

EIR Dissemination Strategies Using Research Findings

September 14, 2023



WELCOME AND INTRODUCTIONS



U.S. Department of Education



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Grantee Panelists



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The Ohio State University



Kathy Lombardi Kimani
Director
Saint Paul Public Schools



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Jessica Bailey
Sr. Research Scientist
EDC



Additional Grantee Panelists



Richard Kitzmiller, Ed.D.
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Anlar, LLC



Agenda

Time	Activity
1:00	Welcome and Objectives
1:05	Opening Comments from EIR
1:10	Guidance from IES
1:30	Grantee Panel Presentation
2:10	Panel Discussion and Q&A



Webinar Objectives



Disseminating Research Webinar Objectives

Participants will gain:

- An understanding of different purposes and stages of dissemination throughout the grant cycle;
- Ideas for a variety of dissemination methods for different audiences;
- Strategies for publishing and disseminating research findings.



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 their sense of need?• Fidelity of implementation (do the stuff)• Help us tell the story...
Scaling	<ul style="list-style-type: none">• What do we do next? How do we spread this great practice based on evidence?• What is our scaling strategy? How do we wish to grow the program, pay for it, and gain commitments for next steps?• How do scaling plans influence/determine who we need to reach?
Tools/Resources	<ul style="list-style-type: none">• Sharing what we learned• Open licensing• How can dissemination of particular tools be used to stimulate recruitment/scaling
Research Findings	<ul style="list-style-type: none">• Sharing what we learned• Improving practice in the field



Comments from the EIR Program Office



EIR Research Dissemination

- The Education Innovation and Research (EIR) program collaborates directly with the Institute of Education Sciences to leverage evidence for innovation and support high quality evaluations.
- EIR applicants are asked to plan ambitious evaluations and competitions often devote a large portion of selection criteria points toward the evaluation design.
- EIR grantees (and their evaluators) receive extensive post- award support to produce high quality evaluations, most often quasi-experimental designs and randomized control trials.
- Disseminating research findings to the field is a critical step in allowing the field to replicate innovation.



Dissemination of Study Findings: Some Thoughts

Elizabeth Albro, PhD

Commissioner

National Center for Education Research

Institute for Education Sciences



What Is In An IES Dissemination Plan?

1. Your Audiences & Stakeholders



There is always more than one:

1. Research community
2. Educators
3. Decision-Makers
4. Policymakers
5. Parents
6.

2. How You Will Craft Your Messaging

- Identify the purpose of your research project
 - ▶ For IES, our project types are:
 - ▶ Measurement
 - ▶ Exploration
 - ▶ Development and Innovation
 - ▶ Impact
- Identify who will be responsible for message development and deployment

3. Discuss How You Plan to Reach Your Audiences



- Presentations
- Publications
- Other Dissemination Vehicles

4. Identify Possible Dissemination Venues

- Engage with education agencies and institutions that provided the project with data and data-collection opportunities
- Present at meetings of professional associations of teachers and leaders.
- Deliver workshops to education professionals who will use your findings
- Publish in practitioner journals
- Engage in activities with ED entities whose primary function is dissemination and TA, such as a Regional Educational Laboratory

5. Plan to Share Products You Developed & Tested



- If research findings are positive, how will you distribute your measure, curriculum materials, or professional development supports?
- Consider including information about the cost of implementing the program, practice, or policy in your study findings

Your Project Is Funded, Now What?

Create Messaging



1. **Identify Messaging Goals**
2. **Develop Messaging**
3. **Deliver Messaging**

To Identify Messaging Goals

Ask Yourself:

- What would you want audience(s) to understand about this topic/event?
- Are there perceived strengths of this topic/event/etc. that you'd like to highlight?
- Are there perceived weaknesses of this topic/event/etc. that you'd like to address?
- Do your audiences have any common misconceptions about this topic/event/etc.?
- Refine messages based on audience(s)
- Gather input from your stakeholders

Develop Your Messaging

1. **Identify a Central Message**
1. **Define Key Messages and Their Proof Points**
 - ▶ Short, memorable sentences that convey what you want your target audience(s) to know and understand
 - ▶ Proof points expand on key messages with evidence (for example, data, statistics, anecdotes, images).

