CCNETWORK Comprehensive Center Network

REGION 17 Idaho Montana

Monitoring Elementary and Secondary School Emergency Relief (ESSER) Fund Plans

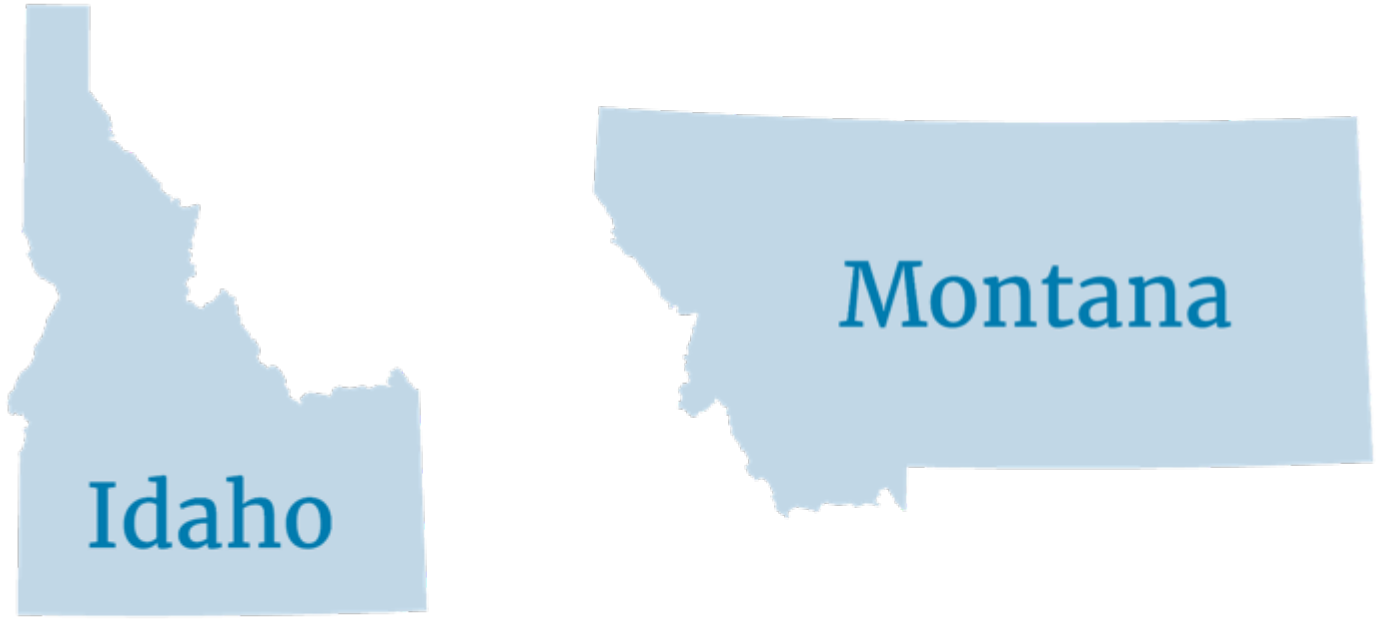
Impact and Implementation

September 2, 2021

Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Building State Capacity to Improve Student Outcomes

As education leaders in Idaho and Montana work to improve student outcomes, close achievement gaps, and increase the quality of instruction, the Region 17 Comprehensive Center (CC) is at their side.



Objectives

- Foster an understanding of the various steps in the evaluation process
- Provide strategies for developing a strong implementation and impact evaluation of your Elementary and Secondary School Emergency Relief (ESSER) Fund program

Agenda

- Introduction to evaluation
- Steps of the evaluation process
  - Engage stakeholders
  - Describe the program
  - Focus the evaluation design
  - Gather credible evidence
  - Justify conclusions
  - Ensure use and lessons learned

What is Program Evaluation?

“First, evaluation is viewed as a systematic process. It should not be conducted as an afterthought; rather it is a planned and purposeful activity. Second, evaluation involves collecting data regarding questions or issues about society in general and organizations and programs in particular. Third, evaluation is seen as **a process for enhancing knowledge and decision making, whether the decisions are related to improving or refining a program, process, product, system, or organization**, or determining whether to continue or expand a program."

(Russ-Eft and Preskill, 2009)

Why Evaluate?

