



SEA Virtual Workshop:

COVID-19 Recovery and the Strategic Use of Funds from the American Rescue Plan Act of 2021

June 30, 2021

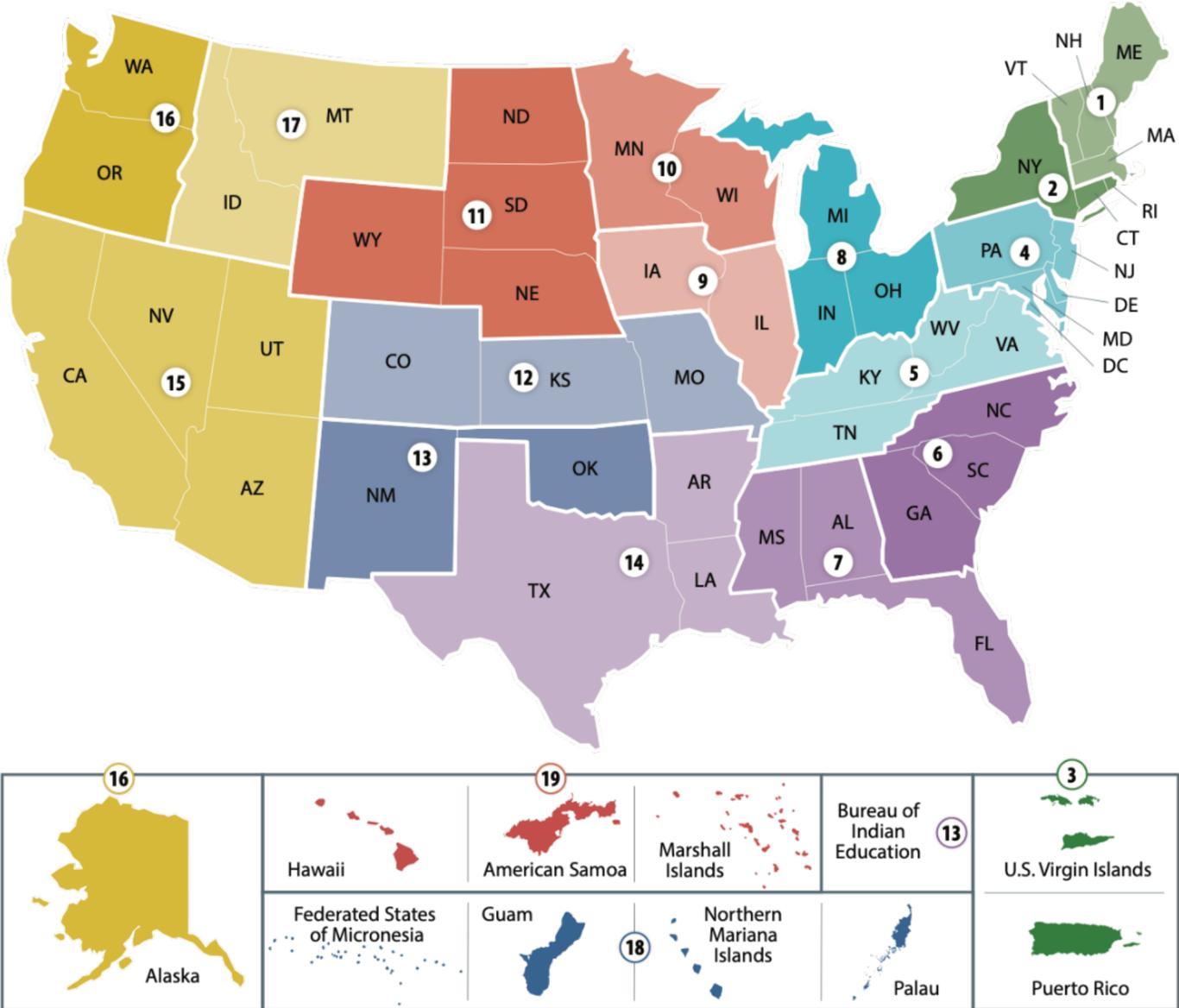


Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Comprehensive Center Program (2019–2024)

The Comprehensive Centers Program is a federally funded network of technical assistance centers comprised of 19 regional centers serving clusters of states and one national center providing universal and targeted multi-state support to address common high-leverage problems among states.

