



Updated Guidance on Implementation Studies: Implications for Logic Models in EIR Evaluations

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Today's Topics

- How implementation research adds to the evidence base
- EIR expectations for implementation studies and challenges for evaluators
- New IES guidance on implementation research
- Changes to EIR guidance on logic models
- Small group exercises working on logic models using



How Implementation Research Adds to the Evidence Base

Implementation Findings Help Provide Insights Into Impacts



Why did/didn't theorized impacts occur?

Why were impacts different for different groups?

Which components were more/less related to impacts?



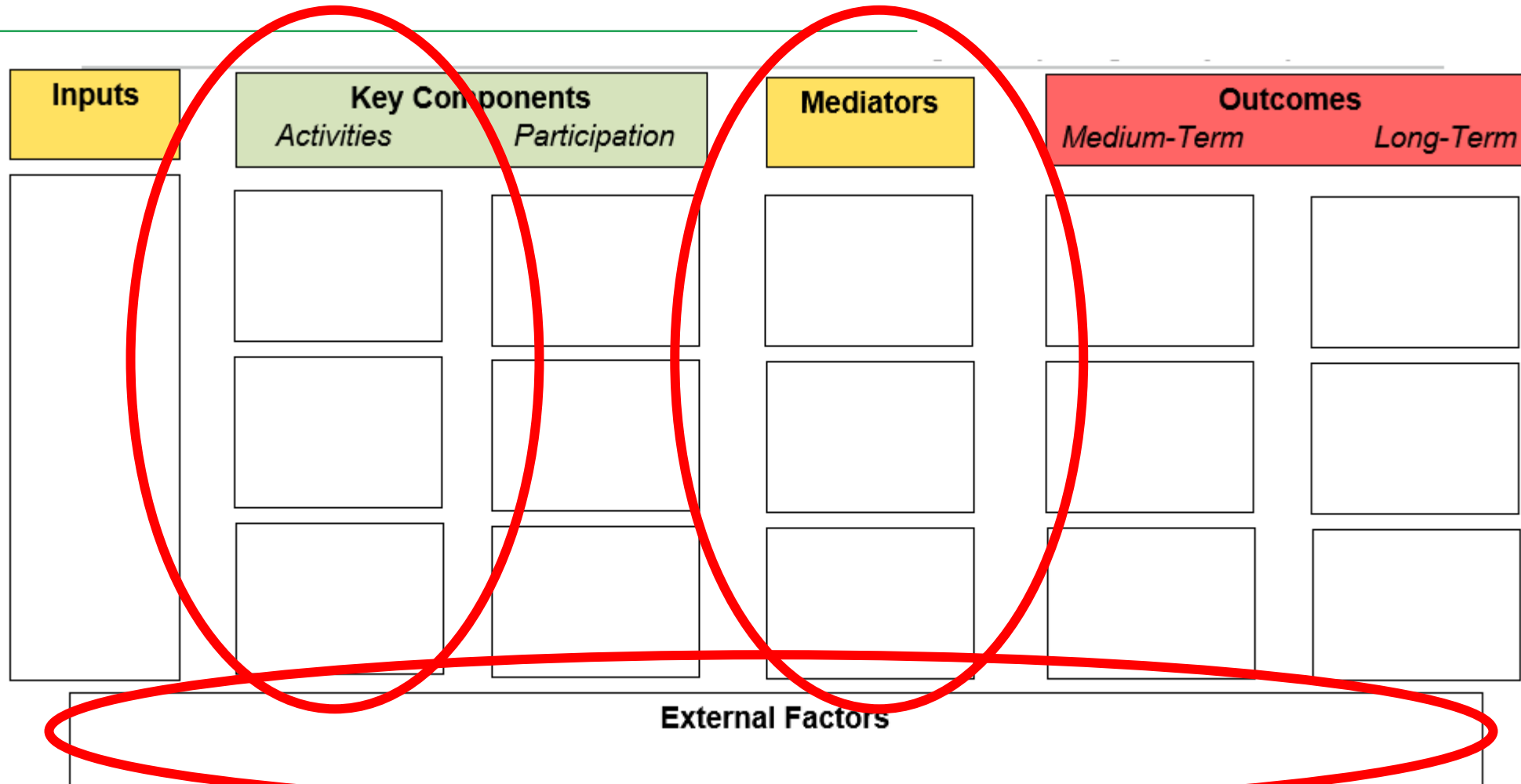
EIR Expectations for Implementation Studies and Challenges for Evaluators