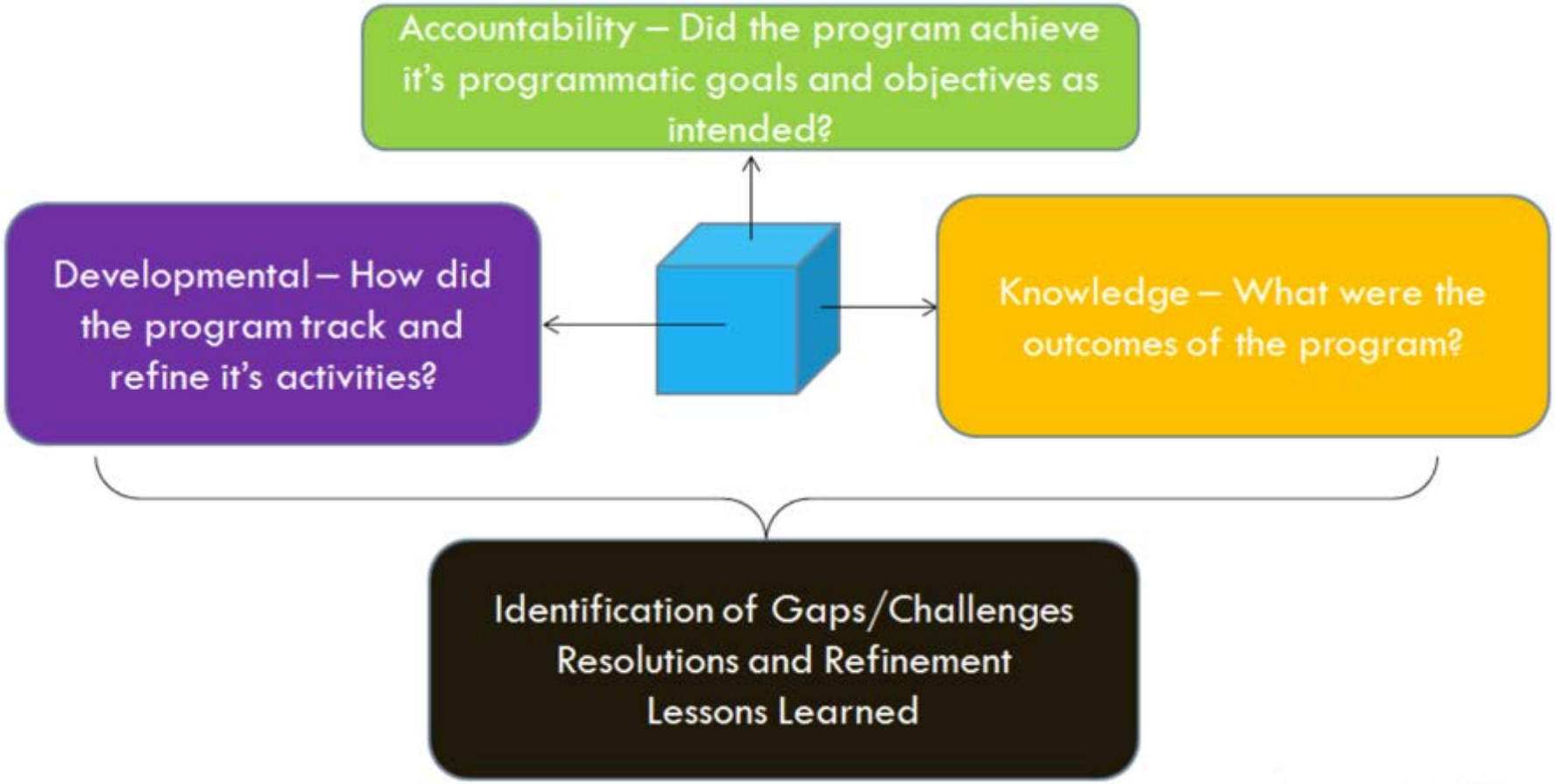


Image Source: Chiu (2018)

Evaluation Purpose

Formative

- Designed to assist in program development
- Example: MAP testing is used to periodically gauge student understanding of math concepts and make curriculum changes based on their progress

Summative

- Designed to assist in decisions about whether to continue or end a program
- Example: End-of-year state assessments are used to determine how well a student performed in math

Cycle of Evaluation

Image Source: CDC

Step 1: Engage Stakeholders

Step 1: Who are Stakeholders?

- Individuals with a vested interest in the outcome(s) of the evaluation
  - People developing and using the program
  - Direct and indirect beneficiaries of the program

Engage Stakeholders

- Consult insiders (e.g., leaders, staff, clients, and program funding sources) and outsiders
- Make special effort to promote the inclusion of less powerful groups or individuals
- Coordinate stakeholder input throughout the evaluation process
- Avoid excessive stakeholder identification

Stakeholder Involvement: Why?

- Improved relevance of the evaluation
- Increased commitment to the evaluation
  - Helps facilitate the conduct of the evaluation
  - Greater trust in the evaluation
  - Increased commitment to the findings
- Increased likelihood of use

Discussion Question

- Thinking about your ESSER program:
  - Who are the key stakeholders that you want to involve in the evaluation?
  - What role do you see them playing in your evaluation?
  - How might you engage them?

Step 2: Describing the Program

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- Program descriptions set the stage for the subsequent evaluation decisions
- Aspects to include in a program description:
  - Need
  - Expected effects
  - Activities
  - Resources
  - Stage of development
  - Context