CCNetwork Regional Centers

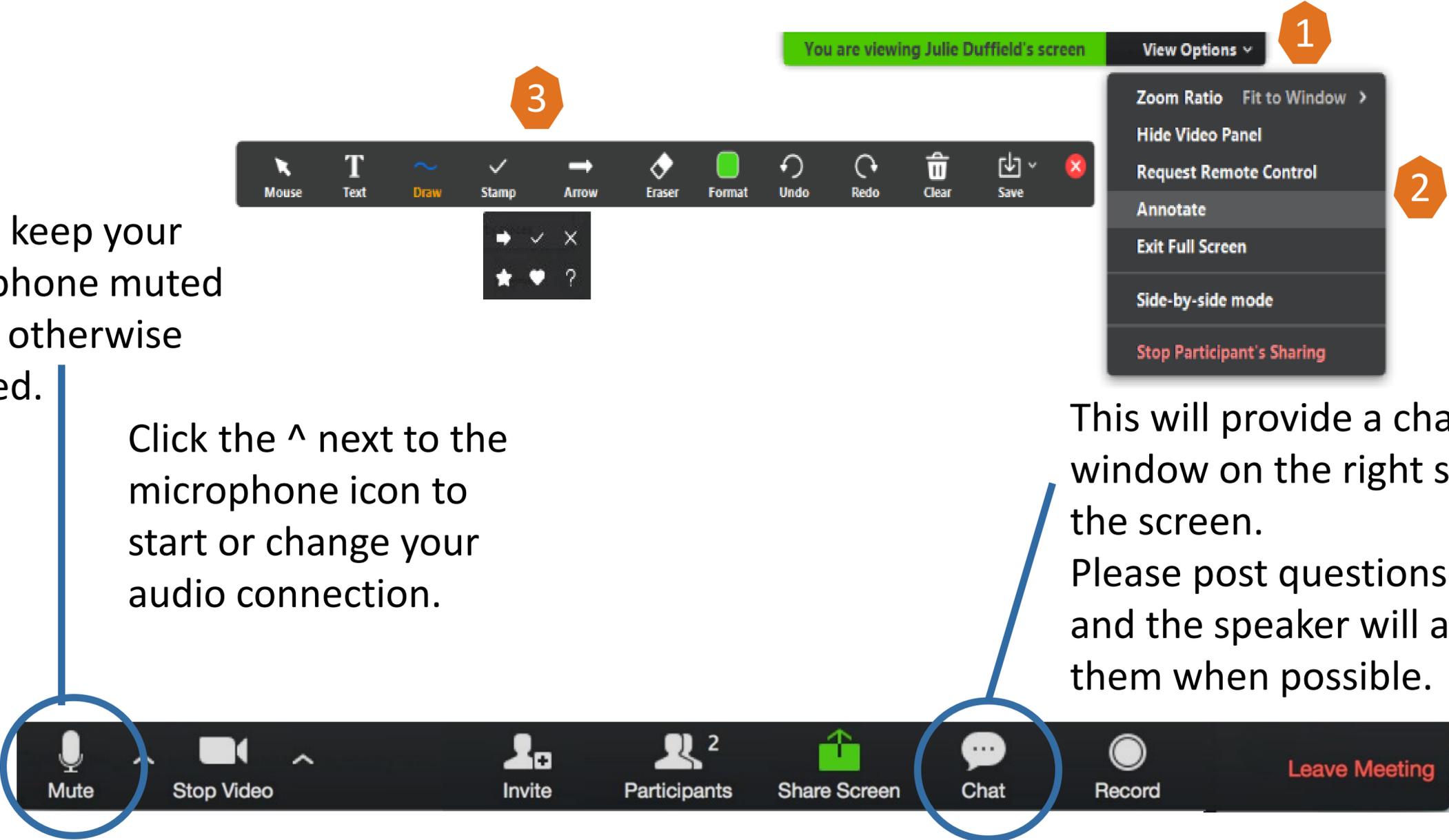


Housekeeping: Using ZOOM

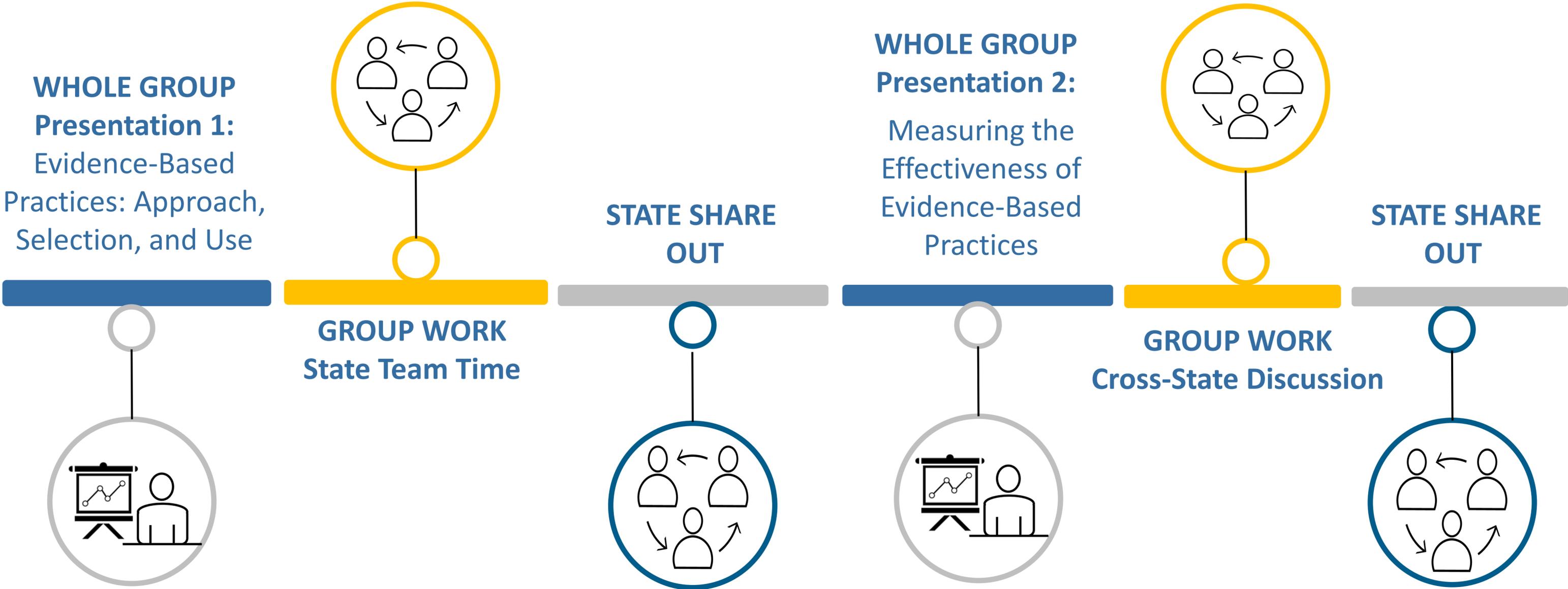
Please keep your microphone muted unless otherwise directed.

Click the ^ next to the microphone icon to start or change your audio connection.

This will provide a chat window on the right side of the screen. Please post questions here and the speaker will address them when possible.



Session Flow



Where we've been; Where we are headed

Impact of Pandemic on Learning

- Trauma and Isolation for many children
- Lost instructional time
- Decreased engagement for many
- Greater opportunity and achievement gaps

Strategies to Support Student Learning and Well Being

- Broad flexibility on how funds are used
- Address current needs on the ground
- Allow for strategic uses of these funds over time
- Support the use of evidence in decision making (all four tiers) at the SEA and LEA level around accelerated learning supports

Selecting and Measuring the Effectiveness of Evidence-Based Practices

June 30, 2021

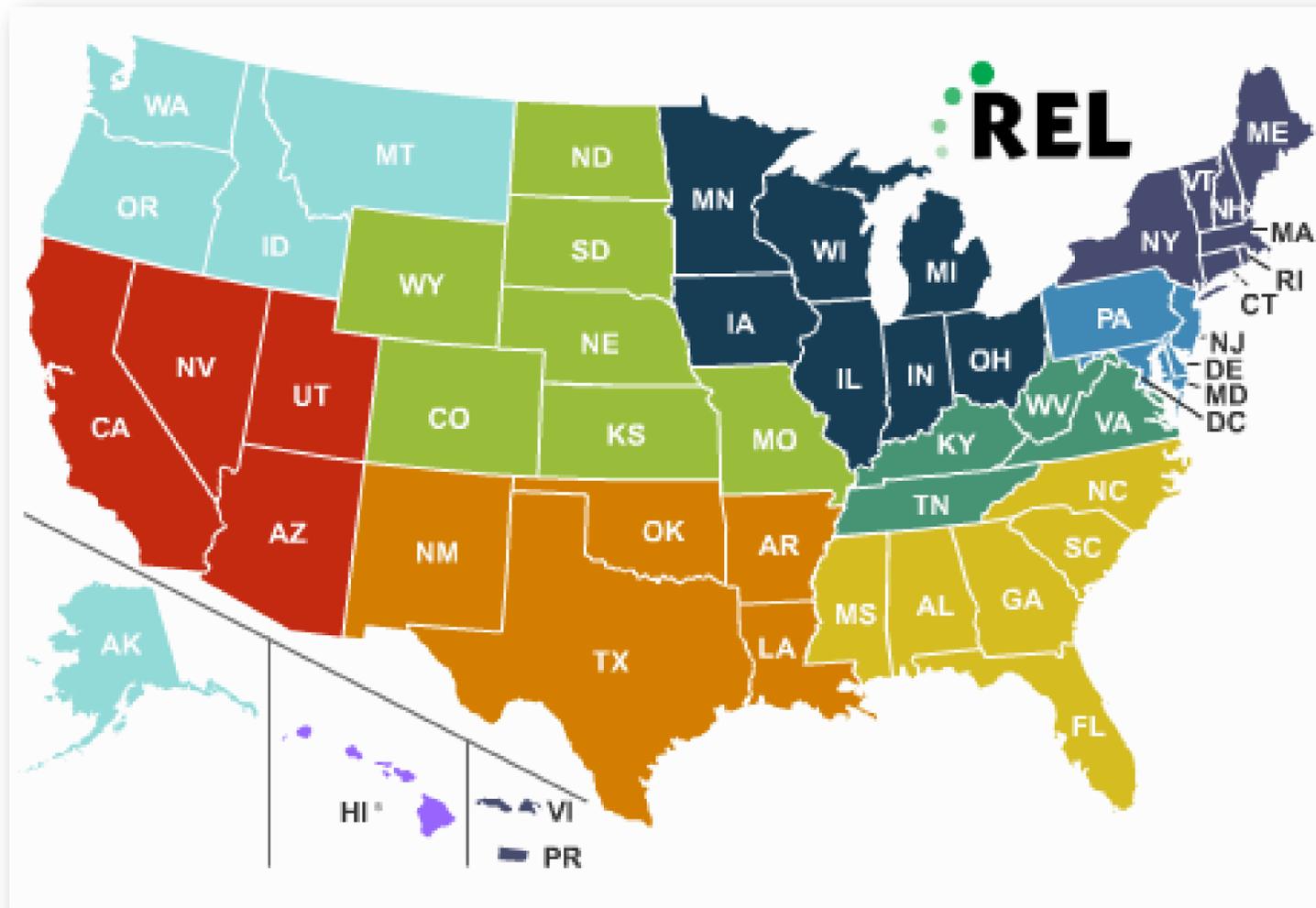
John Rice, PhD, Director

Lenay Dunn, PhD, Deputy Director

Tran Keys, PhD, Senior Research Associate

Regional Educational Laboratory West (REL West) at WestEd

Ten RELs work in partnership with LEAs, SEAs, and others to use data and research to improve academic outcomes for students

