



Leveraging Evaluators to Enhance Projects

Education Innovation and Research Webinar Series

Thursday, September 26, 2024



Agenda

Objectives Overview

Introductions

Opening Comments

Panel Discussion and Conversation

Additional Resources



Today, our panelists will discuss...

the ways in which evaluators can inform and enhance grant projects

how research projects have benefited from deep connections between research teams and their evaluation partners



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Management and Program Analyst
Education Innovation and Research Program
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Grantee Panelists or Experts



Dr. Joanna Garner
Executive Director
The Center for
Educational Partnerships
Project Director
Advancing Rural
Computer Science
(ARCS)



**Dr. Shanan Chappell
Moots**
Director of Research
Analytics
The Center for
Educational Partnerships



Joann Taylor
Chief Texas Center For
Educator Excellence
(TxCEE) Officer
EIR Project Director



Rachel Garrett
Managing Researcher
American Institutes for
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Education, Innovation, and Research (EIR)



Explore

new ways of addressing persistent challenges, designed that other educators can build upon them.



Sustain, replicate, and scale

successful practices in new schools, districts, and states, or with new demographics of students, and address barriers to scale, such as cost structures and implementation fidelity



Build the evidence

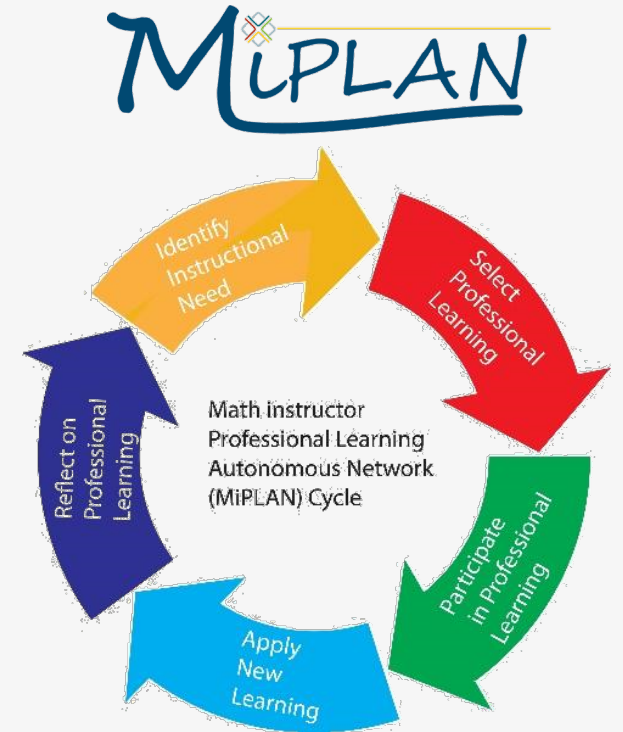
on effective educational practices to improve achievement for high-need students by expanding existing innovative education practices.

	Early-Phase	Mid-Phase	Expansion
Level of Innovation /	Develops and tests innovative educational practices	Refines innovative education practices at a regional or national scale	Scales innovative education practices nationally
Evidence	Demonstrate a Rationale (high quality research findings of an evaluation)	Moderate Evidence	Strong Evidence



MiPLAN Overview

- Math instructors in Grades 3–8 make personalized choices as they select among vetted, high-quality professional learning (PL) offerings for 2 cycles that will meet their needs to improve math instruction and student math achievement. Teachers may also propose additional PL that is not included in the preapproved list.
- The grant provides the district with reimbursements of up to \$8,000 to put toward each participating teacher’s selected PL opportunities over the course of a school year (travel included).
- Participating teachers receive a \$500 stipend at the end of the year for participation and completing data collection activities.



Collaboration starts with the proposal

- Our close communication and exchange of ideas started when developing the proposal
- It helped that everyone came with an open mindset and respect for each other's existing expertise
- We worked together to puzzle out questions about how to meet the criteria of the priorities
- It was particularly helpful to collaborate on the logic model, to ensure a shared understanding of the program and an evaluation that “fit” the program



Partnering on recruitment

- TxCEE led the recruitment, and AIR supported
- AIR drew on its prior experience to develop a shared database with TxCEE to track outreach, progress, and document current status and next steps.
- We collaborated on the messaging for the recruitment outreach, in particular to develop the communication approach about the randomization
- TxCEE brought local knowledge and field credibility, and wove that into the outreach and communications approach
- We shared strategies for different ways to conduct outreach; TxCEE tested various approaches and found some that were particularly helpful
- As a result of recruiting for a large scale RCT, TxCEE has broadened its network, an unanticipated benefit of engaging in this kind of work.



