IES Learning Acceleration Challenges: David Knight Office Hours Transcript

Eden Baker (00:02):

Nancy Dyson (00:06):
Hi.

Eden Baker (00:06):
Thanks for joining. So, I think you both know the drill, but essentially, today we are hosting office hours with David specifically around cost data, so specifically around any questions that you might have about collecting cost data in Phase 2, your kind of cost data collection plan as part of your Phase 1 submission, and anything that came up at the webinar that we hosted that you had follow-up questions for.

Eden Baker (00:34):
This, again, will be structured in the same way as our previous office hour sessions, so essentially, we'll be here for the hour. You're welcome to come and go as you please. And then, again, we are recording the session and again, you're welcome to have your camera on or off, depending on what you feel comfortable with. We'll also be posting a recording of this session on Challenge.gov as well.

Eden Baker (00:56):
Before we jump into questions, I did just want to share too, in case you missed it, we have made a slight revision to the submission requirements for Phase 1, and this is essentially to give entrants a little bit more time to finalize the school acknowledgement form. So we've got more information about this requirement on the FAQ page. So I suggest you take a look at that. We can pop a link in the chat so that you can click through there, but just wanted to flag in case you missed that notification on challenge.gov. So with all of that, I'll hand it over to you, Marjorie and Nancy, you're welcome to just jump in with any questions that you may have for David.

Nancy Dyson (01:40):
I'll start. When I've looked into cost analysis, this is something that's new on one of the grants that we're working on right now with IES, having to include this, a cost analysis, and as I understood it, you did not need to include the cost of a teacher who would already be in the classroom. It's not like we're hiring a special teacher to come in and do the intervention, she would be there anyway. But it seemed that when I was looking over some of the information the information that you had about cost analysis, so you were talking about how to figure out what the cost of the teacher would be based on average salaries and the amount of time that they would be spending on this intervention. So I just wonder if you could speak to that because that was a little confusing to me, why you would have to include the cost of the teacher if she's already there anyway.
David Knight (02:49):
Yeah, that's a great question. So, the purpose of the cost analysis, of course, is to try to figure out all the resources that went into producing the outcomes that you're measuring. And so, a lot of times, the intervention itself is going to use resources that the school already has and the biggest one there is teachers. And so, what you would often see is that teachers have limited time during the day, the planning period and a little bit of time after that, any intervention that uses that valuable time, that time now can't be used elsewhere. And so, for the planning period and the before and after school, that's time that the schools have paid for of the teachers, that's contracted salary-work time that the districts allocate as a resource.

David Knight (03:46):
And so, most interventions require some time of teachers to get training and those sorts of things and so, if you're doing a cost analysis of an intervention like that, it usually requires some amount of teacher time. But you are always thinking about the counterfactual, so you're thinking about the treatment group and then the control group. So, the main type of teacher time is what we would call student contact time or the time that teachers are actually teaching. And that is the same in the treatment and the control group.

David Knight (04:22):
And so, it's not a cost to say that all the time teachers spent with students, that was going to happen anyways. And maybe under your intervention, it's happening a little bit differently, like they're using a different curriculum or pedagogical strategy, but since that resource is being used in the control group as well, the teacher time spent with students, then you wouldn't need to account for all that, just the extra time that the intervention requires of teachers to do the training and sort of the onboarding and maybe, often, the ongoing sort of inquiry work, or if there's ongoing meetings throughout the year that's happening outside the regular schedule, or if it's happening during the planning period or before after school, that is all very valuable teacher time that represents a cost.

Nancy Dyson (05:06):
Okay. I totally understand now. I didn't realize. I thought we were talking about the time that they were in the classroom teaching. I thought, well, that doesn't really make sense. So okay, great. Okay. Thank you so much.

Eden Baker (05:23):
I'm just going to jump in quickly. I see a few people have joined since we started so welcome. Just in case you missed me saying at the beginning, essentially, we will be here for the hour. You are welcome to jump in at any point if you have questions for David. This is intended to essentially function as office hours would in sort of other settings too. We are recording the session and we'll be posting a recording on challenge.gov as well.

