

How Do We Track the Progress of Research/Practice Partnerships?

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How Do We Track the Progress of Research/Practice Partnerships?

Overview:

- Description of the context/process of survey
- Input from panel of practitioners
- Q/A session from audience
- Survey review in role alike groups
- Discussion of feedback about survey

Motivation for developing a measure of R/P Partnership

BERC

- Partners = foundation members, university, practitioners
- Funders want to know “What’s changed” “What value of my investment”
- Internally, utility and quality of the work for continuous improvement

Education Northwest/REL Northwest

- Partners = State agencies, districts, other researchers, IES
- Formative evaluation component built into REL annual plan
- Challenge: Developing good measures of partner engagement and capacity building

Stanford/SFUUSD Partnership

- Partners = University and district/practitioner partners
- Satisfaction and quality of efforts, track impact of partnership over time

Issues addressed while developing this survey:

Addressing all variables of R/P partnership

Original buckets of questions, 6/13	Revised Buckets of Questions, 11/13
<ul style="list-style-type: none">• Utility of research and the partnership (research agenda, problem identification, learning from the partnership)• Quality of research (view of the research, perception of quality)• Relationships, operations of the partnership• Access• Interpretation	<ul style="list-style-type: none">• Vision for partnership• Utility of partnership• Quality of the research• Operations within the partnership• Access within the partnership• Interpretation of research findings• Partnership Leadership• Open-ended questions (strengths/challenges)• Demographics

Issues addressed while developing this survey:

R/P Partnerships have different stakeholders

- Originally question listed as:

1. Please indicate which organization you are most closely associated with:

Researcher Practitioner

Other: _____

- Changed to:

1. Please indicate which organization you are most closely associated with:

Researcher Practitioner Community Partner (e.g.

Other: _____

Issues addressed while developing this survey:

R/P Partnerships have different identities

- Originally question listed as:

	Important	Important	Important	Important	Know
2. The partnership produces high quality research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The partnership produces policy-relevant research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Changed to:

	Agree	Agree	Disagree	Disagree	Know
2. [Put partnership name here] produces high quality research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. [Put partnership name here] produces research relevant to policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues addressed while developing this survey:

Some questions asked to specific stakeholders

ACCESS WITHIN THE PARTNERSHIP:

For items 33-38, answer the questions by stating the degree to which agree or disagree with these statements about the operations of the partnership.

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
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33. R
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ACCESS WITHIN THE PARTNERSHIP: (Optional based on role)

For items 32-37, answer the questions by stating the degree to which agree or disagree with these statements about the operations of the partnership.

34. R

35. R

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
For Practitioners in the Agency					
32. Partnership researchers are easy to approach at meetings, presentations, by phone and by email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Partnership researchers listen to our needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Partnership researchers have written reports or produced materials for me to use in my setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Materials produced by the partnership are easy to access (via the web, or other means)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Partnership Research Staff					
36. It is easy for me to access data from ___ for research purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Data management procedures are clear and easy to for all to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. M
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37. It

38. M

Issues addressed while developing this survey:

Different variables for different partnerships

Statement	Variable 1	Variable 2	Variable 3	Variable 4	Variable 5
30. I am never surprised by research findings supported by the partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The process for disseminating research findings to all					

E7. As a member of this research alliance, I have been invited to give input to REL staff about the dissemination of support activities or studies.

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**Reactions from
Practitioners**

How Do We Track the Progress of Research Practice Partnerships?

Questions?
Comments?

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Survey Review and Discussion:

1. Read and discuss in role-alike groups
2. Share findings from role-alike groups