

LEA Workshop Series: Strategic Planning & Use of ESSER Funds

NM PED sponsored series in partnership with Region 13 Comprehensive Center at WestEd

Today's Session

Objective: *to provide support, resources and tools in selecting evidence-based programs, practices and interventions with ESSER funds to support students most in need*

Agenda:

- > A Presentation by Lenay Dunn, Senior Research Associate at WestEd and Deputy Director of RELWest*
- > A small group breakout session to discuss and share ideas*
- > Closing for whole group share out and final comments*

Virtual Workshop for New Mexico Local Education Agencies:

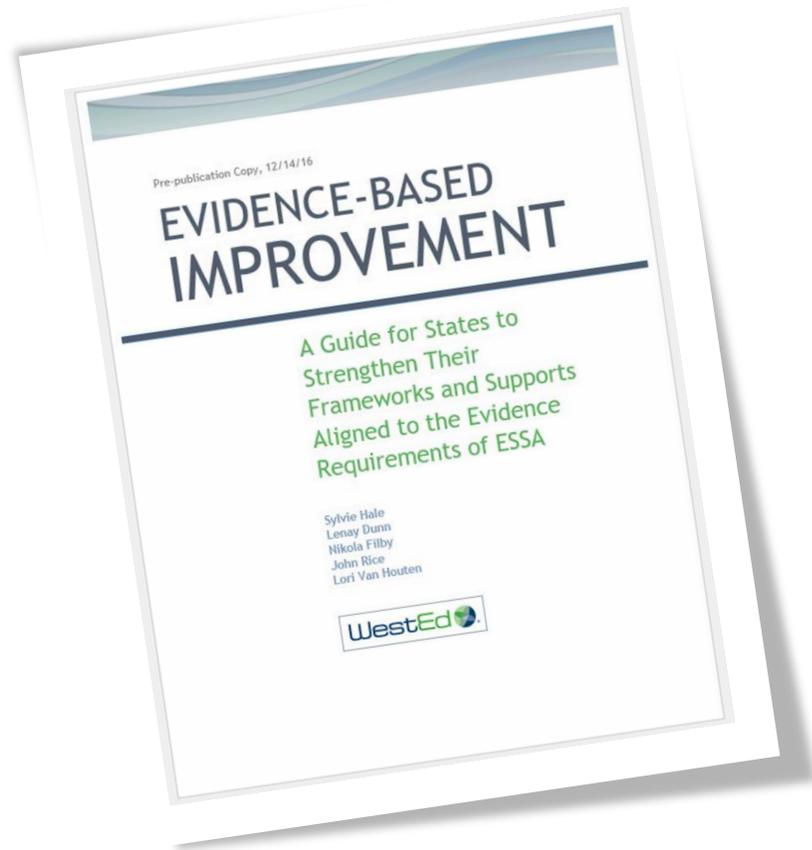
Strategic Use of The American Rescue Plan (ARP) Funds: Selecting Evidence-Based Practices

November 10, 2021

CCNETWORK
Comprehensive Center Network



REGION 13
Bureau of
Indian Education
New Mexico
Oklahoma



Evidence-Based Improvement:

Strategic Use of The American Rescue Plan (ARP) Funds: Selecting Evidence-Based Practices

Presented by:

Lenay Dunn, PhD

Region 13 Comprehensive Center, WestEd

Much of the content for this presentation was developed by the Regional Educational Laboratory West (REL West) at WestEd

Session Goals

- Gain deeper knowledge about ESSA evidence requirements as they relate to ARP
- Begin to develop LEAs' strategies for supporting the use of their ARP funds to select evidence-based interventions and strategies around accelerated learning and socioemotional supports



Why Does Evidence Matter?

Build Understanding:

- What has been done?
- What's known about different strategies?