EIR Expectations for Implementation Studies



- Comprehensive logic model for the EIR-funded program
 - Describes the innovation being tested
 - Identifies the different program “levers” to improve student outcomes
 - Includes, at a minimum, key components, mediators, and outcomes
- High-quality measurement of fidelity of implementation of key components

Previous EIR Logic Model Template





New IES Guidance on Implementation Research

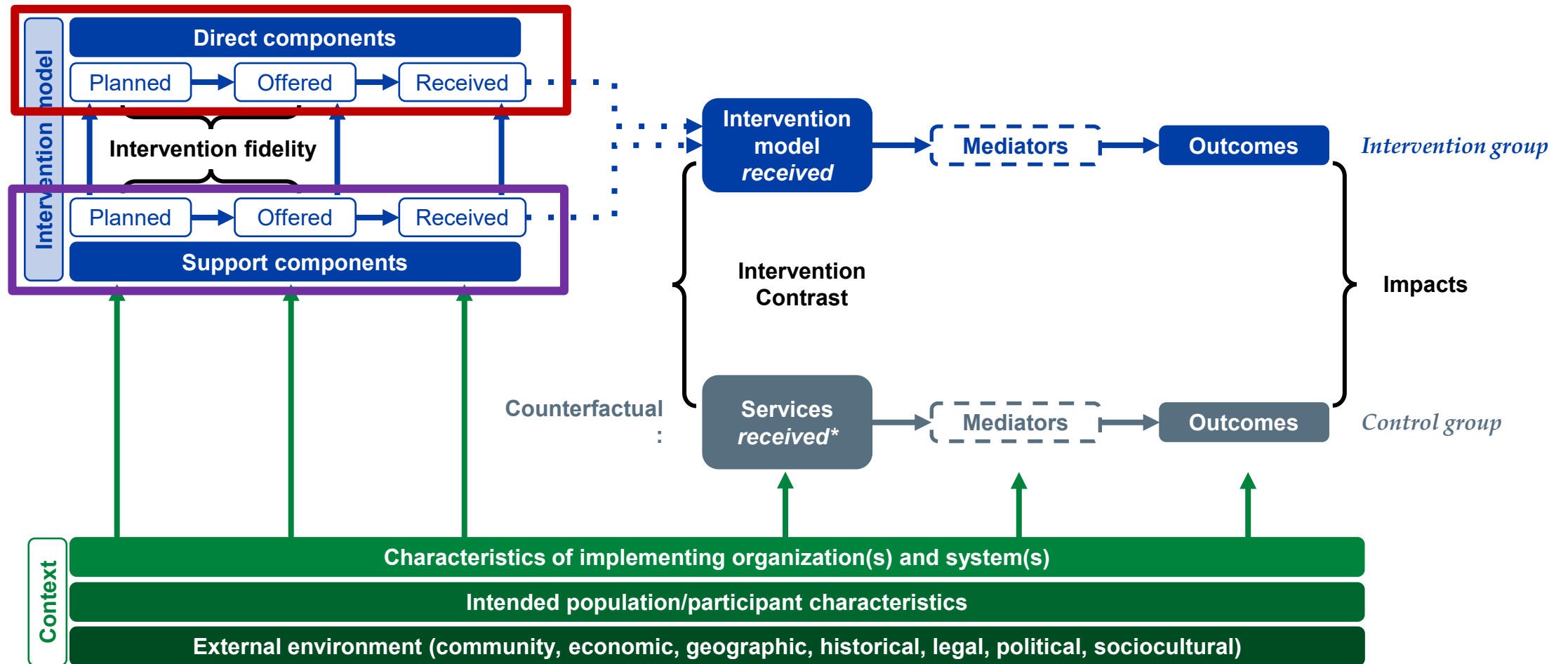
New Guidance from IES on Implementation Research



- IES funded development of new guide
- Offers a full conceptual framework linking implementation and impact
- Provides key definitions, explanations, examples across a range of evaluation and intervention types, and templates as well as links to other useful resources
- Is basis for additions to TA guidance for EIR implementation research