Deliver Messaging

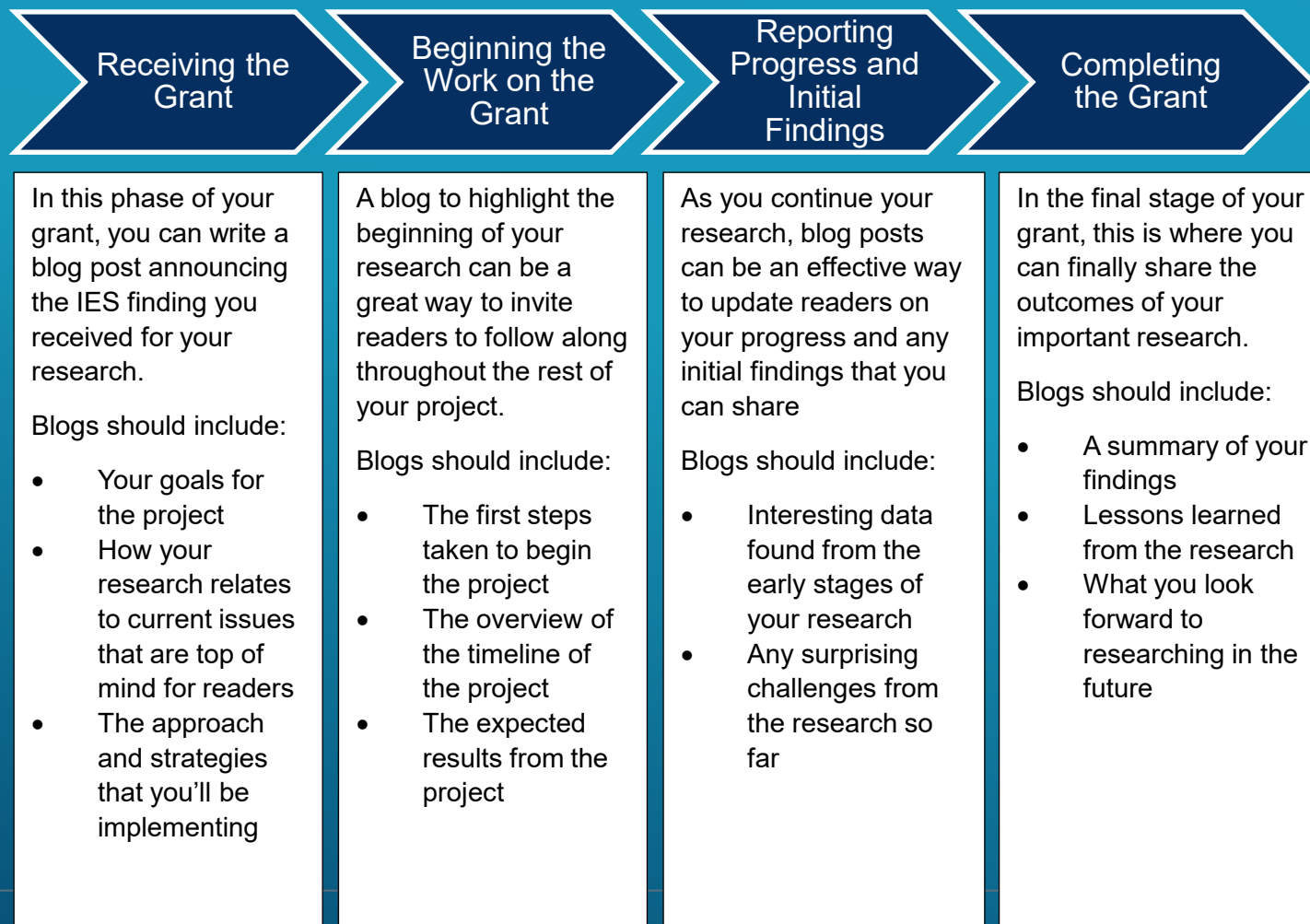
- ▶ Consider purpose, style, tone for each opportunity you have to share your message

Identify messaging channels

- ▶ Facebook
- ▶ Blogs
- ▶ X (formerly Twitter)
- ▶ Earned Media
- ▶ YouTube
- ▶ LinkedIn



Developing Blogs During the Phases of a Grant



Developing Social Media Posts During the Phases of a Grant



Social Media is important during this phase to connect with other researchers as you announce your research project.

Post should include:

- Relevant hashtags that connect you with people interested in similar topics.
- IES-related accounts and hashtags like @IESResearch and #IESFunded to connect with other grantees

As you begin your research, you can share the plan for your research and the expected timeline of your work.

Posts should include:

- Calls to action to encourage people to follow along
- An outline of next steps so readers will know when to expect the next update

Frequent updates on your research progress will be key to building an online presence and keeping followers engaged with your research.

Posts should include:

- Images and graphs where possible to interest viewers
- Updates to give viewers an inside look at the research process

Once you've completed your project, this is where you can share your report findings in a digestible manner.

Posts should include:

- Simple language to explain the findings of your project
- Tags to other like-minded organizations and researchers that would be interested in your findings

Who Can Support You With Dissemination



- Your university, education agency, or company communications team
- Your colleagues who have broader dissemination experience
- A team member with communications expertise (and hopefully good research background)

Your Project Is Ended/Ending, What Comes Next?

