What we hope to achieve together:

1. Create an opportunity to move the conversation forwards in a substantial way
2. Build new connections and relationships to support the development of work in this area
3. Share our learning (both empirical and experiential) with each other
4. Consider what this means for research funders as a key stakeholder group

You may have others to add...
What are the proposed outputs from our time together?
Some other ideas:
What we hope to avoid?
Assessing the Impacts of Engaged Research and Its Use
Evidence and Opportunities

Ben Miyamoto, Transforming Evidence Funders Network; The Pew Charitable Trusts
Thank you to our partners
Helping Researchers Help Others

“What brought you to the questions at the center of your research agenda?”

“What nothing about us without us.”

Personal Narratives + Professional Methodologies
Helping Researchers Help Others

Maine Voices: Supporting parental education can end generational poverty
Through L.D. 1774, Maine has the opportunity to follow an initiative pursued by farsighted states.

By Luisa S. Deprez and Lisa Dodson special to the Press Herald

PUBLIC Law, Chapter 485
HP1261
LD 1774
on - Session - 129th Maine Legislature

Bill Tracking, Additional Documents

An Act To Reduce Child Poverty by Leveraging Investments so Families Can Thrive

Be it enacted by the People of the State of Maine as follows:
Helping Researchers Help Others

Map of Scholars Strategy Network Chapters

From: https://scholars.org/chapters
My First Question:

How can we measure and improve the use of research evidence in decision-making?
Transforming Evidence Funders Network Activities

**Learning**
- Monthly learning sessions
- Grant practices workshops

**Working groups**
- Reshaping research incentives
- Research on research use
- Partnerships in the Global South

**Communications**
Funding To Support Engaged Research & Evidence Use

**PROGRAM DEVELOPMENT**
- Selecting priorities, approaches, & evaluation strategies

**APPLICATION MECHANICS**
- Application guidance, process, & publication

**DECISION-MAKING**
- Rubric creation, reviewer selection and training, feedback process, & decision structure

**IMPLEMENTATION & MONITORING**
- Trainings, cohort activities, reporting, networking

**POST-PROJECT**
- Program evaluation, alumni networks, learning, & iteration
Funding To Support Engaged Research & Evidence Use

- Integrating Feedback
- Funding for pilot programs
- Boundary Spanning Capacity
What do we know (or could we learn) that would help funders better support engaged research and evidence use?
Workshop Motivations

**Identify what we know**
What do we know about engagement, evidence use, and improvement in outcomes?

**Surface gaps in our knowledge**
What is needed to build and use knowledge about how evidence makes a difference?

**Engage others with actionable insights**
Co-design resources with the folks who will put that knowledge into practice.
research

evidence

policy

science

practice

informed

decision

spanning

coproduction

networks

bridging

monitoring

citizen

methods

publics

driven

design

brokers

meaningful

making

indigenous

service

oriented

educational

decolonial

operations

intermediaries

creation

objects

relationships

improvement

honest

community

affected

administrative

nonprofit

social

societal

improvement

administration

translation

learning

mobilization

support

knowledge

production

participatory

boundary

research

scholarship

implementation

interested

organizations

making

policy

interests

administration

education

thinking

learning
Types of Knowledge

Indigenous Knowledge
Practitioner Know-how
Research Evidence
Policy Acumen
Lived experience
& More
Ah-ha moments occurred when

• learning actual needs
• creating real added value
• studying funders
• creating multiple types of outputs
• letting projects evolve, live & breathe
• doing research in one’s own mother tongue
• telling stories of change
• putting one’s feet in the territory

• realizing actual harm can be done
• creating tools for social change
• identifying unintended risks
• discovering literacy exists without formal training
• avoiding wasted effort
• moving beyond helping individuals
• realizing research is (in fact) used!
• doing years of iterative co-production
“using research as a tool to support communities and help them solve problems.”

“think more equitably about who we work with, how we work w/ them, and when we work w/ them.”

“no research about us without us”

“help communities engage in whatever way they [are] able”

“seed growing into flowering tree of purpose”

“put power into users hands”