

Coaching session: Early Learning Inventory (ELI) Study data collection

June 3, 2021

Katie Dahlke

Janice Keizer

Alison Hauser

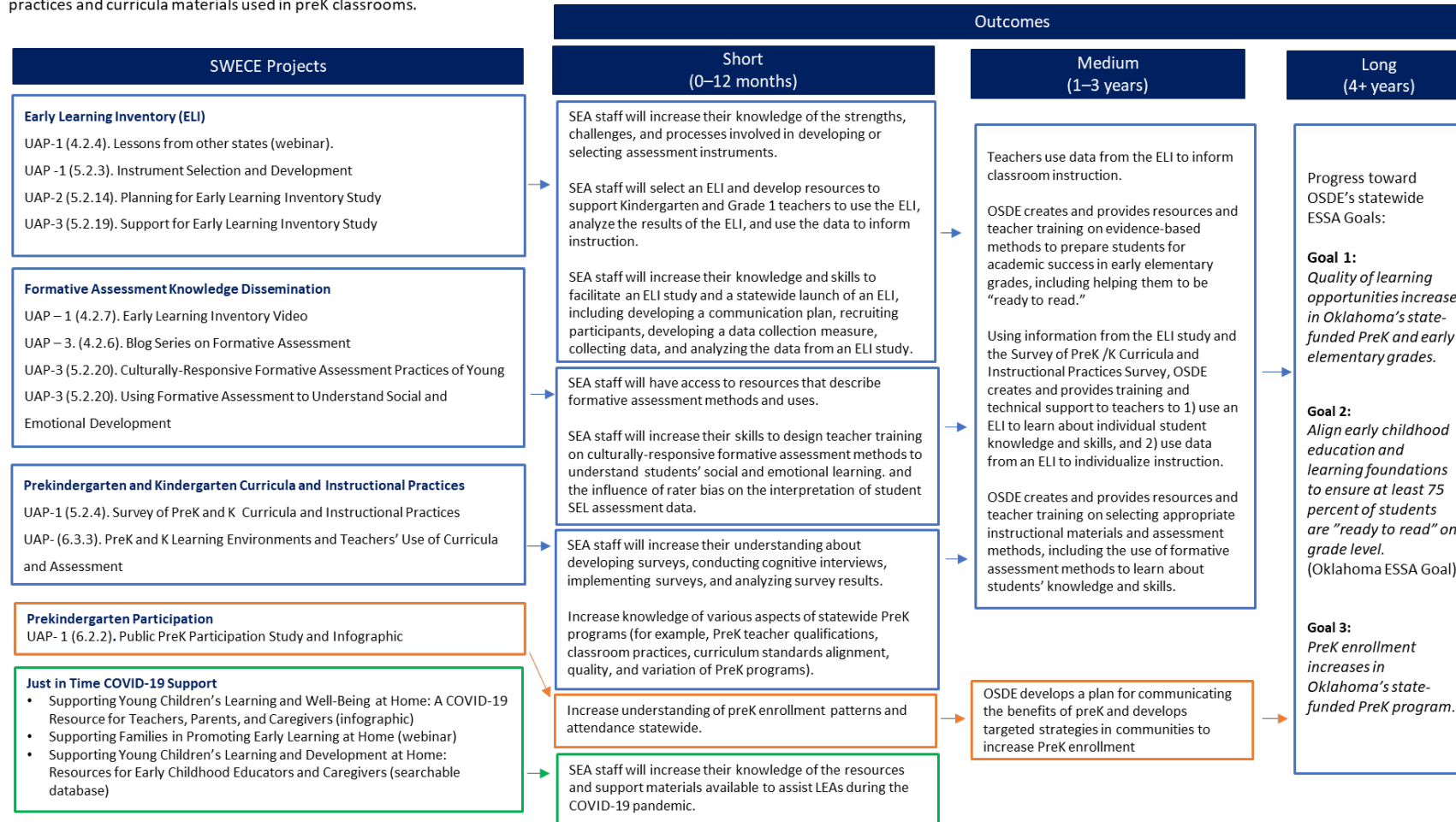
Session objectives

1. Planning for primary data collection.
 - a. Build and reinforce knowledge of best practices for primary data collection.
2. Planning for secondary data collection.
 - a. Build and reinforce knowledge of best practices for secondary data collection.
3. Identifying priority constructs for additional surveys to be developed.
4. Building and reinforcing knowledge of best practice for survey development.