Open Science Is A Key Part of Dissemination

- Fundamental goal of sharing research data and research findings freely
- Most of the data we collect will be available in accordance with privacy considerations, and much research data will only be available under restricted use
- Putting your publications into ERIC ensures that your findings will be available in perpetuity

The 'End' Is Just The Beginning

- For many researchers, results from projects continue to be uncovered as data analysis continues
- Publication in scientific and scholarly journals often takes place well after the grant comes to an end
- Many of you will be seeking additional funding to continue your project - whether it is moving 'up' a stage or seeking additional development funding to improve your product
- And you should continue to refine your messaging as you learn more

Resources As You Develop and Refine Your Expertise in Dissemination

From REL Central

Module 8 of their Program Evaluation Toolkit is focused on
Dissemination Approaches

(<https://ies.ed.gov/ncee/edlabs/regions/central/resources/pemtoolkit/module8-ch1.asp>)

- Chapter 1: How to develop a dissemination plan
- Chapter 2: Best practices in data visualization

Open Science Resources

- *Sharing Study Data: A Guide for Education Researchers*, by Neild, Robinson, and Agufa (2022)
- View the archived webinar on *Sharing Study Data: A Guide for Education Researchers*
- Access the ERIC Grantee and Online Submission System

Education and Special Education Research Grant Programs and Funding Opportunities

<https://ies.ed.gov/funding>

How to Identify Funding Opportunities

- Sign up for the [IES Newsflash](#)
- Funding opportunities are announced in *The Federal Register*
- Find the [funding opportunities page](#) of the IES website
- Review [current Requests for Applications](#) (RFAs)
- Contact relevant Program Officer(s)



For Questions and More Information

Elizabeth Albro, PhD
Commissioner,
National Center for Education Research
Elizabeth.Albro@ed.gov

Follow/Like IESResearch on:

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Explore the Inside IES Research Blog
<https://ies.ed.gov/blogs/research/>

Where You Can Find Me on Social Media

- Twitter: @LizAlbro
- LinkedIn:
<https://www.linkedin.com/in/elizabeth-albro-phd-58095b6/>