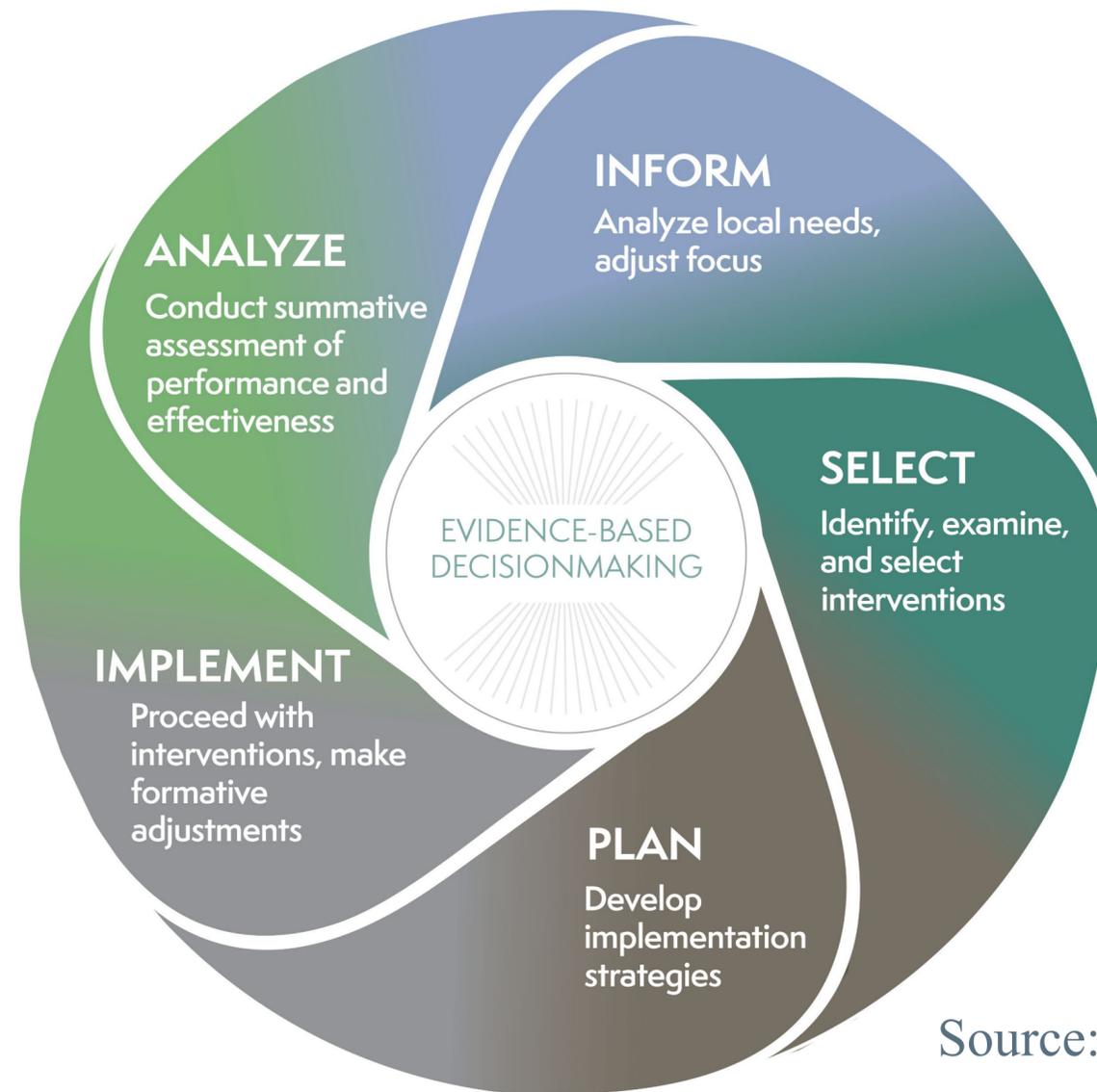


Session Goals

- Gain deeper knowledge about ESSA evidence requirements as they relate to ARP
- Begin to develop strategies for supporting LEAs in using their ARP funds to select evidence-based interventions and strategies around accelerated learning and social-emotional supports
- Gain a better understanding of how to measure progress as part of a continuous improvement process
- Begin to develop expectations for LEAs' measurement of student progress and outcomes tied to ARP funds and supports for LEAs on collecting and using these data

Evidence-Based Practices as Continuous Improvement

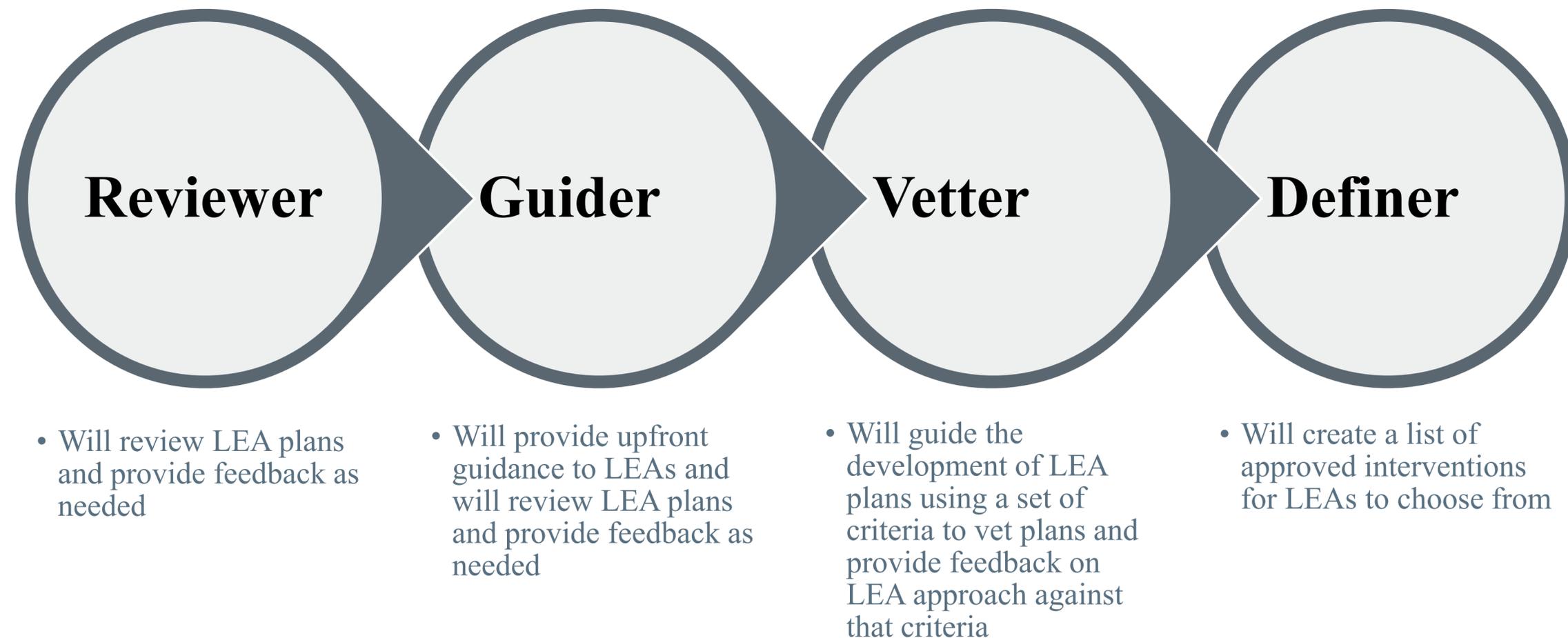
Framework: Evidence-Based Improvement



Source: Hale, Dunn, Filby, Rice, & Van Houten (2017)

<https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/>

What is your SEA's approach to supporting LEAs in using evidence for ARP funds?



Poll

What is/will be your SEA's (or SEA department's) approach to supporting LEAs with evidence use using ARP funds?

- Reviewer
- Guider
- Vetter
- Definer

Internal Capacity

Skills

Effort

Guidance to LEAs

Process

Definitions of evidence

- What will satisfy your SEA's definition of evidence-based strategies?

LEA Submissions

- What does your SEA want LEAs to submit to demonstrate selected interventions meet SEA guidelines?

Structures and Supports

Communication

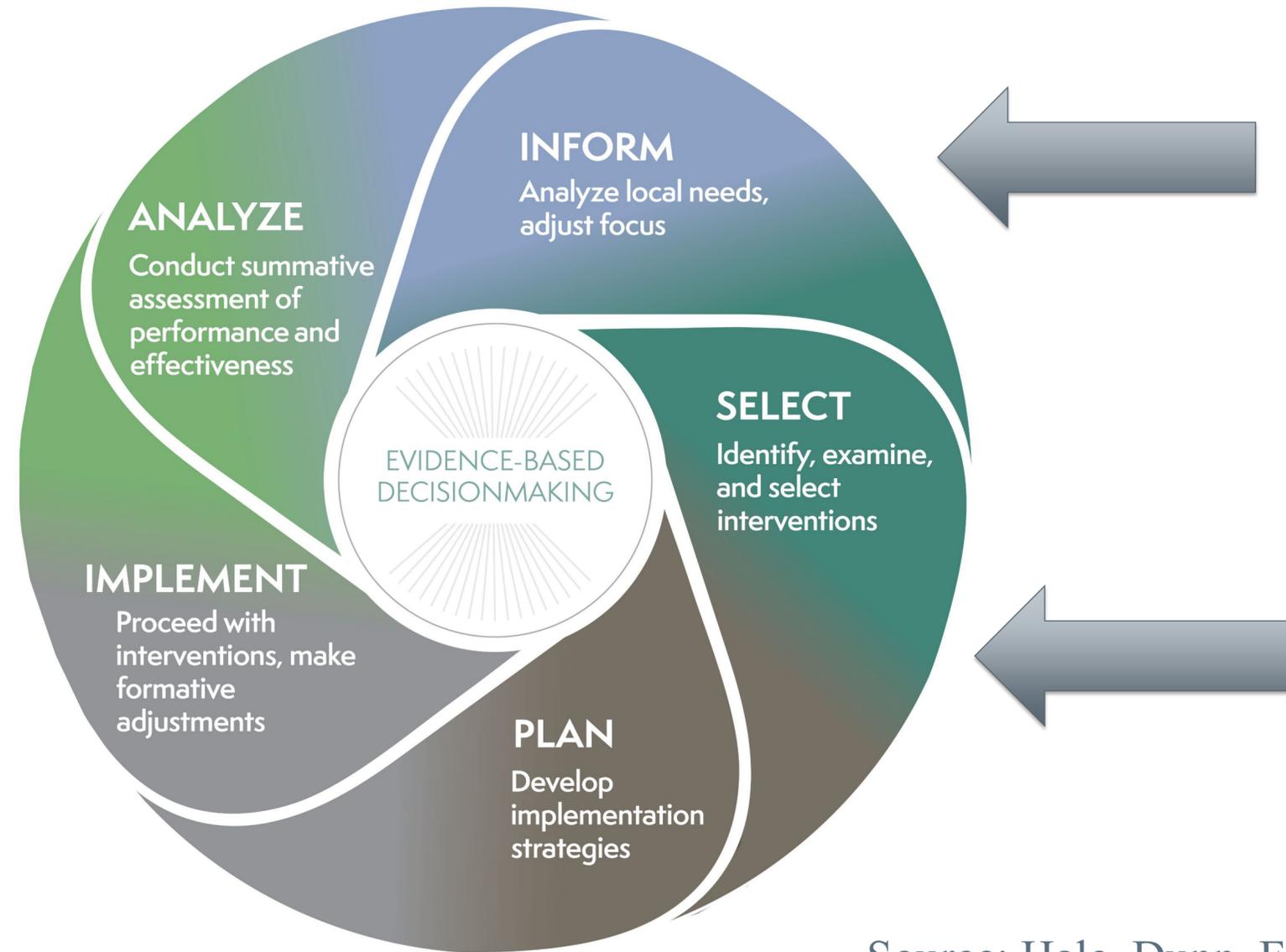
- What structures are in place to encourage communication between SEA and LEA staff?