Eden Baker (05:48):
And then, I think a couple people joined since I shared this as well, but we have also just made a slight revision to the entry requirements for Phase 1 just in regards to the school acknowledgement form, so I would encourage you to take a look at the FAQ on Challenge.gov. We can pop a link in the chat if you can't see it there, but essentially, it's just to allow potential entrants a little bit more time to collect the necessary commitments from individual schools.
Eden Baker (06:19):
So, with that, I will hand it over to the folks who are here. As I said, you're welcome to just jump in at any point if you have questions for David. You can also keep your camera on or off, whatever you feel comfortable with.

David Knight (06:31):
Eden, do you want to speak to Marjorie's question about what exactly is the cost question in the request. I could say something to that, but I'm assuming that's asking what research question related to cost you're supposed to propose or what... Yeah.

Eden Baker (06:52):
Yeah, Marjorie, do you mind just elaborating a little bit on the question there?

Marjorie (06:56):
Well, I was just looking at that application outline. I don't have it up to see exactly what it's called. But where was there a format that we're supposed to put cost in? Where did that fall?

Eden Baker (07:15):
Yeah. Great question. So, I can share a little bit about sort of the difference between expectations for Phase 1 and 2, which I think might help answer this question. So essentially, for Phase 1, if you take a look at challenge.gov, I can kind of paraphrase and we'll put the link in the chat so you can take a closer look at the details, but essentially, we're expecting as part of the intervention proposal, which is listed on the How to enter page, one of the things we have in there as part of the implementation plan, so one of the bullets is the plan for collecting cost data. So, this is really for Phase 1. At this point, the expectation is really that you're outlining a plan for how you'll collect cost data as part of Phase 2.

Eden Baker (07:57):
So, if you're selected as a finalist, the expectation will be that as part of your Phase 2 submission, you can provide data about the cost of your intervention, and that will be used to calculate the cost effectiveness of your intervention, which is part of the Phase 2 criteria. So, for Phase 1, the expectation is really that you've got a plan for selecting that cost data. For Phase 2, you'll actually need to provide specifically how much the intervention costs so that the team can calculate that cost effectiveness data.

Eden Baker (08:27):
The other thing I would also suggest you have a look at is the scaling considerations, which is another bullet under the intervention proposal. And so, that specifically says, a description of how the intervention could be scaled to support additional students beyond the challenge. This should include anticipated cost per student. So that's really just to get a sense of like generally how much you anticipate your intervention will cost so that people, the judging panel can get a sense of how that might impact the scalability of your intervention.

Eden Baker (08:58):
One other thing that might be helpful too is that we are anticipating providing some specific guidance in the form of a template to finalists in Phase 2 to help them work out specifically what they should include in their cost data. But you don't need to worry too much about that now,
that's just something that we'll be providing detail for finalists on. Does that answer the question, Marjorie?

Marjorie (09:22):
Yeah. I might be trying to make it more complicated than what it is. I mean, if you're an online learning platform and your platform is cost per student, the scalability would just be if you add more students, then it's just a flat cost. Is that kind of what you're looking for?

David Knight (09:49):
Yeah, a lot of times it seems something is cost-free, something is described as cost-free, but maybe it requires, if you were going to scale this up to, let's say you're moving into a new state or new set of school districts, usually there's some personnel time or some kind of efforts that would need to be expended in order to scale this thing up. And so, it sounds like it would be very low cost, but maybe not.

Marjorie (10:16):
Are you're talking about administrator planning sessions and things like that?

David Knight (10:19):
Yeah. So, every single resource that would be required if you were trying to move this into a new district, all of the personnel time that is needed to scale the intervention.

Marjorie (10:35):
Okay. I see.

