



Learning about Scaling from EIR Evaluations and Imagining What's Next

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Education Innovation and Research (EIR) Project Directors and Evaluators Meeting

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Session Agenda

- Evaluation Expectations for Scaling in EIR
- Overview of Scaling in EIR Evaluation Plans
- Table Talk: What will we learn about scaling from EIR evaluations?
- Identifying Other Questions We Could Ask about Scaling Interventions
- Design Activity: What else do we want to know about scaling?



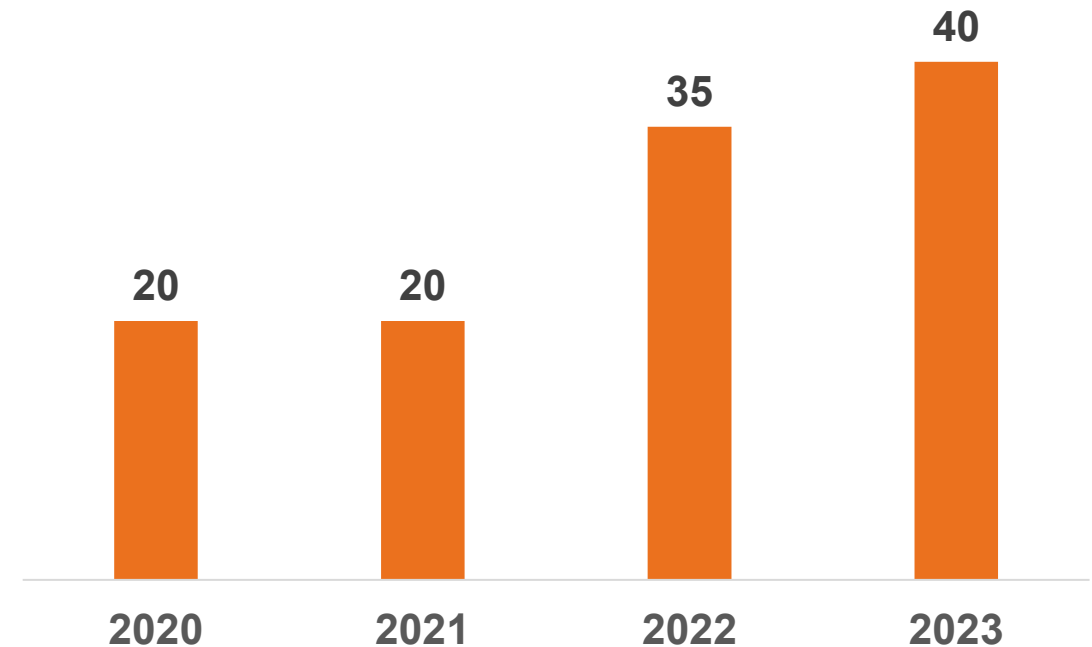
Evaluation Expectations for Scaling in EIR



Scaling is Central to EIR

- Bringing evidenced-based interventions to scale is at the core of EIR (and i3 before it)
- EIR has further prioritized scaling evidence-based interventions in the last two years
- To date, EIR has funded 49 Mid-Phase and 17 Expansion grants (32% of the 207 grants funded)

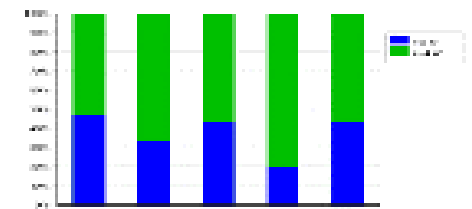
Possible points for proposed scaling plans in EIR applications, 2020–2023



Evaluation Expectations for Scaling in EIR Mid-phase and Expansion Grants



- Identify **barriers** to scaling evidence-based interventions
- Develop and implement **strategies** to address the barriers
- **Measure and report** whether the strategy was implemented successfully