Strengthen Investments:

- Fund strategies with a stronger evidence base

Deepen Continuous Improvement:

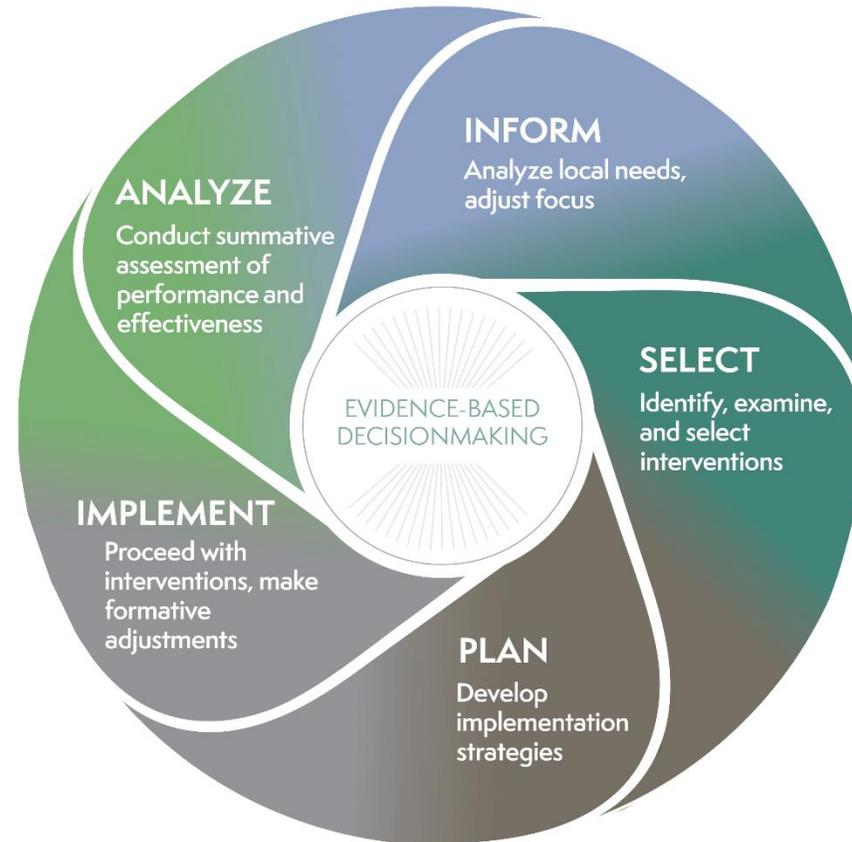
- Extend data-driven decision-making



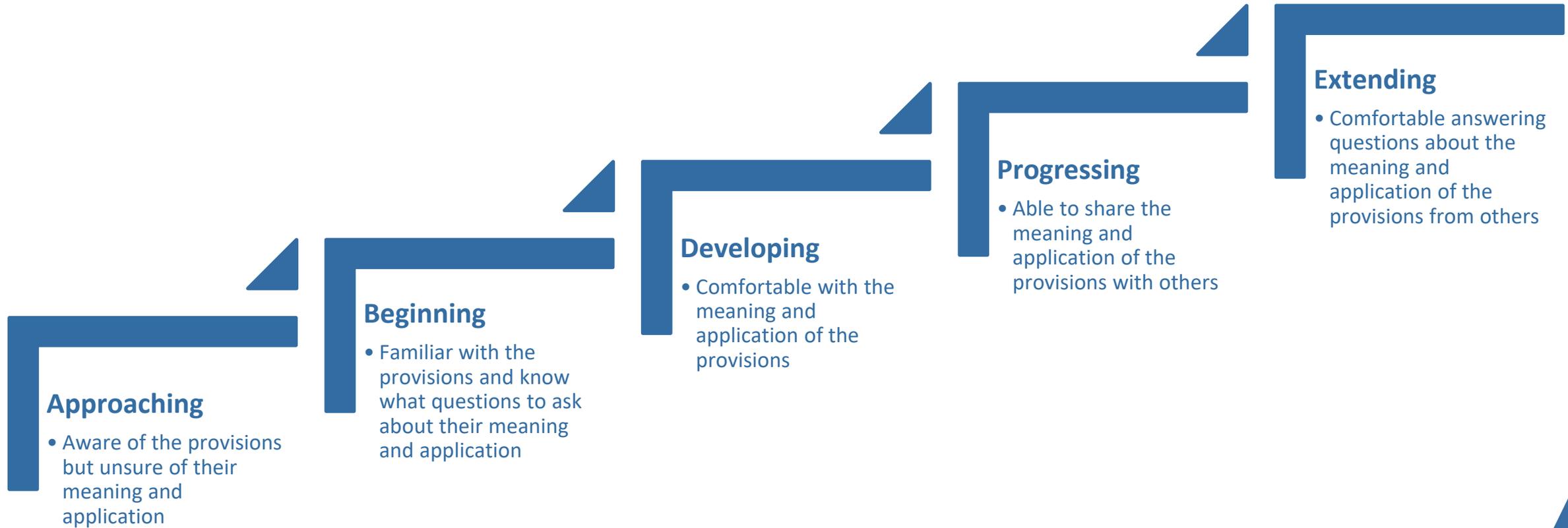
Framework: Evidence-Based Improvement

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

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