Supports

- What existing continuous improvement supports does the SEA offer to LEAs?

The Selection and Use of Evidence-Based Practices: Accelerating Learning & Socioemotional Learning

Framework: Evidence-Based Improvement



Source: Hale, Dunn, Filby, Rice, & Van Houten (2017)

<https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/>

Grounding in Needs

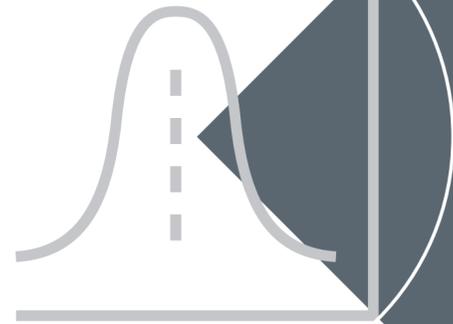
What are the most pressing problems or issues to address?

- Submitted state plans in Regions 2, 13, and 15 common priorities:
 - Student mental health and socioemotional needs
 - Students who have unenrolled or are missing from public school enrollments, chronic absence, and disengagement
 - Learning acceleration to address long-standing achievement gaps exacerbated by the pandemic

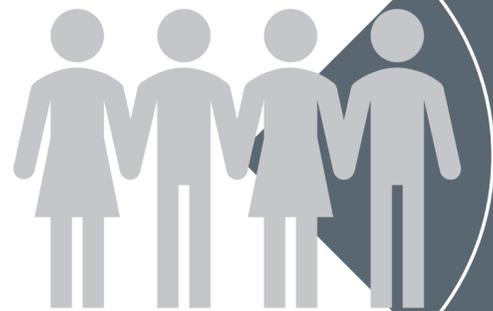
Where can your efforts have the most impact?

What outcomes would you like to achieve, and what possible interventions to help achieve those outcomes?

Addressing Needs



The old “normal” will not address disproportionate effects on vulnerable populations.



It takes a community-wide effort to accelerate academic learning and support social-emotional well-being.

ARP Emphasis on Evidence-Based Practice



Reserve funds to respond to learning loss using evidence-based interventions to **respond to students' academic, social, and emotional needs**

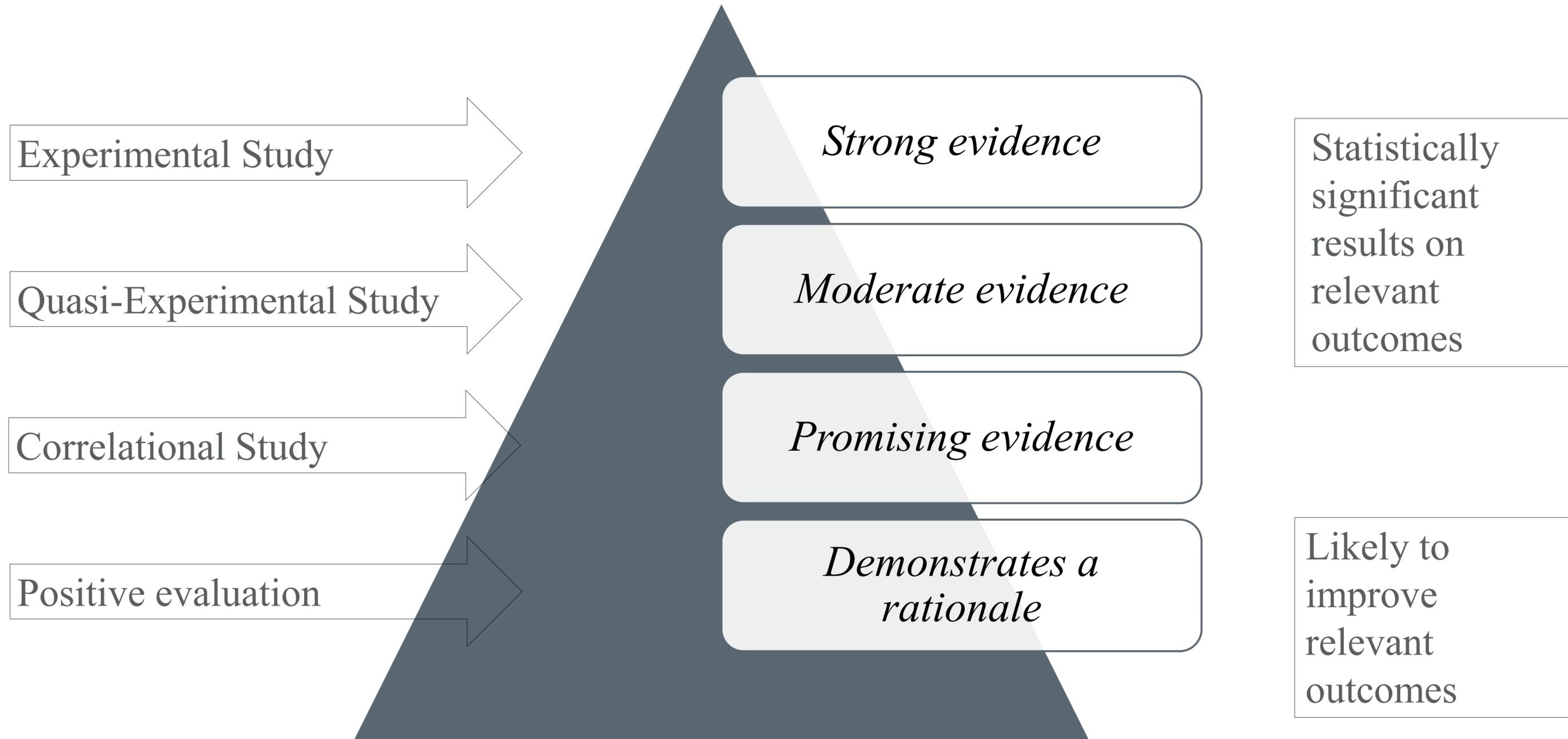


Address the **disproportionate impact of COVID-19** on underrepresented student groups



Unprecedented opportunity to **build capacity of staff**

Refresher on ESSA Evidence Levels



Chat: Addressing Needs

Type in the chat:



What information are LEAs using to select evidence-based practices related to ARP needs and priorities?

What questions are emerging from LEAs?

Scenario

- An LEA you work with is looking for a K–12 intervention for character development and social-emotional learning to contribute to the goal of improved school climate and graduation rates across the district.
- The LEA has identified Connect with Kids as a possible evidence-based intervention.
- The LEA is a suburban K–12 district with 20,000 students.
- Together, we will help the LEA consider the quality of the intervention and its fit to their needs.

