



Cornell University
Cornell Office for Research on Evaluation

Applying the “Golden Spike” to the Research-Practice Gap

*American Evaluation Association Conference, Minneapolis, Minnesota
Session 742 – Thursday, October 25th, 2012*

Miranda Fang *

Monica Hargraves, Ph.D.*

Jennifer Brown Urban, Ph.D.**

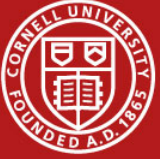
Thomas Archibald*

Marissa Burgermaster**

William Trochim, Ph.D.*

*Cornell University, Cornell Office for Research on Evaluation

**Montclair State University, Developmental Systems Science & Evaluation Research Lab



The Dilemmas

Researchers are pressed to

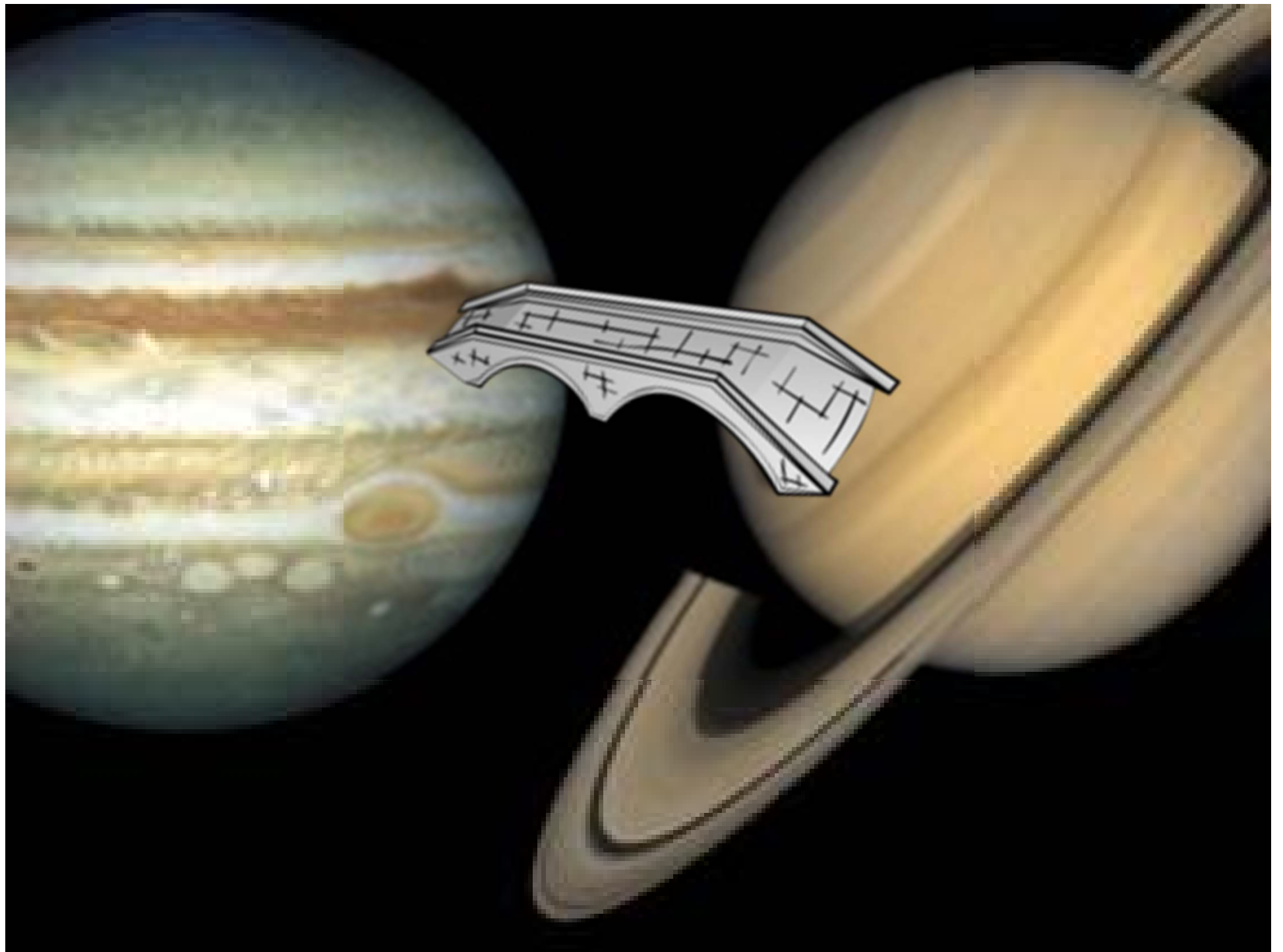
“articulate the worth of their research findings to broader society and ... effectively disseminate research to the broader public.”

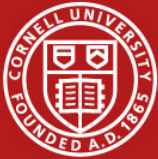
Practitioners are pressed to

“base their work on carefully designed and tested programs that have been empirically demonstrated to be effective.”