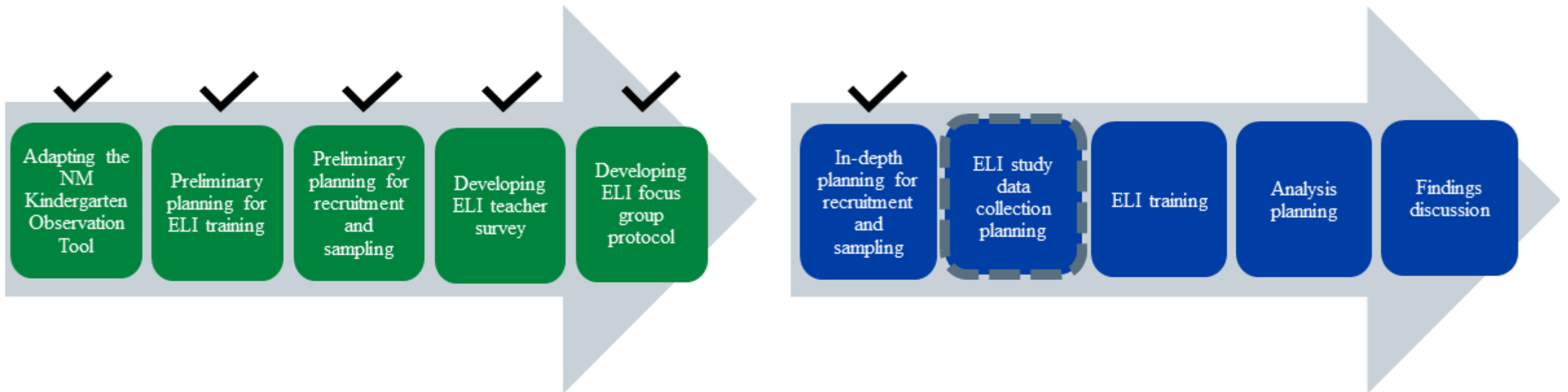


SWECE Research Partnership logic model

Southwest Early Childhood Education (SWECE) Research Partnership Goals: REL Southwest is working with the Oklahoma State Department of Education (OSDE) and other partners to improve student learning in preK programs across the state by targeting participation, using an ELI to assess students' knowledge and skills in order to provide appropriate interventions, and strengthening instructional practices and curricula materials used in preK classrooms.



Overview of ELI project



Planning for primary data collection: Surveys and focus groups

Primary data collection activities

Data Source	Sample	Timeline	Constructs
Pre-training survey	Core study teachers	At recruitment (May 2021)	<ul style="list-style-type: none"> • Demographics • Current self-efficacy
Post-training survey	Core study teachers	July/August 2021	<ul style="list-style-type: none"> • Perceptions of the training
District administrator survey	District administrator (of core study teachers)	November 2021	TBD
First follow-up survey	Core study teachers	November 2021	<ul style="list-style-type: none"> • Current self-efficacy • ELI use and perceptions
ELI focus group	Core study teachers	November 2021	<ul style="list-style-type: none"> • ELI use and perceptions
Second follow-up survey	Core study teachers	May/June 2022	TBD
ELI general users survey	General users	May/June 2022	TBD

Strategies for better response rates

- Clear expectations
- Incentives
- Communication from a trusted source
- Concise, clear, and visually engaging notifications
- Multiple modes of dissemination
- Follow-up communications
- Extension of survey administration period

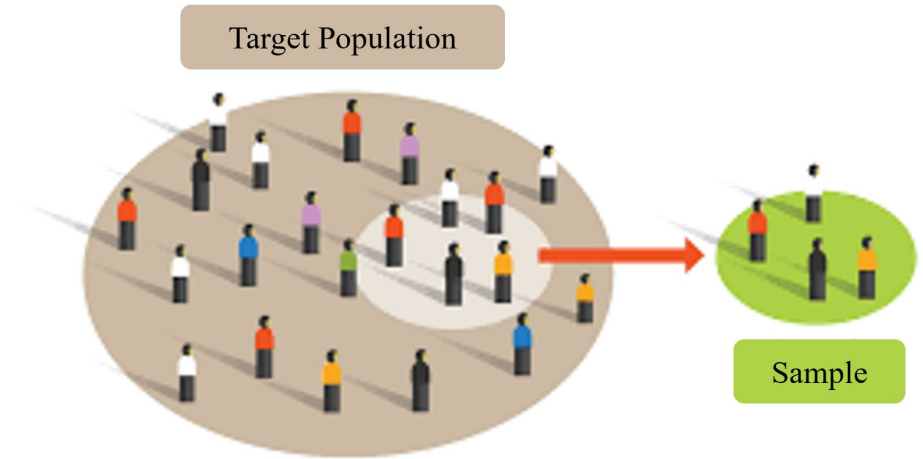


Why do response rates matter?