Logic Model

A systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve

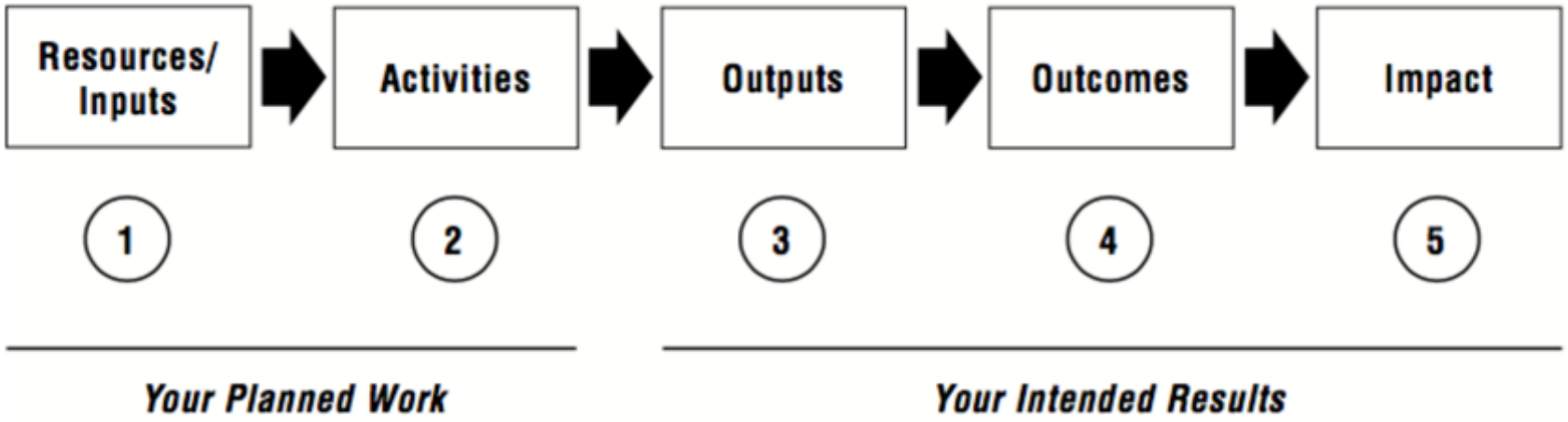


Image Source: Kellogg Foundation (2004)

Terms

- **Input:** Financial, human, and material resources
- **Activity:** Actions taken or work performed to mobilize inputs (resources) to produce specific outputs
- **Output:** The products, capital, goods, and services which result from an intervention
- **Outcome:** Changes in beneficiary awareness, knowledge, skills, capabilities, and behavior (short, medium, long-term)
- **Impact:** Long-term, often societal-level, changes in awareness, knowledge, skills, capabilities, and behavior

Logic Model Statements

If _____, then_____.

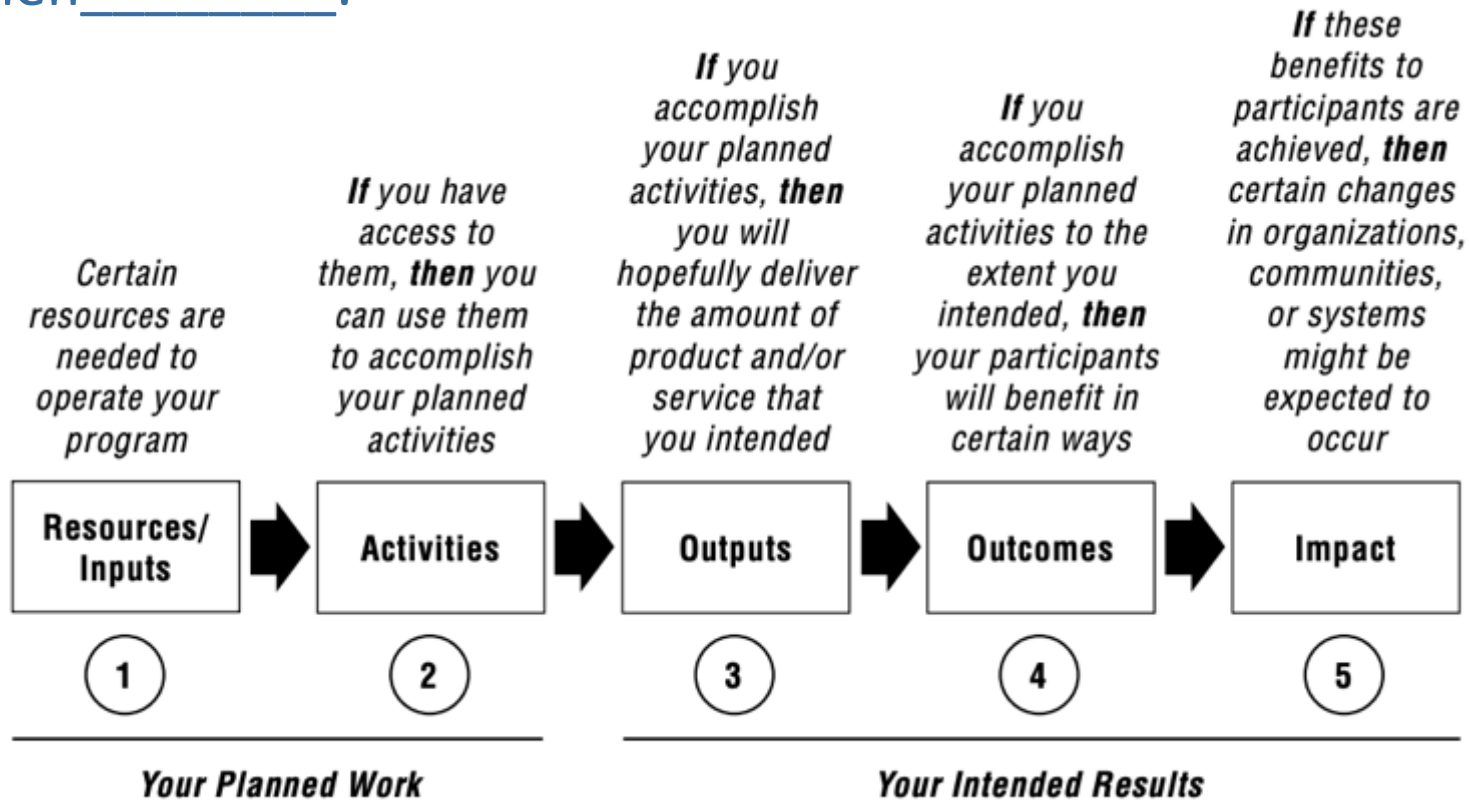


Image Source: Kellogg Foundation (2004)

