CREATING A DISSEMINATION PLAN

Funders are less inclined to fund projects that have limited dissemination plans (i.e., only academic papers and conferences). Thus, proposals must have strong, dynamic dissemination plans. In addition to papers and conference presentations, consider methods for reaching other stakeholders, such as parents, teachers, administrators, and policymakers. If team members will use social media (e.g., blogs, project websites, YouTube, Facebook, Twitter) to broadcast research results, provide details as well as links to relevant research when possible.

Language on other tools available that might aid dissemination (if appropriate to your project) include:

WCER has an ongoing agreement with the Education Resources Information Center (ERIC) to contribute digital versions of its working papers to the ERIC database. This allows educators, researchers, and the public free access to work produced by WCER researchers. Reports from this project can be easily tailored for inclusion in the WCER working paper series, thus widening their audience. All final papers produced under this grant will be submitted to ERIC and, as appropriate, to the WCER working paper series.

The principal investigators intend to work with the WCER communications and other campus outreach offices to write news stories about the research project for unit websites, and to distribute news releases about research results through multiple communications channels and social media, including the campus news office, UW–Madison’s School of Education, policymakers, and state, national, and international news outlets.

At UW–Madison, the online service BuckySubmit helps PIs meet federal agency requirements that published results of funded research are publicly accessible. See https://pas.wisc.edu/buckysubmit/

IES Appendix A: Dissemination History and Plan

New for 2020, IES requires a dissemination history in addition to a plan for sharing research results. Below is a suggested outline for a dissemination history and plan for IES. Modify the CAPS and other areas as appropriate for your proposal.

Dissemination History

The scholars comprising the research team have a strong history of dissemination of the outcomes of their prior research. Dr. X developed and tested PRODUCT X and found it helped FINDINGS. Dr. Y developed and tested PRODUCT Y and showed that it resulted in FINDINGS. Drs. X and Y shared these results with the federal Education Resources Information Center (ERIC) and used the University of Wisconsin–Madison’s “BuckySubmit” to meet federal agency requirements that published results of funded research are publicly accessible. Both researchers worked with WCER Communications, resulting in an article about PRODUCT Y in ForwardED, WCER’s newsletter distributed to more than 10,000 subscribers around the world. A news release issued by the university’s communications office led to the New York Times publishing an article about PRODUCT X. Dr. X published three articles in these academic journals: Academic Journal 1, Academic Journal 2, and Academic Journal 3. Dr. Y’s research assistant, Ms. Z, gave three conference presentations and published an article in Academic Journal 4. Dr. Y published an article in Practitioner Journal 1 to ensure APPROPRIATE
PRACTITIONERS learn about the project and its benefits, and the Daily Cardinal student news outlet published an article about the project.

In addition to these publications, PRODUCT X was made available to users through email marketing contacts with members of APPROPRIATE PRACTITIONER PROFESSIONAL ORGANIZATION. PRODUCT X has more than 10,000 users. PRODUCT Y was made available to users by contacting undergraduate students at the University of Wisconsin–Madison, where Dr. Y is on the faculty. It has more than 500 users. No steps toward commercialization have been made for either product.

Dissemination Plan

For this project, the team expects the findings to be of benefit to these stakeholders: FEDERAL AND STATE POLICYMAKERS, PROGRAM ADMINISTRATORS, LOCAL SCHOOL SYSTEM ADMINISTRATORS, SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS, EDUCATION RESEARCHERS, AND PARENTS.

To reach federal policymakers and administrators, the team will report findings to IES and the U.S. Department of Education. In Wisconsin, the team will share results with the Department of Public Instruction, the cooperative educational service agencies (CESAs), and the principals of the schools that provided the data. Members of the research team will offer to write articles or submit information to publications by the national and Wisconsin professional organizations for school principals and school board members and offer to present to their conferences and to the annual CESA conference that WCER hosts. The research team will submit its publications to the ERIC database and to the campus BuckySubmit to meet federal agency requirements that published results of funded research be accessible to educators, researchers, and the public. The team’s project reports can be tailored for inclusion in the WCER working paper series, thus widening their audience.

The principal investigators intend to work with the WCER communications and other campus outreach offices to write news stories about the research project for unit websites, and to distribute news releases about research results through multiple communications channels and social media, including the campus news office, UW–Madison’s School of Education, policymakers, and state, national, and international news outlets.

In addition, the team with engage in activities with IES-funded Research and Development Centers (https://ies.ed.gov/ncer/research/randdCenters.asp), Research Networks (https://ies.ed.gov/ncser/research/researchNetworks.asp), or Regional Educational Laboratories (RELs) (https://ies.ed.gov/ncee/edlabs/), and with the Department of Education, Office of Special Education Programs-funded Technical Assistance Centers (https://osepideasthatwork.org/find-center-or-grant/find-a-center).

In the academic arena, the research team anticipates submitting articles to Academic Journal 1, Academic Journal 2, and Academic Journal 3, and presenting to these conferences: Academic Conference 1, Academic Conference 2, and Academic Conference 3.

[Base the following on the IES Type of proposal you are submitting]

In conducting this Measurement project, the research team will help develop and validate the modified PRODUCT Z that educators use for SPECIFIC PURPOSE, in CONTEXT, with POPULATION. Dissemination of the team’s findings will specify the ASSESSMENT’S
PSYCHOMETRIC PROPERTIES and the uses and populations involved in the validation. The team will calculate the cost of administering the assessment.

In conducting this *Exploration* project to highlight relationships involving individuals, educators, schools, and policies, the research team will share findings with FEDERAL AND STATE POLICYMAKERS AND PROGRAM ADMINISTRATORS, AND LOCAL SCHOOL SYSTEM ADMINISTRATORS, SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS, and EDUCATION RESEARCHERS.

If the team’s *Development and Innovation* project improves education outcomes for students, the research team will share those results with FEDERAL AND STATE POLICYMAKERS AND PROGRAM ADMINISTRATORS, AND LOCAL SCHOOL SYSTEM ADMINISTRATORS, SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS, and EDUCATION RESEARCHERS. The team will calculate the cost of implementing the intervention and include that figure in the dissemination materials.

This *Initial Efficacy and Follow-Up* project will determine whether PRODUCT Z benefits learner outcomes. Given researchers, policymakers, and practitioners all will benefit from these findings, the research team will measure and disseminate the costs and cost-effectiveness of PRODUCT Z.