Eden Baker (10:40):
So, one other thing that might help that too is if you haven't already had a close look at the Phase 1 selection criteria, so there's a specific scalability criteria on there, which is the extent to which the intervention could be scaled to other schools and settings with reference to factors such as cost and generalizability. So, I think that would play in, Marjorie, to your point if you're expecting to expand this. As David said, everything that would be involved in supporting that scaling should be considered there.

Marjorie (11:14):
Okay. So basically, it's a case study. If you have implementations in large school districts, you would just kind of give a sample of like, you're an old school district of 78 buildings. This is what it would look like?

David Knight (11:30):
Yeah. So that part of the proposal where you're talking about the scaling, what would be involved in scaling, there's that part. And then, there's this other part where you have to tell us your plan for conducting the cost analysis. And so, in that section, I would assume it would say something like we're going to talk to folks working in the schools and ask how much time they had to allocate to implement the intervention. So, it could be a survey or interviews, or you might have some mechanism for collecting information about cost. And it's usually not just collecting budgets, you usually would have to have either surveys or time logs or some way of accounting for how much time was invested in implementing the intervention.
Marjorie (12:22):
Okay. To support, et cetera. Okay, thank you.

Eden Baker (12:35):
And then, I think, Marjorie, too, so the expectation is not that you would need to have done all those surveys as part of Phase 1, to David's point, it's really that you would be able to articulate a plan for doing that if you're selected to progress to Phase 2. For Phase 1, I think if you take a quiz like some of the pages on challenge.gov that I referenced, it's really anticipated cost per student, so it's sort of like your best estimate at this point with reference to everything that you know now.

Marjorie (13:11):
Well, I mean, some of it would be training costs, which wouldn't be spread across, that would be like a flat fee. Correct? Whereas administrative, you can train a lot more teachers per student, kind of just depending on the size of the implementation.

David Knight (13:33):
Yeah, training costs often come up as a necessary to implement the intervention. So, were you saying that might be included as part of your plan, your data collection plan?

Marjorie (13:50):
Right. I mean, I was just making an example and the training costs, the larger the district, you could still accommodate a lot more teachers for the same price. So that's more of an overhead cost if you will, whereas the price for a student would be a direct subscription cost. Okay. Thank you.

David Knight (14:13):
Yeah. So, one thing to avoid is to say in your proposal, we're going to figure out the cost of our intervention by just using the subscription cost or the license, that's going to be our cost of the intervention is whatever the license fee is, or we're going to look at the budget and determine it from the budget. Those are the things you want to avoid. You want to have a plan for collecting cost data that would involve - usually involves asking people about their time allocations. It's hard to imagine an educational intervention that doesn't require people to implement the intervention so that's -

Marjorie (14:47):
Exactly. But I was just saying that the startup cost for a tech department in a large district, it's the same as it in a small district.

David Knight (14:59):
Okay. Yeah. Yeah. And economies of scale are something that -

Marjorie (15:02):
Exactly.

David Knight (15:03):
Yeah. All right. Good. Okay. I'm follow you now.

Eden Baker (15:12):
I see a question here from Kathryn in the chat. If you don't mind, do you mind just elaborating a little bit on the question here? It sounds like you're just trying to determine whether your type of intervention would be a good fit. Is that right?

Catherine (15:28):
That's right. Thanks Eden. Can you hear me?

Eden Baker (15:31):
Yes, we can hear you. Yeah.

Catherine (15:33):
Oh sure. Well, Screen360.tv was developed at Stanford's graduate school of education and we have tested it in Scholastic environments as well as home environment, hospital environments, and refugee orientation cases using international film. This is the fifth international film festival for young audiences that I've developed and this one, we are developing more closely with curriculum. So, we're using international films as learning tools to develop cultural literacy and to introduce young people to a travel-like experience to gain objectivity and independent thought and engagement with their international peers with whom they share the earth. So it was suggested to me to apply to IES, and I have not yet seen a place where learning and cognitive technology fits yet. Can you recommend where it might?