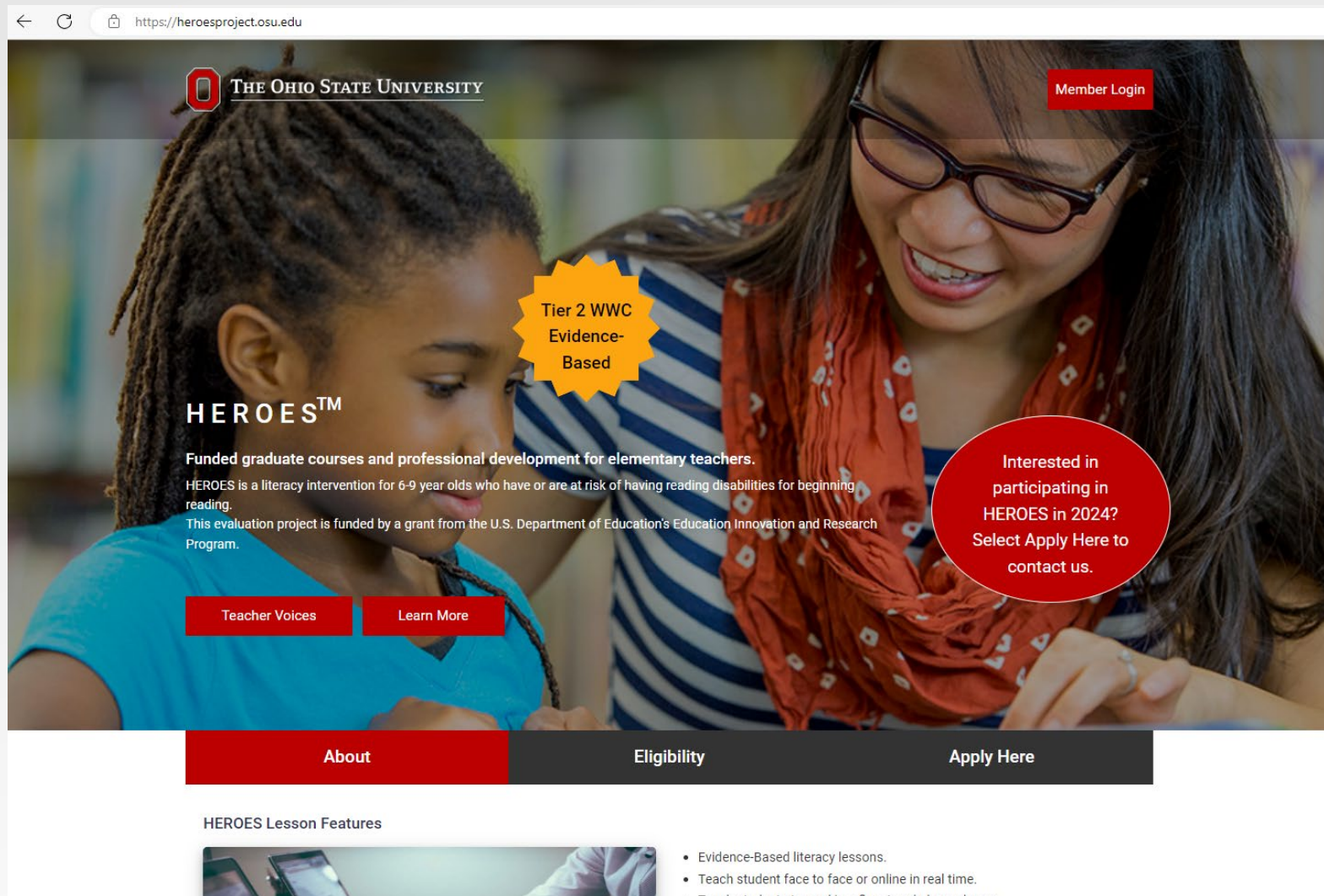
EIR Grantee Panelists



HEROES Project



HEROES Project Introduction



HEROES Conference Presentations



Development of a Literacy Instructional Model for Students in Special Education

Emily Rodgers, Ph.D. Jerome V. D'Agostino, Ph.D.
The Ohio State University

Spyros Konstantopoulos, Ph.D.
Michigan State University

Robert H. Kelly, Ph.D.
The Ohio State University

AERA 2017
Research in Reading and Literacy SIG II
Thursday, April 27, 2:15 – 3:45

Prepared with the support of a U.S. Department of Education's Office of Innovation and
Improvement i3 award (U396A100027)

1



Examining oral reading accuracy in the HEROES intervention

Jerome V. D'Agostino and Emily Rodgers
The Ohio State University
Columbus, Ohio USA




HEROES Journal Articles



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Home | All Journals | The Journal of Educational Research | List of Issues | Volume 114, Issue 5 | The effects of HEROES on the achievement ...



The Journal of Educational Research

Volume 114, 2021 - Issue 5

Submit an article | Journal homepage

2,912 Views

1 CrossRef citations to date

1 Altmetric

Listen

Open access

The effects of HEROES on the achievement levels of beginning readers with individualized education programs

Jerome V. D'Agostino, Emily Rodgers & Spyros Konstantopoulos

Pages 433-444 | Received 23 Mar 2021, Accepted 03 Aug 2021, Published online: 24 Aug 2021

Download citation | <https://doi.org/10.1080/00220671.2021.1965077> | Check for updates

Full Article

Figures & data

References

Citations

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In this article

Abstract

Research on interventions for beginning, struggling readers

HEROES' theoretical framework

Study purpose and research questions

Method

Abstract

The Every Student Succeeds Act of 2015 requires the use of evidence in adopting programs, particularly for children with reading disabilities. A quasi-experimental study was conducted to evaluate the effects of a literacy intervention called Helping Early Readers Obtain Excellence in Special Education (HEROES), developed for children ages six to 10 with or at-risk of having reading disabilities. After establishing baseline equivalence on two outcome measures, we conducted hierarchical linear modeling using student and teacher covariates to adjust the estimated effects. Students who received HEROES ($n = 329$) significantly outperformed comparison students ($n = 161$) on a general reading achievement measure ($ES = .25$) and a word recognition task ($ES = .17$). Results of this external evaluation add to a growing evidence base that children with reading disabilities can make significant progress when effective interventions are implemented.

Related research

People also read

Recommended articles

Cited by 1

The relation between the questions teachers ask and children's language competence

Femke van der Wilt et al.
The Journal of Educational Research
Published online: 10 Feb 2022

Implementation of technology-supported personalized learning—its impact on instructional quality

Sage Journals

EPUB | T

Journal of Teacher Education

Volume 73, Issue 4, September/October 2022, Pages 331-396

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<https://doi.org/10.1177/00224871221075275>

Research/Empirical

Teachers' Beliefs and Their Students' Progress in Professional Development

Emily Rodgers, Jerome D'Agostino, Rebecca Berenbon, Clara Mikita, Christa Winkler, and Mollie E. Wright

Abstract

We respond to calls for more research to address whether and how successful professional development (PD) experiences (defined here in terms of student progress) are related to changes in teacher beliefs, specifically about effective literacy instruction for young struggling readers. We developed a measure, a Teacher Belief Score, to identify teacher beliefs present in interview data and we used student achievement data to create two contrasting groups of teachers, those whose students had lower progress and those who had higher. While initially in the fall, lower progress and higher progress teachers differed little in their alignment of beliefs with program features; over time, higher progress teachers trended toward beliefs that were aligned with program features, whereas lower progress teachers trended away. Findings suggest the need for an additional component to Guskey's model of teacher change: attributing student progress to the new instructional practices learned in PD.

