

***Should you sow what you know?***

The Foundation's primer for those developing,  
or referring, an Applied Dissemination proposal



***Table of Contents***

<b>3</b>	Preface
<b>4</b>	Introduction
<b>5</b>	Who should use this primer?
<b>6</b>	When and how to use this primer
<b>7</b>	Summary of the steps in preparing a preliminary proposal for Applied Dissemination
<b>8</b>	Step 1: Is there convergence with the Foundation's priorities and guidelines?
<b>9</b>	Step 2: Does the proposal meet the seven essential characteristics of effective AD?
<b>10</b>	Step 3: Sketching out a plan
<b>10</b>	3.1 What seed variety is to be disseminated and applied?
<b>12</b>	3.2 Who should lead the AD initiative?
<b>13</b>	3.3 How might the seeds be distributed?
<b>14</b>	3.4 Who will be planting the seeds?
<b>15</b>	3.5 What essential nutrients are required for the seeds to grow?
<b>16</b>	3.6 What weather conditions could affect the growing season?
<b>17</b>	3.7 Which are the best tools and techniques to use?
<b>19</b>	3.8 What is needed to tend the crop and reap the harvest?
<b>20</b>	Further reading on dissemination and evaluation

The J.W. McConnell Family Foundation

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*The term "Applied Dissemination" (AD) refers to the process of both disseminating information about an existing program, process, concept or knowledge and skills, and applying that information in a different context.*

**Preface**

This primer represents an initial effort by the Foundation to draw lessons from its experience of funding programs to disseminate and apply initiatives across Canada which have demonstrated their value in a local community. Too often, as we all know, "model," "demonstration" or "pilot" projects remain just that. Despite successful results, they stubbornly resist efforts to transplant them, even to situations where the challenges and circumstances may appear to be similar.

This primer asks not only how, but also should one undertake the transplanting of a successful concept, process, skill or program, or, in the words of its title, Should you sow what you know? It is of course only a first contribution to this question, which has acquired increased importance in a time of limited resources and public concern about program efficiency. Practitioners are urged to innovate, but also to apply the knowledge and experience of others. Grantors expect greater leverage and impact.

Although the dissemination and application of useful initiatives is a priority for us, we should caution that the Foundation's means are limited. We simply cannot support more than a few Applied Dissemination (AD) proposals each year. Therefore, our overall mission and program priorities will continue to determine which proposals we are able to pursue.

As with any primer we expect to update this from time to time with the advice and feedback of practitioners. We welcome your views.

Tim Brodhead  
President & Chief Executive Officer  
July 1998

## ***Introduction***

In 1993 the J.W. McConnell Family Foundation adopted as its mission, "To enhance the ability of Canadians to understand, adapt, and respond creatively and effectively to the underlying forces which are transforming Canadian society and the world." The new mission was one aspect of a major change to the Foundation's traditional role, another being the decision to focus on national grantmaking.

The Foundation is consequently giving priority to initiatives that have a pan-Canadian scope. Our funding guidelines state that we do not generally consider requests "in which the primary request is strictly local or regional, and where there is neither a high potential nor a clear strategy for the 'applied dissemination' of learnings across Canada."

How is such a strategy designed? In the past, most donors simply hoped that the learnings from the frequently creative experiments they supported would be made accessible to other communities across the country. This Foundation occasionally offered a modest top-up to grant recipients in the expectation that they would put together a successful Applied Dissemination (AD) plan from scratch. But once we had opted to restrict our funding of local initiatives to those with AD potential, we decided that we should learn more about the critical elements of this process.

In reviewing the Foundation's active grants involving some form of dissemination, we concluded that the challenge appears to lie in the subsequent application of the disseminated information. This, therefore, is where we chose to focus our attention. Foundation staff conducted interviews with more than 20 grantees and gathered information from a number of other sources including Canadian foundation colleagues. The initial work culminated in a roundtable meeting involving grantees with AD experience. The Foundation also consulted experts such as Dr. Thomas Backer who has written extensively about the issue and works with several American foundations.