Supporting LEAs in Selecting EBPs



Consideration: Study Source



More confidence

- Study from a credible source
- Researcher was independent from intervention development
- Peer reviewed

Less confidence

- Study not from a credible source
- Researcher developed the intervention
- Not peer reviewed

Credible Sources

SOURCE



<https://ies.ed.gov/ncee/wwc/>



eric.ed.gov



evidenceforessa.org



campbellcollaboration.org

Credible Sources

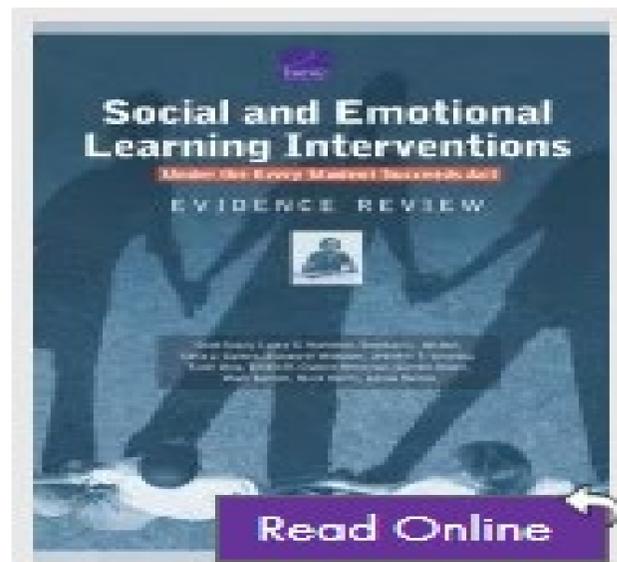


<https://bestpracticesclearinghouse.ed.gov/>

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

<https://intensiveintervention.org/>



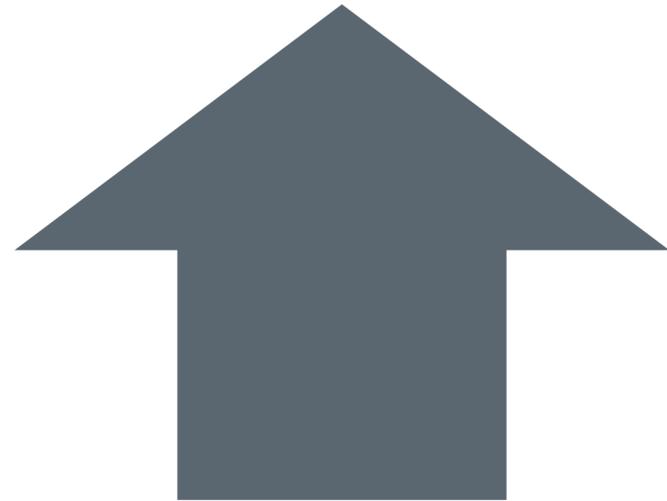
https://www.rand.org/pubs/research_reports/RR2133.html



Example EBP: Connect With Kids

- **Purpose:** Promote prosocial attitudes and positive behavior of grades 3–12 students by teaching core character values.
- **Source:** Reviewed by WWC:
<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/104>

Consideration: Study Design



More confidence

- Stronger research design
- Larger sample
- Few study participants drop out of the study
- Used an established outcome measure not designed by the developer



Less confidence

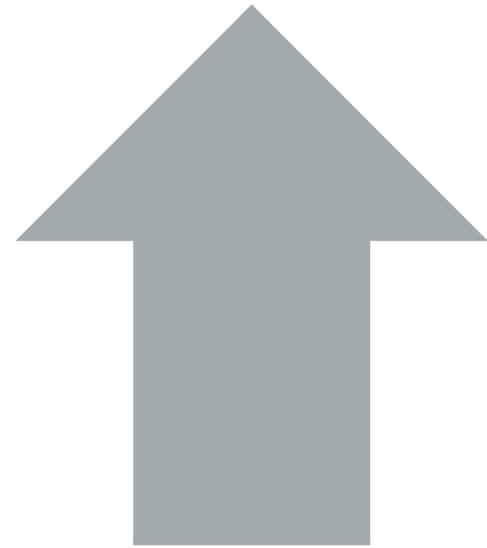
- Weaker research design
- Smaller sample
- Many study participants drop out of the study
- Used an outcomes measure designed by the developer



Example EBP: Connect With Kids

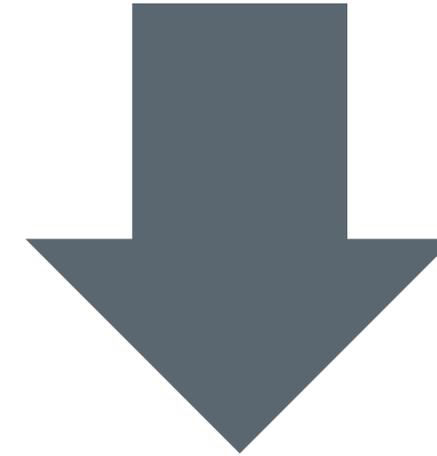
- **Research Design:** Quasi-experimental, met WWC evidence standards with reservations (may meet ESSA Tier II)
- **Sample:** More than 800 elementary, middle, and high school students from 46 classrooms in eight urban, suburban, and rural school districts in Kansas and Missouri
- **Outcomes:** Measures of behavior; knowledge, attitudes, and values; and academic achievement

Consideration: Study Findings



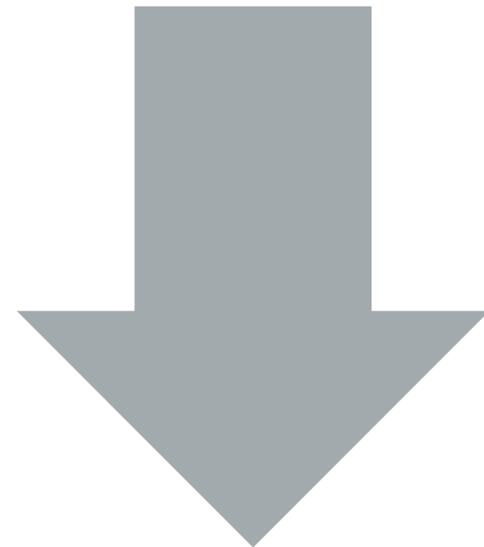
More confidence

- Statistical significance on an outcome of interest



Weaker effect

- Small effect size

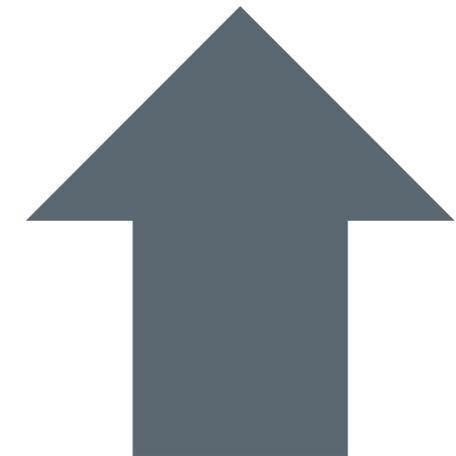


Less confidence

- No statistical significance on an outcome of interest

Stronger effect

- Large effect size



Example EBP: Connect With Kids



- **Findings:**
 - WWC found potentially positive effects on behavioral outcomes.
 - Two student behavior outcome measures for middle and high school students were positive and statistically significant.
 - The average effect size across the four student outcomes examined in this study was also positive and statistically significant (average of +16 percentage points).
 - WWC found no statistically significant effects for elementary school students.

Consideration: Study Relevance



More relevant

- Population and setting in the study matches your population
- Outcomes in the study match your outcomes of interest

Less relevant

- Population and setting in the study does not match your population
- Outcomes in the study do not match your outcomes of interest

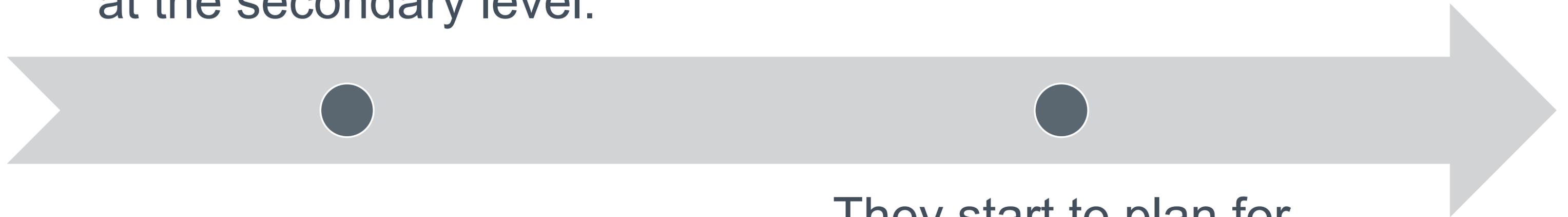
Example EBP: Connect With Kids



- **Sample:** More than 800 elementary, middle, and high school students from 46 classrooms in eight urban, suburban, and rural school districts in Kansas and Missouri
- **Outcomes:** Statistically significant differences favoring the intervention group for middle and high school students' reports of their own and their classmates' behavior (middle/high school student survey part I and part II)
- **LEA Setting:** Suburban K–12 district with 20,000 students, looking for a K–12 intervention for character development and social-emotional learning