Eden Baker (16:48):
Yeah. Good question. So, I work for a company called Luminary Labs and we've specifically been engaged by IES to run these two specific challenges. So, one is the math prize and one is the science prize. The math prize is specifically focused on math interventions, digital interventions for upper elementary students with or at risk for disabilities that affect math. And then, the science prize is specifically for middle grade students with low performance in science.

Eden Baker (17:15):
They do have two particular focus areas, based on what you shared, I'm not sure if there will be alignment here. But I would encourage you to take a look at the two links we can pop in the chat if you haven't already had a look at challenge.gov listings, which essentially has information about the specific focus areas for the intervention, the eligible students and things like that. So, I can only speak to these two particular projects that we've been engaged by IES to run.

Eden Baker (17:44):
If you like, we can pass along your contact information to the team at IES, they might be able to share a little bit more about other grants or challenges or things that could be a good fit for your program. But as I said, the two that we're here to talk about today do have pretty specific focus areas.

Catherine (18:01):
Yeah. It sounds like it doesn't quite yet. Although we are looking at the cognitive science and at some point, we would like to have a student group working with us and helping us select films, et cetera. But yeah, what NSF is looking at right now is the cognitive piece and-

Eden Baker (18:19):
Got it.

Catherine (18:20):
Yeah. All right. Well, I thank you very much for answering that. And if I could leave my contact information.

Eden Baker (18:28):
Yeah. We should have it. I believe you registered for the session online, right?

Catherine (18:32):
Yeah, that's right.

Eden Baker (18:33):
If you're comfortable, we can pass along your email address that you registered for and then suggest that someone gets in touch with some information on where you might be able to find out about other IES initiatives.

Catherine (18:46):
I would really appreciate that. Thank you.

Eden Baker (18:48):
Of course. All right.

Catherine (18:53):
If I need to send a note to say that's okay, I'd be happy to do that.

Eden Baker (18:57):
Got it. Okay. Yeah. I think if you are comfortable, I should have your email address here. So bubble agreement should be fine, I'll pass it along to the team.

Catherine (19:08):
Okay. Thank you for it. And then, I'll sign off. All the best.

Eden Baker (19:11):
No problem. All right.

Catherine (19:12):
I appreciate that. Bye-bye.

Eden Baker (19:13):
Thanks for joining. Thanks Catherine. Take care.

John Ramo (19:18):
Hello. I have a question. My name is John Ramo. I'm CEO of Boulder Learning. And we have a program called the Health Math program that was funded by a Ready to Teach grant and was used in 28 states. But it's not being used right now because of technological changes. We need to upgrade it to HTML5 from Flash. And I was wondering what the rules would be for submitting a proposal for a program. It's very highly effective, the research was accepted with that reservation by the What Works clearinghouse and we're seeing 70% increases in proficiency gains as a result of using it. And I was wondering, if it's not being currently used in schools now, is that not appropriate then to submit a proposal?

Eden Baker (20:25):
Yeah. Great question, John. I can jump in on that one. So, there is not a requirement that something is currently being used in schools, but the timeline is pretty tight for this and the expectation is that intervention providers will be able to implement it in schools or out of school time programs if that's appropriate, in Phase 2 which starts in November. So essentially, the expectation for Phase 1 submission is that an intervention provider would be able to demonstrate they had commitments from school districts or networks who are willing to have the intervention implemented during Phase 2. So, you do not need to be implementing it now, but you would need to be able to formalize those relationships and be able to implement it from November onwards.

John Ramo (21:14):
Okay.

Eden Baker (21:14):
I should clarify one thing there, the timeline is just between November and April, you can implement it anytime during that period, but it just has to be done between those months.

John Ramo (21:24):
Okay. Well, that's possible. And what is the Phase 1 funding? How much is that?

Eden Baker (21:35):
Yeah, so I don't know, you may have said this at the beginning, are you looking at the math or the science price?