IES Framework Expands the Program Model

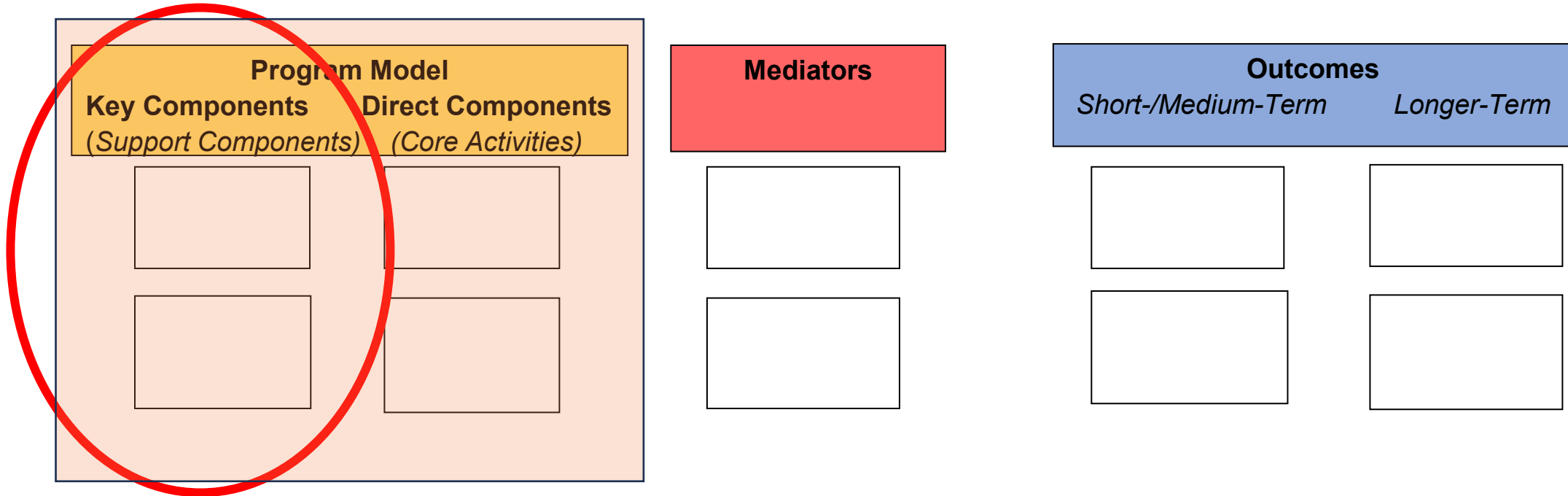


Program Model: Key Components versus Direct Components

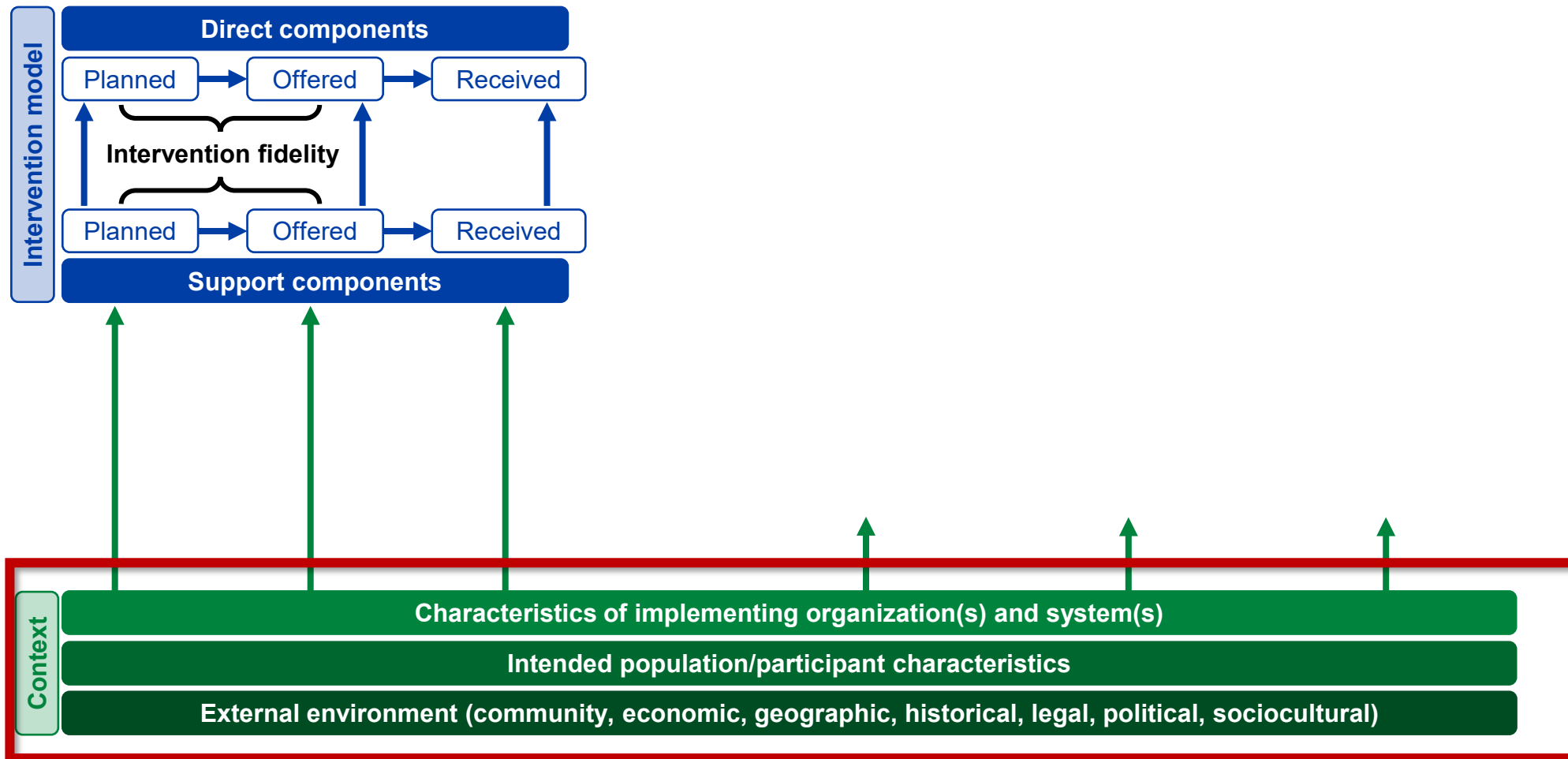


Key (Support) Components	Direct Components
<ul style="list-style-type: none">• What the program developer puts into place so that the school staff or other staff can deliver the program• Examples: Professional learning (coaching, training); curriculum resources; technology• Defined as