Keywords

education reform, inservice education, literacy/reading teacher education, professional development, teacher beliefs

The Ohio State University, Columbus, USA

Corresponding author(s): Emily Rodgers, The Ohio State University, 200C Ramseyer Hall, 29 W. Woodruff, Columbus, OH 43210, USA. Email: rodders.42@osu.edu

Researchers have long been interested in understanding teacher beliefs (Avalos, 2011) because beliefs about students, teaching, and learning appear to guide teachers' decision-making across a number of areas including social studies (Hintz, 2014); science, mathematics (Isiksal-Bostan et al., 2015); English language instruction (Farrell & Ives, 2015); and pre-kindergarten instruction (Scull et al., 2012). The

Details



Journal of Teacher Education

Volume 73, Issue 4

September/October 2022

Pages 333-437

ARTICLE

Teachers' Beliefs and Their Students' Progress in Professional Development

View article page

Emily Rodgers, Jerome D'Agostino, Rebecca Berenbon, Clara Mikita, Christa Winkler and Mollie E. Wright

CITE

Check for updates

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<https://doi.org/10.1177/00224871221075275>

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SAGE Publications

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381 - 396

Abstract

We respond to calls for more research to address whether and how successful professional development (PD) experiences (defined here in terms of student progress) are related to changes in teacher beliefs, specifically about effective literacy instruction for young

42

HEROES WWC review

IES WWC

What Works Clearinghouse

MENU

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WWC REVIEW OF THIS STUDY

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HEROES i3 Development Grant: External Evaluation Report.

Konstantopoulos, S. (2018). <https://ehe.osu.edu/sites/ehe.osu.edu/files/HEROES%20Evaluation%20Report.pdf>.

QUASI-EXPERIMENTAL DESIGN EXAMINING 490 STUDENTS, GRADES K-4

Select a WWC Review

Department-funded evaluation (findings for HEROES), 12/2021

Review Details

Findings

Sample Characteristics

Study Details

Reviewed: December 2021

MEETS WWC STANDARDS WITH RESERVATIONS

AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING

TIER 2 MODERATE

AT LEAST ONE FINDING SHOWS MODERATE EVIDENCE OF EFFECTIVENESS

For:

Department-funded evaluation (findings for HEROES)

Using:

Review of Individual Studies Review Protocol 4.0

Review Standards 4.0

Rating:

Meets WWC standards with reservations because it uses a cluster quasi-experimental design that provides evidence of effects on individuals by satisfying the baseline equivalence requirement for the individuals in the analytic intervention and comparison groups.

This review may not reflect the full body of research evidence for this intervention.

Evidence Tier rating based solely on this study. This intervention may achieve a higher tier when combined with the full body of evidence.



HEROES Meaningful Measures

Outcome Measure	Control Group				Treatment Group				Treatment-Control Difference	Standardized Difference	p-value
	Sample Size		Mean	Standard Deviation	Sample Size		Model-adj. mean	Standard Deviation			
	# clusters	# students			# clusters	# students					
Improvement	21	39	0.13	0.34	19	36	.035	0.49	0.22	0.52	<0.01
Student Performance	21	39	0.38	0.49	19	36	0.53	0.50	0.14	0.28	0.18
Change in Setting of Core Instruction	21	39	0.08	0.27	19	36	0.05	0.32	-0.03	-0.09	0.76
Change in Nature of Core Reading Program	21	39	0.05	0.22	19	36	0.18	0.35	0.13	0.43	0.04
Change in Provider of Core Reading Instruction	21	39	0.15	0.37	19	36	0.09	0.35	-0.06	-0.18	0.49
No Modified Reading Program Next Year	21	39	0.31	0.47	19	36	0.32	0.48	0.01	0.02	0.93
Change in Setting of Modified Reading Program	14	23	0.00	0.00	11	19	0.06	0.23	0.06	0.42	0.19
No Reading IEP Next Year	21	39	0.18	0.39	19	36	0.26	0.45	0.08	0.19	0.27
Change in Reading IEP Minutes	17	31	0.03	0.18	15	26	0.04	0.00	0.01	0.08	0.70

Develop Outcome Measures That Stakeholders Value & Want to Change



Multi-year, Whole School Implementation of Restorative Practices in Saint Paul Public Schools: Relationships as Key to Improvements in School Climate and Student Behavior



Saint Paul Public Schools

Project Title: Multi-year, Whole School Implementation of Restorative Practices in Saint Paul Public Schools: Relationships as Key to Improvements in School Climate and Student Behavior

The original grant award was received as an *early-phase, SEL-focused* grant in October of 2018.

The Covid 19 pandemic significantly interrupted the initial implementation plan.

We are entering an approved No Cost Extension year and the project will be complete on June 30, 2024.