Knowledge Continuum



Poll

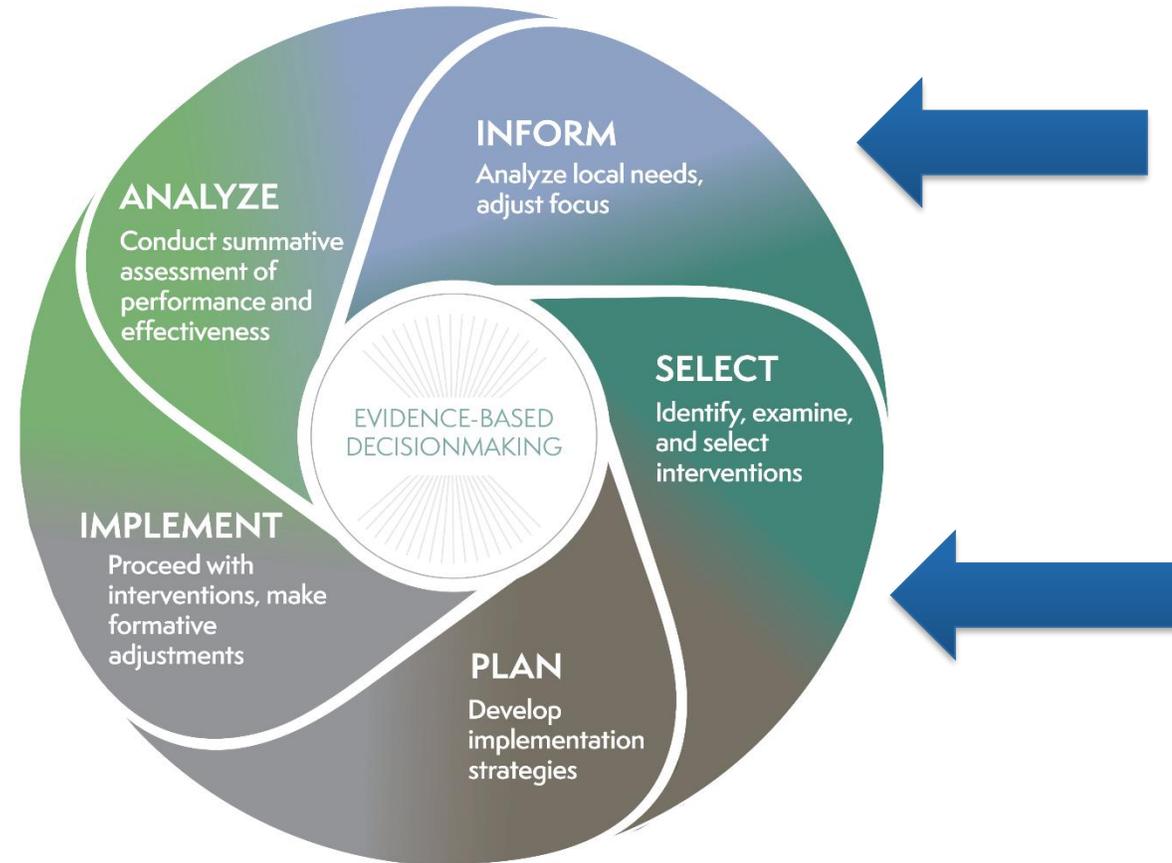
Where do you place yourself in terms of your knowledge and understanding of the ESSA evidence provisions?

- Approaching
- Beginning
- Developing
- Progressing
- Extending



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

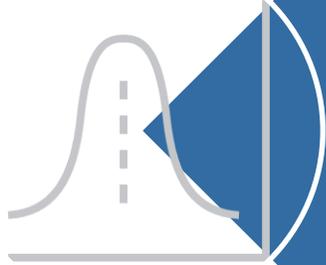
What are the most pressing problems or issues to address?