offered and/or received (take-up or participation)	<ul style="list-style-type: none">• What new experiences are provided to students by classroom teachers, other staff• Examples: using a new curricula, new instructional practices, different student groupings, cooperative learning, project-based learning

Revised EIR Logic Model Template Applies New Guidance on Defining the Program Model

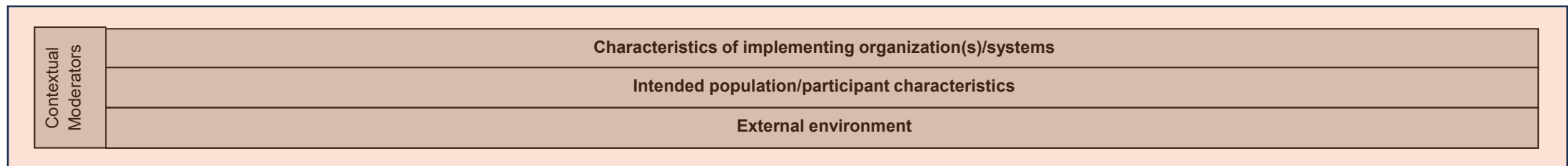
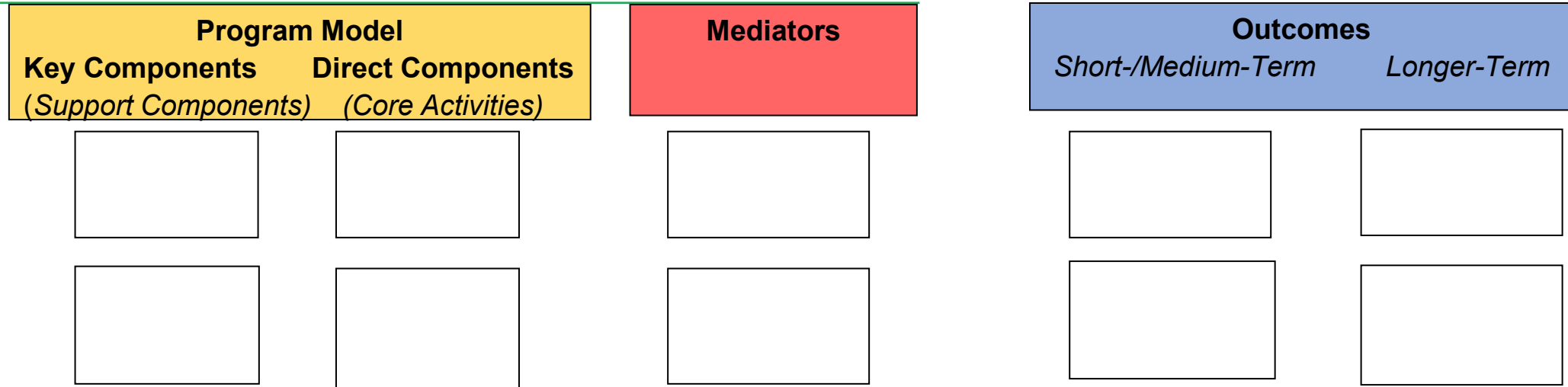