Dissemination Strategy #1

Build Internal Capacity within Intervention Schools and Across the District

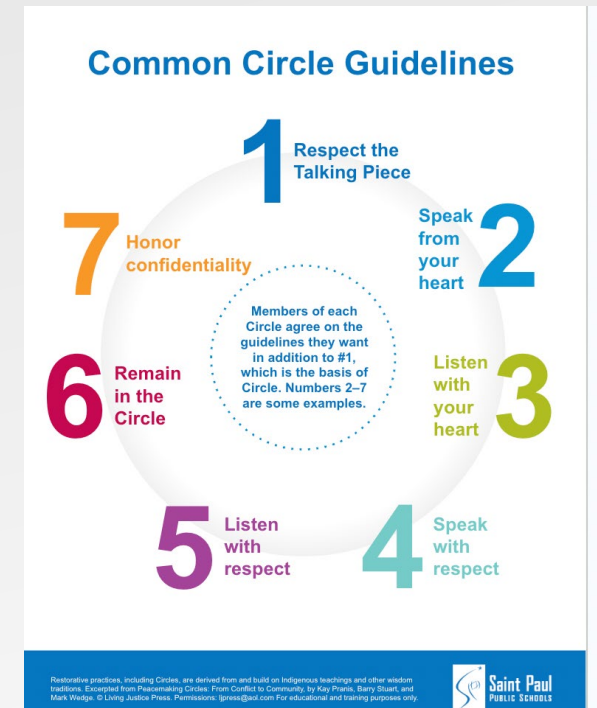
- All implementation data is summarized and returned to intervention sites for continuous improvement.
- Annual summer PD events, including a first Restorative Practices Series hosted internally this summer. Participants included Educators, Administrators, Paraprofessionals, School Board Member.
- Two sessions were facilitated by Restorative Practices Coordinators funded by the EIR Project, who shared about their work implementing School Wide Restorative Practices.
- Two additional sessions hosted by our evaluator, including one on research findings to date.
- Session topics included Community Building Circles, Repair of Harm Circles, Teaching in Circle.



Dissemination Strategy #2

Develop & Share Consistent Messages

- The purpose of this is to develop shared understanding of RP across the district.
- Includes materials on district website and in all Office of School Support communications and strategies.
- Links to materials are below:
 - [Whole School Restorative Practices in SPPS](#)
 - [RP One Pager](#)
 - [7 Core Assumptions](#)
 - [Common Circle Guidelines](#)



Dissemination Strategy #3

Presentations & Publications

- 3-5 SPPS staff co-lead statewide trainings every June, drawing on experiences with WSRP in SPPS
- District Restorative Practices Staff and the EIR Project Evaluator have presented at over 10 professional conferences
- Case study being submitted to [School Psychology Review](#)

Abstract: Whole school restorative practice (WSRP) calls for creating supportive, equitable schools, requiring broad systems change. This case study explores the journeys of three schools piloting WSRP in one Midwestern district and examines how school leaders designed and implemented within their school contexts. Schools were purposefully selected from within a three-year pilot project; data sources included annual interviews and focus groups with school leaders, and annual school reports. Each school developed a leadership team comprised of administrators and other staff who were knowledgeable of and committed to restorative justice principles. While grounded in common restorative principles, language, and approaches as part of their district's pilot, school WSRP leaders simultaneously developed contextually-specific practices, including tailoring to learners' developmental stages. Overall, this study highlights the influential role of school leaders in navigating complexities that arise when working from a worldview that values human relationality and interconnection.



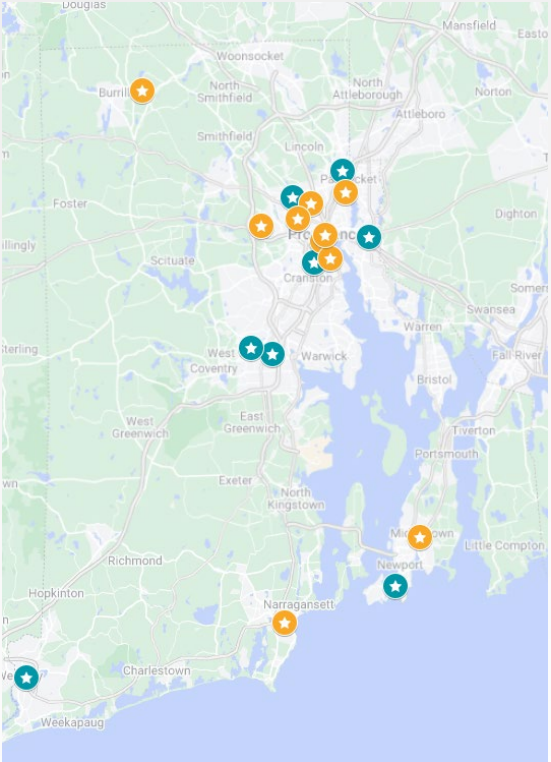
WBL4CS: The Effectiveness of Work Based Learning in Computer Science Education



Rhode Island—Grant Background Information

- Grant Title: WBL4CS: The Effectiveness of Work Based Learning in Computer Science Education
- Early Phase—STEM Grant
- Project implementation years 2019-2024 (Received a continuation award in the Fall of 2022)

Grade level	Control	Treatment
10th	Intro to Computing and Data Science	Intro to Computing and Data Science +Work Based Learning for CS
11th	AP CSP	AP CSP
12th	AP CSA (Optional) Work Based Learning for CS (Optional)	AP CSA (Optional)



