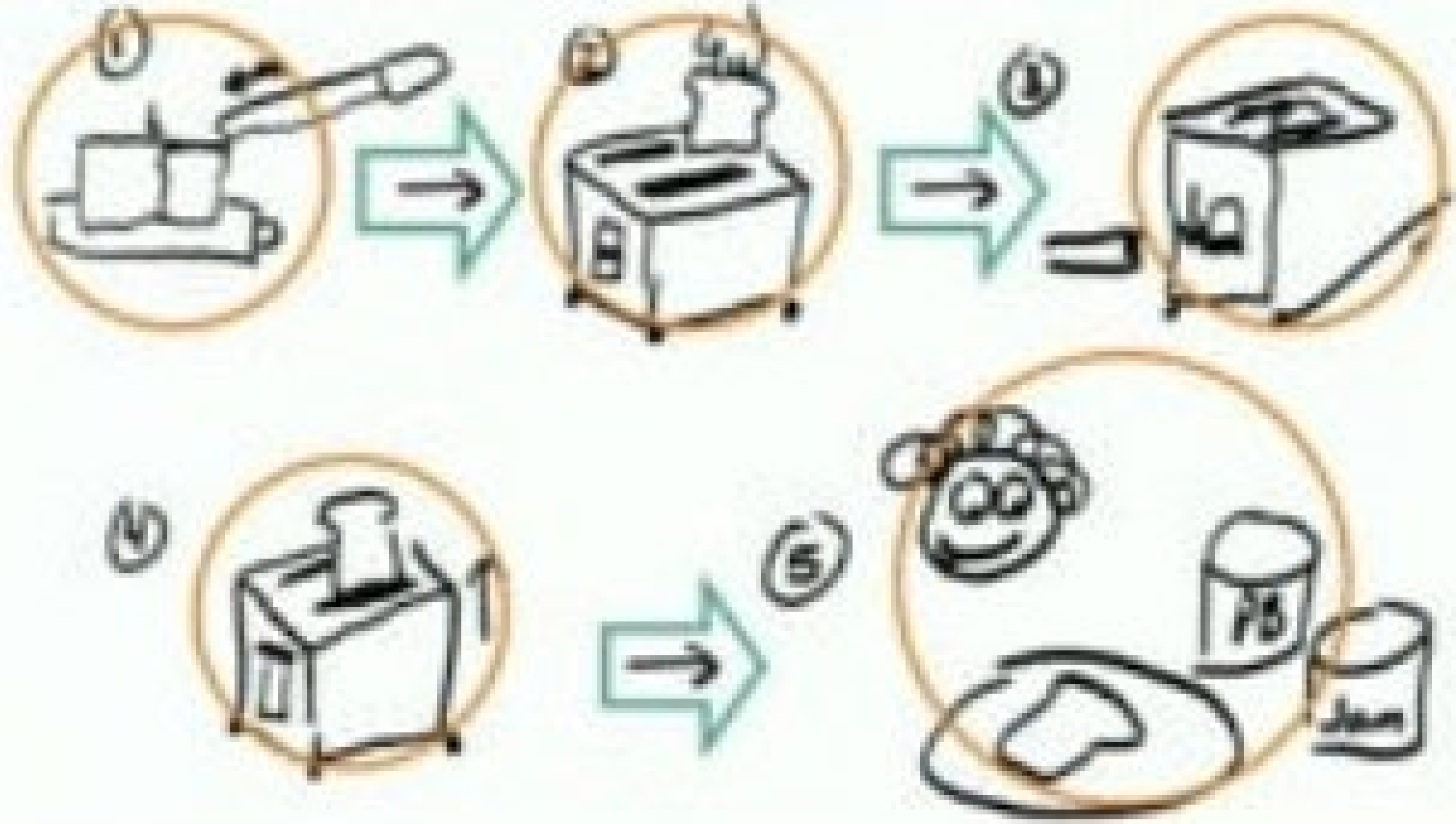


# WARM UP

- Take out a sheet of paper
- Take 3-5 min to draw out the steps to making toast



# NODES + LINKS = SYSTEMS MODEL



# DEBRIEF (share thoughts in chat)

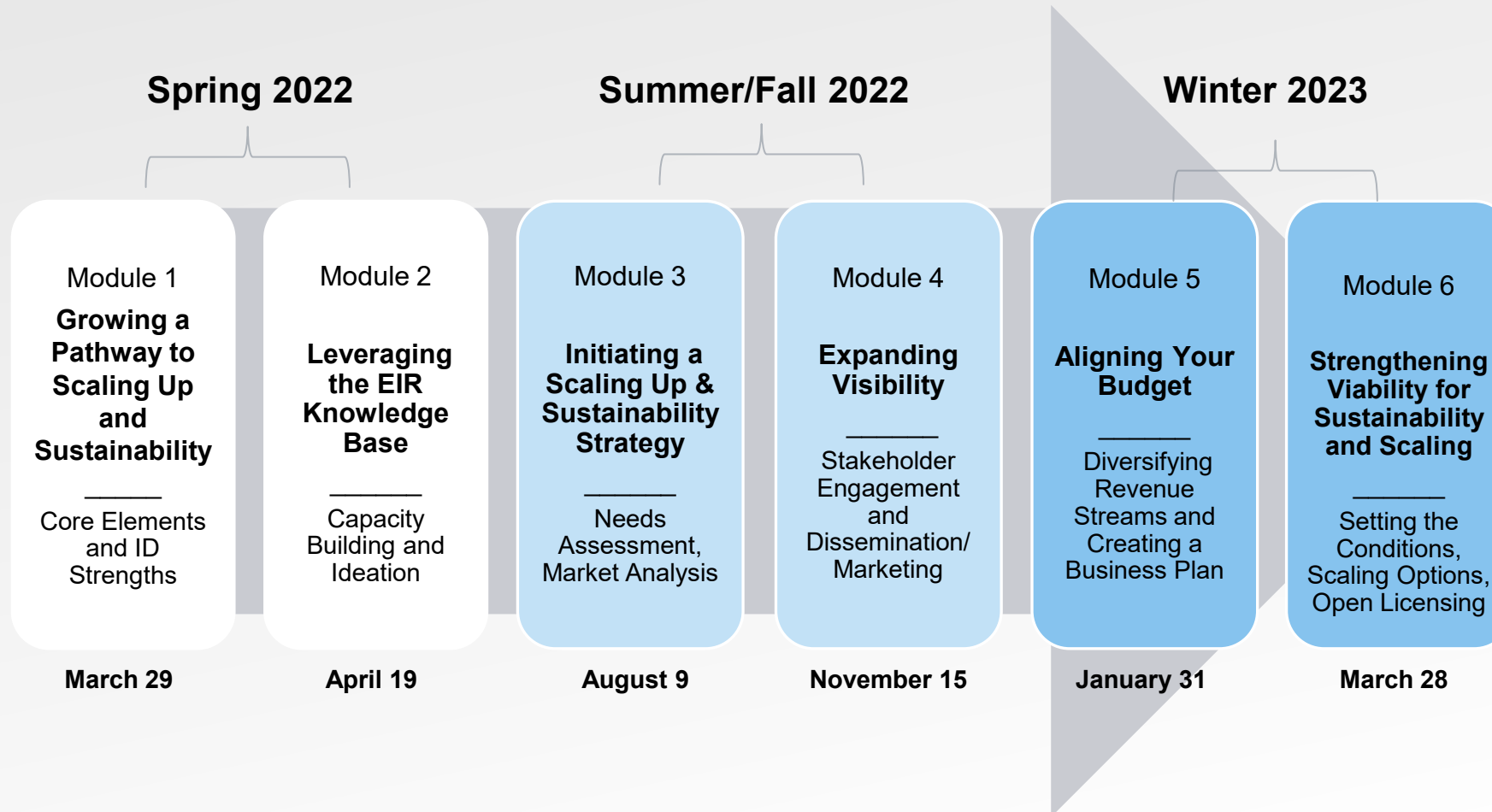
- Do you find that your messages are simple, complex, or just right?
- How well are you currently reaching that stakeholder?
- Do they understand your message?