- 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**

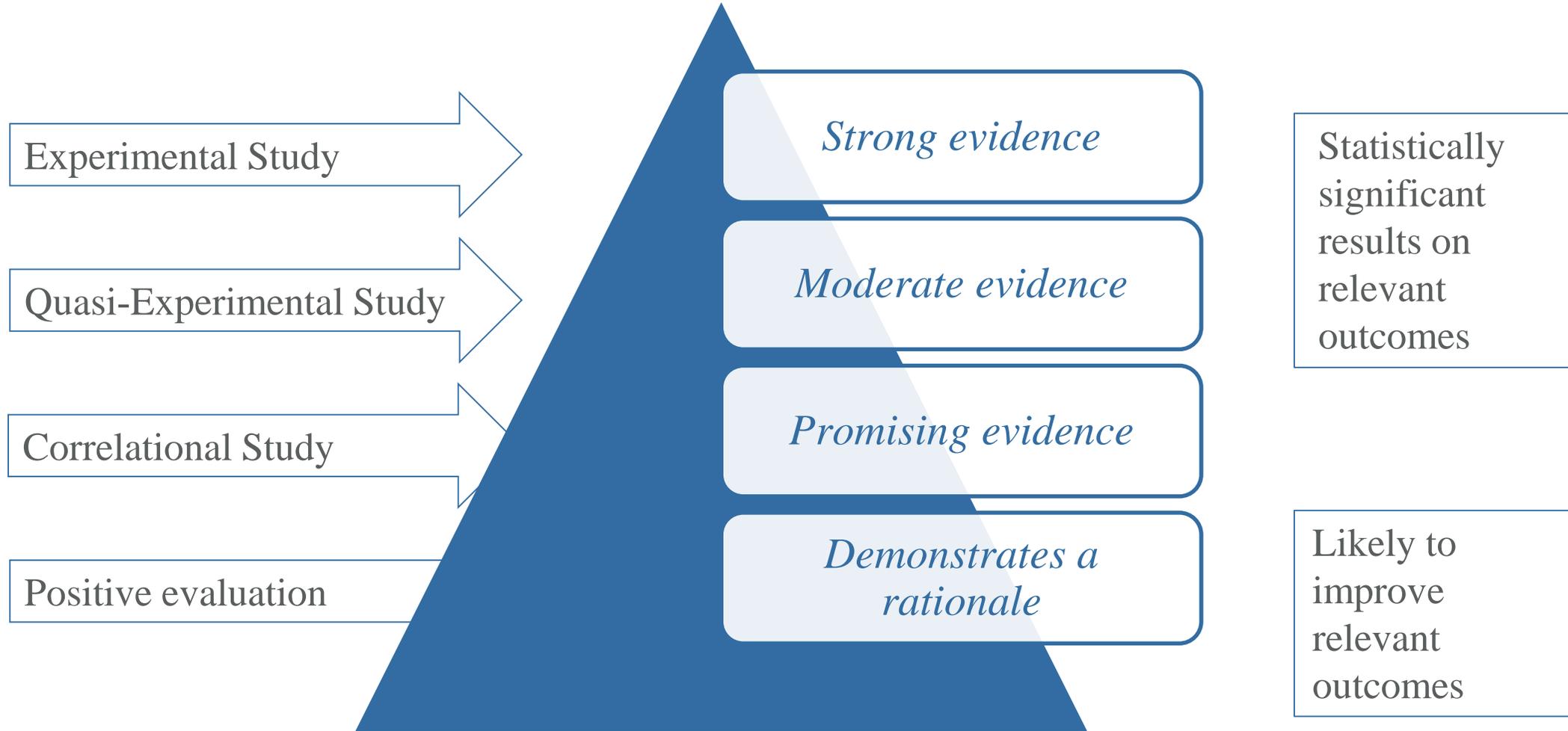


Address **the disproportionate impact of COVID-19** on underrepresented student groups



Unprecedented opportunity to **build capacity of staff**

Refresher on ESSA Evidence Levels



Chat: Addressing Needs

Type in the chat:



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

What questions are emerging from schools?

Scenario

- A school you work with is looking for a high school intervention for character development and social-emotional learning to contribute to the goal of improved school climate and graduation rates across the school.
- The school has identified Connect with Kids as a possible evidence-based intervention.
- The school is a suburban high school with ~2500 students.
- Together, we will help the school consider the quality of the intervention and its fit to their needs.