Example: A Holiday Vacation

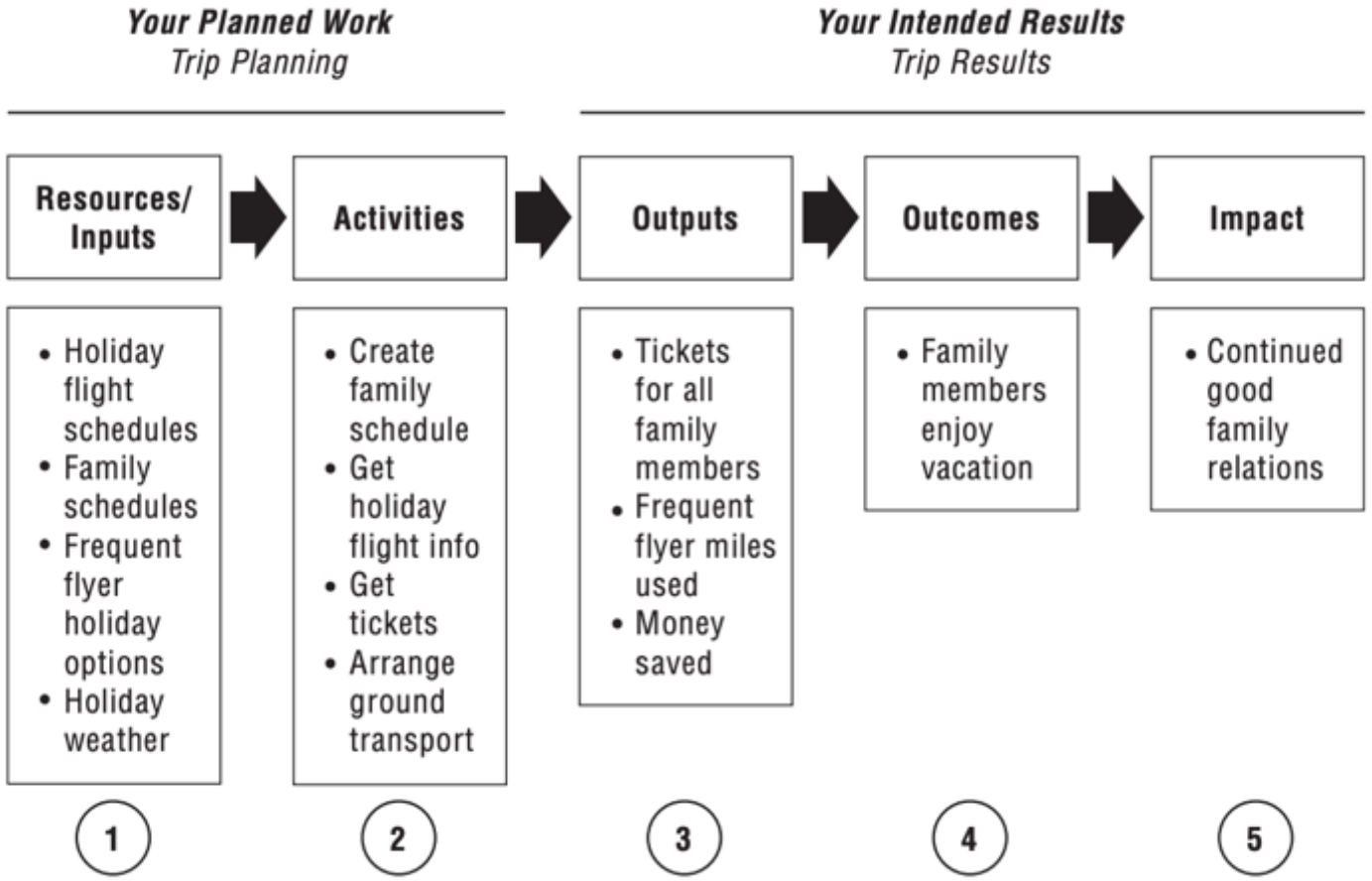