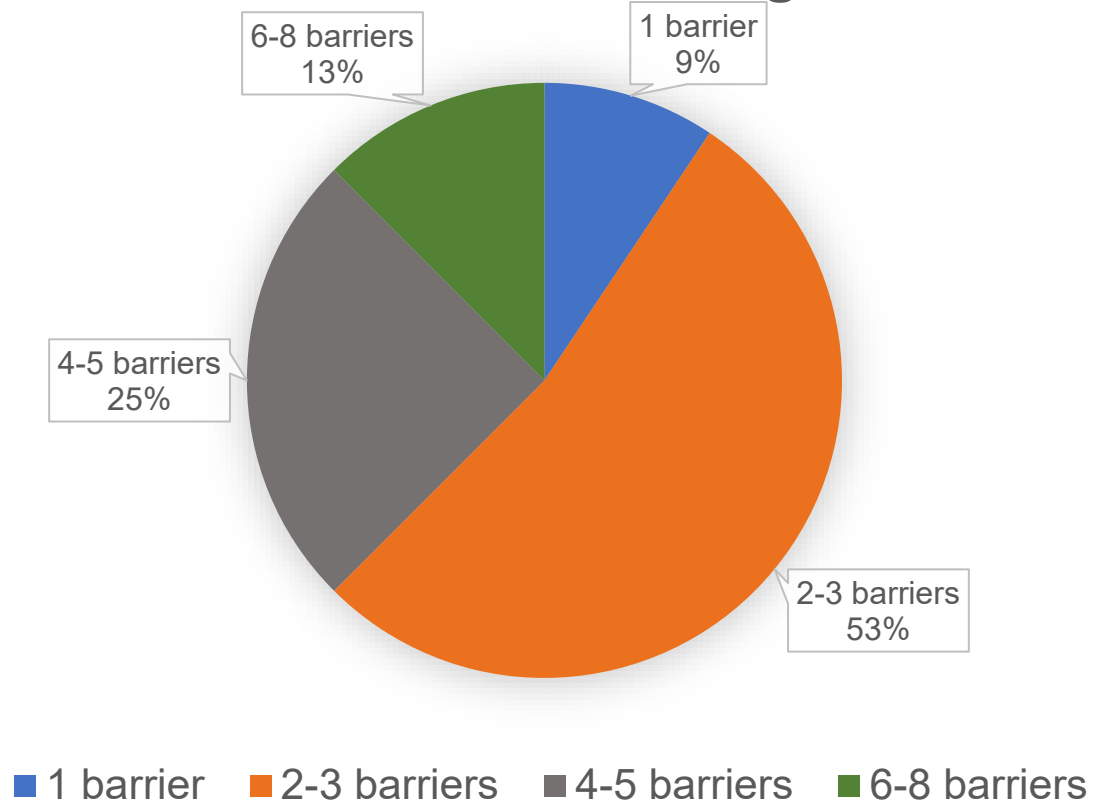


Overview of Scaling in EIR Evaluation Plans

EIR Evaluations Identify Barriers to Scaling



Most grantees identified multiple barriers to scaling



Grantees identified barriers focused on *readiness* of:

- the implementing organization
- the implementing sites
- the intervention



Barriers to Scaling Exist at Multiple Levels

Organization does not have the capacity to simultaneously support the number of sites required to scale.

Scaling Organization



34% of grantees

Implementing sites lack staff, buy-in, or funding to support adoption and sustain implementation.

Implementing Sites



66% of grantees

Intervention is not readily available for broad adoption by many sites or is too costly.

Intervention



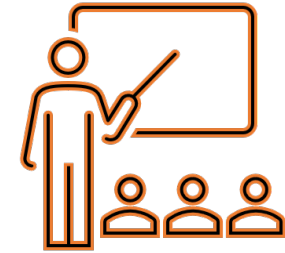
66% of grantees

Proposed Strategies to Increase Organizational Readiness

- Develop multi-media outreach materials to inform administrators and recruit districts/schools.
- Develop TA tools that can be used with districts to assess intervention fit and generate demand.
- Establish a national network of grantee-supported trainers to support local implementation.
- Host an annual national convening to support local trainers and coaches.