IES Conceptual Framework Expands the Representation of Context

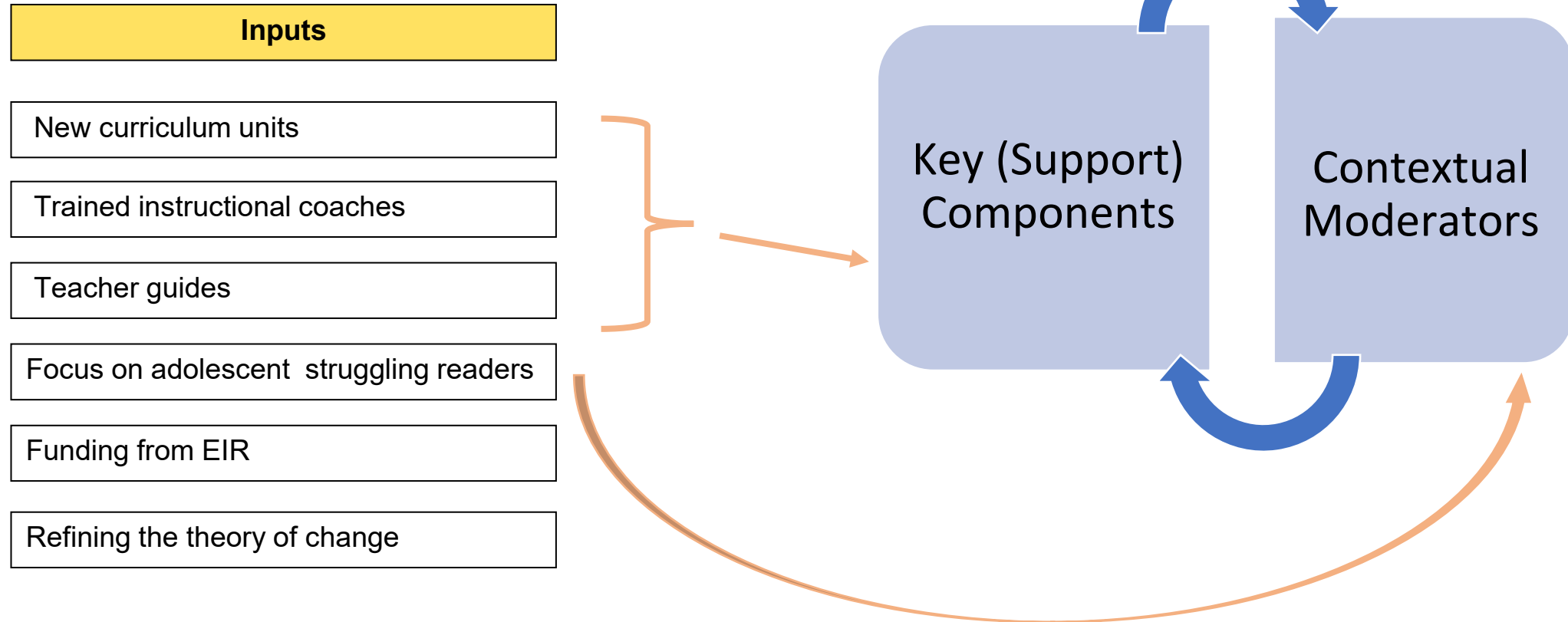




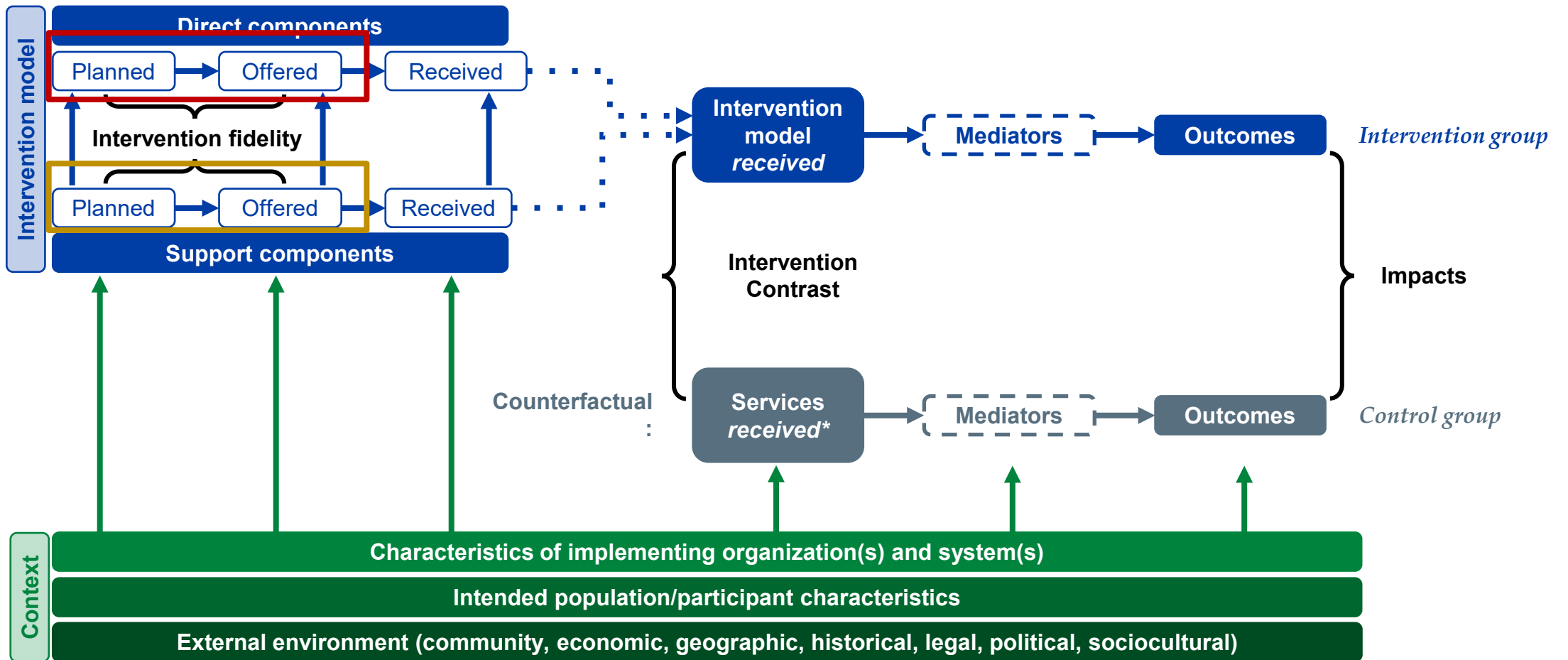