The present primer distills a wide array of research, experience and advice into a tool for prospective grantees. It contains the Foundation's funding criteria for this kind of undertaking, describes the players and, through an agricultural metaphor, outlines some of the key steps involved in effective Applied Dissemination. It includes a brief description of the four major "seed varieties" that are typically candidates for dissemination: concepts, processes, knowledge and skills, and programs. The purpose of the primer is to help you decide whether or not you should launch an AD initiative and whether your initiative meets the Foundation's criteria. If the answer is "yes," note that each step is linked to one or more examples that may help you put all of the pieces together.

Please note that the primer is intended to be used in conjunction with the information on the Foundation's Web's page, in particular the section on "How to Apply".

***Who should use this primer?***

The primer is designed for:

- organizations that are considering launching or participating in an Applied Dissemination strategy for which they might wish to approach the Foundation for funding;
- community foundations, United Ways and Centraides, volunteer centres, etc., which might wish to refer a local organization to the Foundation.

You may be one of the hundreds of organizations, institutions, networks and community groups across the country imaginatively tackling local or regional challenges. You have documented and evaluated your experience and may have already done some dissemination. Perhaps you are getting calls for more information, and you want to know if your initiative has a good chance of taking root elsewhere. What needs to be done to disseminate and help others to effectively apply your experience? Is your organization willing to take on the required commitment? And would such an effort be consistent with your mandate?

Alternatively, you may be a local funder supporting an exciting initiative which you are convinced could be useful in other communities across Canada. Should you refer it to the Foundation?

This primer may help you decide.

***When and how to use this primer?***

The Foundation does not normally enter the Applied Dissemination process until the planning stage (C). On occasion, the Foundation will contribute to an evaluation (B) if none has been undertaken. The Foundation seldom funds the incubation (A) of an initiative which has only local relevance or impact.

The primer is presented in three steps, each of which is set up to assist you in understanding if and how an Applied Dissemination initiative might be considered by the Foundation. In a sense, the primer makes transparent the screening process the Foundation uses to review a preliminary proposal.

Step 1 will assist you in understanding the generic screen for any proposal received by the Foundation. This step is not an evaluation of the importance or value of a given proposal. Rather, we ask: does the proposal converge with the mission and program themes and preferred characteristics and funding guidelines/restrictions of the Foundation? Traditionally, fewer than 5% of proposals converge to a great enough degree to go on to Step 2. Therefore, you might wish to test your idea with us prior to proceeding to Step 2. See "How to apply".

Step 2 makes explicit what characteristics the Foundation believes must be present for any Applied Dissemination initiative to succeed.

Step 3 will assist you in "Sketching out a plan". These eight questions are meant for an organization considering embarking upon an AD process with the Foundation's support.

Those few proposals that are finally approved by the Foundation can be assured of a serious commitment, lasting anywhere from three to five years depending on the nature of the initiative.

We have also included a list of resources so that you can seek out additional information if you wish to do so.

***Summary of steps in the preparing a preliminary proposal for Applied Dissemination***

We request that those proposing AD initiatives to the Foundation sketch out a brief plan which follows the sections of this primer. As a minimum, the questions noted below should be addressed.

**Step 1:** Is there convergence with the Foundation's priorities and guidelines?

How does your AD substance relate to helping Canadians to understand, adapt and respond to the forces transforming Canada? How does it converge with the Foundation's program themes, preferred program characteristics and funding guidelines?

**Step 2:** Does the proposal meet the seven essential characteristics of effective AD?

Predicting success: How does your AD initiative reflect these characteristics?

**Step 3:** Sketching out a plan

**3.1** What seed variety is to be disseminated and applied? Is your AD substance a concept, a process, knowledge and skills, a program, or a hybrid?

**3.2** Who will lead the AD initiative? If it is your organization, have you developed a "back-stop" plan to ensure that you do not negatively affect your own day-to-day organizational needs?