Proposed Strategies to Increase Site Readiness



- Identify a local leader to maintain buy-in and momentum to continue implementation.
- *Train the trainer* models to train local district/school staff to coach and provide implementation support to other staff delivering instructional models.
- Provide tools to document site-specific adaptations to ensure contextual fit and sustainability.

Proposed Strategies to Increase Intervention Readiness

- Adapt curriculum resources for additional grade levels.
- Create additional curricular resources to augment the available lessons e.g., a peer-to-peer mentoring component.
- Create an on-line repository of instructional resources to facilitate broader adoption and lower costs.
- Create a web-based training platform to provide lower cost PD and coaching.





Table Talk



Table Talk: What will we learn about scaling?

Write down your plan

- Barrier to scaling
- Strategy being implemented
- Measure to assess whether strategy was implemented

What will you learn?

- Will you learn whether the barrier you identified was overcome?
- Does your impact evaluation test the intervention inclusive of adaptations to facilitate scaling?
- What will you be able to conclude about scaling the intervention?

What will we learn about scaling from EIR evaluations?

- EIR evaluations are designed to tell us how readiness to scale was improved
- The impact evaluation *may* provide evidence of the impact of the intervention inclusive of the strategy





Identifying Other Questions We Could Ask About Scaling

How can we identify pressing questions about scaling interventions?

- Are there recommendations for researchers studying scaling?
- Are there research standards for studying scale?
- How is scaling evidence-based interventions conceptualized in the literature?



Resources for Learning More About Scaling



- IES's SEER Standards
 - <https://ies.ed.gov/seer/scaling.asp>
- Society for Prevention Services Guidance, as described by Gottfredson, et al. 2015
- Conceptualizations of scaling
 - Coburn, 2003
 - Morel et al., 2015



Where and in what populations are interventions effective?

SEER Standards

- Researchers must carry out their research in setting and with student populations such that it can inform extending the reach of promising interventions.

Recommendations

- Researchers should explore factors associated with the intervention and its implementation that can inform the efficacy and sustainability of the interventions at scale, such as its affordability and feasibility.
- Researchers should develop materials that could support the replication and/or scaling of an intervention by others, such as manuals, toolkits, or implementation guides.



What factors facilitate scaling interventions?

Embed research to inform scale-up efforts into ongoing effectiveness studies by asking:

- How do sites make decisions about adopting interventions? Through what mechanisms are they adopted?
- Was the intervention implemented in a high-quality way, in addition to the key components being delivered (fidelity)?
- Is implementation sustained? How do sites maintain implementation in the face of competing priorities?



What other dimensions of scale could we learn about?

Coburn (2003) describes scale as having four dimensions:

- **Spread** – Have more schools and classrooms implemented the scaled-up version of the intervention (inclusive of strategies intended to improve readiness)?
- **Shift in Ownership** – Are there local owners of implementation and what is their role?
- **Depth** – Have instructional practices changed in the classroom and is it sustained?
- **Sustainability** – Are changed instructional practices observed well after adoption?



What other types of scale could we learn about?

Morel et al. (2019) describe four types of scale, each with different goals:

- **Adoption** – Have intervention practices been adopted, by whom and through what mechanisms?
- **Replication** – Was fidelity achieved across many sites? Were impacts replicated across sites? Are findings generalizable?
- **Adaptation** – Have impacts been replicated when adaptations have been made?
- **Reinvention** – Has the innovative intervention served as a “jumping off point” for further innovation?



Design Activity



Design Activity: What else can we learn?

- Pose a research question (or questions) about scaling that you are not currently addressing.
- Identify measures and data that are needed to answer the research question.
- What type of research design is needed?
 - What kind of sample do you need?
 - How much time do you need?



Report Out and Discuss

- Volunteer to share your question and plans!
- What are the most pressing questions in the room?
- What are the best opportunities for learning about scale?
- What are the biggest barriers to learning more about scale?



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