Ongoing communication

- Regular, ongoing meetings with each team providing updates to each other helped everyone stay informed and current
- When needed, AIR would provide explanations about research requirements and explain the “why” behind them, so that TxCEE both understood and was poised to communicate about the research in turn
- TxCEE kept AIR informed of the details of implementation as it occurred, providing AIR needed context for their own interactions with schools and for correctly interpreting the data
- TxCEE has strong relationships with its district and school partners, and used that to support data collection when AIR ran into difficulties



Advancing Rural Computer Science (ARCS)



Joanna Garner
Executive Director



Shanan Chappell-Moots
Director of Research Analytics



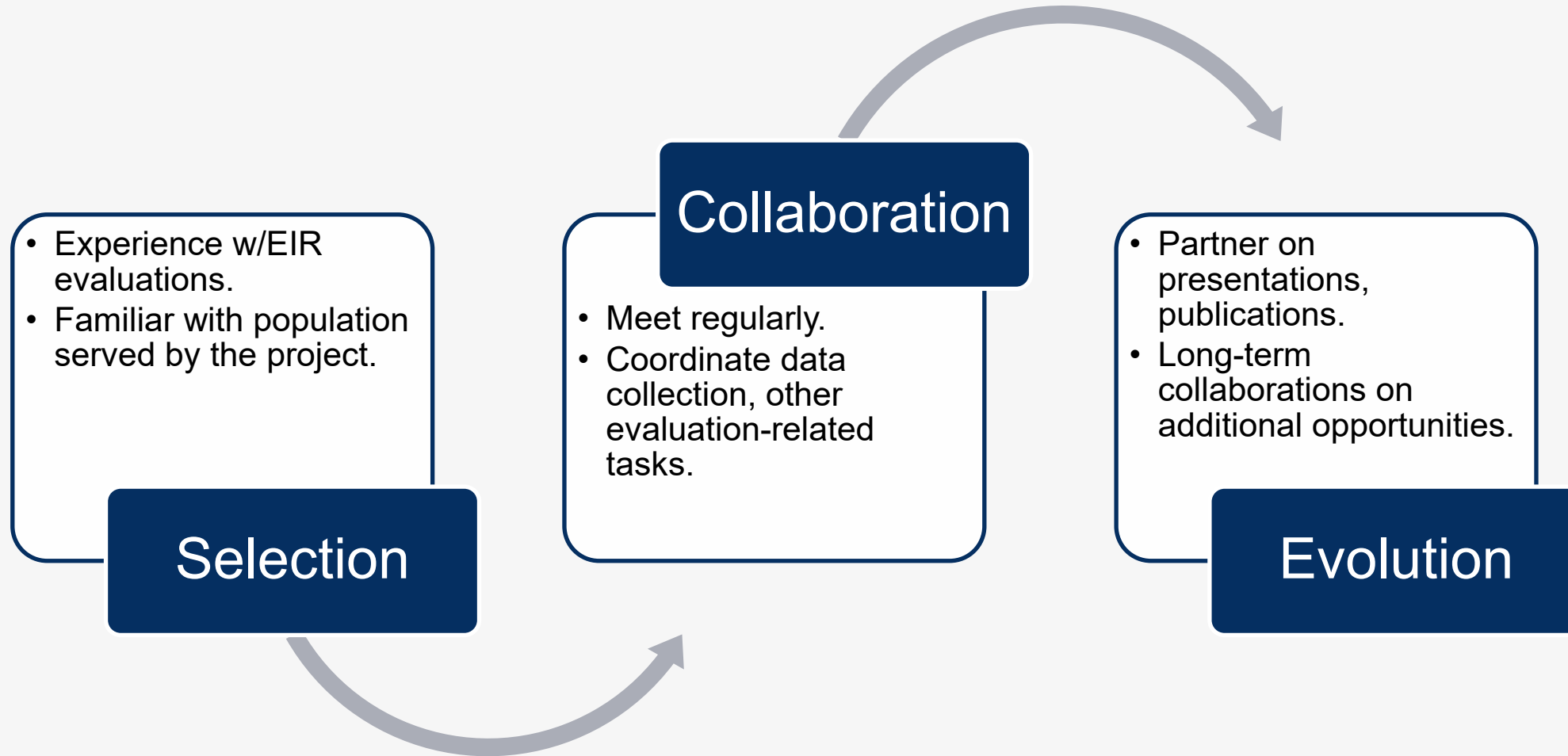
Keisha Tennessee
VDOE Computer Science
Coordinator



Jennifer L. Maeng, Ph.D.
Research Associate Professor



The ARCS implementation and evaluation teams are intentionally interconnected and collaborative.



Leveraging partnerships with evaluators: learning from experiences with ARCS and other projects.

Recruitment & Random assignment

- Maximize existing relationships
- Ensure expectations of participants are clear

Sustained engagement (including data collection)

- Centralized planning for coordinated communications
- Be flexible!

Reporting

- Compliance with IES-EIR-WWC requirements
- Handling incongruity





Questions & Conversation

Resources for Today's Session

- U.S. Department of Education EIR Program – EIR@ed.gov
- MiPlan – <https://www.txcee.org/grants/#miplan>
- Advancing Rural Computer Science (ARCS) – <https://ww1.odu.edu/tcep/arcs>



Upcoming EIR Webinar Series Events

Systemic SEL Program Implementation

- Thursday, November 7, 2024
- 2pm ET / 11am PT

SEL & Academic Performance

- Thursday, November 21, 2024
- 2pm ET / 11am PT





Thank You!