**3.3** How might the seeds be distributed? Have you considered potential partners in the AD process?

**3.4** Who will be planting the seeds? Are you clear on who the actual "planters" will be in other communities?

**3.5** What essential nutrients are required for the seeds to grow? Have you identified the prerequisites for success? Can you estimate how many Canadian communities share those prerequisites?

**3.6** What weather conditions could affect the growing season? What local, regional, national contextual factors can you anticipate that could affect the initiative?

**3.7** Which are the best tools and techniques to use? Which tools and techniques have you selected and why do you feel that they will be the most effective?

**3.8** What is needed to tend the crop and reap the harvest? What elements are necessary during the applied phase and how will you provide them? What is your disengagement strategy?



**1<sup>st</sup> step** *Is there convergence with the Foundation's priorities and guidelines?*



To be eligible for funding, the concept, process, knowledge and skills, or program to be disseminated and applied must:

Converge with the Foundation's mission

*To enhance the ability of Canadians to understand, adapt, and respond creatively and effectively to the underlying forces which are transforming Canadian society and the world.*

and

Converge with the Foundation's program themes

*For example, releasing the latent capacities and resources of individuals, families, youth and communities.*

and

Embody the Foundation's preferred program characteristics

- *Effective Strategies*
- *Long-Term Horizon*
- *Breadth and Depth*
- *Innovation and Risk*
- *Organizational Strength*

and

Conform with the Foundation's funding guidelines and restrictions

*For example, the proposal cannot include annual operating costs, capital and equipment, research, public policy development or advocacy, etc.*

We urge readers to refer to the Foundation's "How to Apply" guide for more information and detail.

## **2<sup>nd</sup> Step** *Does the proposal meet the seven essential characteristics of effective AD?*



Although the following does not guarantee success, experience has shown that Applied Dissemination initiatives are most likely to fall on fertile ground if they are:

**Timely:** Timing often has everything to do with where and when a particular initiative can be successfully disseminated and applied. Certain conditions can open the door (a perceived vacuum, a crisis, change in leadership, and so on) greatly improving the odds of something new taking root.

**Contributing value:** An Applied Dissemination initiative should contribute to a community's well-being "over and above" what already exists (added resourcefulness, added quality, added effectiveness, added benefit, etc.), or contribute a new way of addressing a common challenge.

**Straightforward:** The essential elements of the concept, process, knowledge and skills, or program to be disseminated and applied should be clear and relatively easy to grasp.

**Providing an element of choice:** Communities should be able to select among a range of choices to create their own local hybrid when appropriate.

**Flexible:** While most AD initiatives will comprise both fixed elements (essential to the integrity of the concept, process, knowledge and skills, or program) and the variable/flexible elements that can be locally interpreted and applied, the initiative has to be pliable. Flexibility also implies a capacity to adjust to unexpected developments.

**Responding to a high level of community motivation:** In addition to community choice, communities and individual citizens will be most receptive to new initiatives when they have demonstrated a predisposition to change, learn, or adapt. Local enthusiasm is essential.

**Proven:** Initiatives should be independently evaluated before they are disseminated. If there is only anecdotal evidence that they work, others will have little inclination to adopt them, or may adopt what subsequently turns out to be ineffective or inappropriate.

### **3<sup>rd</sup> Step** *Sketching out a plan*

#### **3.1 What are the varieties of seeds to diffuse and apply?**



The Foundation believes that there are four major categories or varieties of seeds which are typically candidates for AD: concepts, processes, knowledge and skills, and programs. One of these four seeds will predominate in AD planning, although your plan may encompass some aspect of all four.

A natural default for AD is the replication of a specific program model, but in fact, this represents a relatively small proportion of AD activity. And there are dangers in the default toward the "franchising" of programs, i.e., very little involving the organic nature of people and communities can be cloned.

In considering if you wish to embark upon an AD initiative, you need to identify your "seed variety." If it involves more than one variety, consider the sequencing of the application. For example, 1,2,3 Go!, an early childhood development initiative, involves all four varieties of seeds though the first two are the most important:

**Concept:** It takes (and is the collective responsibility of) a "neighbourhood" to raise a child.

**Process:** A careful and patient community development process assembles the interests and engagement of schools, residents, merchants, social services, community organizations, medical professionals, etc. to think, dream and plan together on how the neighbourhood can be more nurturing for children, in particular those aged 0-3.