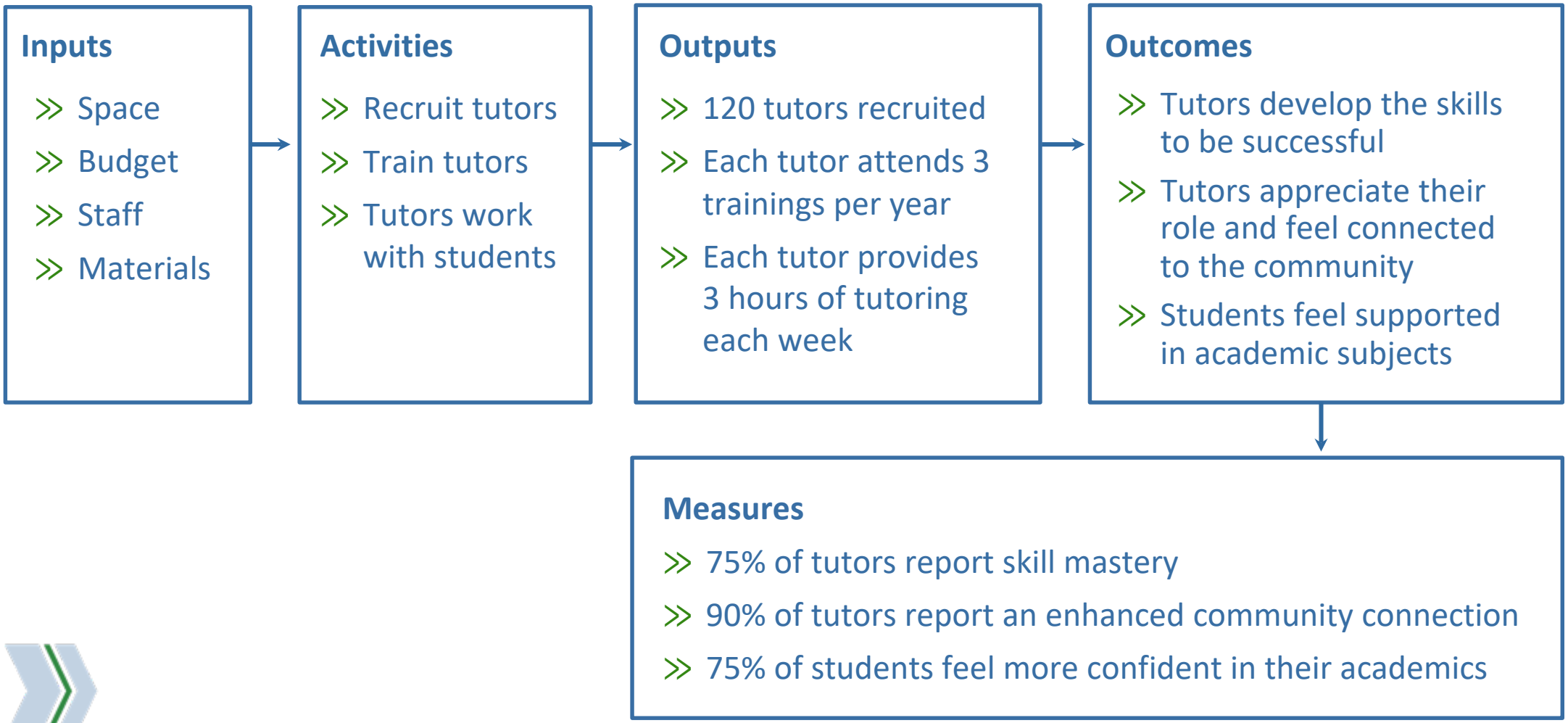
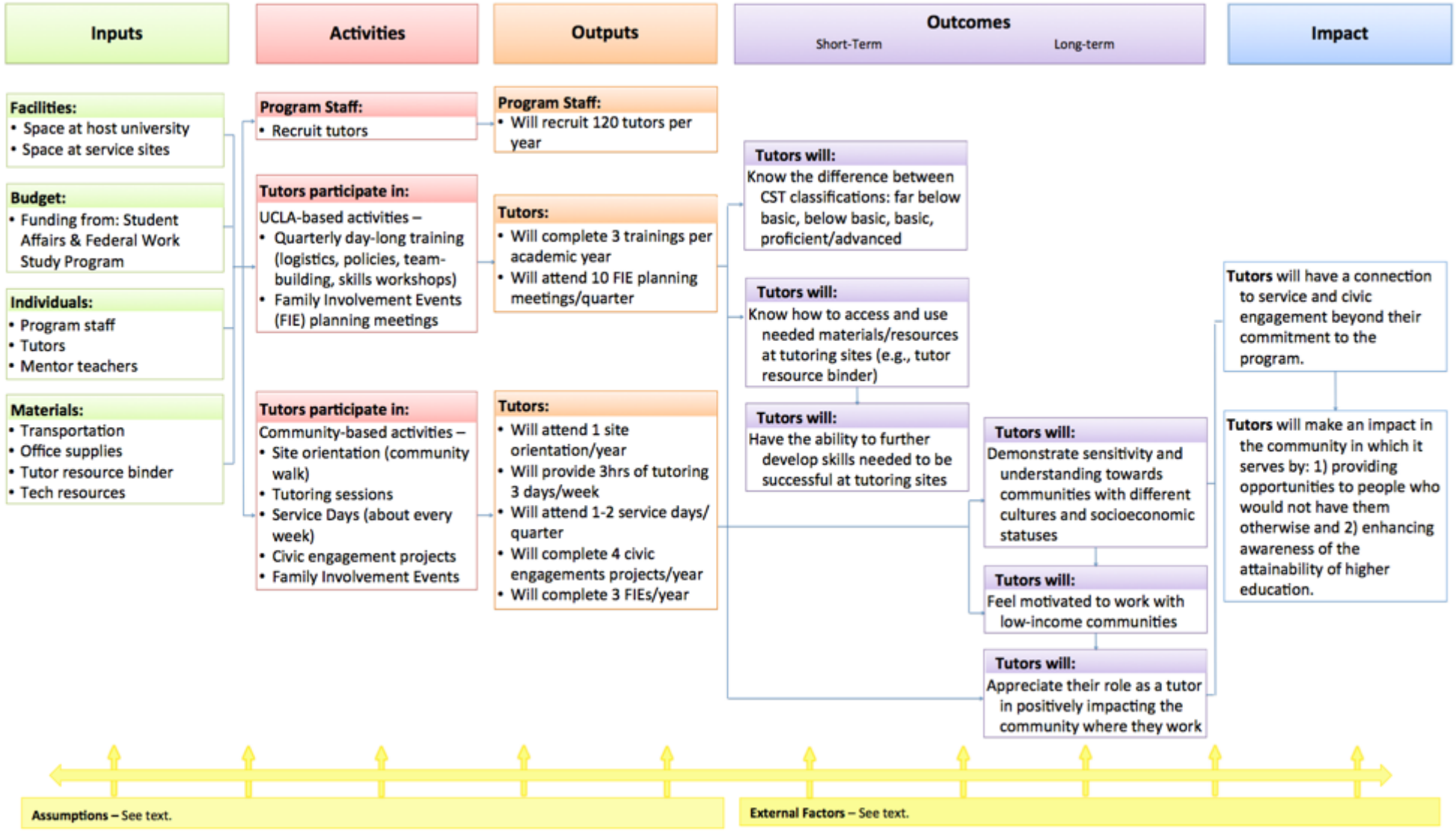


