IES Learning Acceleration Challenges

Cost Analysis and Implementation Planning Webinar

August 30, 2022
Agenda

• Introductions
• Challenge overview
• Phase 1 submission requirements
  ○ Overview
  ○ Considerations
• Q&A
Introductions

**Dr. David Knight**
Assistant Professor, Educational Foundations, Leadership & Policy
University of Washington

**Dr. Kiera Brodsky Chase**
Director, Instructional Design and Research
ConnectED

**Dr. Mingyu Feng**
Senior Research Associate, Learning and Technology
WestEd
Challenge overview:
Recap
Challenge timeline

**Phase 2 commences**

- **Sept. 30, 2022**
  - Submissions close at 5:59 p.m. ET.
  - Entrants submit implementation plan as part of their submission.

- **By Nov. 1, 2022**
  - Participating students take NWEA® MAP™ Growth fall assessment.

- **Early Nov. 2022**
  - Up to five finalists per challenge selected to progress to Phase 2.

- **Nov. 2022 - April 2023**
  - Finalists implement their interventions at schools or out-of-school-time programs.
  - During this time, finalists will need to work with schools to ensure intervention is being implemented as intended and that the necessary cost and student-level and school-level data is being collected.

- **By May 1, 2023**
  - Participating students take NWEA MAP Growth spring Assessment.

- **By May 8, 2023**
  - Schools submit student- and school-level data.

- **June 2023**
  - Finalists submit Phase 2 submissions.

- **June - July 2023**
  - NWEA prepares evaluation reports.

- **Sept. 2023**
  - Winners announced.
Phase 2 implementation expectations

If you are selected to progress to Phase 2, you will implement your intervention in schools (both prizes) or out-of-school-time programs (Science Prize only) under **routine conditions**. This means conditions that reflect the everyday practices occurring in the classrooms, schools, and districts when the intervention is used. Finalists should not provide additional supports that are not typically provided when schools or districts use the intervention.

Phase 2 technical assistance providers will provide guidance around:

- Identifying implementation measures, such as dosage, participation, and attendance.
- Using student rosters.
- Collecting cost data.
Phase 1 submission requirements:
Overview
## Submission requirements

All submissions must be uploaded to Challenge.gov by **5:59 p.m. ET on Friday, September 30, 2022.**

<table>
<thead>
<tr>
<th>Entrant overview</th>
<th>Description of entrant type (individual/entity) and confirmation of eligibility requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter(s) of commitment</td>
<td>Agreement from partner schools and out-of-school-time programs, where appropriate.</td>
</tr>
<tr>
<td>School acknowledgement</td>
<td>All schools listed in the letter(s) of commitment must provide digital acknowledgement using the template of provided on Challenge.gov.</td>
</tr>
<tr>
<td>Intervention proposal</td>
<td></td>
</tr>
</tbody>
</table>
  - Intervention overview  
  - Evidence of potential impact  
  - Description of eligible students  
  - Scaling considerations  
  - Implementation plan — including random assignment, professional development, data collection  
  - Team description |
Implementation plan overview

• Sample size goals and random assignment plan
• Recommended dosage and duration of the intervention
• The number of teachers and other staff who will participate at your partner schools
• Hours required for teacher professional development and other necessary training
• The provision of technology and/or any other necessary equipment for students and other users
• Evidence of usability and feasibility to support testing and scaling of the intervention during Phase 2
• Plan for gathering student data throughout the implementation period
• Plan for collecting cost data
• Risk mitigation and contingency planning
• **Science Prize only:** for out-of-school-time programs, an overview of how the intervention will align to a formal program of learning
Phase 1 submission requirements: Considerations
Intervention dosage and duration

Overview
Dosage — or the amount of intervention delivered — is an important factor in understanding implementation.

Depending on the type of intervention, dosage data may include:

• Minutes per session.
• Number of sessions and their distribution across the school year.
• Student engagement.
• Whether the intervention replaces or supplements instruction.

Planning considerations
• Student attendance.
• Student class or school changes.
• School schedule changes.
Staffing (resourcing and professional development)

Overview
There are several things to consider regarding staffing:
• Number of individuals involved — including teachers, paraprofessionals, and administrative staff.
• Number of hours and qualifications of those involved.
• Necessary training for staff to implement the intervention.

Planning considerations
• Staffing changes.
• Time used for the intervention vs. preparing to deliver the intervention.
• PD time that educators would already receive without the intervention.
• Educators’ salaried work time delivering the intervention that is during their regular instructional time.
Technology, licenses, and other materials

Overview

• Equipment necessary for implementing the program, either existing or newly purchased (e.g., computer, Chromebook, iPad, mouse, headphones, microscope)
• Materials used for implementation (e.g., digital software licenses, curricula textbooks, manipulatives, lab kits, booklets)
• Transportation, room usage, or other fees that would not be needed without the intervention.