**Knowledge and skills:** Local capacity is strengthened through community development, early childhood development theory and research, consensus-building, process evaluation, etc.

**Program:** All of the above result in neighbourhood initiated programs benefiting children and their families.

Concepts:

A concept that may be a good candidate for AD is a (often radically) different way of looking at a chronic challenge or social convention. The influential American writer John McKnight's view that social services must shift from the needs and problems of communities and individuals, to the discovery and liberation of their talents and capacities, is an example of such a concept.

Concepts can sometimes be easily understood and accepted (i.e., nothing is more powerful than an idea whose time has come), but such instant revelations are rare. In most cases, it takes time and a process of engaged debate for people to "buy in." Since

new concepts often turn prevailing conventions on their head, they can generate strident and determined resistance. Therefore, understanding the human dynamics of change is essential to the AD of concepts. (See Thomas Backer's writings on this subject.)

Be prepared for the fact that the applied aspect of the Applied Dissemination of concepts is extremely difficult. Anyone who has tried to make the shift to McKnight's asset-based approach to community building knows this very well.

#### Processes:

It is sometimes difficult to disentangle a process from a program. Processes tend to involve multiple actors in efforts to develop new ways of collaborating, to find creative solutions to common dilemmas, or to plan for change. They can lead to changes in behaviour or perception, innovative approaches to community decision making and/or serve to break through traditional sectoral or territorial barriers. Typically, a wide range of groups come together to develop a joint approach to a specific challenge. Examples include "multi-stakeholder" processes/roundtables on the environment and the economy, and community-wide efforts to address poverty or the management of a local ecosystem.

Although new programs may result from the process, the "how" of a process is more important than the "what." Inevitably, processes are lengthy and heavily dependent on building trust and resolving conflicting points of view. Managing the journey is important, but so is keeping one eye on the ultimate destination.

#### Knowledge and skills:

This field of dissemination includes technical expertise, information, learnings from experience, and research findings. The usual media for dissemination are the formal education system, libraries, publications/journals and television (and now, the Web). Because their impact is hard to measure, the Foundation has stayed away from general public information campaigns and explicitly excludes publications, videos and the like from funding unless they are tied to an Applied Dissemination process.

Information by itself is usually not enough. The effective application of knowledge and skills depends on a community's capacity to select and control the most appropriate tools to suit their needs. An example is the Foundation-funded Community Economic Development Technical Assistance Program (CEDTAP) through which individual communities across Canada select planning and technical assistance from a pre-qualified list of CED providers.

#### Programs:

If the AD of a program is an aspect or indeed the essence of your plan, it is important that you clarify your expectations along the continuum of cloned to homegrown (from an adaptation loosely based on your model through to a tightly controlled franchise

approach). Sometimes the originators of a program develop an intense protective feeling towards their "baby," and fear that another community or organization may make a mess of the model if they don't do things exactly the same way. Experienced applicers of disseminated programs will tell you however that the bias should be more toward "homegrown" than "cloned." Most programs involve certain design features that can be regarded as essential to their integrity and are therefore core to an AD plan. But these are often fewer than what an originator might assume. The more a program allows for local adaptation, the more likely it is to meet with local support.

### **3.2 Who should lead the AD initiative?**

It is not always true that those responsible for developing a model are the most suited to spreading it to others.

An originating organization should first ask: can involvement in a process of Applied Dissemination be achieved without compromising organizational capacities and priorities? Neither you nor the Foundation would want to promote an effort that ends up severely depleting your organizational resources.

If it becomes clear that your organization is not necessarily the most appropriate to lead the AD process, or if you do not want to undertake it on your own, there are other options and/or partners (described in the next section).

The following is a series of statements that characterize an organization which is likely to succeed with leading its own AD effort:

Your organization could make Applied Dissemination a high priority and has the required commitment and human and other resources to provide long-term support.