John Ramo (21:41):
Math.

Eden Baker (21:42):
Math. Okay. So, the prizes in Phase 1 are the same for math and science, so it's $25,000 per intervention provider and up to five will be selected to progress to Phase 2. And then, in Phase 2, the grand prize is 500,000, the first prize is 150,000 and the runner-up is 75,000.

John Ramo (22:04):
Okay. All right. Thank you very much.

Eden Baker (22:07):
You're welcome. And then, just one other quick thing I didn't share before, the one other factor to consider with the schools is that the schools do need to be implementing the NWEA, MAP Growth assessment for math because that's what will be used to measure the student growth. So, if you are looking at partnering with potential schools or reaching out to districts, you just need to make sure that they are using NWEA. The NWEA team can help you match with schools if you need that support, so you're welcome to reach out to them. The only caveat there I would flag is submissions close on the 30th, so the timeline is getting pretty tight in order to identify schools and formalize those commitments.

John Ramo (22:49):
Thank you.

Eden Baker (22:50):
You're welcome. And then, we've just popped the email in the chat there, John, for the NWEA team if you would like to reach out to them to inquire about school matching.

Marjorie (23:20):
I have a question about the description of eligible students in the questions.

Eden Baker (23:28):
Sure.

Marjorie (23:30):
Your request, that a description of the student's intervention will support, including how it has been designed to meet their specific needs. That's okay. This should also include an overview of how partner schools will identify students who have, or at risk for a disability that affects math performance. But the math prize key definitions have already specified how the schools will identify those students. So, I don't know how to respond to that question because the math prize already said that the partner schools will identify students in third, fourth or fifth grade with a risk or disability that affects math, that would be an IEP goal or so forth.

Eden Baker (24:15):
Yeah, that's a really good question, Marjorie. So, the reason that we have that in there is that the way that we have defined eligible students is we've essentially said there are three ways that students may be identified as having a disability or being at risk for a disability that affects math. So, the first one, as you mentioned, is having an IEP with goals that relate to math. The second is that they're enrolled in a tier two or tier three intervention in multi-tiered systems of support. And then, the third, is that if the school does not use either of those two, they can use their own well-defined identification system, and that could include things, for example, like performance on state testing or assessments, school grades, or teacher referrals. So, what we're really looking for here is just an explanation of which of those three identification processes your partner schools will be using.

Marjorie (25:12):
Okay. So, since we all recognize the challenge at the beginning of the school year, we're having a hard time getting commitments from the school, it's hard to address that question unless we have schools that have currently signed up.

Eden Baker (25:29):
Right. Yeah, no, I appreciate that. I mean, we've definitely heard that feedback from folks, which is why we have extended that requirement around the school acknowledgement. I think that we are still expecting people at least to have district or network commitments by the end of Phase 1. So, I think the extent to which is possible to speak to your contacts at the district or network level to get a better sense of the systems they may be using in their schools. Obviously, the more detail you can include, the better. I do know the expectation is that they'll get into a little bit more detail about this in terms of the random assignment plan, which will come later if you're selected to progress to Phase 2. But I think the extent to which you can work with the districts or the networks that you're planning to partner with and find out more about the identification process they're going to use, and then, the more detail you can include there, the better.

Marjorie (26:31):
Thank you.

Eden Baker (26:37):
You're welcome.

Nancy Dyson (26:38):
So, I just took a second to look at the FAQ update that you talked about in terms of the school acknowledgement form. So just to be sure I understand because I know there's more than one school form, so with Phase 1, we need commitment from a district, but not from specific schools by September 30th. And then, if you are chosen, then you would within a week have to come up with those schools to actually receive the prize. Is that what you're saying?