Urban and Trochim

“The Role of Evaluation in Research-Practice Integration: Working Toward the ‘Golden Spike’” (AJE 2009)





Logic Model

Logic Model Report

Cornell University
Cornell Office for Research on Evaluation

Model Date: May 20, 2011

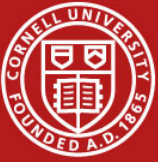
Choose Health Series
4-H Youth Development Program
Madison County

Mission: The mission of the Choose Health Series is to promote healthy eating and active play in third to fifth grade youth. Additionally teens will develop leadership skills and increase their knowledge of healthy eating and physical activity through presenting this curriculum to the youth.

Input:	Activities:	Outputs:	Short-Term Outcomes:	Mid-Term Outcomes:	Long-Term Outcomes:
-15-20 days staff time to plan, train volunteers, provide ongoing support, evaluate -volunteer leaders time - 2 teen volunteers work as a team along with an adult mentor in each setting. Program will run in three settings in summer 2010 -research-based nutrition curriculum -supplies -training on youth development principles and nutrition background -partners include the library, Retired Senior Volunteer Program, Cornell staff, Healthy Lifestyle Program Work Team - local funding from CCE	Train teen volunteer leaders Series of Choose Health: Eat and Play Well workshops	teens complete survey at end of program record of attendance Children complete 6 hours of nutrition-related activities	children gain knowledge related to nutrition and physical activity teen volunteers increase leadership skills children have fun learning about nutrition topics teens increase nutrition knowledge teens gain skills in working with younger children teens adopt healthy eating and exercise behaviors children adopt healthy eating and exercise behaviors	children enroll in additional 4-H and other healthy lifestyle programs children apply knowledge and skills to contexts outside 4-H teens increase interest in healthy lifestyles teens take on additional leadership roles Teens explore teaching as a possible career path	increased health literacy in general population teens pursue teaching careers Teens become community leaders decrease childhood obesity

Assumptions: This program depends on recruiting an adequate number of enthusiastic teen volunteers and providing adequate training so they will be effective leaders with the program. We expect that with the library's support and promotion of the program, we can recruit enough participants. We also depend on continued support from CCE and the community to fund the program.

Context: There is much interest around childhood obesity prevention. We believe that using teens as role models and teachers of younger children is an effective way to encourage children to adopt healthy behaviors that will ultimately decrease the risk of obesity and other health problems. This program takes place as part of informal summer, youth education programs. Teens will be piloting a new curriculum "Choose Health: Eat and Play Well" developed by Cornell University.



Logic Model

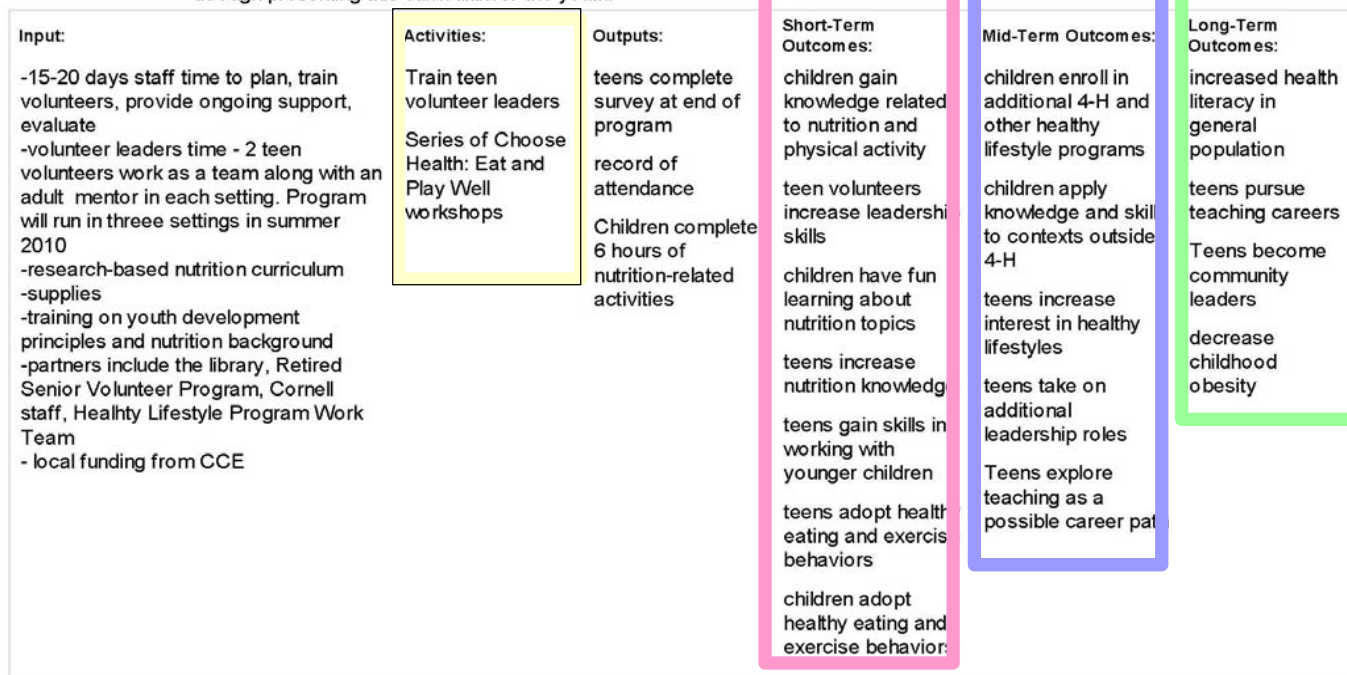
Logic Model Report

Cornell University
Cornell Office for Research on Evaluation

Model Date: May 20, 2011

Choose Health Series
4-H Youth Development Program
Madison County

Mission: The mission of the Choose Health Series is to promote healthy eating and active play in third to fifth grade youth. Additionally teens will develop leadership skills and increase their knowledge of healthy eating and physical activity through presenting this curriculum to the youth.