The ongoing capacity and viability of your organization would not be compromised if you led an AD initiative.

Your organization has experience and contacts in your field of endeavour that reach beyond your local geographic area. If this experience is limited, you know how to develop such links.

Your organization has the perseverance required to support the often protracted process of someone else's adaptation of a disseminated initiative.

Your organization feels confident that you will be enhancing rather than duplicating what already exists in other communities.

Your organization is open to a "community- or learner-directed" approach to AD.

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In the case of a program model, you are clear on the essential characteristics (the elements which must be cloned) and the variable characteristics (the elements which can be homegrown).

### **3.3 How might the seeds be distributed?**

If you decide that your organization does not have the capacity to carry out an Applied Dissemination effort using only its own resources or structure, or that going it alone may not achieve the initiative's full potential, you could choose to disseminate through a range of channels and infrastructures.

You may be a member of a national network or a professional association. Or you may be a small local group interested in developing a partnership with a larger national organization for Applied Dissemination purposes. Alternatively, you could be an institution with branch offices in every province and therefore have a "built-in" dissemination infrastructure.

You should consider which partnerships and relationships will most effectively enhance your Applied Dissemination effort, setting the time aside for negotiating with these partners in advance.

The following statements apply to the development of AD partnerships:

Your organization will be identifying the most effective channel(s)/partners for Applied Dissemination, thereby avoiding the development of costly duplicate or parallel infrastructure (e.g., collaboration with an existing national organization or network). In making your selection, you may consider such factors as:

- the partner's track record in collaborating with other organizations
- the partner's pre-existing experience and credibility with your "audience"
- the partner's reach (urban, rural, pan-Canadian, etc.)
- the partner's language capacities
- similarities/differences in approaches to the use of resources, the engagement/roles of staff and volunteers, etc.
- administrative costs and facilities

Given that an initiative is often grounded in a strong value-base or philosophy, you and your partner will be taking the time to ensure that there isn't a potential clash of mission or values which may surface along the way.

### **3.4 Who will be planting the seeds?**

The eventual "planters" of the disseminated initiative in other communities should be identified from the outset. These planters can range from decision-makers, to professionals, to institutions, and/or to new or existing organizations. It also helps to have an individual within these organizations who is keen to take the lead at the local level.

You and/or the partners that you work with to disseminate, and subsequently to support, the planters should be strongly attuned to their local realities. You will need to consult extensively with them in the design of your tools and support systems to ensure that their needs are being met. The following statements may provide guidance:

You are clear as to who the local planters might be, for example:

- an institution (school, health centre, church, etc.)
- an existing community organization or service club
- a new community organization
- an affiliate/branch/chapter of a national organization

You plan to test the receptivity of the potential planters to the seed that will be disseminated.

You have a sensitivity to the realities and context of the planters.

You expect to have an ongoing process of consultation with the planters to seek their input and direction as the Applied Dissemination initiative unfolds.

You are clear on the leadership and resources required by the planters.

You can assist planters in determining the operational, management, marketing or other capacities which are necessary to implement a program.

If financial sustainability is an issue, the planter will have experience and capacity to generate resources.



### **3.5 What essential nutrients are required for the seeds to grow?**

An agronomist would not consider planting a seed variety without first being very clear that the essential nutrients are in the soil. The same is true for AD. Neither you nor the planter would wish to waste time trying to promote a seed variety in conditions where it has little chance of taking root.

If we regard Canada as an archipelago of 5,000 neighbourhoods and communities, it becomes important to be able to predict which of those have the prerequisite nutrients to benefit from your AD initiative.