Low response rates
can limit generalizability.



Check for nonresponse bias.



Source: Pazzaglia et al. (2016)

Activity:

Planning for high survey response rates for the ELI Study

Clarifying expectations	Incentives	Trusted sources
Multiple modes	Follow-up communications	Extension
Concise, clear, and visually engaging notifications		

Clarifying expectations: Informational webinar for participants



Follow-up communications: Survey reminders

- Sequence for reminders
 - How often?
 - Which days & times?
- Reminder email language
 - Provide motivation to respond
 - Provide deadline
 - Who should send?



Focus group administration plans

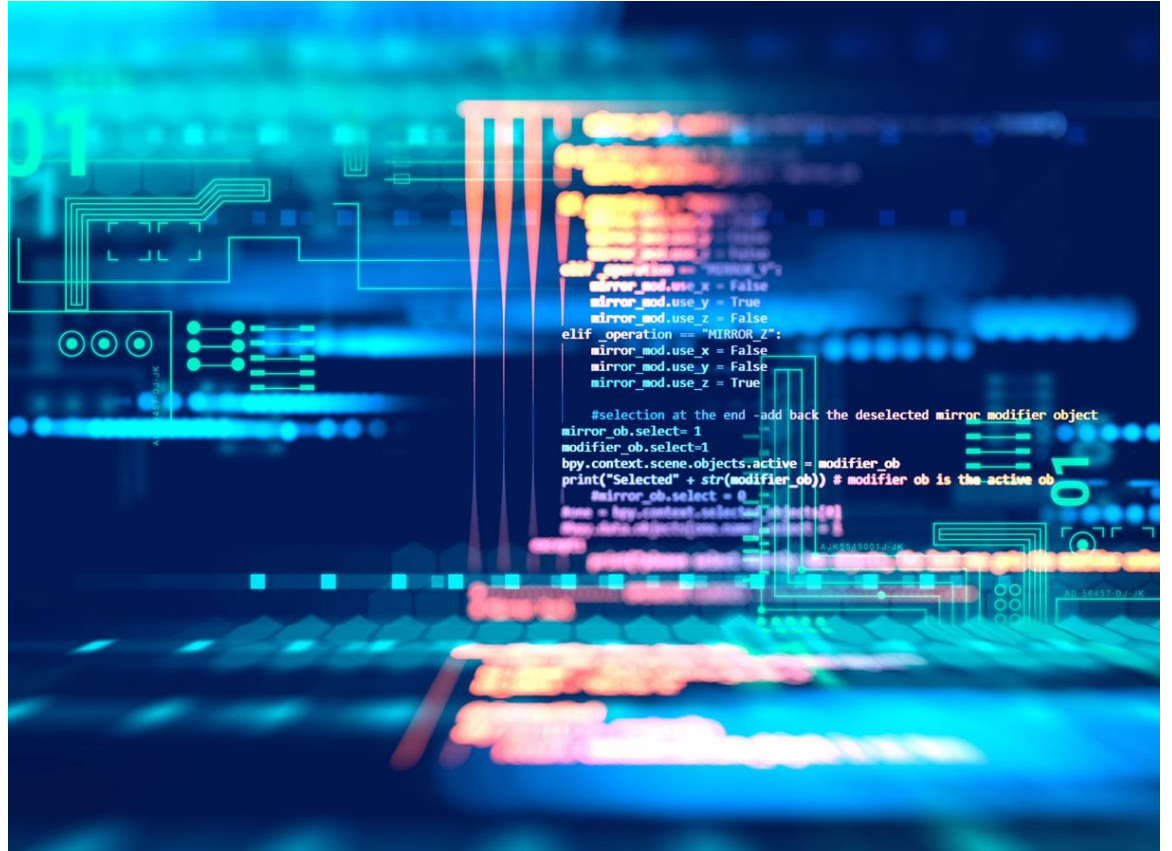
- REL Southwest will conduct two 90-minute focus groups.
- Four to five teachers each (nine teachers total).
- Virtual facilitation via Zoom.



Planning for secondary data collection

Secondary data sources needed for the ELI study

- Student, teacher, school, and district IDs
- Student enrollment and characteristics
- Student-level ELI data
- Student-level RSA assessment data



RSA assessments

Data source	Small district	Large district
Acadience	2	1
AIMSweb Plus	0	1
Istation	1	1
MAP Growth	2	0
mCLASS: DIBELS 8th Edition	2	0
STAR Early Learning Assessment System	4	2

What is a data management plan?