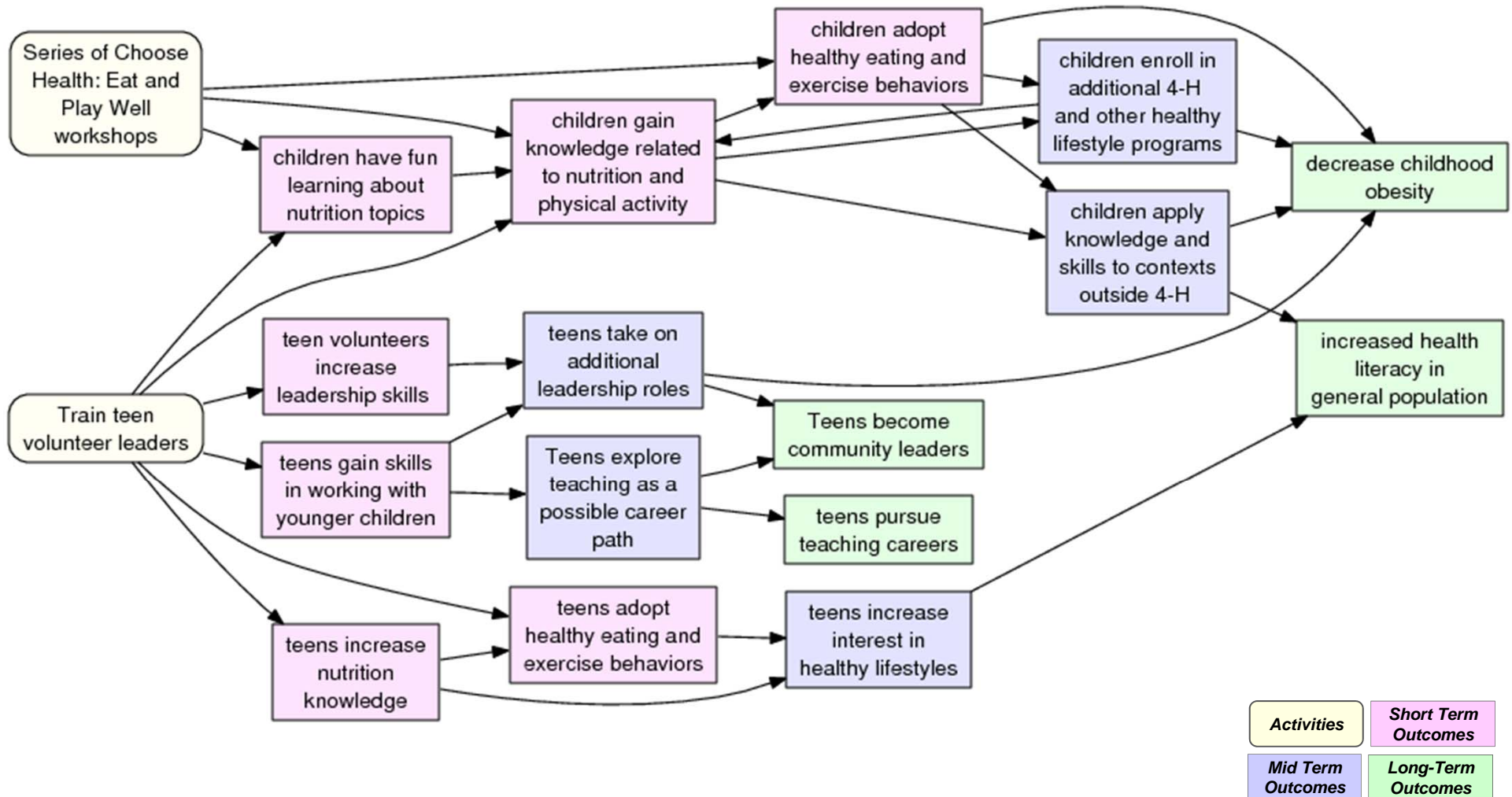
Assumptions: This program depends on recruiting an adequate number of enthusiastic teen volunteers and providing adequate training so they will be effective leaders with the program. We expect that with the library's support and promotion of the program, we can recruit enough participants. We also depend on continued support from CCE and the community to fund the program.

Context: There is much interest around childhood obesity prevention. We believe that using teens as role models and teachers of younger children is an effective way to encourage children to adopt healthy behaviors that will ultimately decrease the risk of obesity and other health problems. This program takes place as part of informal summer, youth education programs. Teens will be piloting a new curriculum "Choose Health: Eat and Play Well" developed by Cornell University.