# MODULE 4: EXPANDING VISIBILITY



# WHAT'S AHEAD: SUSTAINABILITY AND SCALING TRAINING



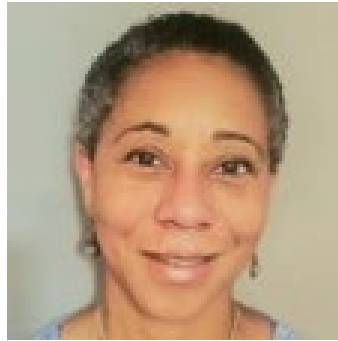
**Note:** Modules 5 and 6 may adjust to best meet grantee feedback and needs.



# WELCOME AND INTRODUCTIONS



Tom DeWire  
Founder and Principal Consultant  
EdScale  
[www.edscalellc.com](http://www.edscalellc.com)



Helen Foster, JD  
Federal Project Manager  
AnLar  
[www.anlar.com](http://www.anlar.com)



Namrata Patel, MA  
VP Marketing Communications  
LEE  
<https://educationalequity.org/>



# MODULE 4 LEARNING OBJECTIVES

## Stakeholder Engagement

- Understand tactics for prioritizing stakeholders and messengers
- Identify our tactics for prioritizing stakeholders and messengers for our grant

## Communication and Marketing

- Understand key communication and marketing strategies
- Identify communication and marketing strategies for our grant



# DEFINING SCALING UP

## What do we mean by the term, “Scaling Up”?

Scale is multidimensional <sup>(1)</sup>. It requires:

- Depth** - Deep and consequential change in classroom practice
- Sustainability** - Lasting over time, particularly after the initial implementation push
- Spread** - Moving beyond practices and materials to underlying beliefs, norms, and principles
- Ownership** - Shifting from an external reform to the way business is done

<sup>1</sup>COBURN, CYNTHIA E. (2003). *RETHINKING SCALE: MOVING BEYOND NUMBERS TO DEEP AND LASTING CHANGE*. EDUCATIONAL RESEARCHER. VOL 32, NO. 6. P 4.





# WHAT YOU SAID AT THE PD MEETING

*What strategies or actions come to mind when you hear the title “Expanding visibility”?*



**Disseminating results:** who, where, and how?



Achieving **meaning and relevance** for variety of stakeholders



Modeling **partnerships** beyond academia



**Celebrating** small wins



# DISSEMINATION DEFINITION

Making **results** available to policy makers, funders, and other audiences **by using industry language and prioritizing accuracy**