Supporting LEAs in Selecting EBPs

<https://ies.ed.gov/ncee/edLabs/regions/west/Publications/Details/300>

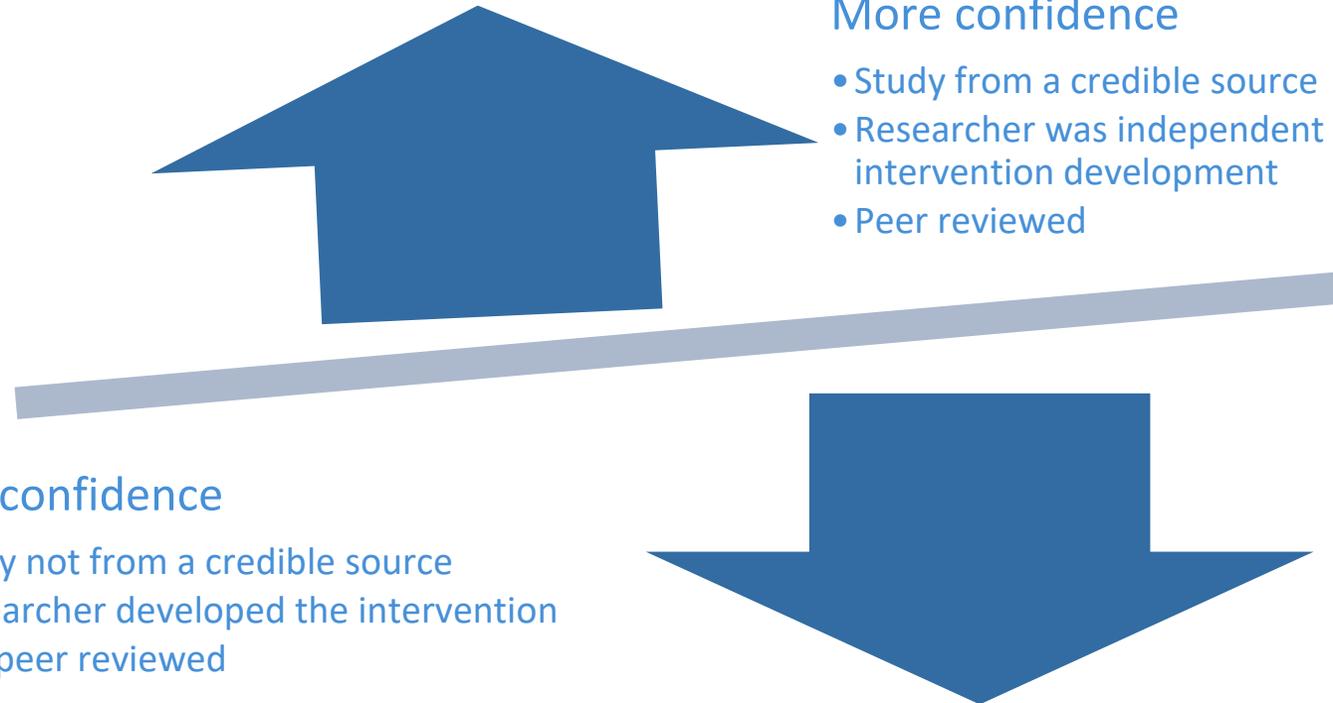


Consideration: Study Source



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



IES :: WWC What Works Clearinghouse

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



eric.ed.gov



evidenceforessa.org



campbellcollaboration.org



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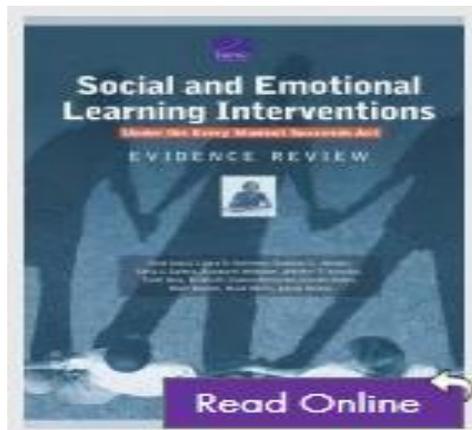
Credible Sources

SOURCE



<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



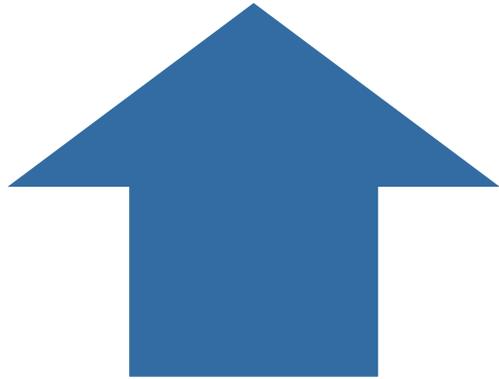
Example EBP: Connect With Kids

➤➤ **Purpose:** Promote prosocial attitudes and positive behavior of grades 3–12 students by teaching core character values.