Revised EIR Logic Model Template Allows for More Descriptive Context



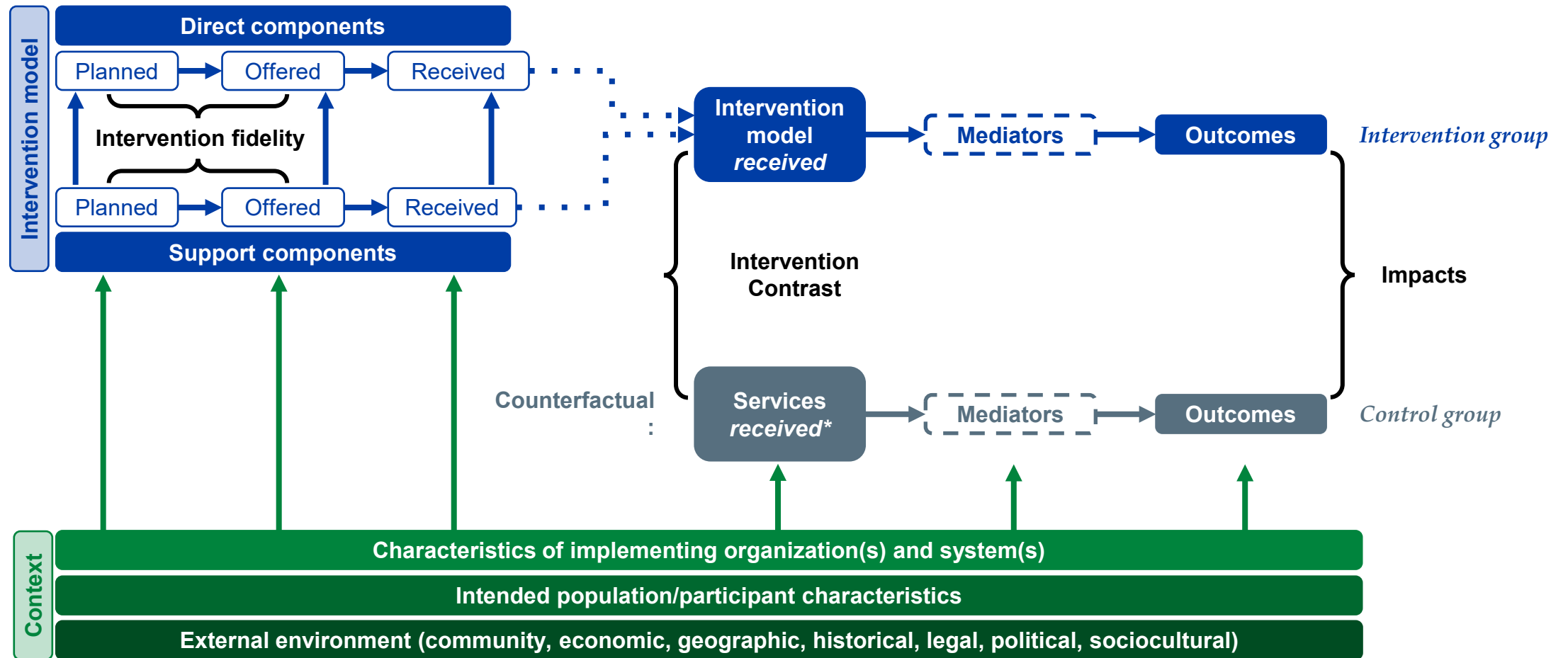
“Inputs” Have a Better Space in New EIR Logic Model Template