Validity

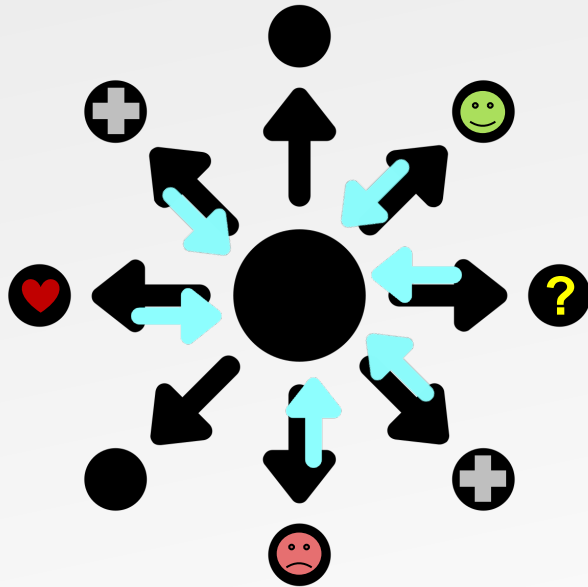
Authority



# DISSEMINATION VS COMMUNICATION

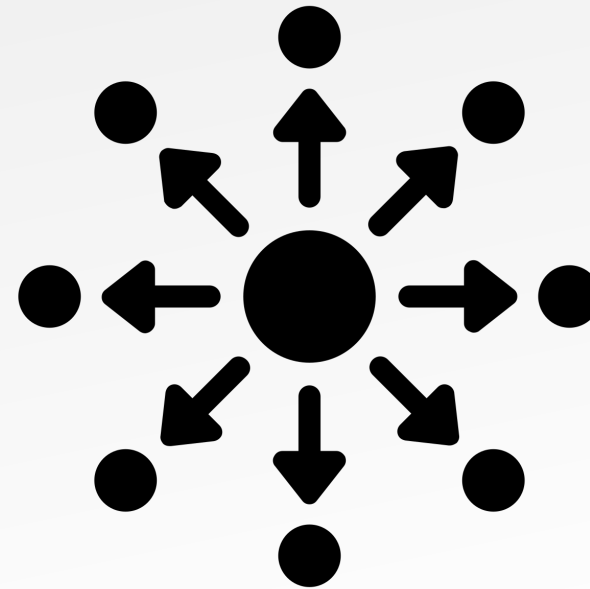
## Communication theory

sender – receiver – reply/signal



## Dissemination theory

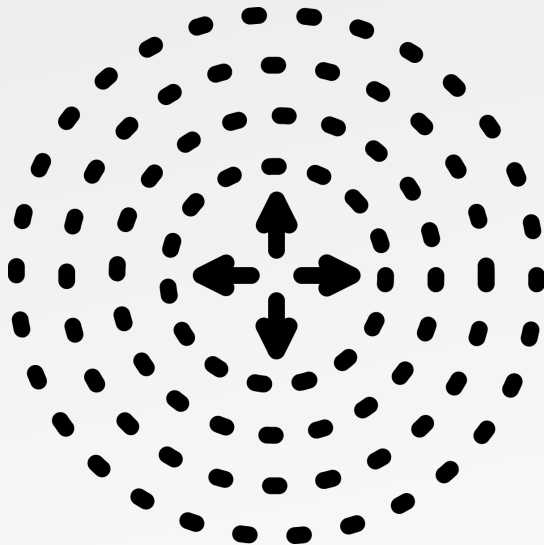
sender – receiver



# DISSEMINATION VS DIFFUSION

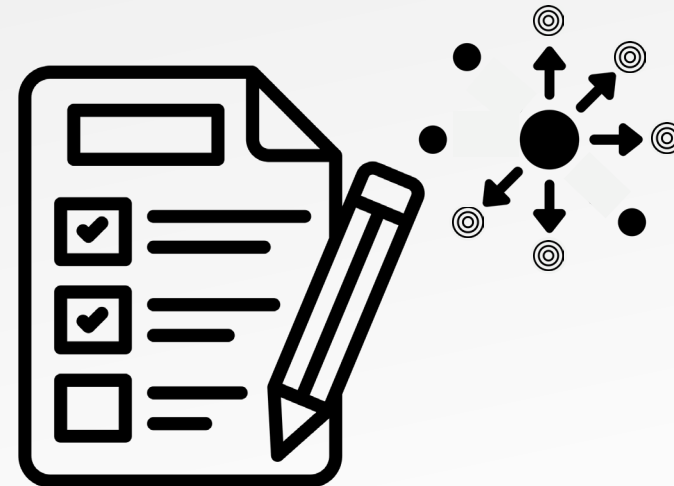
## Diffusion

natural spread of information

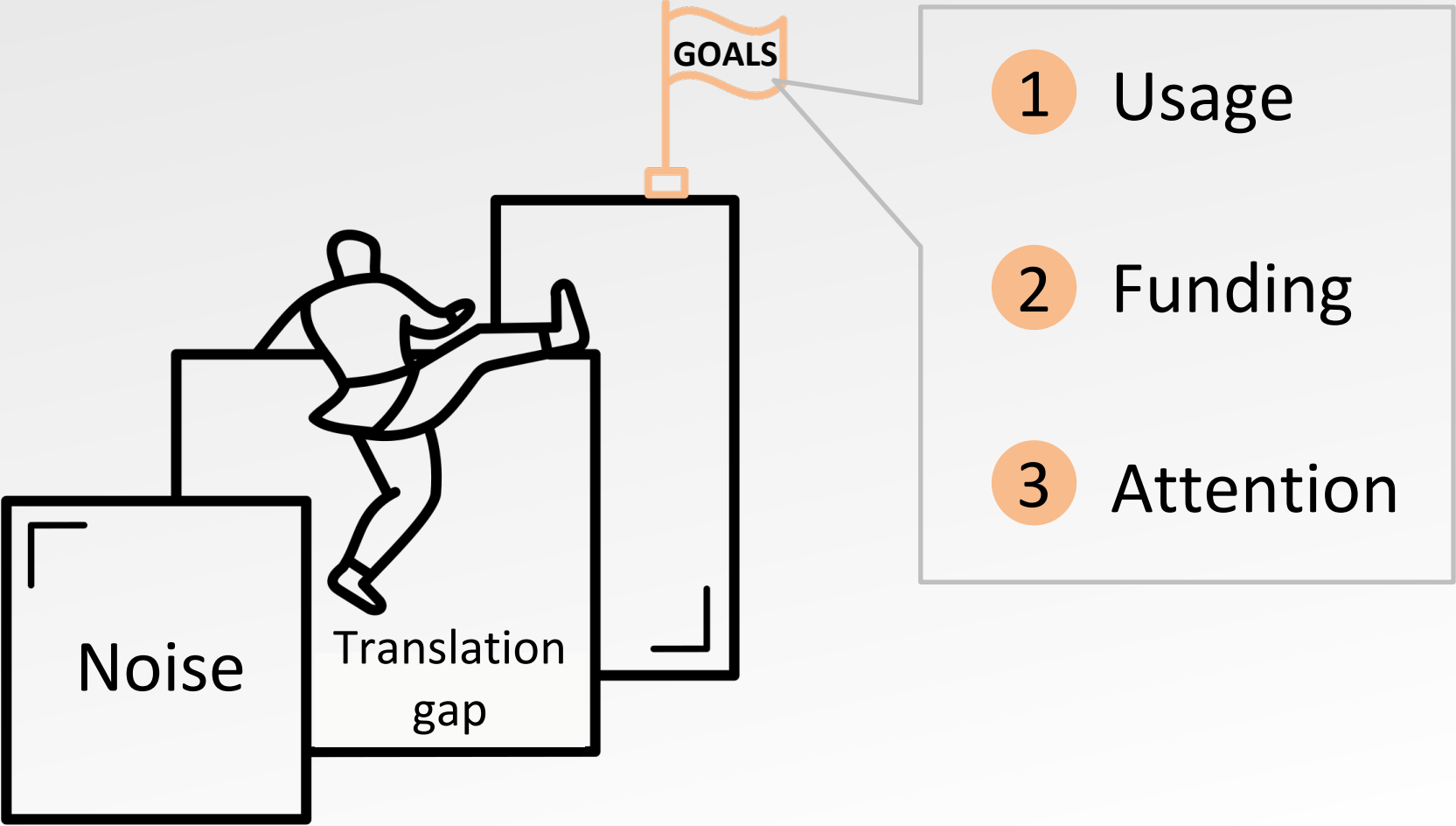


## Dissemination

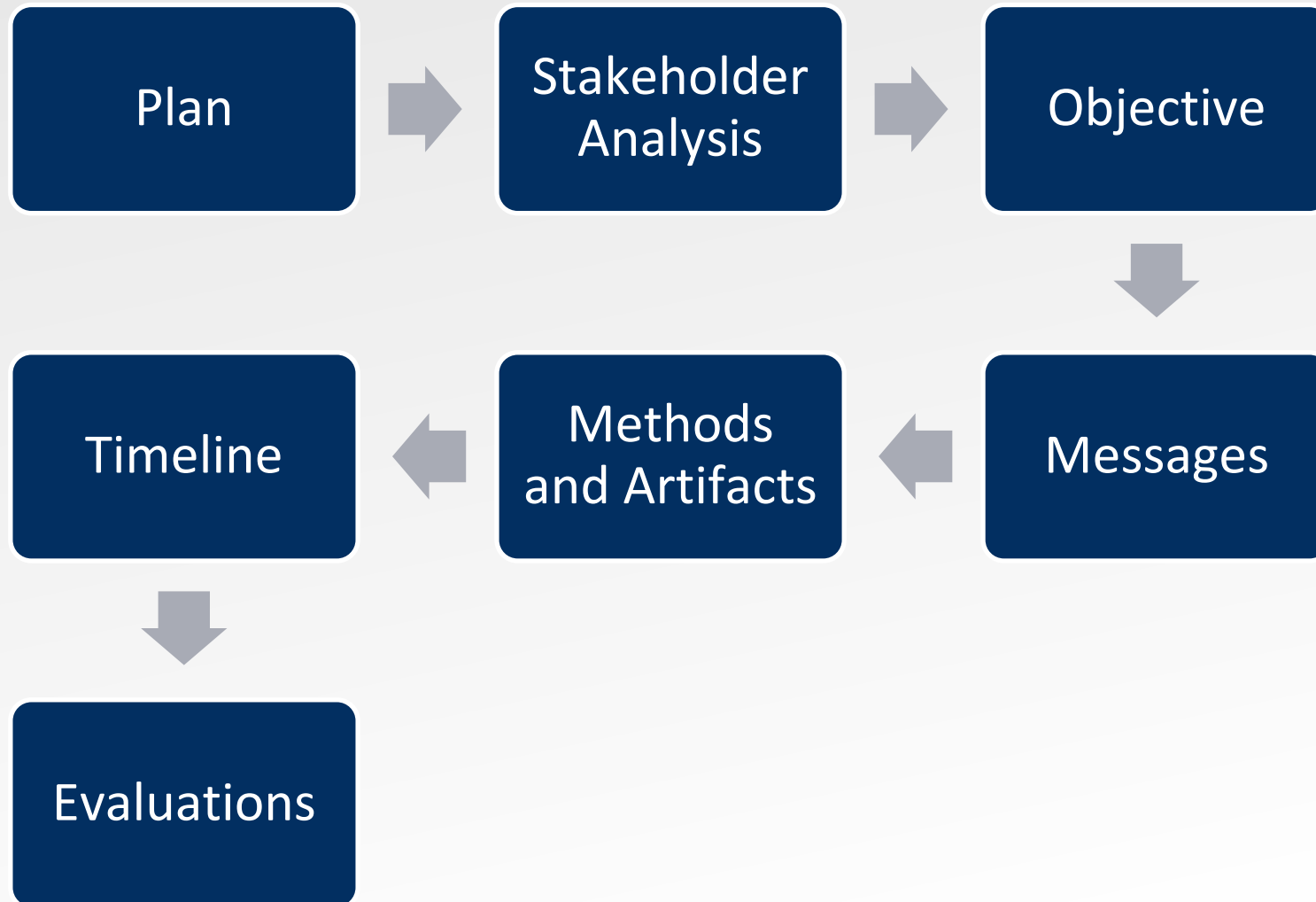
conscious and targeted



# GOALS AND CHALLENGES



# DISSEMINATION APPROACH



# PLAN AROUND THE BIG PICTURE GOALS

Plan

**Answers the questions:**

- What do you need shared and why?



# DISSEMINATION PLANNING—GRANTEE EXAMPLE

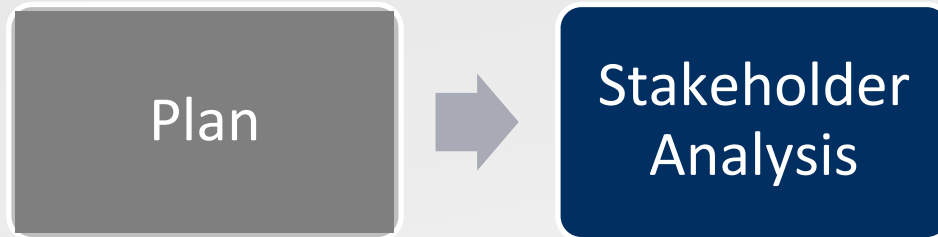
## Game On: Teaching the AP CSP through Game Design from the Urban Arts Partnership, FY 2021

Dissemination Goal 1. Share innovative resources and knowledge with end users	
<b>Project Website</b>	<ul style="list-style-type: none"> <li>• Resources schools and districts can use to start their own <i>Game On</i> program and request professional learning and technical support from UAP</li> <li>• Research data showing the impact of the program on student outcomes</li> </ul>
Dissemination Goal 2. Build broad awareness across diverse audiences	
<b>Social Media</b>	<ul style="list-style-type: none"> <li>• WestEd communications department and social media platforms (<i>see below</i>)</li> <li>• UAP social media platforms (<i>Ex: LinkedIn, Medium</i>)</li> </ul>
<b>Research Articles</b>	<ul style="list-style-type: none"> <li>• Submit articles on research to peer-reviewed journals aimed at varied audiences (e.g., <i>American Educational Research Journal, Educational Researcher, Journal of Adolescent and Adult Literacy, Journal of Research on Educational Effectiveness, Journal of Research in Innovative Teaching and Learning, Journal of Research in Science Teaching, The STEAM Journal, Written Communication</i>)</li> </ul>
Dissemination Goal 3. Encourage deeper knowledge exchange among stakeholders in the field	
<b>Conferences</b>	<ul style="list-style-type: none"> <li>• Propose conference presentations to professional organizations serving diverse stakeholders such as practitioners, curriculum designers, researchers, teacher educators. (e.g. <i>American Educational Research Association, Association for Supervision and Curriculum Development, CS Teachers Association, CS4All and CS Teacher Association state and local chapters, Innovative Schools Summit, Learning Forward, Society for Research on Educational Effectiveness.</i>)</li> </ul>