➤➤ **Source:** Reviewed by WWC:

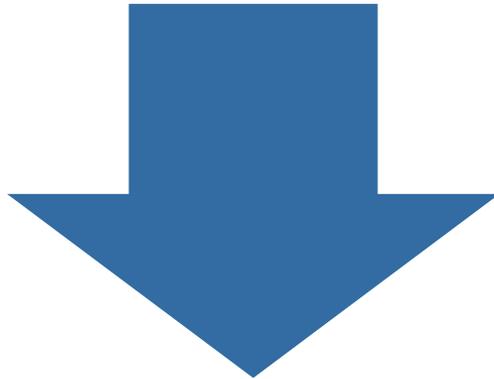
<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/104>

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

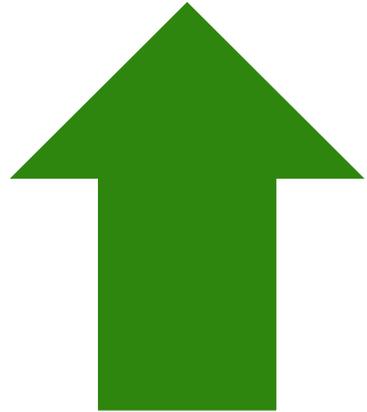
- Weaker research design
- Smaller sample
- Many study participants drop out of the study
- Used an outcomes measure designed by the developer



Example EBP: Connect With Kids

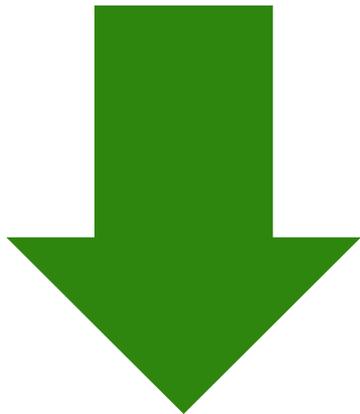
- >> **Research Design:** Quasi-experimental, met WWC evidence standards with reservations (may meet ESSA Tier II)
- >> **Sample:** More than 800 elementary, middle, and high school students from 46 classrooms in eight urban, suburban, and rural school districts in Kansas and Missouri
- >> **Outcomes:**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

Consideration: Study Findings



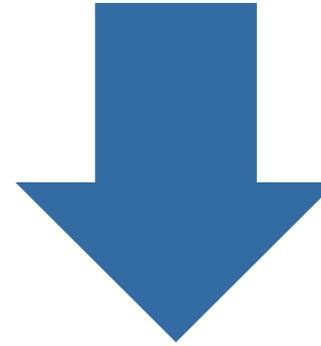
More confidence

- Statistical significance on an outcome of interest



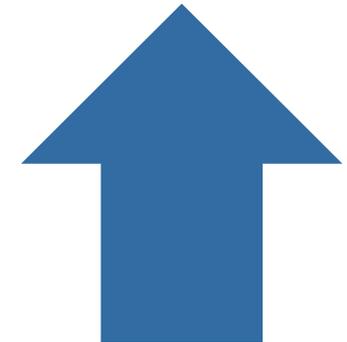
Less confidence

- No statistical significance on an outcome of interest



Weaker effect

- Small effect size



Stronger effect

- Large effect size

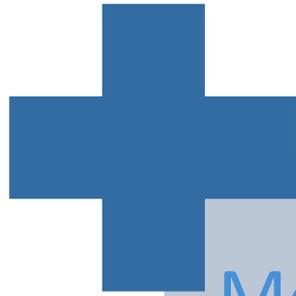
Example EBP: Connect With Kids



>> 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)
- >> **School Setting:** Suburban high school with ~2500 students, looking for an intervention for character development and social-emotional learning