Some of the prerequisite characteristics conducive to success are listed in Step 2. Other characteristics might relate to:

- demographics
- philanthropic/fund-raising context
- resources, facilities
- healthy organizations/community infrastructure (business, education, etc.)
- language and culture
- legislative and policy environment
- skills (planning, technical, etc.)
- leadership capacity and style
- absorptive capacity
- public support and involvement (including volunteers)
- media support and involvement

Your AD plan will require identifying those factors which are essential to the effective application of your initiative, and those which are desirable but not critical. Some of these essential factors will relate to your own institution's capacity; others, to the initiative itself and the communities that will adapt it. They can range from the concrete to the important intangibles (such as a sense of fun, or of passionate commitment - as one grantee puts it, "change is heart activity").

In conceiving your AD initiative:

Your organization will need to determine that there is a critical number of communities, sectors or individuals with a serious interest in undertaking the initiative, and that demonstrate those characteristics essential to its success.

You should plan for a mechanism whereby the communities participating in the Applied Dissemination process can feed back to you local learnings and adaptations (which you or others may wish to implement).

The pace of the AD plan will have to allow local implementors the time required to vet the new initiative. You may target therefore only a handful of communities.

### **3.6 What weather conditions could affect the growing season?**

In addition to the "essential nutrients," there are invariably important factors in the local, regional or national environment which could have either a positive or a negative impact on any Applied Dissemination initiative. Some can be anticipated, while others might emerge much like an unwelcome storm. A good AD plan is anticipatory towards the former and prepared for the latter.

Many organizations have found that they have enormous success with an initiative in one location, only to have it falter in another. The soil appears fertile, but the crop just doesn't take. It may be that there is a supportive policy environment in one place. In another, there is a bitter political battle among existing organizations, or local legislation might be hampering a group's capacity to achieve its objectives. While assessing the local context for your initiative and evaluating its chances of taking root, you should also consider its resilience to inclement weather. Examples of conditions that might have an impact on the implementation phase of your initiative include:

- "turf" or other territorial/jurisdictional jealousies
- previous negative or positive experience
- resistance to things/ideas "not invented here"
- prevailing relationships among organizations and/or between organizations and government
- sudden shifts in political support/context
- rifts or divisions amongst cultural, linguistic, geographic, etc., communities

Thus, you should ensure that:

Your organization, along with your partner, carries out a thorough assessment of the (local, regional, national) environment and anticipates how unfavourable local weather conditions (worst case scenarios) might impact on the initiative to be disseminated.

You identify both potential "competitors" and opportunities for collaboration (local, regional, national).

You intend to develop means for ongoing evaluation to help guide modifications to your strategy as one means to prepare for changes which inevitably occur in any local environment.

### **3.7 Which are the best tools and techniques to use?**

Since your objective is to have your information applied, your tools and approaches should be tailored to the intended planters. How would they best obtain information? Given their age, culture, location, etc., which medium is the most appropriate? A range of tools and techniques is generally necessary, as people discover and use information in many different ways. Tools should be designed to inspire and motivate. Remember also that while a clear, easy-to-follow manual is important, it cannot replace personal contact. Exposure visits, opportunities to trade experiences, and mentoring can all play a critical role.

Examples of tools:

- the Web
- kits, manuals, audio-visuals, and CD-ROMs
- training programs
- exposure visits
- narrow or broad media
- conferences, seminars, and workshops
- 1-800/1-900 lines
- tele/video conferences and distance learning

Examples of techniques:

- suspense (to attract attention and build interest)
- exclusivity (to feed desire to be part of something special)
- awards (to attract media attention and highlight best practices)
- high profile spokespersons (to attract media and establish credibility)

Therefore:

Your organization will be identifying the tools which have the greatest likelihood of being effective, selected on the basis of and in consultation with potential users.

These tools and techniques are adaptable, flexible and accessible (including language, cost effectiveness, timeliness, ease of use, etc.). Remember, the "shelf life" of most information diminishes rapidly.

You plan to test the tool in the target area to evaluate its efficacy before going ahead with the initiative. For example, if the tool will be used with teachers and students, it will be evaluated by representatives of these populations before its completion.

Your organization plans to carry out a search for and assessment of other existing methods to disseminate this type of "seed."

The form of your AD tools will not overwhelm the content. You plan to have a system for the planter to get answers to common implementation questions. (Examples include the Internet, or a 1-800 or 1-900 number.)