# COMPLETE STAKEHOLDER ANALYSIS

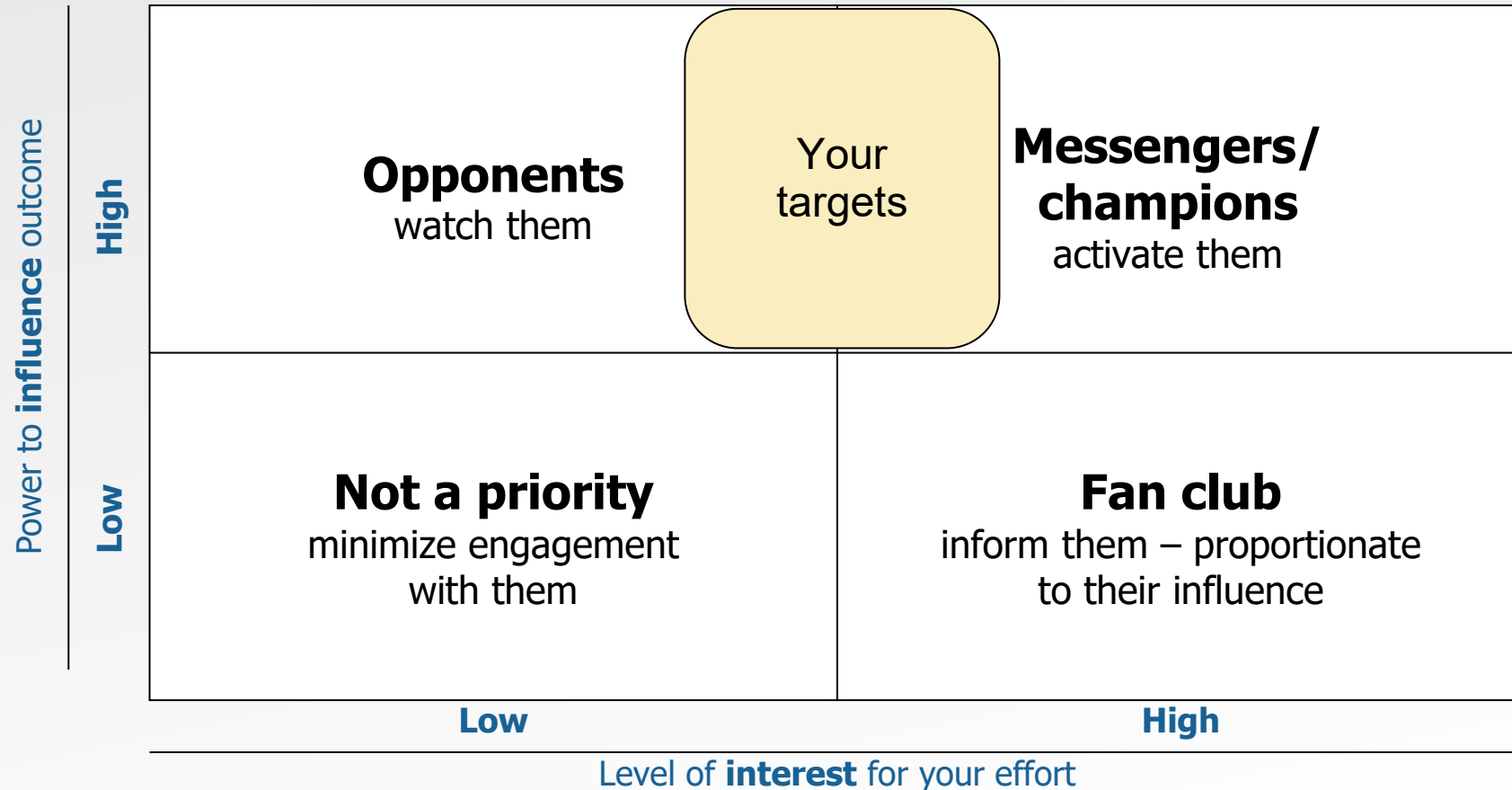


## **Answers the questions:**

- Who has a vested interest?
- Who will be affected by the outcomes?
- What information do they need?



# PRIORITIZE STAKEHOLDERS BY MAPPING



Source: Adapted from EDI.



# STAKEHOLDER GROUPS TO CONSIDER

- ✓ **Current or potential participants** whose engagement you rely on
- ✓ Those **directly impacted** by the results of the project
- ✓ **Educators or administrators** who might benefit from adopting your approach
- ✓ **General research community**
- ✓ **Potential funders**



# DEVELOP A PURPOSE STATEMENT

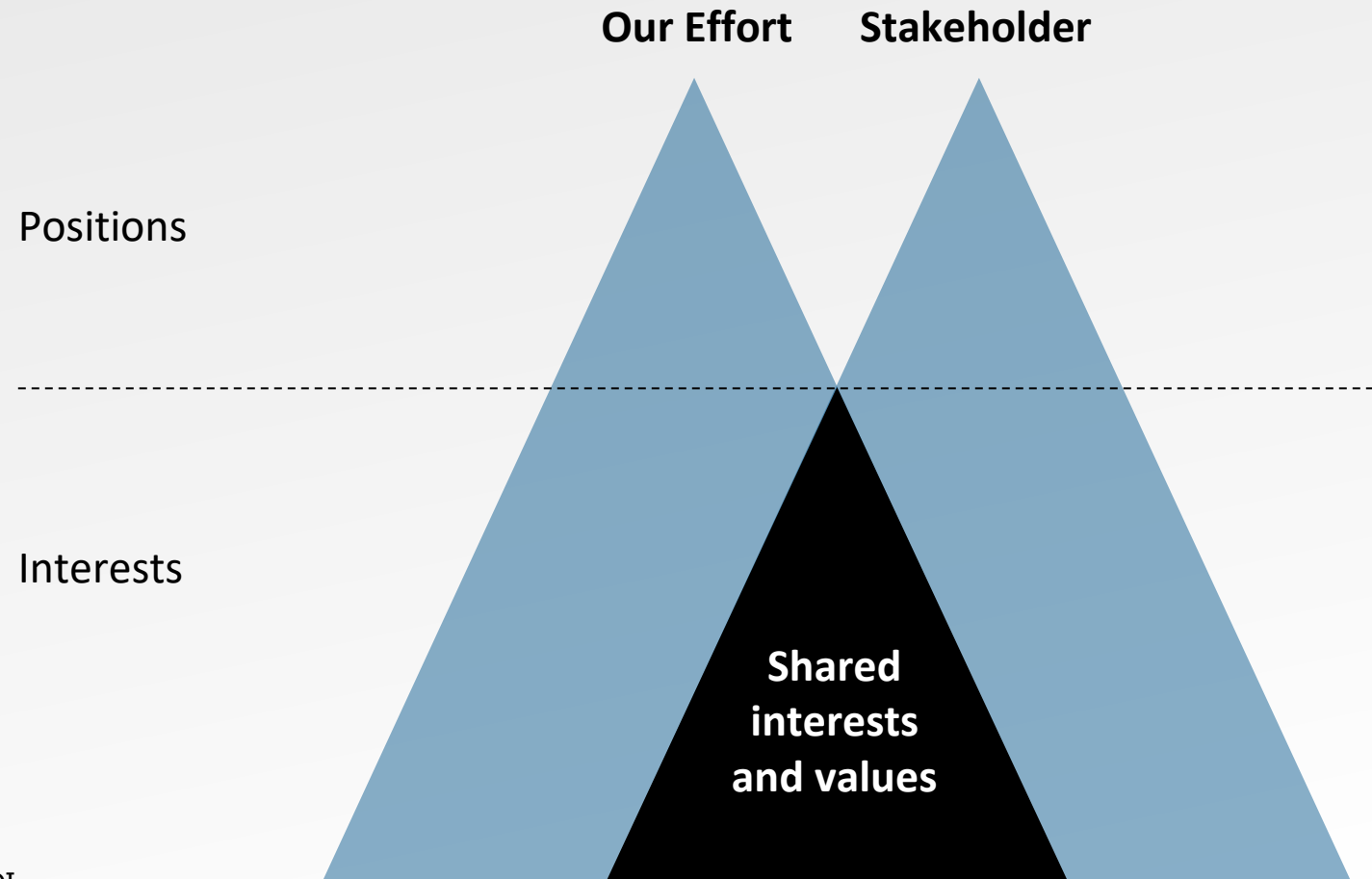


## Should:

- Raise awareness
- Inform
- Engage



# WHAT % OF AN ICEBERG IS BELOW THE SURFACE?



Source: Adapted from EDI.



# WHICH COMES FIRST?

## #1 Mistake – We motivate people with information

### Approach A: Spreadsheet

- Spreadsheet and memo sent to managers with 424 types of gloves
- Prices all over the place, even for the same kind of gloves
- Memo outlines that they could save millions a year with combined procurement

Analyze **Think** Change

### Approach B: Dump gloves on the table



See **Feel** Change



# DEFINING STAKEHOLDER OBJECTIVES

An objective answers one or more of three questions for a stakeholder group:

## Objective Questions

If your effort to engage them is successful...