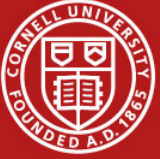




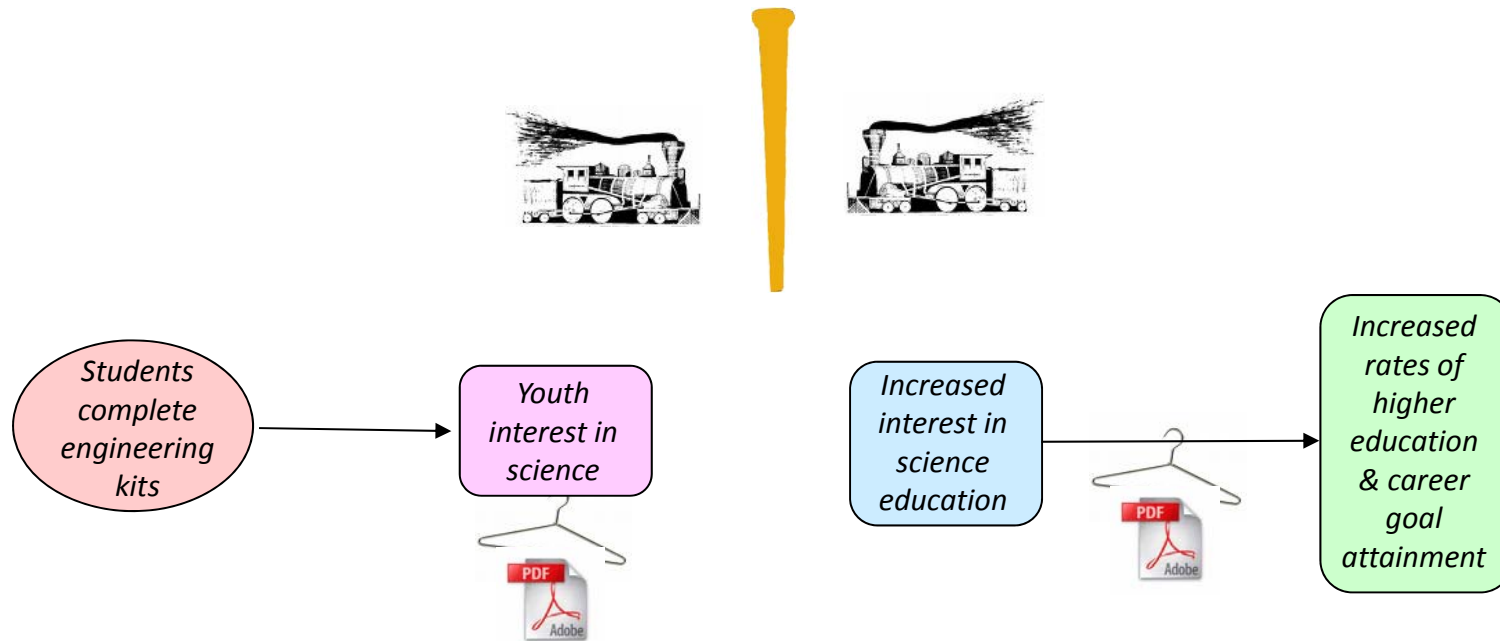
Pathway Model



CCE Madison County: *Choose Health Series*
Pathway Model, May 2011



The "Golden Spike"

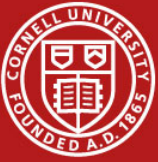


Linking Evidence to Practice: Finding the "Golden Spike"