Rhode Island—Dissemination Efforts

- CS4RI HS Grant Website page —provides access to all Work Based Learning for Computer Science curriculum materials and mentor recruiting materials
- **October 2022:** CSTA New England State Panel Presenter on the grant
- **April 2023:** Carnegie Conference Presentation—Poster and Grant information one pager
- **May 2023:** HS Grant Presentation agency wide to the Rhode Island Department of Education
- **May 2023:** AP Day at the RI State House
- **Future Conference October 2023**—CSTA New England Conference. Title: Building Computer Science Pathways through the CS4RI HS Grant. Our team will also be speaking on the state panel about the grant



EDC Carnegie Conference Poster



Advancing equitable engagement in computer science through work-based learning

Jessica Bailey, Ph.D., Senior Research Scientist, EDC
Steve Osborn, State Strategy and Student Opportunity Officer, RIDE



Background

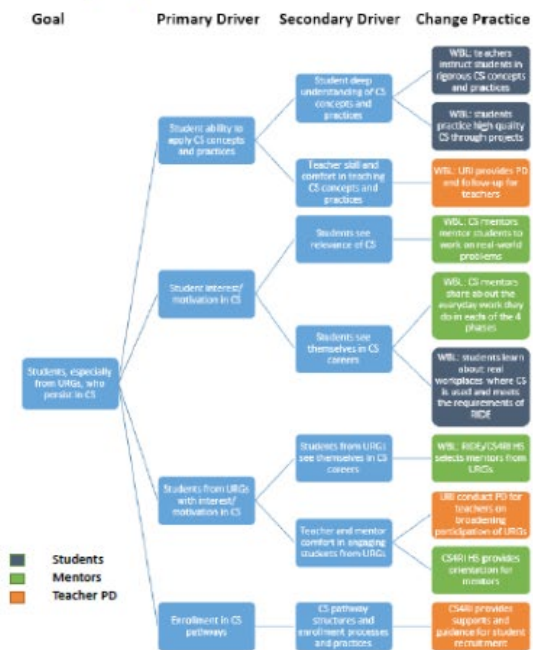
RIDE receives a grant in 2019 to implement and study a 3-course, 2-year Computer Science (CS) pathway for 10th and 11th graders

Treatment **STUDENTS** participate in work-based learning (WBL) and receive mentorship from industry professionals

Focus on reaching traditionally **UNDERREPRESENTED GROUPS** (e.g., girls and Black and Hispanic students) in CS

EVALUATION includes continuous improvement, implementation and impact

Theory of Improvement



Work-based Learning Course

Occurs **BETWEEN** Intro to CS and AP CS P

Intensive and reoccurring **TEACHER TRAINING**
5 UNITS: Ideation, Design, Implementation, Testing, Presentation

Student **INDUSTRY PROJECT**—website and presentation (e.g., Shark Tank)

MENTORING model with meetings, site-visits, and watching student presentations

Timeline



Findings

IMPLEMENTATION

Fidelity of WBL course implementation improved in year 2 to nearly 100% fidelity

More students completed assignments and met lesson objectives in year 2

3-course pathway is challenging to implement over two years

IMPACT

Treatment students were significantly more engaged in CS than their peers

The grant was successful in engaging students from underrepresented groups

Network Meetings and Facilitation Strategies

Our continuous improvement efforts were conducted through **quarterly network meetings** with required attendance from all participating **teachers and administrators**. These were co-facilitated by EDC and RIDE.

Important **PROCESSES** used for the meetings include:

→ Collect and study CI data (e.g., student exit tickets & teacher reflections)

→ Provide opportunities for participants to share successes and challenges

→ Solicit participant feedback to improve future meetings

Important **STRATEGIES** used for continuous improvement include:

→ **Instilling the importance** of continuous improvement

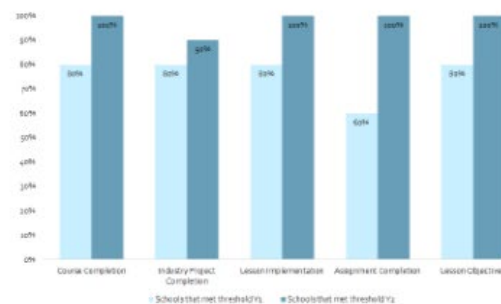
→ Building a culture of learning by focusing on **improvements to the change practice**, not the implementer

→ Addressing the **most pressing concerns** in CI cycles

→ Holding **small group** discussions (<6 educators)

→ Communicating **lessons learned** and **next steps**

CI Efforts Improved Implementation



Developing Academic Coaches (DAC)
in partnership with The New
Teacher Center (NTC)

Rural STEM Learning Design
(STEM.LD)





Richard Kitzmiller, Ed. D.