- What will stakeholders **feel**?
- What will stakeholders **think**?
- What will stakeholders **do**?



# EXAMPLE: STAKEHOLDER OBJECTIVES

## Priority stakeholder

**Champion:  
Business leaders**

▪ **Urgency:** “We must make sure that these digital tools find their way into our classrooms.”

▪ **Affirmation of support:** “These tools are necessary for students to succeed in this century.”

▪ **Influence:** “We will support state legislators who are willing to continue to fund this effort.”

**Moveable  
middle: teachers**

▪ **Satisfaction:** “If I use these digital tools, my students will have learned and I will have done my job well.”

▪ **Support:** “These tools are among the best to help my students learn these new standards.”

▪ **Adoption:** “I will make every effort to figure out how these tools work and work them into my lesson planning as soon as possible.”





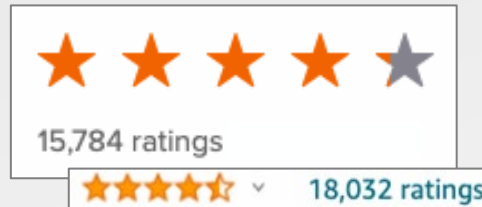
# BREAKOUT



# After the break: Hear more from Namrata!

## How She Got Here

- Built an author brand
- Formed a digital strategy (publisher led)
- Created a publicity plan
- Wrote a book that resonates with a broad section of readers



“

In the introduction, Patel succinctly lays out her theme for this work and I believe she nails it:

*'Identity is something most of us examine at some point in our lives. It is universal to feel comfortable or uncomfortable in our bodies, our skins, our commonness, and our otherness. It is Meena's story; however, I believe it resonates with all of us who found ourselves untethered and discovered our anchors.'*

Across cultures, her story resonates.



Jaelyn

”



BREAK: 5 minutes





# TO PLAN, GET CLEAR ON THE DESTINATION AND THE APPROACH



**“For things to change, someone has to start acting differently”**

Don Berwick, co-founder of Institute of Healthcare Improvement

Aspiration

“Here is what we should do. Save 100,000 lives. And I think we should do that by June 14, 2006 – 18 months from today. Some is not a number; soon is not a time. Here’s the number: 100,000. Here’s the time: June 14, 2006—9a.m.”

Strategies

And he advised them on the six critical moves that would get them there. e.g. Ventilator care



“SOME IS NOT A NUMBER, SOON IS NOT A TIME”

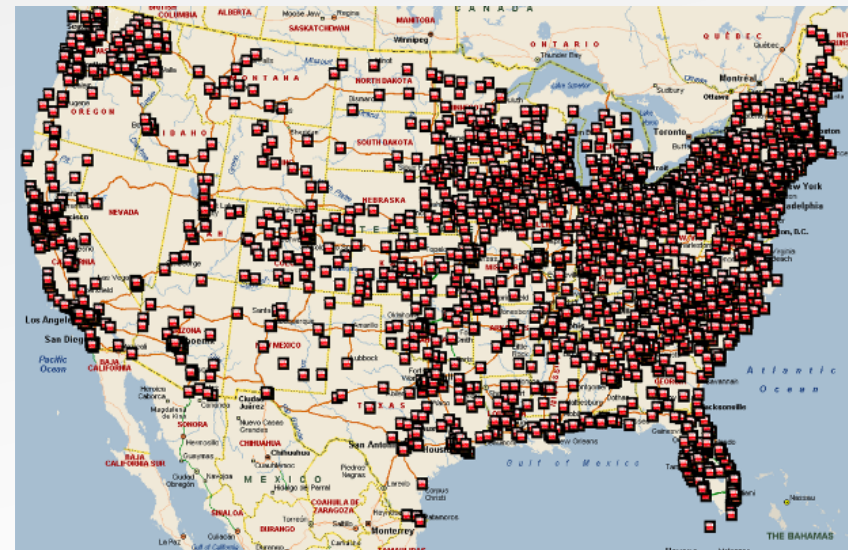
**In 2004, the Institute for Healthcare Improvement decided to save 100,000 lives and launched the 100k lives Campaign . . . with a deadline of just 18 months**

- Build will
- Create change packages
- Enable implementation



# MEASURING IMPACT

- 3,100 member hospitals
- 75% of all hospitals across the country
- National infrastructure for change
- 250 million IHI media impressions
- 122,342 fewer needless deaths