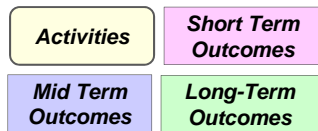
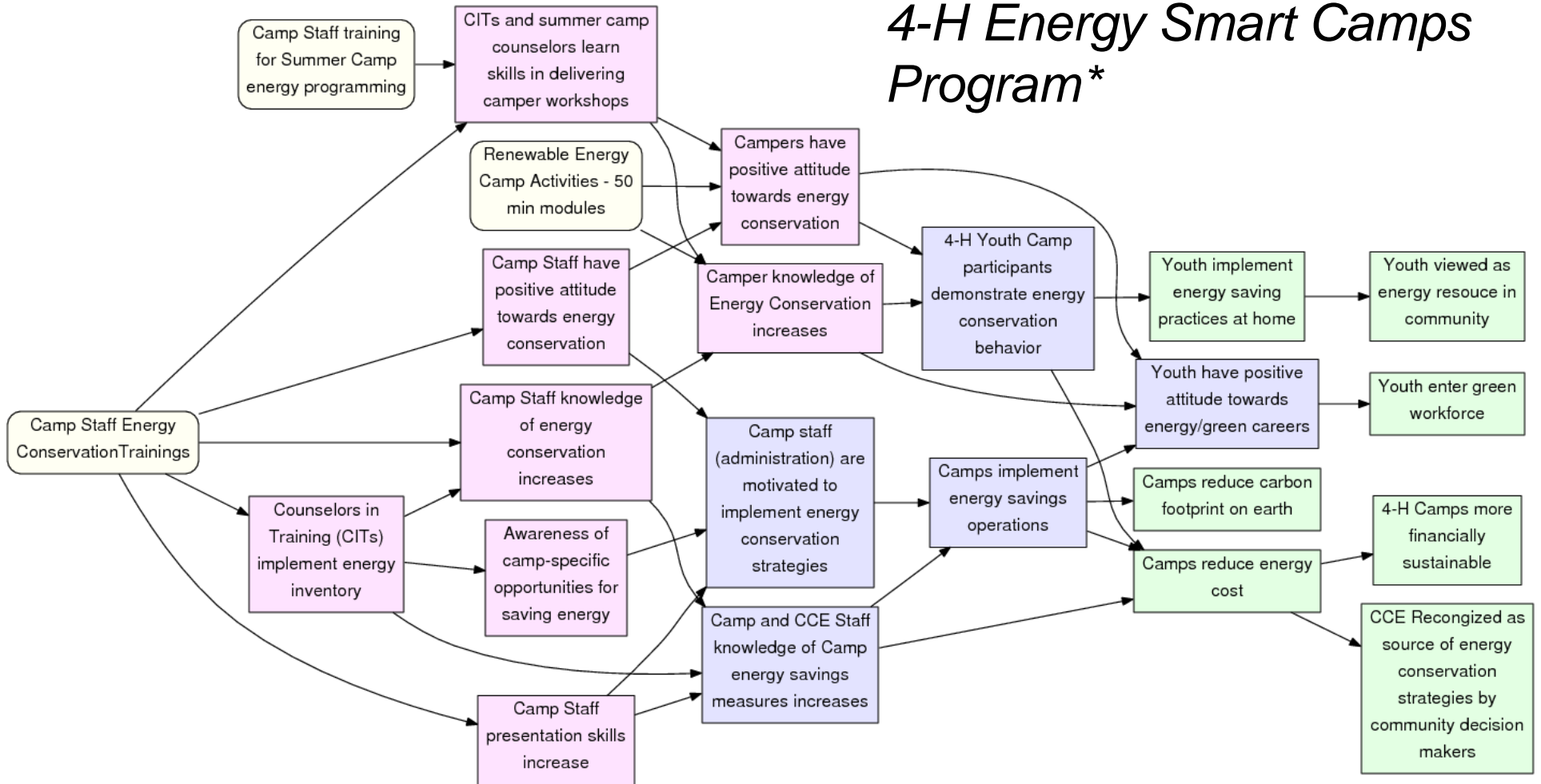
The "Golden Spike"