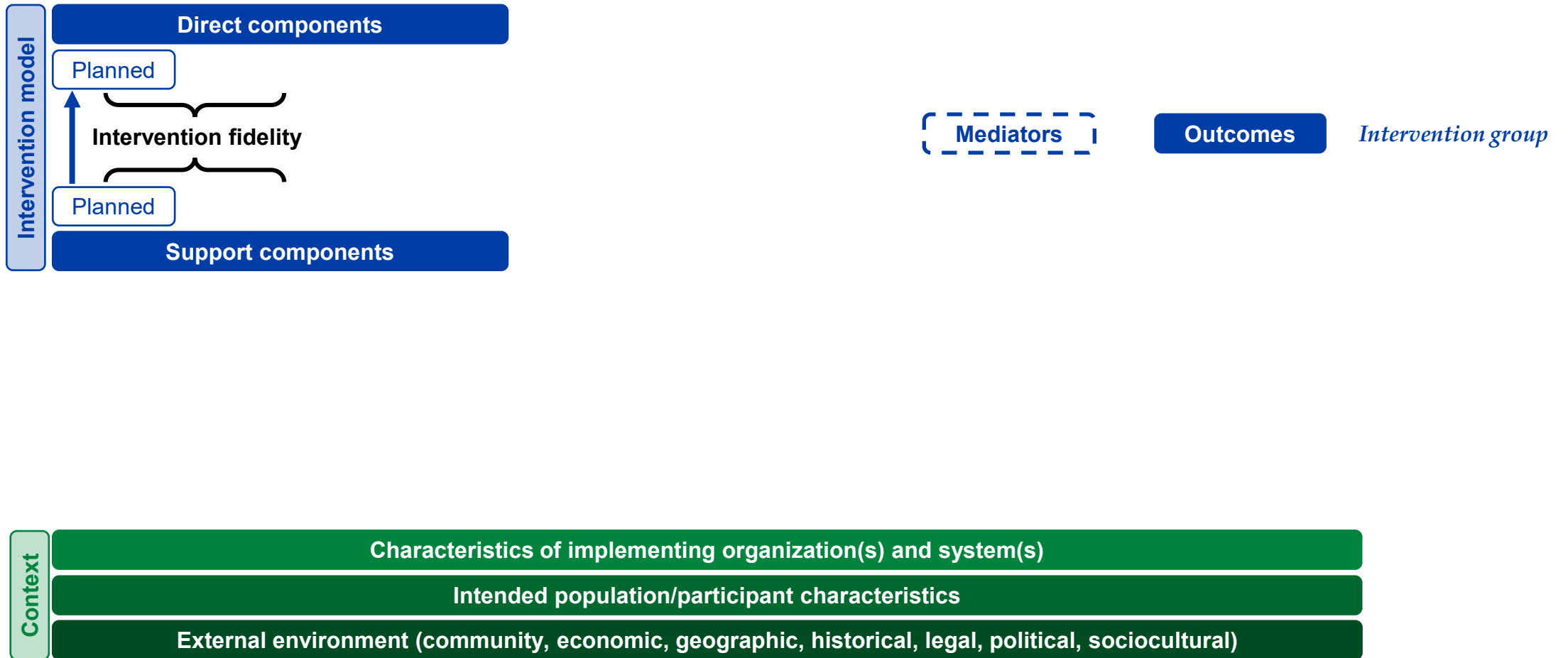
IES Conceptual Framework Expands Concept of Fidelity