### **3.8 What is needed to tend the crop and reap the harvest?**

After the initial phase of dissemination comes the phase of supporting implementation and eventually (for funder and disseminator) disengaging. Effective nurturing assumes a long-term relationship between disseminator and applier, one in which patience, flexibility and openness to new ideas are crucial.

Farmers know that crops must be tended carefully to produce. They also know that they need to plan for, and respond to, inclement weather, pests, the breakdown of farm machinery, and unpredictable markets, as well as opportunities for cross-fertilization and crop rotation. Similarly, your organization should expect the unexpected, always assume that everything takes considerably longer than anticipated, and keep an eye open for creative connections.

Your organization has the capacity to serve as a source of regular support and information on tactics and strategy to implementing groups, especially during the initial two- to three-year period.

Your organization will be carefully estimating the amount of time and effort that will be involved.

The timing and scope of the relationship between the organization(s) that will be launching the Applied Dissemination and the organization(s) that will be the local implementors should be similar and clearly articulated by all parties involved.

You expect to establish mechanisms for tracking and evaluation.

Your organization has sufficient financial resources in the long term (beyond those supplied by the Foundation) to maintain the initiative's growth. Alternatively you will be preparing a strategy for securing the necessary finances or for removing yourself from the process of expansion at an appropriate time.

If the initiative is "context specific," with a limited life span, your planning includes how and what (if anything) will continue once the initiative has been completed, including preparing a strategy on how the expertise will be transferred and retained by the planters in the long term.

***Further readings on dissemination and evaluation***

Backer, Thomas E., Ph.D. *Dissemination and Utilization Strategies for Foundations: Adding Value to Grantmaking*. Kansas City, Missouri: Ewing Marion Kauffman Foundation, 1995. (72 pages)

*A well-presented overview in booklet form of many important dissemination and utilization issues relevant to funders and programmers alike. It also contains sample guidelines, profiles and an extensive resource list.*

Mitsubishi Electric America Foundation. *Road Map: Guidelines for Evaluation and Dissemination*. Washington, D.C.: Mitsubishi Electric America Foundation, 1997. (26 pages)

*Dr. Thomas E. Backer and Dr. Carol Kochlar, both members of the Mitsubishi Foundation's advisory board, have written a straightforward overview for grantees of the essential elements related to the evaluation and dissemination of promising program initiatives. Also available on their Website: [www.meaf.org](http://www.meaf.org)*

National Centre for the Dissemination of Disability Research (NCDDR). *A Review of the Literature on Dissemination and Knowledge Utilization*. Austin, Texas: National Centre for the Dissemination of Disability Research, 1996. (45 pages)

*An informative review of the major issues researchers are addressing in the field of information dissemination. It, along with several other useful resources, can be accessed through NCDDR's Website: [www.ncddr.org](http://www.ncddr.org)*

Population Health Directorate, Health Canada. *Guide to Project Evaluation: A Participatory Approach*. Ottawa, Ontario: Population Health Directorate, Health Canada, 1996. (72 pages) (Disponible en français.)

*While this guide is primarily designed for groups involved in health promotion, it is an easy-to-use, comprehensive framework for project evaluation, full of how to's, examples and sample tools. It also contains an annotated bibliography.*

Schorr, Lisbeth B. *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America*. New York: Anchor Books Doubleday, 1997.

*This book is a thoughtful examination of how to "spread and sustain what works" in programs that promote social change. Though the context is the U.S., the lessons are universal and the numerous in-depth examples effectively illustrate her conclusions and recommendations.*

Vancouver Foundation. *Dissemination and Utilization Information Kit for Grantees*. Vancouver: Vancouver Foundation, 1997. (15 pages)

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*A booklet of general information, helpful guiding questions, and conceptual guidelines, prepared by Canada's largest community foundation.*

The Women's Research Centre. *Keeping on Track: An Evaluation Guide for Community Groups*. Vancouver: The Women's Research Centre, 1990. (Disponible en français.)