Eden Baker (27:21):
Yeah, that's right. So essentially, there are four things that we're expecting as part of the submission. So, the first is the entrant overview, and this is really just to demonstrate your eligibility to participate. Then the second is the letter of commitment, and this is from districts or networks that are essentially committed to being your partner if you're selected to progress to Phase 2. So that's called the letter of commitment and there's a template on challenge.gov. The next upload is the intervention proposal and so, this is really where you're describing your intervention. So that's the bulk of the submission. And then, the fourth one is the school acknowledgement from participating schools. And so, this is the one that we made a little bit of a change to the timeline on.

Eden Baker (28:07):
So, if possible, we would still encourage you to include this in your Phase 1 submission. And this is essentially a document to demonstrate that individual school leaders in the district who have done the letter of commitment are also aware of and agree to participate in the challenge. So we essentially want district sign-off in the letter of commitment, and then, we want individual school leaders, and that could be principals or sort of another authorized representative, to fill out the school acknowledgement form. It's relatively straightforward. It's nowhere near as detailed as the letter of commitment. So essentially, we just want them to fill in their school, their
name, their email, and then just tick that they acknowledge what is required and that they've consulted with their district or network.

Eden Baker (28:54):
So just given some of the feedback that we've heard that it's beginning of the school year and school leaders are really busy at the moment, we've extended the deadline for just that one document. And so, as I said, you're still welcome to include it as part of your Phase 1 submission if you are able to collect all of the acknowledgements from individual schools in time, if you're not able to do that, then you do not need to include it in your submission, but you will need to provide it within one week of being notified if you're a finalist. So, it will still be a requirement in order to progress to Phase 2 and receive prize money.

Nancy Dyson (29:29):
Okay. So, would you want a partial list or would you rather have them all at once?

Eden Baker (29:37):
Yeah, that's a good question. I will say that it will not impact scoring so I think it would probably, honestly, be easier just to do it all at once and submit it later if you are selected. I don't think there would necessarily be a benefit of just submitting a partial list if you're still waiting on folks because it will not impact your score in any way.

Nancy Dyson (30:03):
Okay, great. Okay. Thank you.

Eden Baker (30:05):
You're welcome.

Marjorie (30:11):
Now, can we clarify, so there's two letter of commitment templates? There's a district level and a school level?

Eden Baker (30:23):
Yeah. So, if you take a look at the “How to Enter” page, one is the letter of commitment and this is at the district level. And that's more detailed and so, that one really outlines the expectations for Phase at. And that's a word document, and it has quite a detailed overview of the project. And then, we're expecting that a district or network leader will fill that out. In that letter of commitment, we have a space for them to list out their individual schools that they expect to participate. So that letter, we are still expecting as part of the Phase 1 submission.

Eden Baker (31:03):
The school acknowledgement, and I apologize, there's a few different terms, the school acknowledgement is the spreadsheet that's also listed on challenge.gov. And this is more straightforward, we're just expecting that each school leader fills in their details, so their name, their email, et cetera. And that list should match what's on the school commitment, the district commitment letter that signed off at the district or network level. And that's the one that we are extending the deadline for.
Marjorie (31:34):
Great. I thought it was for both. So, thank you.

Eden Baker (31:40):
You’re welcome. (silence). And then, I see a question from Brian in the chat here. Brian, do you mind elaborating? Is that in regards to what we were just discussing for the math student eligibility?

Brian (32:14):
Yeah, because you were talking about the disability and then the tier two or three, and they already have to be using NWEA, MAP Growth. So, I’m assuming that they could use that to help them identify.

Eden Baker (32:29):
Yeah. I think that that would probably fall into that third bucket of another kind of well-defined identification system. I think for that, I’m just rereading your comment, yeah, I think that that would count as a test or assessment, which is what we’ve listed in the eligibility. I would just say that, be sure to really explain what they’re using and the rationale for using that as opposed to the other two methods that we have listed in the eligible students.

Brian (33:01):
Thank you.

Eden Baker (33:03):
No problem. (Silence). Any other cost questions for David?