- Data types and sources
- Formats and standards
- Roles and responsibilities
- Policies for data sharing and security



Why is a data management plan important?

- To have a shared understanding of organization and procedures between research teams.
- To meet ethical and/or funder compliance.
- To document and provide evidence for research.



Handout 3: Example data management plan

Kalichman and Plemmons
UC San Diego

Data Management Plan

What data will be generated?

This project is designed primarily as an educational intervention rather than a research project *per se*. However because the goal is to provide a foundation for future research studies, the data will be managed as for a research project. The measures and approaches will likely qualify for exemption from IBR review under 45 CFR 46.101(b), but the research plan will be submitted for review as appropriate by the UC San Diego Human Research Protections Program as well as other institutions in which the workshops will be conducted.

Data will consist of notes and transcriptions of discussions and focus groups, reports and reviews, summaries, curricular materials, and both quantitative and qualitative evaluations of the capacity-building workshops and the impact of implementation on trainees of the faculty participants in the workshops. Materials will all be created, de-identified, or transcribed into standard

Handout 4: Data management plan notes



Data Management Plan Notes for ELI Pilot Study

OSDE has determined that they would like to establish a data management plan to collect extant data for the ELI Pilot Study.

Extant data needed:

1. Establish what extant data will be needed and the sources for these data.
2. Determine how OSDE will acquire this data (data agreement with vendor, direct download, etc.).

Suggestions for extant data needed:

Next steps for secondary data collection

- Data request(s) with RSA vendor(s)
- Steps for data linkages
 - Student state ID (linked to teacher, school, and district names and IDs)
 - Student ELI data (linked to student state ID)
 - Student RSA assessment data (linked to student state ID)
 - Student characteristics (already linked to student state ID)
 - ELI study teacher surveys (linked to teacher, school, and district names and IDs)
 - Student state ID (linked to student pseudo-ID)
- Providing the data to REL Southwest



Identifying priority constructs for additional surveys to be developed

ELI surveys

Survey	Sample	Timeline	Constructs
Pre-training survey	Core study teachers	At recruitment (May 2021)	<ul style="list-style-type: none"> • Demographics • Current self-efficacy
Post-training survey	Core study teachers	July/August 2021	<ul style="list-style-type: none"> • Perceptions of the training
District administrator survey	District administrator (of Core study teachers)	November 2021	TBD
First follow-up survey	Core study teachers	November 2021	<ul style="list-style-type: none"> • Current self-efficacy • ELI use and perceptions
Second follow-up survey	Core study teachers	May/June 2022	TBD
General users survey	General users	May/June 2022	TBD

Brainstorm: Constructs for district administrator survey (fall 2021 administration)

A large, empty rectangular box with a dashed border, intended for brainstorming constructs for a district administrator survey.

Brainstorm: Constructs for post-ELI survey for core study teachers (spring 2022 administration)

Self-efficacy w/formative assessment (q1)	Knowledge of appropriate ELI uses (q2)	Use of the ELI (q3–5, 8, 10)
Use of other assessments (q6–7)	Perceived feasibility (q9)	Perceived impacts (q11)
Feedback (q12–14)	New constructs (topics):	

Brainstorm: Constructs for post-ELI survey for general users (spring 2022 administration)

Self-efficacy w/formative assessment (q1)	Knowledge of appropriate ELI uses (q2)	Use of the ELI (q3–5, 8, 10)
Use of other assessments (q6–7)	Perceived feasibility (q9)	Perceived impacts (q11)
Feedback (q12–14)	New constructs (topics):	

Building and reinforcing knowledge of best practice for survey development

Review best practices for development of survey measures

Borrow from existing high-quality measures

- Identify existing surveys.
- Identify items from existing surveys.

Write clear items

- Clearly word both item stem and response options.
- Align language with the target population.
- Avoid jargon, acronyms, double negatives, multiple questions, and “weighted” responses.

Thoroughly test survey items

- Conduct internal review.
- Conduct cognitive testing with teachers.

Source: Irwin and Stafford (2016)

Thank You!



<https://ies.ed.gov/ncee/edlabs/regions/southwest/index.asp>



Follow us on Twitter!
@ RELSouthwest

This presentation was prepared under Contract 91990018C0002 by Regional Educational Laboratory Southwest, administered by American Institutes for Research. The content does not necessarily reflect the views or policies of the Institute of Education Sciences or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



Contacts

Katie Dahlke

kdahlke@air.org

Janice Keizer

jkeizer@air.org

Alison Hauser

ahauser@air.org