Image Source: Kellogg Foundation (2004)

Example: A Tutoring Program



UCLA Tutor Development Program Logic Model*

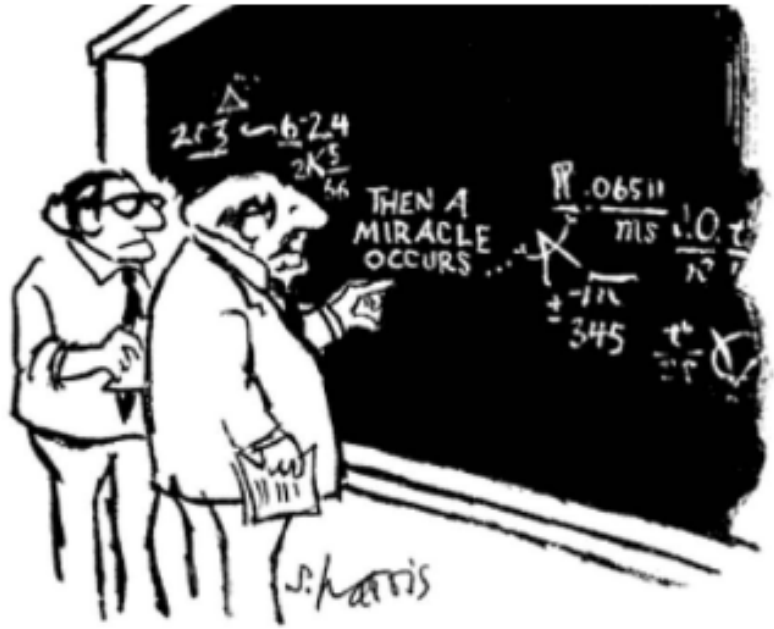


* Modified and simplified.

Image Source: Alkin & Vo (2018)

Why Develop a Logic Model?

- Builds a shared understanding of the program rationale and strategy
- Summarizes a complex program
- Facilitates program management
- Helps structure data collection for the evaluation



"I think you should be more explicit here in step two."

Activity

- Take some time on your own. Think about a program you might develop with ESSER funding.
  - What is the challenge you are trying to address? What are two core activities and associated outputs and outcomes?
  - Create one measure for an output. Create one measure for an outcome.

Step 3: Evaluation Questions

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Step 3: Evaluation Questions

Implementation

- What is going on?
- What does the program do? Is it doing what it was intended to do?
- What produced the observed outcomes? Why?
- How was the program implemented?

Impact

- Measure effects, results, and impact on participants
- These can be intended or unintended
- What is the impact? Compared to what?

Implementation Evaluation

- Implementation evaluations can show us:
  - How well the activities are being implemented
  - The extent to which the program is being implemented as designed
  - Whether the program is accessible and acceptable to its target population
- Evaluation is useful in monitoring how well the program plans and activities are being implemented, making mid-course corrections, and understanding various components of the program
- If we don't understand whether a program is implemented as intended, we can't say whether the program design is effective

Impact Evaluation

- Outcomes are the anticipated program benefits from participating in some subset of program activities or in the program as a whole
  - Short-, medium-, and long-term outcomes (refer back to your logic model!)
- Impact evaluations can show us:
  - The degree to which the program is affecting the target population
  - Whether the program is meeting its objectives

Implementation and Impact Questions

Implementation

- How is the program being implemented?
- Do the processes meet quality standards?
- Is the program being implemented correctly?
- How satisfied are program clients? Which clients?