Nancy Dyson (33:53):
One thing, I guess, I’ll say, if our schools all have iPads for their students and our intervention is delivered on an iPad, I guess I would still have to include the cost of an iPad for the future because some school might not have iPads. Is that true?

David Knight (34:16):
Yeah. So, at this point, you would have a plan for figuring out how many iPads were used. Also, this is where it can get a little complicated, because if they’re only using the iPads for your particular intervention, if they’re only using the iPads for half the day and those same iPads are being used in another purpose for the other half of the day, that your intervention only kind of requires half of an iPad.

Nancy Dyson (34:44):
Oh, okay. Okay.

David Knight (34:47):
And then, with most tech that lasts multiple years, you can use it for multiple years. And so, we’re looking at the annual cost of your intervention. And so, at this kind of planning phase, you might say, "And we’re going to account for the fact that these iPads can be used for multiple years." You don’t have to show me like the annualization factor, but the simple version would be
divide by five if it's an iPad the last five years or three years or however. But yeah, so you would just need plans for collecting that data.

Marjorie (35:24):
So I was under the assumption that since this is a digital prize, if you will, that the cost of the device that's required to access it would just be not part of the cost of providing this. I mean, most schools now they're one-to-one. So, you want us to put a cost on that.

David Knight (35:55):
Yeah. Well, right, I mean, yeah, you would just have to explain that you're going to collect that data. So again, it's like not every single school in the world has those certain sets of resources and so, any kind of resource that's required of the intervention that the control group doesn't use, I guess, in this case, that's a little confusing if the control group has an iPad, but they wouldn't be using it in the same way and so it would be an extra cost, but-

Marjorie (36:29):
Yeah, or Chromebook or something a little less expensive than an iPad. Right. So, you would cost like if the students use the device an hour a week you'd figure out the cost of the device spread over the number of years and then an hour per week, because that's really all, because it could be used all day long in most schools.

David Knight (36:53):
Yeah. Yeah.

Marjorie (36:54):
Okay.

David Knight (36:55):
And education is a labor-intensive process and the materials, supplies and equipment is usually not the big cost factors. And it's not like you have to do all those complications to just tell us what your plan is to get the data.

Eden Baker (37:17):
To follow up on that, David, would you still expect, if you were trying to calculate an estimate of cost per student just for Phase 1 sort at a general level, how would you factor in some of those things there? So, if the expectation is that school students already have Chromebooks, for example, would that cost still need to be factored into the estimate of cost per student in Phase 1?

David Knight (37:43):
I think, to address the question of, is your intervention scalable, then that's an appropriate framing to say, "Look, most schools have these things so the expenditures that the school district are actually going to have to make or the resources, the new resources that they're actually going to have to marshal to do this thing is not expansive," I think that's all good evidence to argue that the intervention itself is scalable. And so, yeah, that's a good point. That's where it might be relevant to know that most districts already have these things and so, it's definitely scalable. And then, when we go to put this cost estimate to it, we do have to
account for things they already have, but it's sort like they are two separate things, it's like you have to have a plan for how you're going to measure the cost and then you have to make an argument that it's going to be scalable, and that's a good point of distinction there.

Eden Baker (38:42):

And then, just one other follow up that, I think, Marjorie raised some interesting points. The other one was to the point of if they're only using the device for certain period of the week for a particular intervention, and then they're using the device for other purposes the rest of the week. How do you factor that into estimated cost?

David Knight (39:09):

Yeah. So, it would be kind of what you would imagine, which is you're trying to figure out the portion of the equipment or the less in this case, iPads, that's being used for this intervention. So yes, you'd only have to identify that piece of it. So, if it was just one day a week, it would be a lot less than if you were assigning the equipment, only one person could use the one iPad. So, what I would do is, at this stage, if I was trying to come up with a plan for cost analysis, I would say, "We're going to have an interview or survey, we're going to have some way of collecting information about how often the students used the iPads so that we know how much of the cost of the iPads to apportion to the intervention." So yeah, I would have some way of figuring out how many days a week are they using the iPad and it doesn't have to be down to the second, but a ballpark figure.