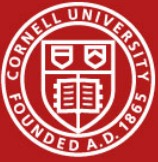


Operationalizing this Concept

4-H Energy Smart Camps Program*

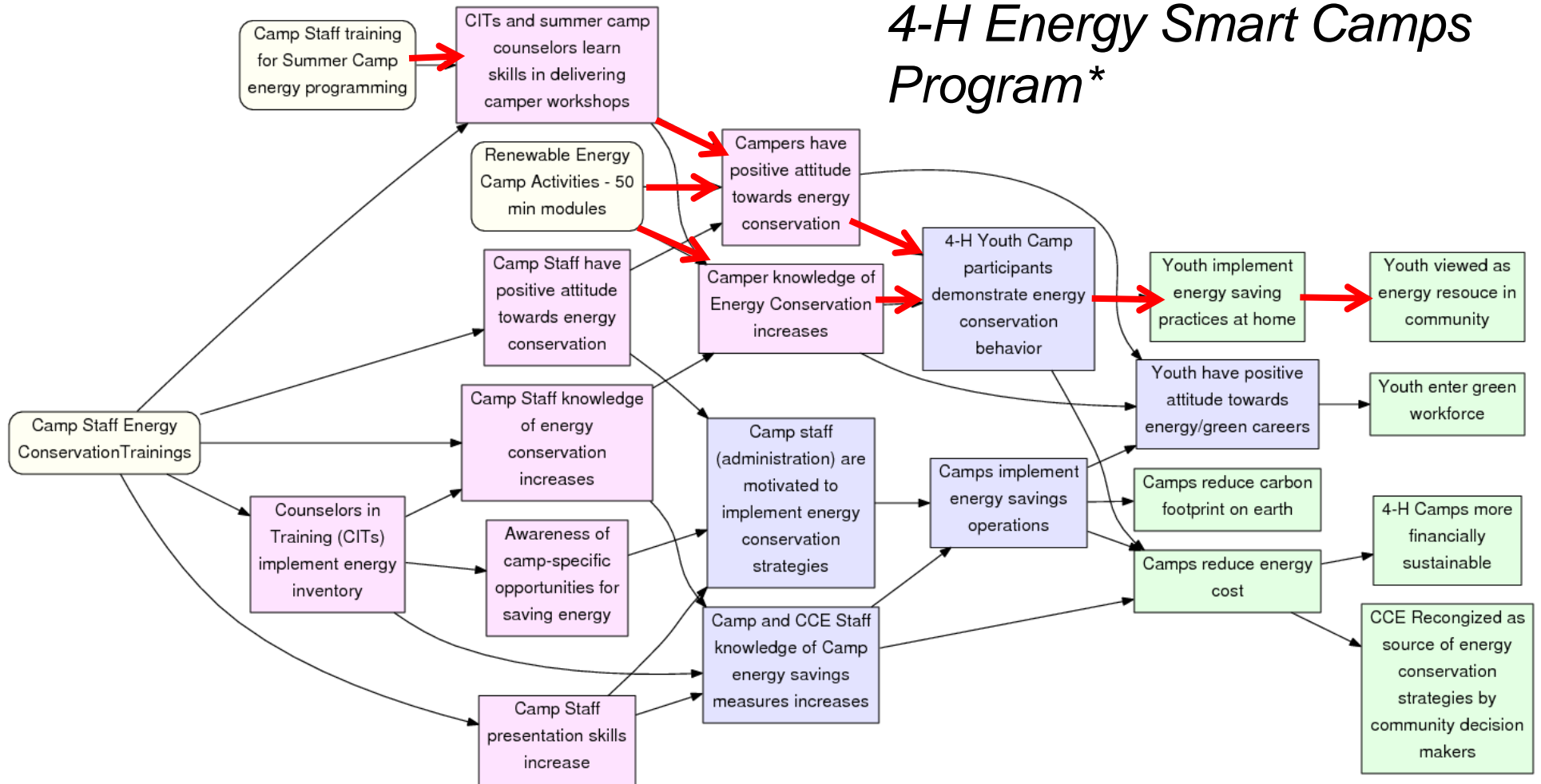


*Adapted from model developed by Chip Malone, CCE Genesee County, NY



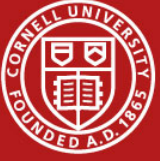
Key Pathways

4-H Energy Smart Camps Program*



Activities	Short Term Outcomes
Mid Term Outcomes	Long-Term Outcomes

*Adapted from model developed by Chip Malone, CCE Genesee County, NY

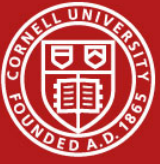


Value of Pathway Models for Literature Searches

❖ Highlights Key Elements

- “Links” (connections)
- Key outcomes

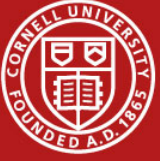
❖ Organizes the Evidence Base



Systematic Literature Search to Extend the Evidence Base

Procedure:

- 1) Identify targeted portion of key pathway
- 2) Select appropriate database(s)
- 3) Select initial search terms from program model
- 4) Assess and adjust keywords systematically
- 5) Document process and findings at each stage
- 6) Analyze record of search results
- 7) Report relevant resources and search pattern data to program managers