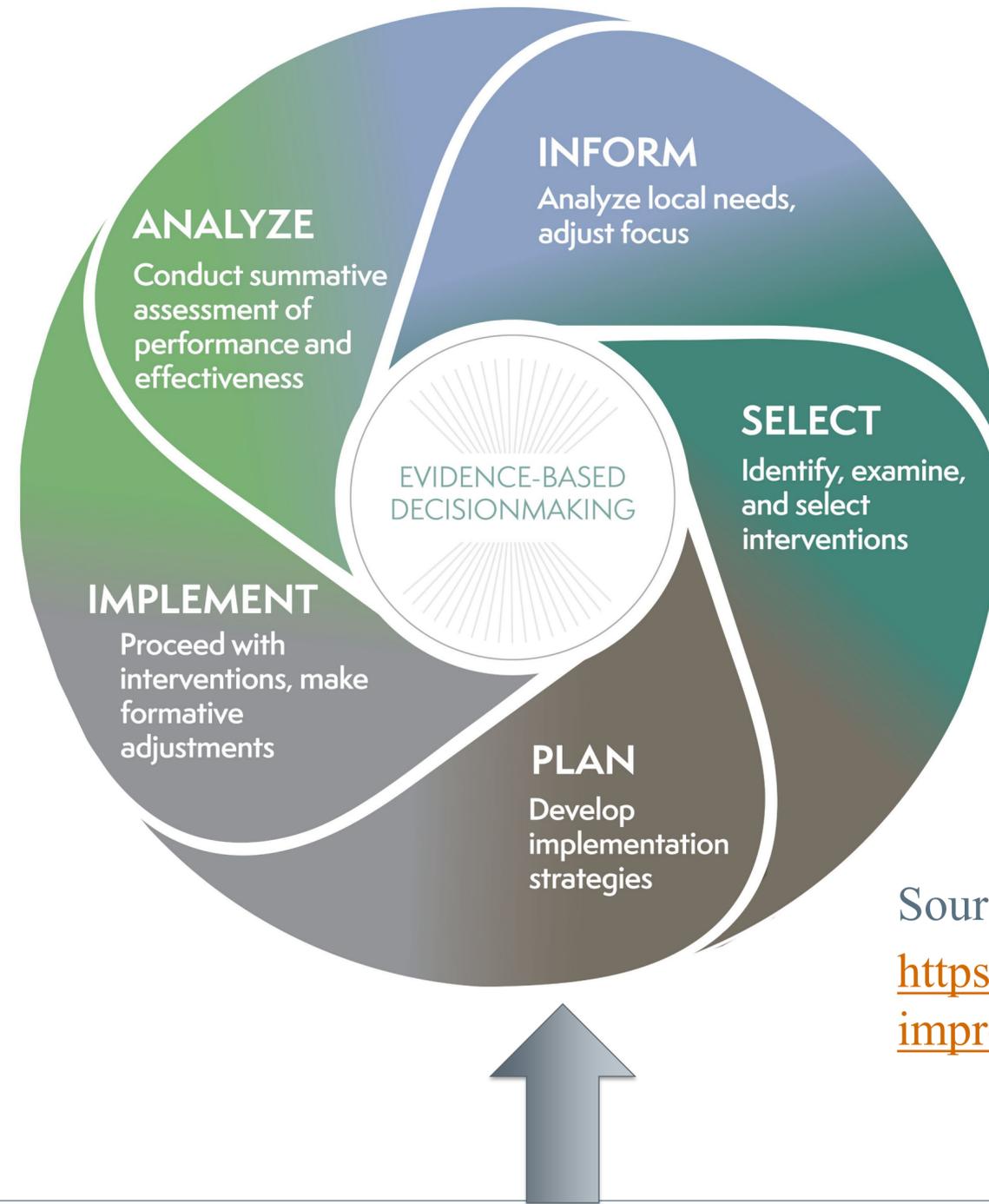
Example EBP: Connect With Kids

The LEA decides to explore this intervention, especially at the secondary level.



They start to plan for implementation.

Framework: Evidence-Based Improvement



Source: Hale, Dunn, Filby, Rice, & Van Houten (2017)

<https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/>

Moving from Selection to Implementation

What will it take to implement this strategy to produce effective outcomes?

How well does the strategy fit our context and constraints?

SEL Center Guide

- Compendium of resources for district leaders to consider as they seek to implement evidence-based support for SEL
- Categorized resources according to the implementation need they address (e.g., create a vision, ensure equitable practices) and within a continuous improvement cycle

https://selcenter.wested.org/wp-content/uploads/sites/3/2020/09/SELCenter_CompndiumofResources.pdf



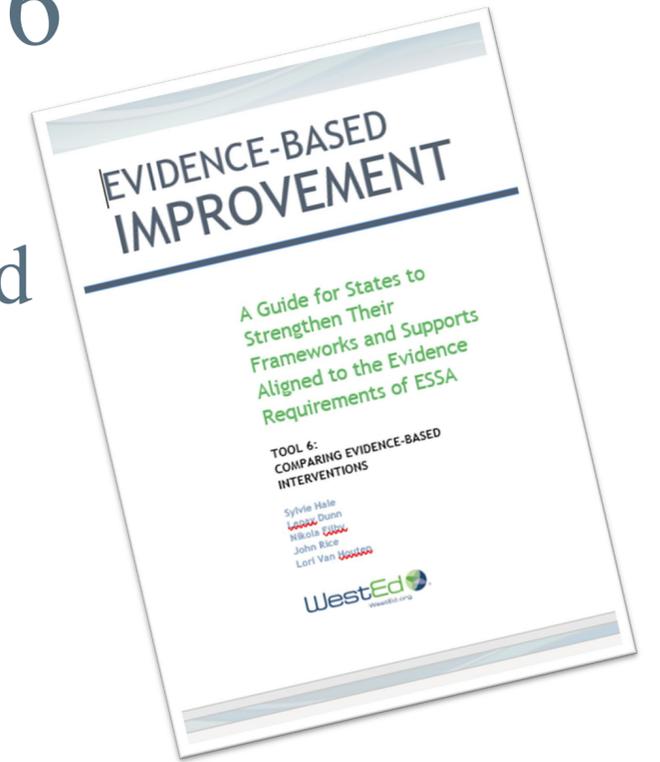
This guide was developed under the auspices of the Center to Improve Social and Emotional Learning and School Safety at WestEd, authored by Katie Buckley of Transforming Education.

Integrating Social and Emotional Learning throughout the School System

A Compendium of Resources for District Leaders

WestEd Evidence-Based Improvement Guide: Tool 6

- Offers considerations for how well an evidence-based intervention would fit into the context of your educational setting.
- Facilitates discussions around the feasibility of selecting and implementing each intervention in your educational setting, and the advantages and disadvantages of each intervention as it pertains to your educational context.
- <https://www.wested.org/wp-content/uploads/2016/12/Evidence-Based-Improvement-Guide-FINAL-122116-TOOL-6.docx>



Sample Contextual Factors to Consider

Tool 6

- Alignment of the intervention with existing initiatives
- Leadership and staff buy-in
- Physical infrastructure
- Organizational structure
- Staff capacity and time
- Partners or other outside supports needed
- Start-up (initial) implementation costs
- Ongoing costs

Example EBP: Connect With Kids

Tool 6

- Alignment
- Leadership and staff buy-in
- Physical infrastructure
- Organizational structure
- Staff capacity and time
- Partners or other outside supports needed
- Start-up (initial) implementation costs
- Ongoing costs

Connect With Kids Factors

- Program can be incorporated into an existing curriculum or used as a standalone program
- The school or teacher decides on the number of character traits covered in each session, so the program duration may vary from one semester to an entire academic year
- Lesson plans, website component, and schoolwide and community outreach components
- The program, associated PD, and support for one year costs \$4,000 per school
- Ongoing support is an extra cost

REL West Applicability of Evidence-Based Interventions Tool

- Contextual Factors
- Key Considerations
- Guiding Questions
- Additional Resources

APPLICABILITY OF EVIDENCE-BASED INTERVENTIONS

REL WEST
Regional Educational Laboratory At WestEd
MARCH 2020

PURPOSE
You have identified an evidence-based intervention¹ that may meet your needs, but you are not sure if it will fit your context. When determining if an evidence-based intervention is worth further review, state and local education agencies can find it useful to think through how contextual factors may influence its fit. To help in that process, this document identifies seven contextual factors, each with related questions. Considering these factors helps decision-makers assess how a particular intervention might meet their needs, regardless of where the evidence of its effectiveness was generated and helps inform further investigation into the feasibility of its implementation in your context.

INTENDED USE
This document may be especially useful for districts and schools that tend not to see themselves represented in the research literature related to the effectiveness of interventions. This group of districts and schools includes, for example, those in rural communities and those serving indigenous populations.
This tool assumes that, prior to using it, you have engaged in a comprehensive analysis of needs, identified interventions to address those needs, and would like to further narrow the promising options for more intensive review (see the additional resources at the end of this document).
It is likely that as you examine interventions, there will be pluses and minuses to each one. This tool is designed to frame conversations about considerations of fit, but does not provide a formula to weigh those pluses and minuses. Instead, this tool helps you identify which interventions you would like to further examine for potential use in your setting.