Marjorie (40:16):

So, if your program collects student time on task, then it's already there.

David Knight (40:24):

Yeah.

Nancy Dyson (40:29):

Do we have to include the cost of designing the intervention in the cost or is this after it's already been finished, just what does it cost to use it afterwards?

David Knight (40:43):

That's a great question. Most of the time you can leave off the investments that it took to start the intervention, particularly if those investments are going to last the entire life of the intervention, like we could be doing this intervention in 20 years and those investments have already been made. In most cost analyses though, you often will have startup costs and ongoing costs. And the startup costs would be like the onboarding. When you go to a district and you're implementing it, there's often stuff you have to do, like a summer bridge program or something that once we get this onboarding training done, this could last three or four years. Of course, you're not going to be implementing it for that long for this particular study, but yeah.

David Knight (41:33):

So, to answer your question simply, no, the initial investments to create the product, you can leave that off. But the little caveat is just that there are some upfront costs sometimes that are required. Each time you scale up the program in a different context, you have to sort do this onboarding and that can be an upfront cost that's different from the ongoing cost.
Nancy Dyson (42:07):
Okay. Thank you. (silence).

Eden Baker (42:32):
Any other questions for David or any other questions just about the challenge, logistics, more generally?

Nancy Dyson (42:44):
Yeah. This is not a cost question, but I know you're using the NWEA MAP to measure student growth, but as part of Phase 2, are you interested in any other data about student growth that we would collect or you just strictly doing NWEA MAP?

Eden Baker (43:11):
Yeah, that's a really good question. So, for Phase 2, for the impact criterion, we would just be looking at the evaluation reports that NWEA prepare, which will be based on the student performance in the two fall and spring map growth assessments. One thing I will say for Phase 1, for impact is, and I can get the criterion up, so I don't say it incorrectly, but there, we're really looking at evidence of potential impact. So, if you had additional data maybe from implementing it previously, then we would definitely encourage you to submit that as part of your Phase 1 submission. That doesn't need to be from NWEA, that could be from other assessments or research and things like that. And I'll get the wording up just so that I get the criterion right.

Eden Baker (44:02):
So yeah, it's the strength of the evidence demonstrating the potential for the digital intervention to improve math outcomes specifically in the area of fractions for students with, or at risk for disability that affects math performance. So obviously, that's for the math, and science prize, it is similar, just for the relevant students in the science prize. So, if you had additional evidence or data for Phase 1, we would definitely encourage you to include that, but for Phase 2, we would just be looking at the NWEA assessment data.

Nancy Dyson (44:33):
Okay. Save the other information for a paper that you write.

Eden Baker (44:39):
Yeah. I mean, it's an interesting point. I think the evaluation will be really focused on looking specifically at the impact in the assessment for Phase 2, but I think they will be kind of more broadly interested in a couple of other things that I know is of interest to IES. So there might be some more learnings to glean there too. (silence). Any other questions? As with previous sessions, you're welcome to stay. We'll be here for the full hour, but if you don't have further questions, you are also welcome to hop.

Nancy Dyson (45:51):
I will just say that I really appreciate you giving us that extra time with the school acknowledgement forms because that's huge.

Eden Baker (46:14):
Oh, good. That's really nice to hear. I think we had discussed it maybe on the previous office hours that you were at and then we also had some other feedback. So, we're trying to be responsive to that. I know that it's a tricky time of year with schools just going back. So, we're hopeful that that makes it a little bit easier on potential entrants. I know, only a few weeks, but we're, as I said, hopeful that that gives you a bit of extra time to collect the information from all the school leaders.

Marjorie (47:09):
Well, thank you for your time.

Eden Baker (47:11):
Thanks Marjorie. Thanks, Brian. Appreciate you both joining.

David Knight (47:17):
Best of luck on your submission.

Eden Baker (47:19):
Mm-hmm.