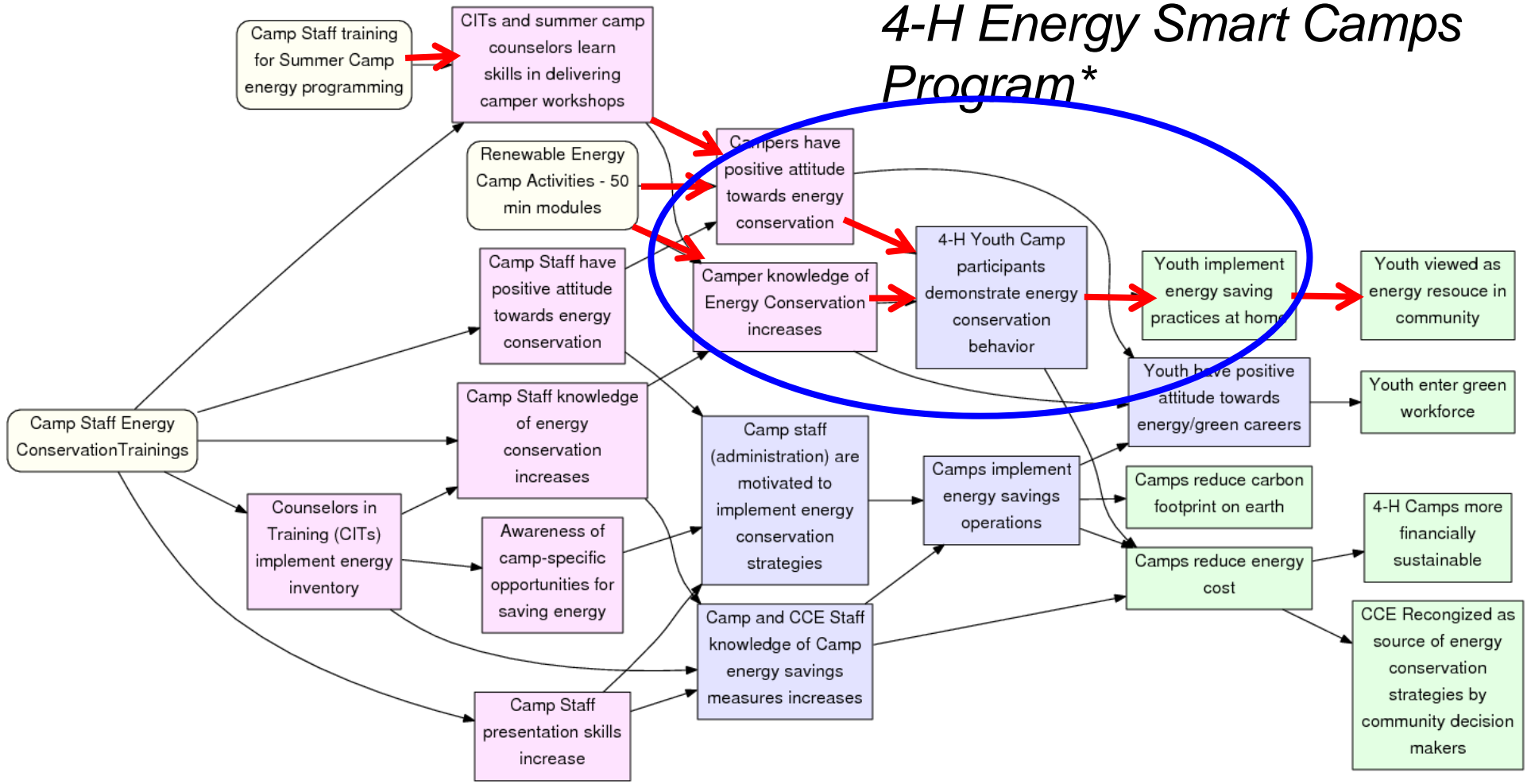
Documenting the Literature Search

Article	Search Terms A	Search Terms B	Search Terms C	...
Ref 1	★			
Ref 2	★		★	
Ref 3	★	★	★	
Ref 4	★			
Ref 5		★	★	
Ref 6				★
Ref 7			★	
...				



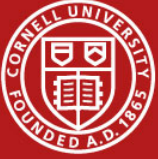
Example

4-H Energy Smart Camps Program*

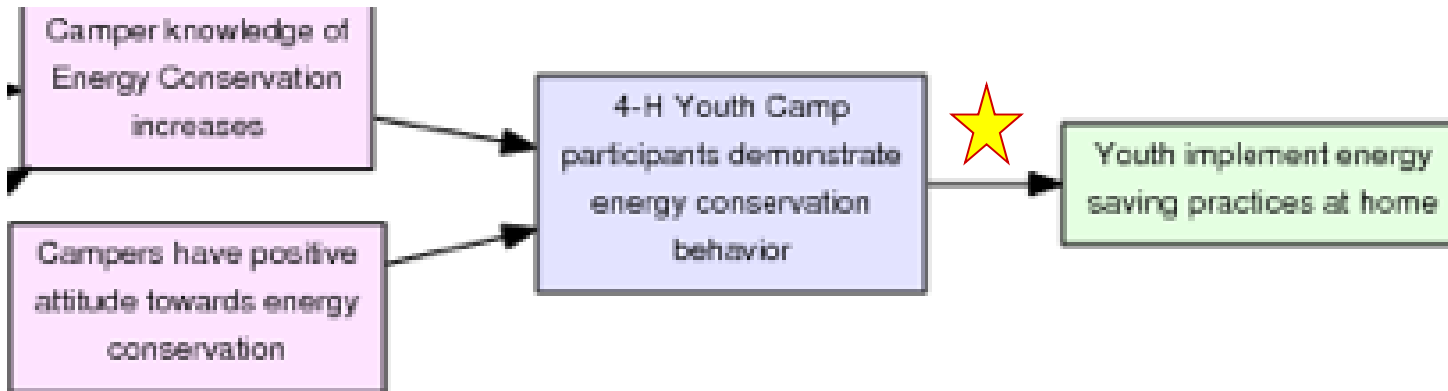


Activities	Short Term Outcomes
Mid Term Outcomes	Long-Term Outcomes

*Adapted from model developed by Chip Malone, CCE Genesee County, NY

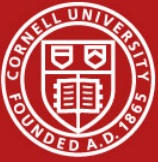


Targeted Pathways and Initial Search Terms

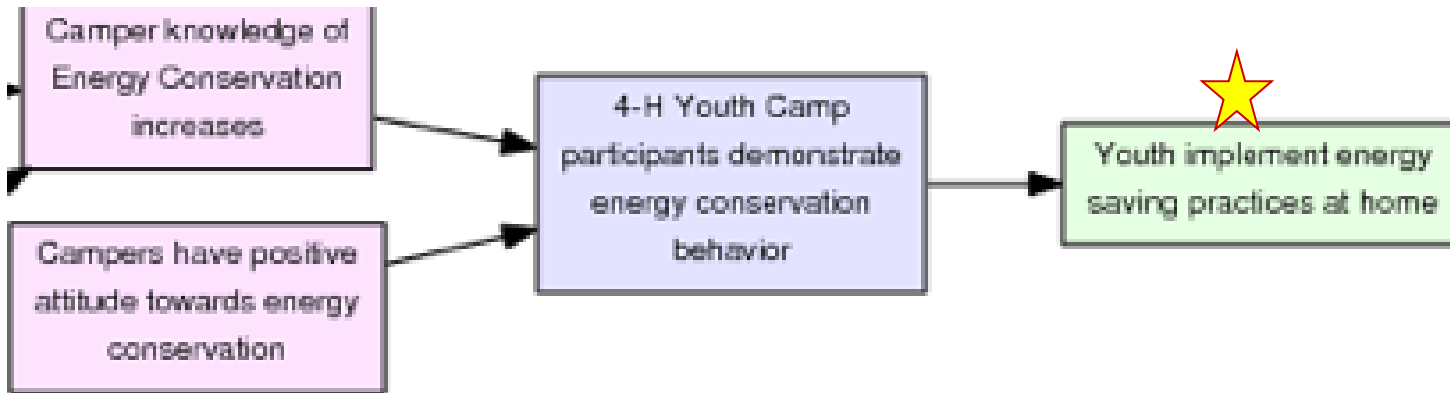


Initial Search Terms taken from the LINK:

- ❖ Youth energy conservation behavior at summer camp increases energy conservation at home (yielded 0)
 - Youth energy conservation behavior at ~~summer camp~~ increases energy conservation at home (0)
 - Youth energy conservation behavior at ~~summer camp~~ effect on energy conservation at home (1/1)

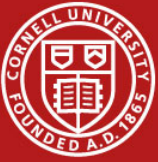


Targeted Pathways and Initial Search Terms

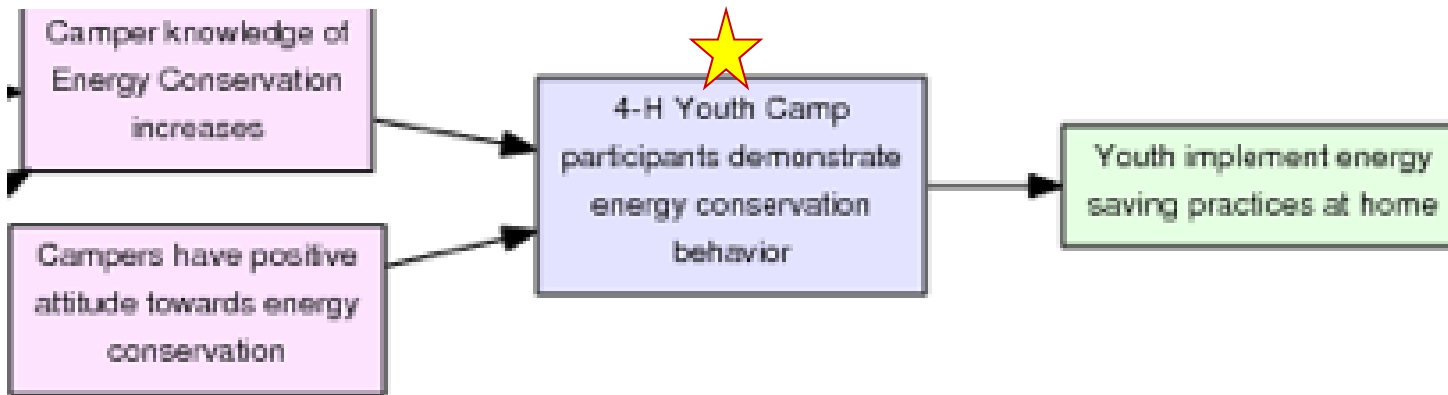


Next: Getting TO Long-term

- ❖ Increasing youth energy conservation at home (0)
 - Increasing ~~youth~~ energy conservation at home (0/2)
 - Increasing ~~youth~~ energy conservation household (0/2)
 - ~~Increasing youth energy conservation at home~~ (2/10 from 46 total)
 - Youth energy conservation home (0/10)
 - Youth energy conservation household (0)
 - Youth energy conservation camp (1/1)

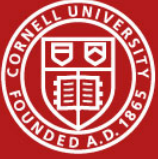


Targeted Pathways and Initial Search Terms



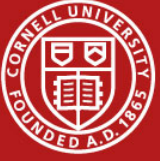
Next: Going FROM the Mid-Term

- ❖ Camp Energy Conservation Effect (1/1)
 - Camp Energy Conservation ~~Effect~~ (5/9)
- ❖ Energy Conservation Behavior Effect (4/12)
 - Energy Conservation Behavior ~~Effect~~ (7/10 from 108)
 - Youth Energy Conservation Behavior (1/1)
 - Camp Energy Conservation Behavior (0)
- ❖ Conservation behavior camp (2/8)



A Selection from the 18 Relevant References

1. Bertrand, Jane, et. al. "Evaluation of the 'Lose Your Excuse' Public Service Advertising Campaign for Tweens to Save Energy." *Evaluation Review*. Vol. 35. No. 5 2011. 455-489.
2. Cole, Wallace and Warren Gilfillan. "Linking Outdoor School with the Home Environment. A Follow-up Resource Guide for Teachers." 1981.
3. Kruse, Cara and Jaclyn Card. "Effects of a Conservation Education Camp Program on Campers' Self-Reported Knowledge, Attitude, and Behavior." *Journal of Environmental Education*. Vol. 35 No. 4. 2004.
4. Poorman, Myken And Nicole Webster. "Energy Efficiency: An Experiential-Based Energy Unit for Youth Ages 13-18." *Journal of Extension*. Vol 48. No. 2. 2010.
5. Schelly, Chelsea, et. al. "How to Go Green: Creating a Conservation Culture in a Public High School through Education, Modeling, and Communication." *Journal of Environmental Education*. Vol. 43. No. 3 2012. 143-161.



Concluding Comments

Pathway Modeling

- Helps the search stay focused
- Provides direction for adjusting the search
- Keeps the search “close” to Program Manager’s vision and program logic