Impact

- How well did the program work?
- Did the program produce intended outcomes in the short, medium, and long term?
- To what extent can changes be attributed to the program?
- What particular features of the program and context made a difference?

Example Evaluation Questions: Tutoring Program

Implementation

- To what extent does the tutoring project adhere to the program model?
- What practices do tutors find most helpful in creating inclusive learning environments for students?
- What are the tutors' reactions to the tutoring courses, mentoring, and coaching?
- What are barriers to and facilitators of tutoring program development and implementation?

Impact

- What particular units and lessons of the program had the most impact?
- To what extent is participation in the tutoring associated with improved community connection?
- To what extent is participation in the tutoring program associated with improved student academic outcomes?

Activity: Developing Evaluation Questions

Return to your logic model. Develop one implementation and one impact evaluation question from the model.

Step 4: Gathering Evidence

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- **Indicators:** How will general concepts regarding the program, its context, and its expected effects be translated into specific, interpretable measures?
- **Sources:** What sources (i.e., persons, documents, observations) will be accessed to gather evidence?
- **Quality:** Is the information trustworthy (i.e., reliable, valid, and informative for the intended uses)?
- **Quantity:** What amount of information is sufficient?
- **Logistics:** What techniques, timing, and physical infrastructure will be used to gather and handle evidence?

Source: CDC (1999)

A Formative Method: Continuous Improvement

*"It is an approach that involves multiple tests of **small changes** that can cumulatively result in larger, system change… As an applied science, it emphasizes innovative prototyping, rapid-cycle testing, and spread to generate learning about what changes, in which contexts, produce improvements"*

(Cohen Vogel, Tichnor-Wagner, Allen, Harrison, Kainz, Scol & Wang, 2015)

The model for improvement consists of three main questions:

What problem are we trying to solve?	What change might we introduce and why?	How will we know that a change is actually an improvement?

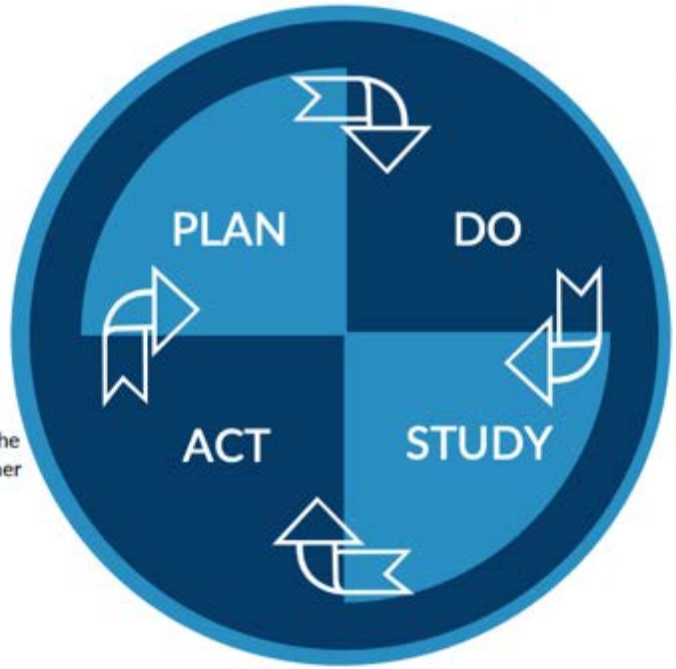
Plan-Do-Study-Act (PDSA) Cycle

1. PLAN

Select a change practice to test.
Select measures and develop a data collection plan.

2. DO

Implement the change practice.
Collect data to inform improvement.