Contextual Factors	Considerations and Questions
Research alignment to outcome of interest and student population	KEY CONSIDERATION: In research studies of the intervention, was the intervention successful in schools that are similar to the schools you seek to assist? <ul style="list-style-type: none">» How closely aligned is the outcome that was studied with your outcome of interest?» Is the evidence supporting the effectiveness of the intervention based on research that was conducted with a student population similar to yours (e.g., grade level, family income level, race/ethnicity, English learner students, students with disabilities)?» If your student demographics are dissimilar from those in the study, how might that difference influence implementation of the intervention?

https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_WE_Applicability_of_Evidence_Based_Interventions.pdf

Sample Contextual Factors to Consider

Applicability Tool

- Research alignment to outcome of interest and student population
- Staffing availability
- Access to technology and connectivity
- Potential for family engagement
- Professional development
- Importance of community leaders
- Travel time to and from school

Example EBP: Connect With Kids

Applicability Tool

- Research alignment to outcome of interest and student population
- Staffing availability
- Access to technology and connectivity
- Potential for family engagement
- Professional development
- Importance of community leaders
- Travel time to and from school

Connect With Kids Factors

- May need more information on the demographics of the study sample
- Flexible staffing, but would have to fit it in
- Need computer access for videos, materials
- Includes a parent outreach set of videos
- Option for remote training and PD
- Opportunities to engage community groups
- Offered in class during the school day

Connect With Kids Viability

Think about which choice below most closely matches your conclusion based on your review of contextual factors, key considerations, and related questions. Given your selection, what are your next steps related to this intervention?

- This intervention is viable in our context. However, we may still need to do further review of one or more aspects of the intervention to make a final determination.
- This intervention may be viable in our context. We definitely will need to do further review of one or more aspects of the intervention before making a final determination.
- This intervention does not appear to be viable in our context.

Key Questions to Encourage LEAs to Ask



Who produced the study on the effectiveness of the intervention and where was it published?



How was the study designed and carried out? Was there a comparison group?



What outcomes were measured, and did they improve significantly?



How well does the study setting and population reflect our context? Are the outcomes relevant to what we are trying to improve? Does the intervention require supports that exceed our capacity?

State Breakout

State Breakouts

Goal:

- Begin/continue to develop strategies for supporting LEAs in using their ARP funds to select evidence-based interventions and strategies around accelerated learning and socioemotional supports

Topics (three options):

- What is your SEA's approach to supporting LEAs in selecting EBPs using ARP funds?
- What guidance will your SEA provide to LEAs in selecting EBPs for accelerating learning and social-emotional supports?
- What fit and applicability considerations does your SEA want to highlight with LEAs?

Share Out



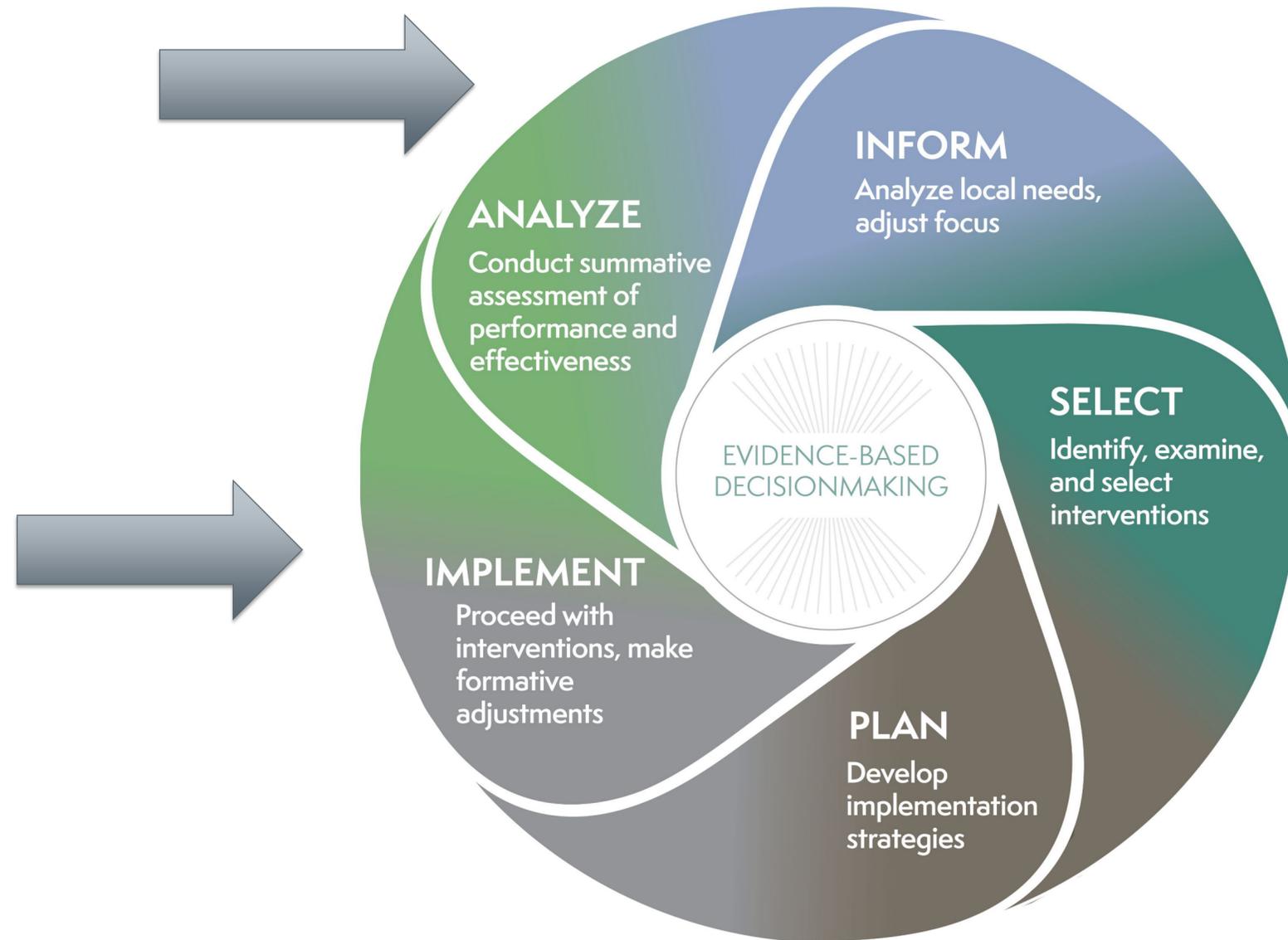
- Which topic did your group choose to discuss?
- What is one next step/action you will take as a result of your discussion?

Quick Break

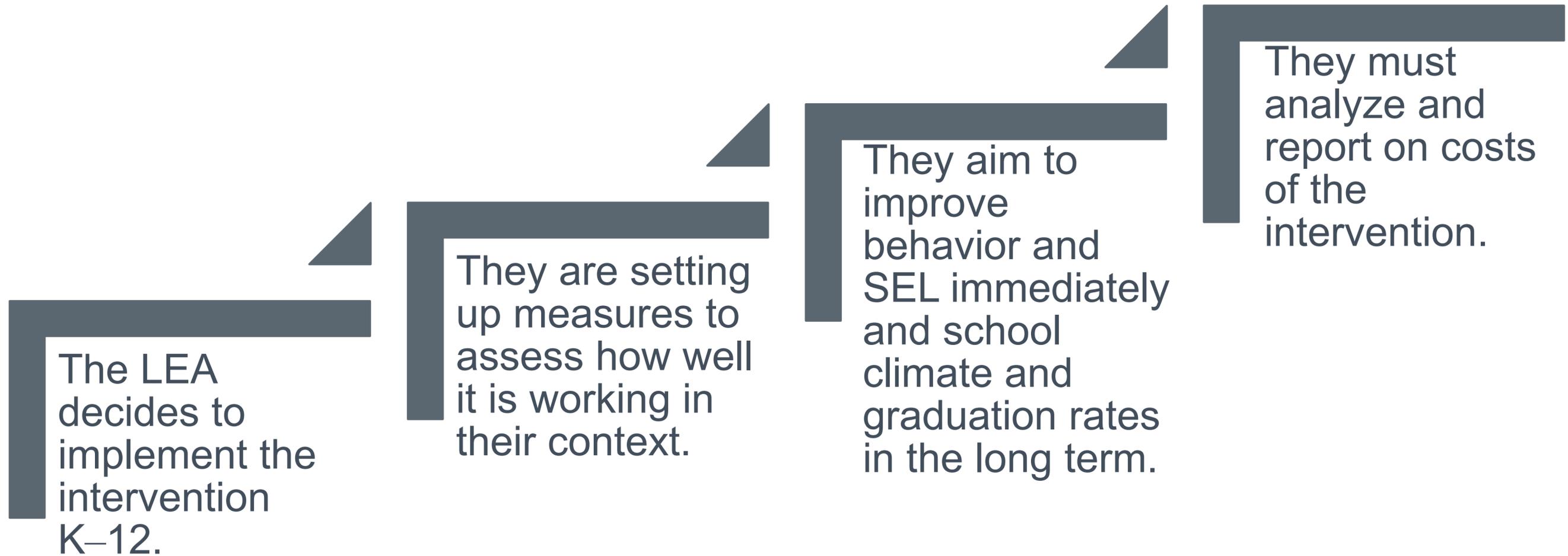


Measuring the Effectiveness of Evidence-Based Practices

Framework: Evidence-Based Improvement



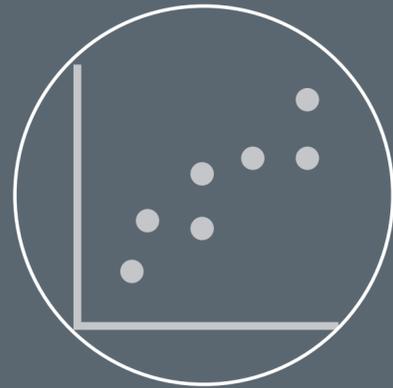
Example EBP: Connect With Kids



Implementing and Analyzing Interventions



How well is this program working in our context?