Planning considerations

• User access to technology that is necessary for the successful implementation of the specific features in the classroom.
• Timing and advanced scheduling.
• Coordination of the usage of equipment that is used for other purposes (i.e., computer lab, science lab).
Evidence for usability and feasibility

Overview

• Usability testing ensures the intervention can be used as intended by targeted users to improve learning.
• Feasibility refers to how realistic it is for teachers and students to use the intervention under routine conditions.

Planning considerations

• Resources needed for intervention to be used as intended, and how prevalent those resources are at schools.
• Training required for students and teachers for implementation.
Contingency planning

Overview
Things happen in authentic school settings, some beyond the implementation team’s control. Contingencies to plan for include:

• School closures due to factors like weather, Covid-19.
• Non-compliance with random assignment.
• Low implementation fidelity.

Planning considerations

• Include cushion in your implementation schedule for situations such as teacher professional development days, school holidays, testing days, and snow days.
• Emphasize the importance of research compliance and communicate dosage expectations.
• Monitor usage and provide support as needed*

* Note: Finalists should not provide additional supports that are not typically provided when schools or districts use the intervention.
Collecting cost data

Overview
While NWEA will collect “outcome data” (e.g., student test scores), you will need to collect “input data”. Input data is used to estimate the cost of implementing the intervention. “Input data” include:

• **Personnel time.**
• **Non-personnel** (materials, equipment, transportation, participant costs, and building space).

Planning considerations
• If the intervention includes weekly coaching sessions, how will you track the time investments of coaches and teachers?
• If required by your intervention, how will you track the time investments of parent volunteers, teachers, or other school staff?
• If required by your intervention, how will you document use of office space or extra rooms?
## Collecting cost data: Personnel time

<table>
<thead>
<tr>
<th>Examples of what to include</th>
<th>Examples of what not to include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time for:</td>
<td>Time for:</td>
</tr>
<tr>
<td>- Professional development specifically about the intervention (not received in the control group).</td>
<td>- Professional development that educators in the treatment group already receive or deliver as part of their regular activities during the school year.</td>
</tr>
<tr>
<td>- Planning the intervention (for example, during teachers’ planning periods, used for other purposes or not used in the control group).</td>
<td>- Coaching unrelated to the implementation of this intervention.</td>
</tr>
<tr>
<td>- Organizing the intervention, for example, during regular school hours, after school.</td>
<td>- Educators’ salaried work time delivering the intervention during regularly scheduled instructional time.</td>
</tr>
<tr>
<td>- Implementing the intervention that is used for other purposes or not used by the control group.</td>
<td></td>
</tr>
<tr>
<td>- Volunteers — including by parents or other community members — devoted specifically to implementing the intervention.</td>
<td></td>
</tr>
</tbody>
</table>
Collecting cost data: Non-personnel

**Examples of what to include**

- Materials used for implementation, such as digital software licenses.
- Equipment used for implementation, either existing or newly purchased (e.g., an existing computer lab with 25 computers, used two hours per week; newly purchased smart board).
- Room rental or use for any special events (e.g., Saturday workshop, special extra use of an office or classroom).
- Transportation required for personnel or participants that would not otherwise be needed.
- User fees or additional resources that participants are required to pay or provide as part of the intervention.

**Examples of what not to include**

- Existing or newly purchased equipment that is also used for other purposes. Please provide estimates of the proportion used for the intervention.
- Regular use of building space for typical teaching and learning activities.
- Transportation or participant resources that fall within regular routines (and were not altered as a result of the intervention).
Q&A
Q&A Instructions

Please submit questions in the Q&A window in Zoom.

Apologies if we don’t get to your question. Please check the Challenge.gov page for each challenge, where we will publish an FAQ section with responses to many of the questions received today.

Published answers (not live answers to questions) will be considered final responses.

Additional questions may also be sent to Challenges.IES@ed.gov
Next steps

Sign up for office hours:

- **Dr. Andrew McEachin (RCT Webinar)**  
  Wednesday, September 6, 2022 2:00 p.m. to 3:00 p.m. ET
- **Dr. Sivan Tuchman (RCT Webinar)**  
  Thursday, September 7, 2022 2:00 p.m. to 3:00 p.m. ET
- **Dr. David Knight (Cost and Implementation Webinar)**  
  Wednesday, September 14, 2022 3:00 p.m. to 4:00 p.m. ET
- **Dr. Kiera Chase (Cost and Implementation Webinar)**  
  Thursday, September 15, 2022 3:00 p.m. to 4:00 p.m. ET

Email Challenges.IES@ed.gov with questions.