# COMPONENTS OF MESSAGES



## **Include:**

- Key findings
- Outcomes
- Results





# COMPONENTS OF MESSAGES, con't



## **Include:**

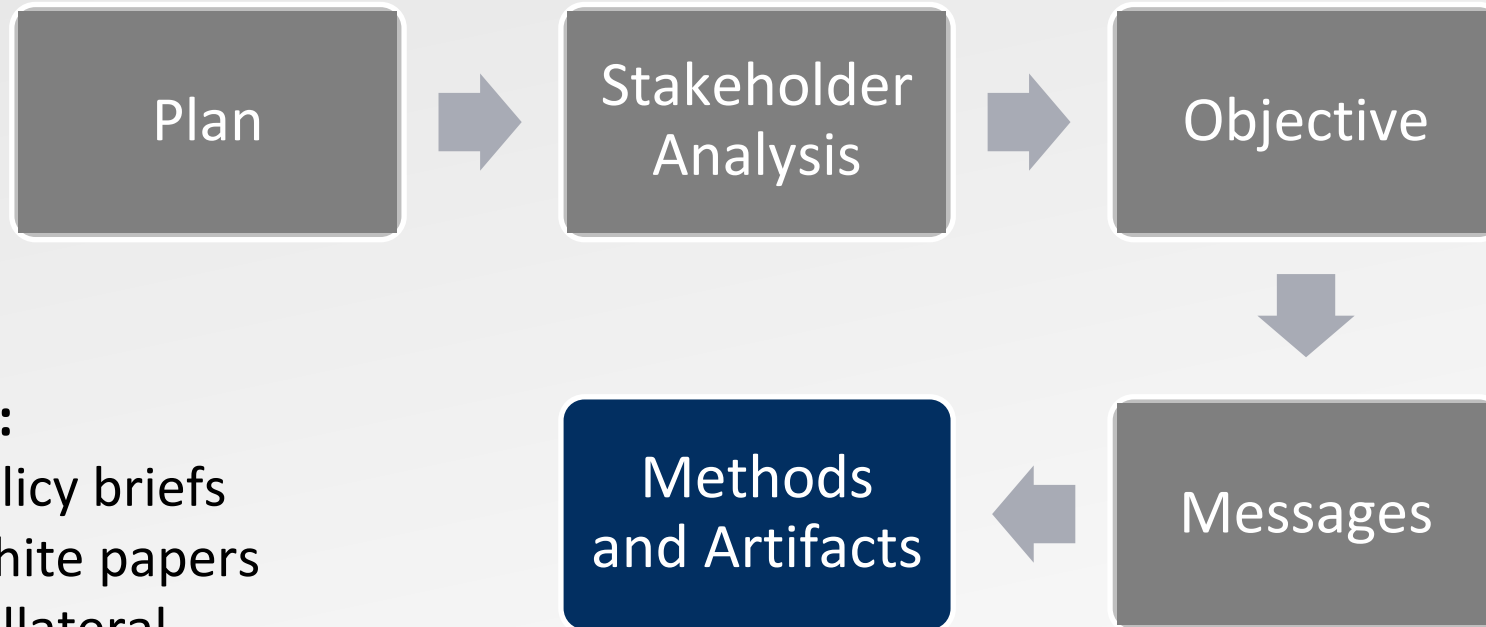
- Key findings
- Outcomes
- Results

## **Are:**

- Clear
- Targeted
- Repeated
- Actionable
- Factually correct



# IDENTIFY METHODS AND ARTIFACTS

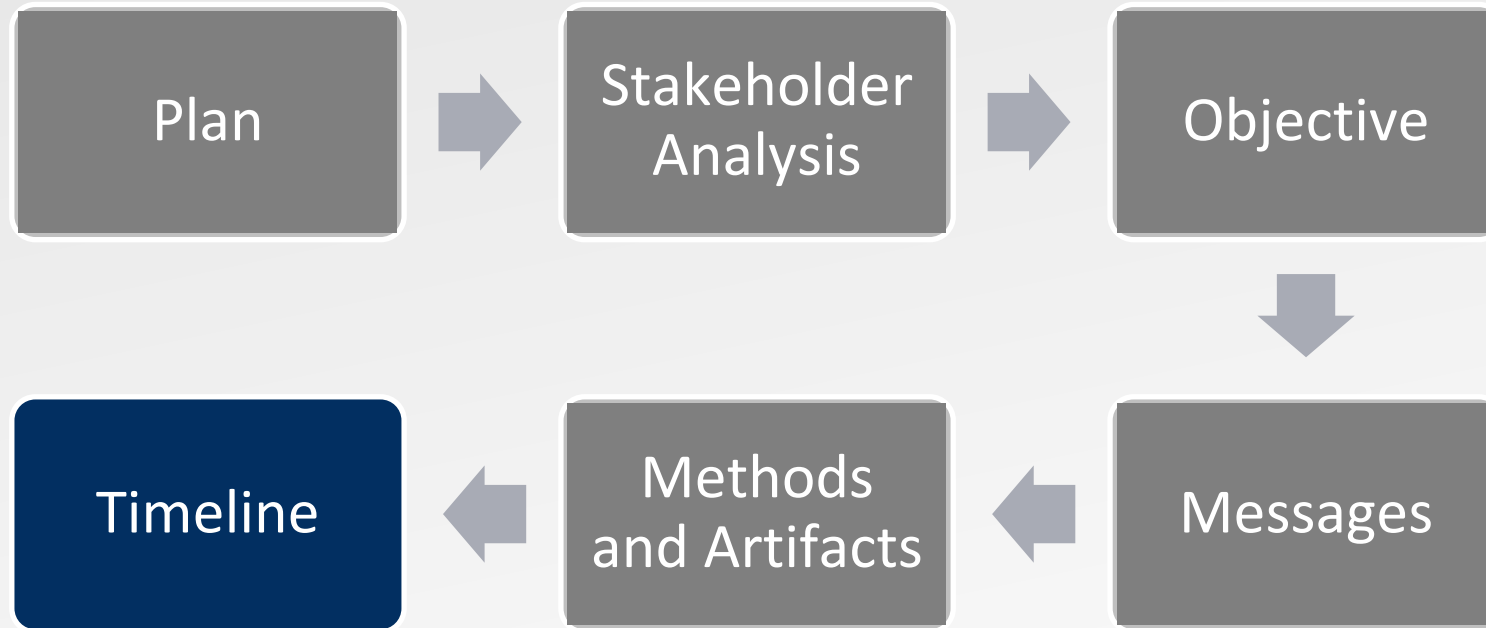


## Type:

- Policy briefs
- White papers
- Collateral
- Experiential (interactive data visualizations)
- Toolkits
- Social Media plans
- Reports