What factors are contributing to our results?



What data should we examine to assess this?



Process vs Outcome Measures

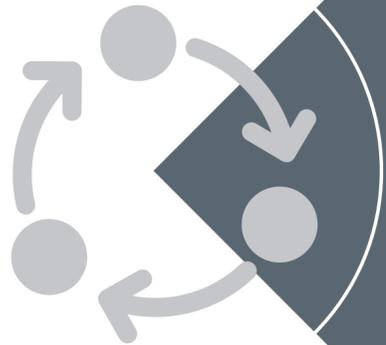
Process measures

- Assess the quality of implementation
- Focus on formative adjustments to implementation

Outcome measures

- Assess the progress on targeted changes in teacher and student outcomes
- Can inform formative adjustments and summative assessments of effectiveness
- Focus on results

Example EBP: Connect With Kids



Potential process measures

- Number of teachers trained
- Number of students served
- Number of program hours delivered
- Number of family outreach activities conducted
- Program fidelity observations



Potential outcome measures

- School climate survey results
- Teacher survey results
- Student risk team referrals
- Chronic absence rates
- Graduation rates

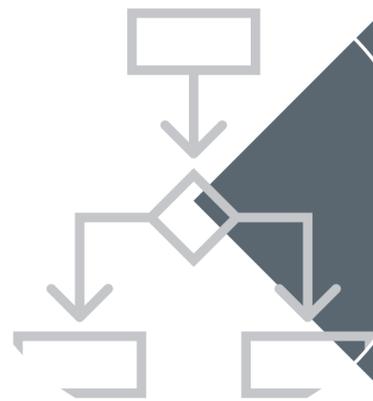
Share in Chat:



What are some examples of process measures you expect LEAs to report on?

What are some examples of outcome measures you expect LEAs to report on?

Outcome Measurement: Setting Targets



Identify short, medium, and long-term outcomes you aim to improve



Set targets and benchmarks to show progress along the way

Outcome Measurement: Academic

Common formative and interim benchmarks

- Entry and exit slips
- Teacher-developed quizzes or embedded assignments
- Off-the-shelf assessments (e.g., NWEA MAP Growth)

Common summative benchmarks

- State standardized assessments
- Publishers' summative assessments
- Graduation rates

Outcome Measurement: Social and Emotional

Common formative and interim benchmarks

- % of individual students whose strengths and needs are reviewed
- % of students with a personalized plan that tailor supports and opportunities to each individual student's needs
- # of students referred to risk teams (coordinators, school administrators, and other student support staff)
- # of services provided/delivered
- Absence rates
- # of agency partners delivering individualized services across the district
- Student satisfaction survey results

Common summative benchmarks

- Social-emotional development metrics (e.g., CASEL framework)
- Youth Risk Behavior Survey
- School climate surveys
- # of and types of disciplinary incidents

Example EBP: Connect With Kids



Potential progress benchmarks

- 5% improvement in annual climate survey safety measure annually
- 20% less referrals to student risk teams based on behavioral issues alone in the first year
- Graduation rates improve by 1% annually



Potential outcome targets

- 90% of students across the district indicate feeling safe at school by 2024 on the annual climate survey
- District graduation rates improve by 5% by 2024

Share in Chat:



What are some examples of progress benchmarks you expect LEAs to report on?

What are some examples of outcome targets you expect LEAs to report on?

Cost Analysis: The Why

Supports addressing related federal requirements

- American Rescue Plan maintenance of equity provisions

Helps to gather more complete and accurate information about cost to inform resource use

- i.e., What does it truly cost to implement a program and meet its intended objective?

Provides information on aspects of cost that official accounting may miss:

- In-kind resources
- Owned resources
- True expenditures vs. budgets

Cost Analysis: The What

Three Basic Steps

- Identify resource “ingredients” necessary to implement a program
- Place a value on each ingredient
- Sum the value of each ingredient to determine total cost

Includes analysis by source of each ingredient (i.e., who pays?)

Describes differences in ingredients and use depending on the implementation context

Organizes ingredients by resource categories (e.g., personnel, materials)

Relies heavily on program/implementation data to identify ingredients and resource use

Cost Questions from the Evidence-Based Improvement Guide Tool 6

Start-Up Costs

- How much time would be required for staff training, in terms of hours or days?
- What is the cost (in dollars) of start-up materials?
- What is the cost (in dollars) of start-up equipment?
- What is the cost (in dollars) of start-up (initial) training?
- What are other start-up (initial) implementation costs (in dollars)?

Ongoing Costs

Question	In each column, address the question for each intervention, make notes in the columns if needed.	Intervention 1	Intervention 2	Intervention 3
18	How much time would be required for staff training, in terms of hours or days?			
19	What is the cost (in dollars) of start-up materials?			
20	What is the cost (in dollars) of start-up equipment?			
21	What is the cost (in dollars) of start-up (initial) training?			
22	What are other start-up (initial) implementation costs (in dollars)?			
23	Add values in rows 19 through 22. These are the total start-up implementation costs.			
24	What are the estimated annual costs of the intervention after start-up?			



Source: Hale et al., 2017

Example EBP: Connect With Kids



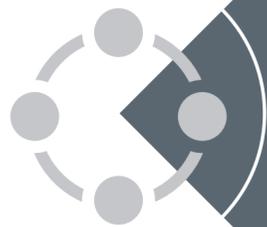
Cost Analysis Ingredients

- Program materials
- PD and training fees
- Staff time for training
- Administrator time for supporting teachers
- Training costs for new staff who join after the initial training
- Computers for every classroom
- Ongoing PD and support
- Number of teachers and hours to implement
- Number of students served

How State Leaders Can Facilitate Cost Analysis



Data Collection: encourage the collection of information relevant to cost analysis as part of program implementation reporting.



Technical Support: provide support to district leaders to integrate cost analysis in local decision-making, monitoring, and evaluation.



Pair with Evaluation Studies: include in any program evaluation a requirement to analyze and report on costs.

Increasing the Use of Results



How can you embed stakeholders throughout the process?



How can you build in opportunities to reflect on results at regular intervals?



How will you share results with (and between) different stakeholders?



How can you use data as a continuous improvement and learning opportunity?



Cross-State Breakout

Cross-State Discussion



- **Based on what you've heard today:**
- What is one thing you can share/leave with others?
- What is one idea that you will take away from today's session?
- **One thing my state still needs...**

Please be prepared to share a summary of states' needs in the share out.

Share Out



- One thing states still need....

Reflection and Wrap-Up

Feedback Survey

Please take a few moments to fill out this brief survey about this session:

https://www.surveymonkey.com/r/REL_SEA_Virtual_Workshop

Open Office Hour

Key Resources

- Continuous Improvement Approach to Evidence:
 - Hale, S., Dunn, L., Filby, N., Rice, J., & Van Houten, L. (2017). *Evidence-based improvement: A guide for states to strengthen their frameworks and supports aligned to the evidence requirements of ESSA*. San Francisco: WestEd. Retrieved from <https://www.wested.org/wp-content/uploads/2016/12/Evidence-Based-Improvement-Guide-FINAL-122116.pdf>
- ESSA Evidence Tiers:
 - REL Midwest <https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>
- ED COVID-19 HANDBOOK
 - Roadmap to Reopening Safely and Meeting All Students' Needs (Volume 2)
<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- Program Evaluation:
 - Regional Educational Laboratory (REL) Central & Colorado Department of Education ESEA Office. (2019, December). *Program evaluation training modules* (Presentation materials). Retrieved from <https://www.cde.state.co.us/fedprograms/progevaltrainings>

Relevant Cost Analysis Resources

- Chambers, J. G. (2000). Measuring resources in education: A comparison of accounting and the Resource Cost Model Approach. *School Business Affairs*, 66(11), 26–34. Retrieved from <https://nces.ed.gov/pubs99/199916.pdf>.
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Thank you!

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Thank you!