Vice President, Niswonger Foundation

Role in 4 i3/EIR projects

- Project Director, Rural LIFE
- Project Director, STEM.LD (2020-2022)

rkitzmiller@niswongerfoundation.org

Federal Grant Projects

2010 i3

Northeast Tennessee College and Career Ready Consortium

2017 EIR

Rural Literacy Initiative Focused on Effectiveness (Rural LIFE)

2019 EIR (in progress)

Developing Academic Coaches (DAC) in partnership with The New Teacher Center (NTC)

2020 EIR (in progress)

Rural STEM Learning Design (STEM.LD)



Research Findings

Northeast Tennessee College and Career Ready Consortium i3, 2010–2015	Rural LIFE EIR, 2017–2023
<p>The external evaluator found that students in treatment schools were more likely to...</p> <ul style="list-style-type: none"> • score higher on the ACT • enroll in AP courses • score 3 or higher on the AP exam • enroll in college • persist in college 	<p>Rural LIFE’s external evaluator found...</p> <ul style="list-style-type: none"> • a positive and significant impact on student ELA achievement among the economically disadvantaged subgroup. • a significant impact of the RL program on school-wide ELA percent proficient 3 years after completion of initial implementation, compared with business as usual. • a significant impact of the RL program on student math achievement after 1 year of implementation in the second cohort, using a quasi-experimental design.
<p>A sustainability study found a high level of interest across the consortium to expand college and career readiness efforts to middle school.</p>	



Select Conference Presentations, Posters, & Panels



ISFIRE

- “Innovative Approaches to Improving Rural Students' Achievement” (2018)



AMLE

- “Intervention that Leverages Differentiated Instruction to Build Momentum for ALL Learners” (2022)
- “Beyond Traditional PD: Increasing Equity and Access Through Collaborative Support” (2022)



Carnegie Foundation Summit on Improvement in Education

- “Bringing Literacy Learning to LIFE: How the Niswonger Foundation Is Supporting Middle Grades Education” (Poster, 2020)



Learning Forward

- “We Got This! Personalized Learning and High-Quality Instructional Materials” (2022)
- “Supporting Curriculum Implementation through Networked Learning Design” (2022)



NREA

- “Lessons Learned from Rural Communities: What EIR Grantees Are Learning about Rural Educators, Students” (Panel, 2022)
- “Creating Innovative Schools: K- 12 Career Labs and Community Partnerships” (2023)



NSTA

- “Ensuring Equity through Access to High-Quality Science Instructional Materials” (2023)



Other Dissemination

EIR Webinars

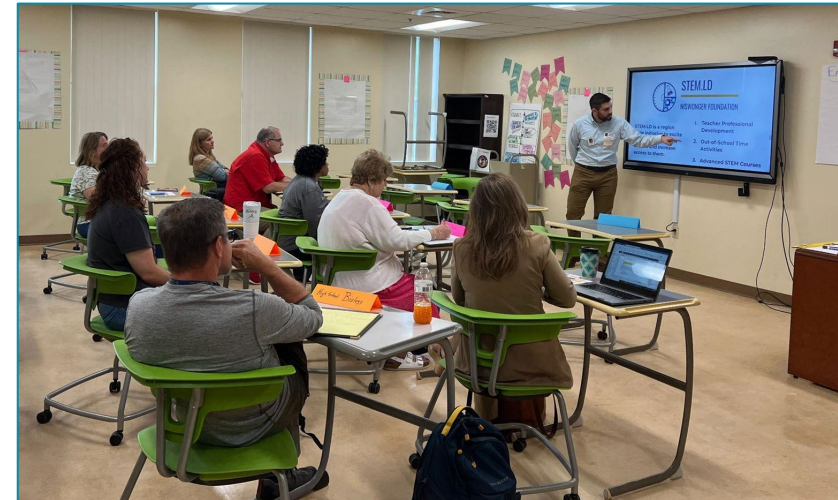
- “From Planning to Piloting: Setting Up Your EIR Grant for Success” (Panel, 2023)
- “From a Rural Base...6 Years of Sustained Growth” (2021)

Summer Institutes

- [Rural LIFE: Reflect & Connect](#)
- [STEM.LD Summer Institute 2023](#)

Web Presence

- [Rural LIFE Legacy Website](#)
- Social media



Videos

- Rural LIFE Video Series 1 (2019)
 - [“The Approach”](#)
 - [“A Culture of Literacy”](#)
 - [“Layered Support”](#)
- Rural LIFE Video Series 2 (2023)
 - [“Five Years of Rural LIFE”](#)
 - [“Creating Opportunities for Collaboration”](#)
 - [“Strong Start Network: A Rural LIFE Learning Community”](#)
- “STEM in Rural Tennessee” (featured video at NSTA 2023)



Questions?



RESOURCES FROM TODAY'S SESSION

- 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/>
- REL Central - Module 8 of their Program Evaluation Toolkit is focused on Dissemination Approaches:
(<https://ies.ed.gov/ncee/edlabs/regions/central/resources/pemtoolkit/module8-ch1.asp>)
- Education and Special Education Research Grant Programs and Funding Opportunities: <https://ies.ed.gov/funding>



MORE RESOURCES FROM TODAY'S SESSION

Open Science Resources:

- *Sharing Study Data: A Guide for Education Researchers*, by Neild, Robinson, and Agufa (2022)
- View the archived webinar on *Sharing Study Data: A Guide for Education Researchers*
- Access the ERIC Grantee and Online Submission System



THANK YOU!

