered for this opportunity. Preference will be given to females, low socioeconomic status, minority designation, & students with disabilities or 504 plan.

MENTORING

What is this program about?
This is a mentor-mentee mentoring program. The purpose of this program is to share your experience and expertise with the mentee as they explore STEM careers and to provide support and guidance the student may need. You will be matched with a mentor of the same gender. You will begin to build a relationship that will continue until the student graduates. If life changes and you are unable to continue, we understand. We will then find another mentor for the student.

How will I meet with my mentor?
You will be introduced to your mentor through an introductory video conferencing meeting. The first session will include everyone from the district/agent. A one-time mentor training will be held discussing the monthly sessions. All sessions are recorded through a secured site.

What is the age range of the student to be mentored?
Students are from grades 6 through 12.

What is the minimum time commitment?
The time commitment is 30 minutes one time per month from September through April.

What school districts are involved?
Raymond Central and Schuylar Community

How will this benefit mentees?

- Increase the number of students considering STEM careers
- Build a new relationship/mentorship
- Communicate and collaborate with the younger generation
- Be a positive role model

How will this benefit mentees?

- Boost Confidence
- Boost student self-efficacy
- Build excitement for STEM/STEAM
- Increase critical thinking skills
- Build relationships with others
- Increase community awareness
- Develop communication and collaboration skills
- Increase knowledge of career opportunities in science, technology, engineering and math areas

STRENGTHS

- Building a STEM Mindset Culture - Administration, staff, students
- Increasing student engagement
- Providing opportunities for students to learn about STEM
- Students are more engaged in their learning
- Creating teacher leaders to continue to build a strong STEM Mindset culture

CHALLENGES

- Administrators and teachers learning to change their teaching style that is more student focused, problem-based learning, and engaging
- Administrative turn over in one district
- Building Culture - helping school buildings build the culture of positivity
- Creating and putting into place a strong system for sustainability



Young Academic Music and Computational Thinking (YAM)

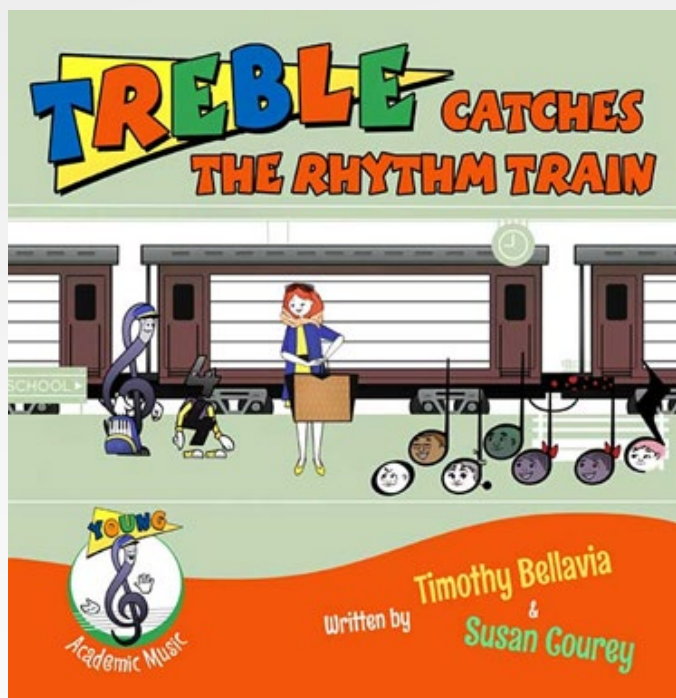
Susan Courey

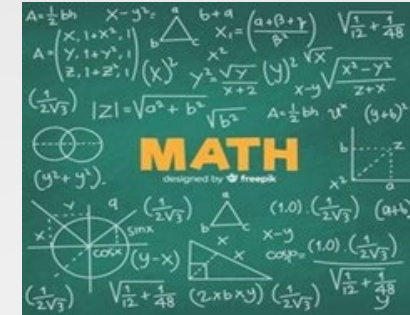


Young Academic Music and Computational Thinking (YAM)

Dissemination: Make Two Friends With One Gift

Susan Courey, Ph.D.
Timothy Bellavia, M.F.A.
Roslyn Haber, Ed.D.
Touro University
Endre Balogh, M.A., M.S.
Tina Williams, M.S.
Samantha Wright, M.S.





Charlie Patton,
Ph.D. (Math
Expert)



Endre Balogh,
M.F.A. (Music
Expert)



YAM Team Partners



What is YAM?

- Novel kindergarten program designed to improve mathematics, music, and computational thinking outcomes in kindergarten students
- Funded by a U.S. Department of Education (USDE) grant (Grant Number U411C190279)
- Utilizes rhythm and music notation instructional activities as the platform for early numeracy skills and the basic elements of computational thinking

Getting the Word Out Early

- **CAST** Introduction of Video of YAM (8th Annual UDL Symposium)
- Award Winning Animations
- Award Winning Website
- Grant Partners
- Select Conferences
- Social Media along the way

Dissemination Approaches



Media & Technology

- Social Media: All Social Media Platforms
- Press Release: *NEW VIDEO FEATURES JAZZ LEGEND HERBIE HANCOCK, AIMS TO EDUCATION KINDERGARTENERS AROUND THE WORLD*
- Podcasts
- *Video Distribution and Website*
- *Research Papers and Grants*

In-Person & Webinars

- Local Conferences (Touro University, New York State Association of Teacher Educators)
- National Conferences (Council for Exceptional Children)
- International Conferences (Applying Education Conference)
- CAST and UDL

**Dissemination: Make Two Friends
with One Gift**



YAM Resources

Password Protected Website LINK: <https://www.youngacademicmusic.org/error.php>

ID: YAM

Password: Herbie1!

YAM Video Links:

- Video One - YAM Recruitment
/ Introduction LINK: https://youtu.be/xlaiX1JU_M0
- Video Two - YAM Website Navigation LINK: <https://youtu.be/jlpCwmX3J1c>
- Video Three - YAM Award - Winning Animations LINK:
<https://youtu.be/KRjtw45IHkE>
- Video Four - YAM Lesson Plans LINK: <https://youtu.be/jlpCwmX3J1c>



QUESTIONS?



RESOURCES

- U.S. Department of Education EIR Program –
<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/>
- Education Department General Administrative Regulations (EDGAR) Evidence Definitions - <https://www.ecfr.gov/current/title-34/subtitle-A/part-77>
- Open Licensing Requirement for Federal Grant Programs -
<https://www.federalregister.gov/documents/2017/01/19/2017-00910/open-licensing-requirement-for-competitive-grant-programs>



THANK YOU!