# CREATING A TIMELINE

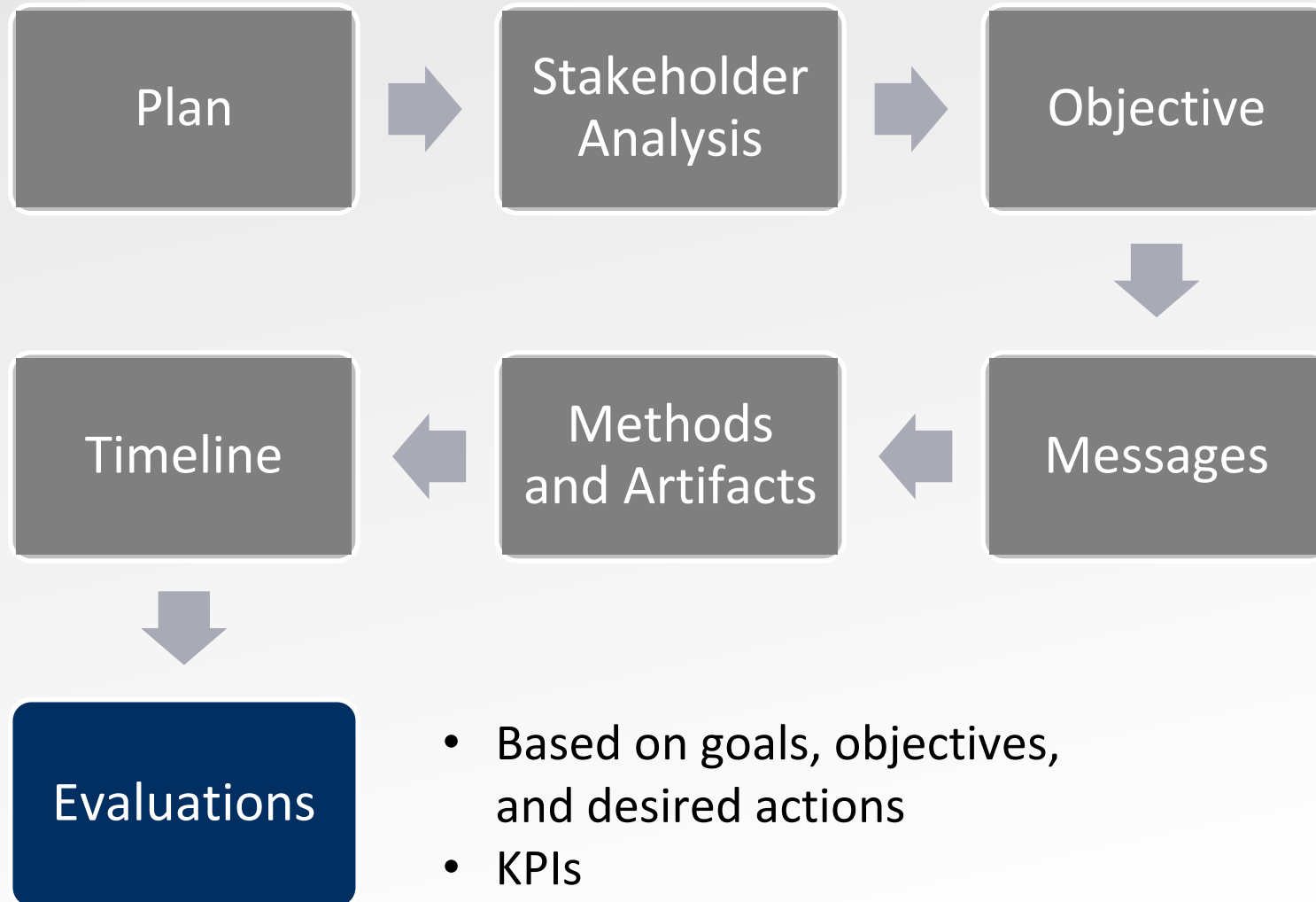


## Broken into:

- Introduction phase
- Reinforcement phase



# EVALUATING YOUR PROGRESS



# DISSEMINATION OUTCOMES—GRANTEE EXAMPLE

## STEM-Language Arts Teaching/Learning Ecosystem (SLATE) from the University of New Hampshire, FY 2021

Goal 7: Ensure longevity of project through dissemination of findings and resources and through securing future funding.		
Objectives	Measures	Outcomes
7.A. Develop a library of vetted collaborative units of lesson plans available online	7.A.1 Number of collaborative units; 7.A.2 page views of online spaces.	Creation of an online library of vetted standards-aligned, STEM+CS units available to educators throughout the country.
7.B. Promote the use of the online library at local, national, and international conferences and workshops	7.B.1 Number of conferences and workshops	Increased awareness of SLATE resources and importance of embedding STEM+CS throughout content areas while meeting needs of underrepresented students.
7.C Identify and apply for appropriate fundings and submit application in Year 4	7.C.1 Proposal submission	Ability to expand support throughout New Hampshire.
7.D. Share project findings through conference presentations and publications	7.D.1 Number of conference proposals accepted; 7.D.2 Number of publications	Increased awareness of SLATE resources and findings.

Source: [Education and Innovation Awards from the Office of Elementary and Secondary Education](#)



# BREAKOUT 2

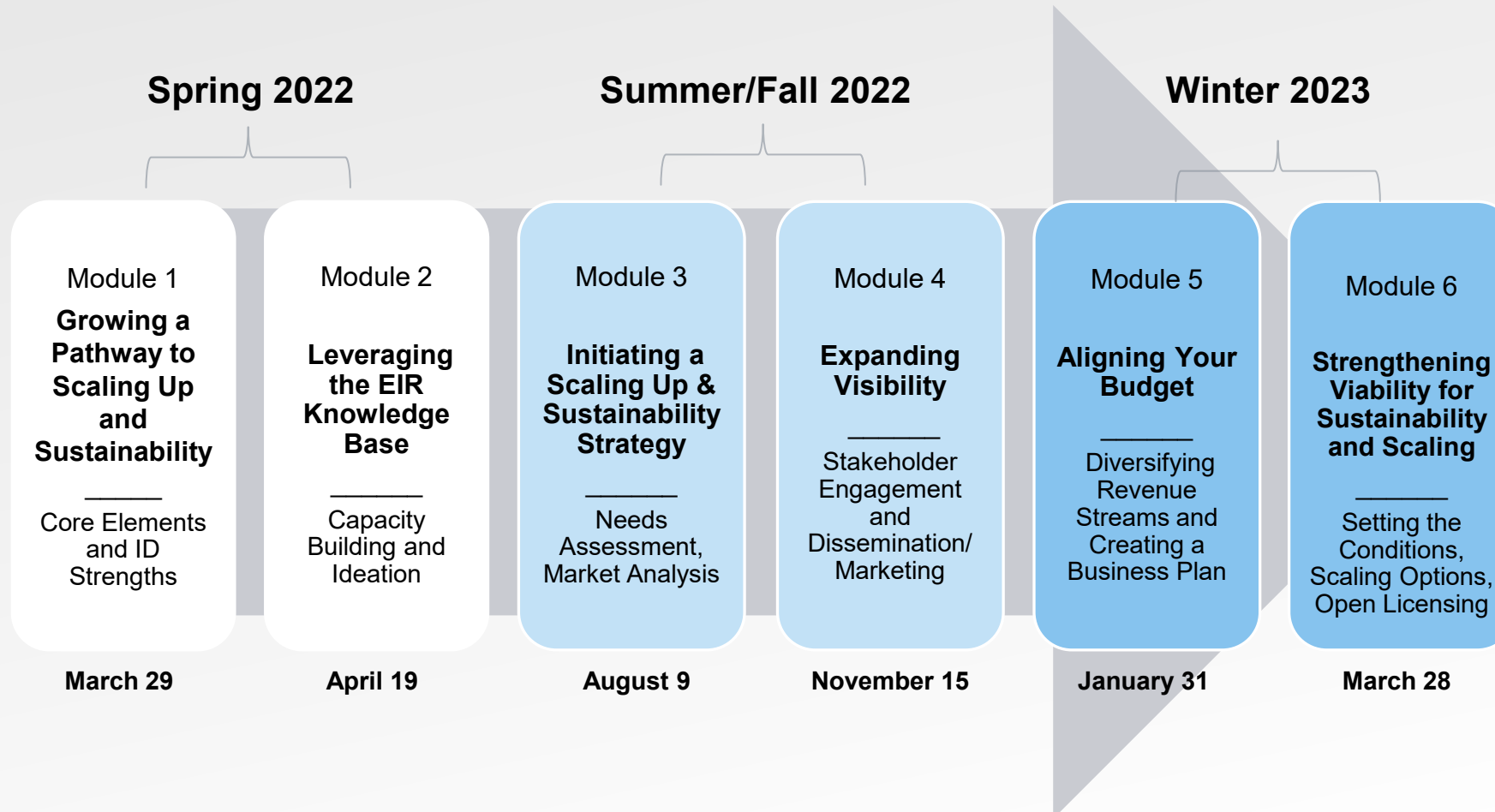


# RELEVANT RESOURCES FOR TODAY'S SESSION

- U.S. Department of Education EIR Program – [EIR@ed.gov](mailto:EIR@ed.gov)
- Links to the *EIR Grantee Tips for Recruitment and Readiness*, rubrics, EIR/i3 papers and any additional resources referenced in the workshop can be found in the EIR Grantee Resource Library at: <https://anlar.knack.com/eir-ta#home/>
  - UserName: [eirta@anlar.com](mailto:eirta@anlar.com)
  - Password: resources4EIR
- EIR Sustainability and Scaling Community of Practice (CoP) and other CoPs- [EIRTA@anlar.com](mailto:EIRTA@anlar.com)



# WHAT'S AHEAD: SUSTAINABILITY AND SCALING TRAINING WORKSHOPS



**Note:** Modules 5 and 6 may adjust to best meet grantee feedback and needs.





THANK YOU!