4. ACT

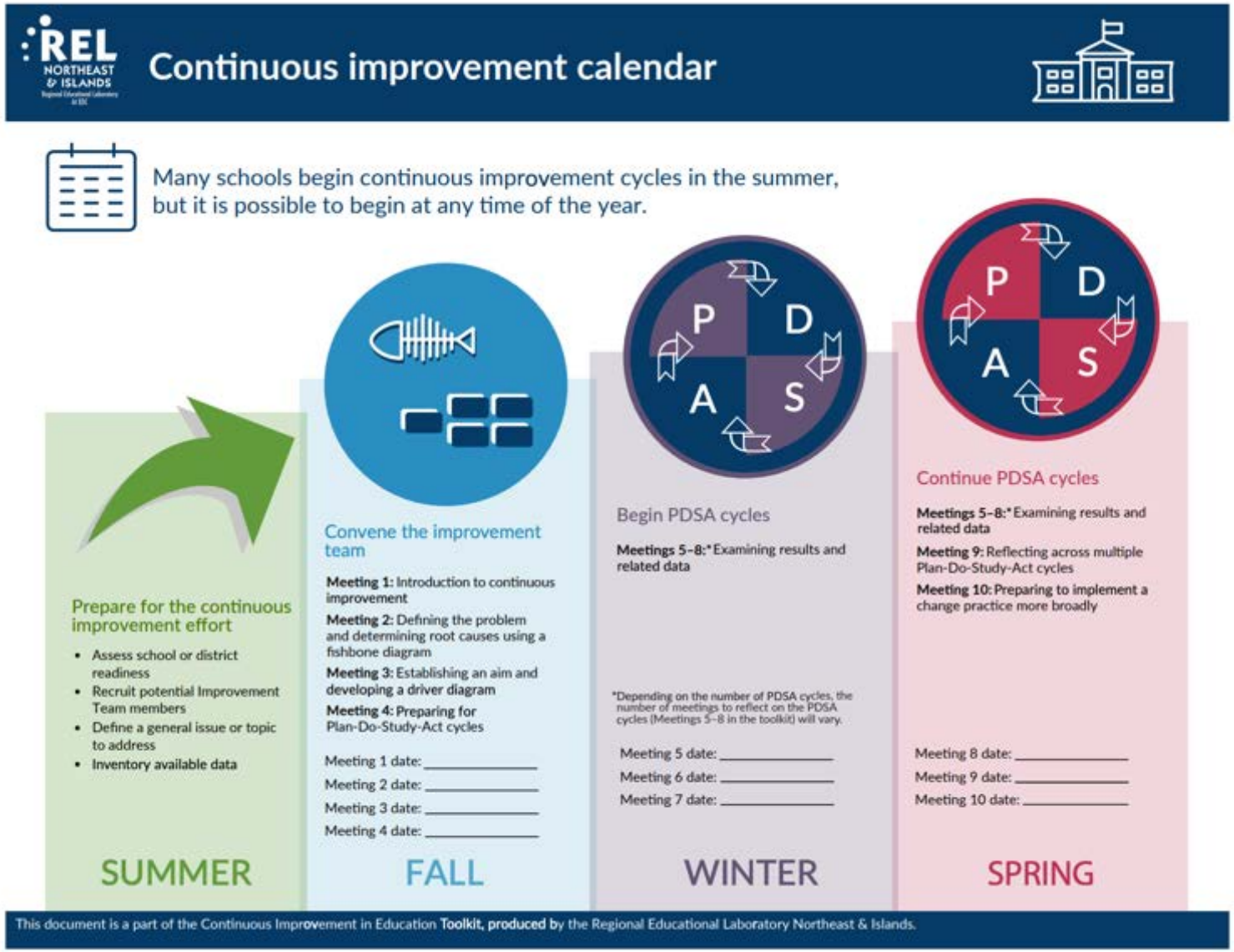
Based on data study, make improvements to the change practice, take steps to scale the change practice, and/or choose to try another change practice.

3. STUDY

Collectively examine data to inform improvement.

This document is a part of the Continuous Improvement in Education **Toolkit, produced by** the Regional Educational Laboratory Northeast & Islands.

Source: Regional Educational Lab Northeast & Islands (2020)



Source: Regional Educational Lab Northeast & Islands (2020)

PDSA Planning Tool Example

Question	Measures	Data Collector	Sample	Timing
To what extent does the tutoring project adhere to the program model?	Observation protocol to assess how well tutors implemented the tutoring strategies	Evaluation team	Sample of tutors (5)	Weekly for four weeks
What are the tutors' reactions to the tutoring courses?	Satisfaction surveys and short interviews to determine how well the courses prepared tutors.	Evaluation team	Sample of tutors who participated in training course	Administered after each monthly training course
To what extent is participation in the tutoring program associated with improved academic outcomes?	Student academic outcomes	Participating tutors	Student MAP data	At the end of each school quarter

Source: Regional Educational Lab Northeast & Islands (2020)

Determine Data Sources

Data source	Description (For whom? When and how often collected? Where located? How do we currently use?)	Have or need
		☐ Have ☐ Need
		☐ Have ☐ Need
		☐ Have ☐ Need

Source: Regional Educational Lab Northeast & Islands (2020)

Examples of Existing Data Sources

- Standardized assessments: State or district assessments, AP tests, college admissions tests
- Other student achievement measures: Teacher-developed assessments, student work samples, end-of-unit tests
- Nonacademic student data: Attendance data, discipline referrals, retention rates
- Data on curricula and instruction: Classroom observations, lesson plans
- Other data sources: School climate surveys; interviews or surveys with families, teachers, and administrators

Source: Regional Educational Lab Northeast & Islands (2020)

Activity

Examine your evaluation questions. What data sources could you use to help answer each evaluation question? Are there existing data sources that could be used?

Step 5: Justify Conclusions

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- Evaluation conclusions are justified when they are linked to the evidence gathered and judged against standards set by the stakeholders
- Stakeholders must agree that conclusions are justified before they will use the evaluation results with confidence

Step 6: Foster Evaluation Use

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- Providing information for making decisions and improving programs are two primary motivations for doing evaluation

Instrumental

- Evaluation findings lead to immediate and specific actions such as program continuation, expansion, revision, or termination

Conceptual

- More general learning that takes place as a result of evaluation

Discussion Question

- Thinking of your evaluation of the ESSER program, how might you foster instrumental and conceptual use?
- What are some organizational, social, or political factors that might impact the use of evaluation findings or data?

Additional Resources

CDC Framework for Evaluation
https://www.cdc.gov/eval/framework/index.htm

Kellogg Foundation Logic Model Development Guide
https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide

IES Continuous Improvement Toolkit:
https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf

Contact Us

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