EIR Focuses on Key Parts of the IES Framework



EIR Focuses on Key Parts of the IES Framework





Changes to EIR Guidance on Logic Models

Enhanced EIR Guidance Improves Depth and Clarity of Program Logic Models



- EIR criteria for logic models will *not* change:
 - All Key Components of program model
 - At least one Mediator
 - At least one Student Outcome Domain
- EIR guidance from TA team will *help grantees build better logic models*:
 - Include all Key Components (supports)
 - Include Direct Components (core activities/processes)
 - Include Mediators that represent earliest, most immediate changes in students, teachers, other participants
 - Include Student Outcome domains
 - If relevant, include outcome domains for other target groups
 - Optionally, include potential moderators under Context



Example of an Existing EIR Logic Model

Key Components

- Summer PD workshop for teachers on framework, practices in new math curriculum
- Ongoing teacher coaching on instructional practices

Mediators

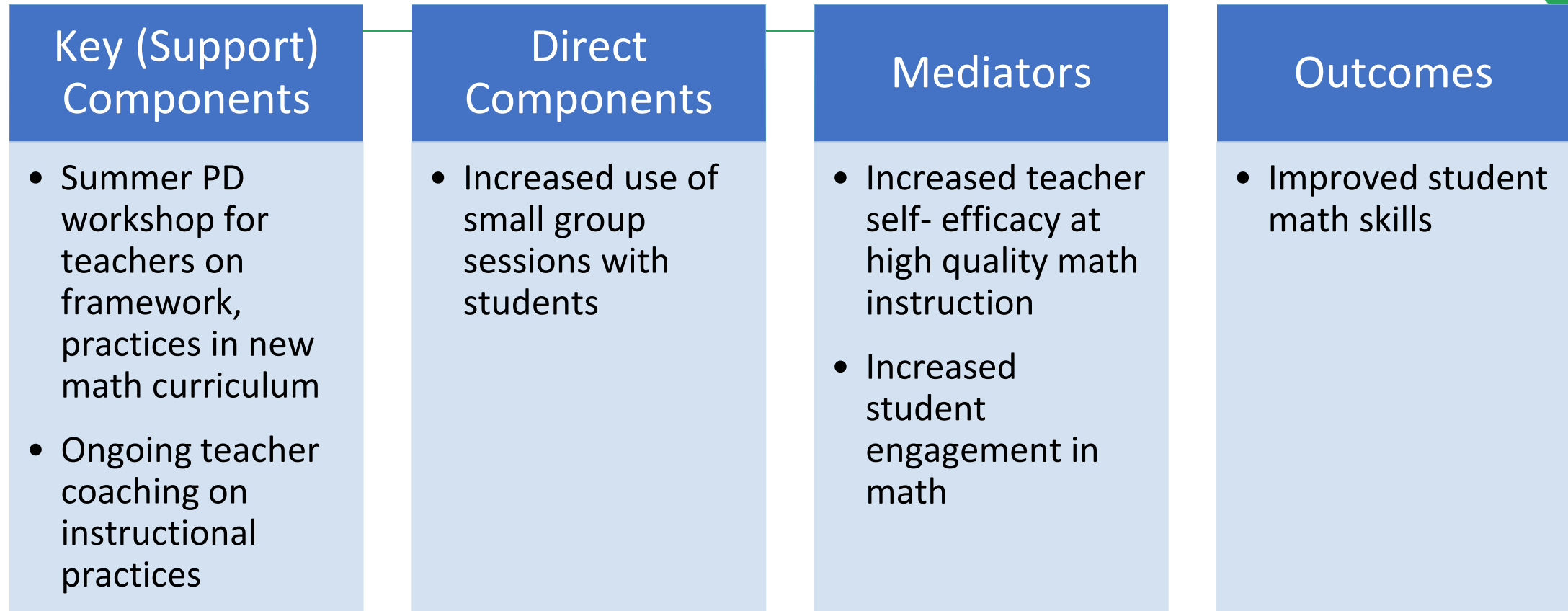
- Increased use of small group sessions with students
- Increased teacher self-efficacy at high quality math instruction
- Increased student engagement in math

Outcomes

- Improved student math skills



Example of a Revised EIR Logic Model



Contextual Moderators	Districts with at least two interested schools serving 5 th -6 th grade students where the majority of students are eligible for free- or reduced-price lunch AND less than 50% of students in school were proficient on state math assessment in prior year; All math teachers in participating schools
	Target student group: Middle school students who are English learners and/or from low-income families
	Operating in high-needs communities

Questions?





Small Group Exercises



Working on Your Logic Models

- You are seated according to your likely evaluation phase given your cohort
- Re-envision your current logic model
 - Ensure the Key Components include only supports
 - Represent core direct activities in a separate column
 - Identify mediators
 - Identify moderators through context section



Breakout Groups



Contact

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