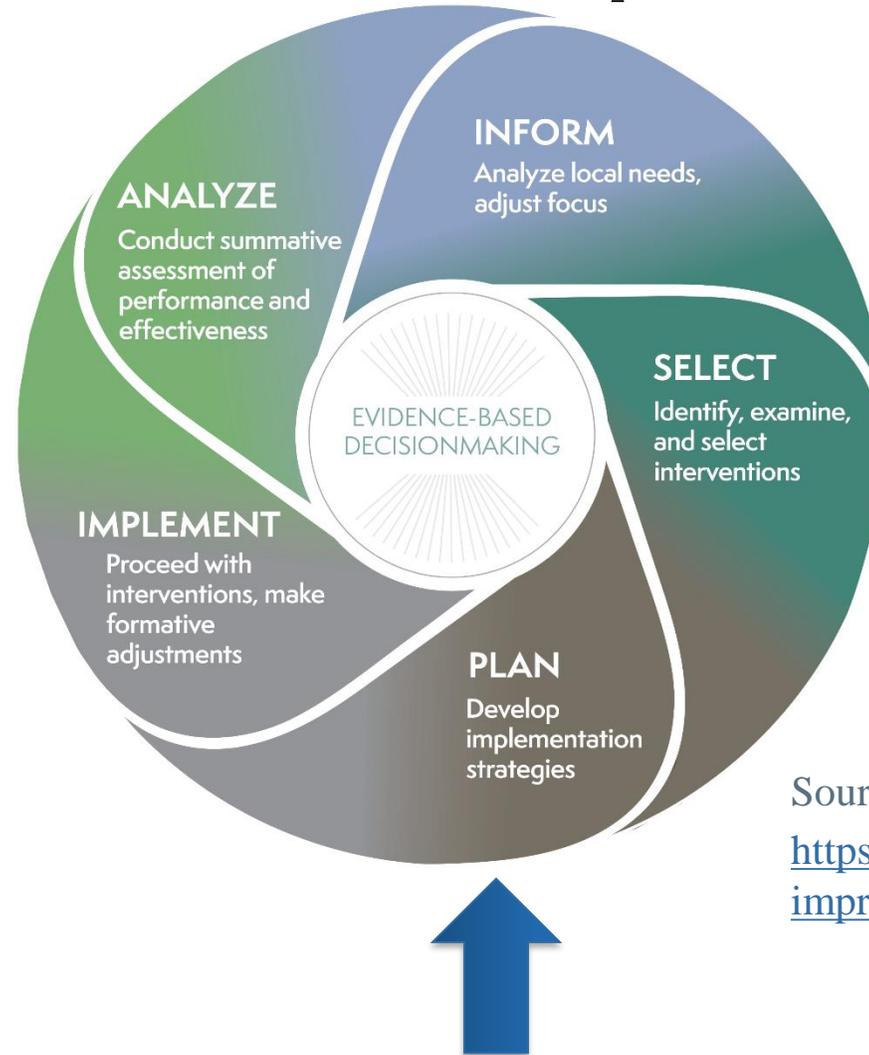
Example EBP: Connect With Kids

The high school decides to explore this intervention.



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

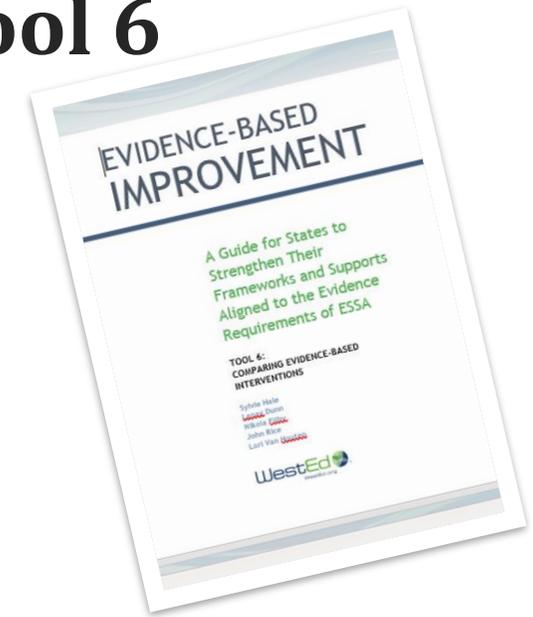
https://selcenter.wested.org/wp-content/uploads/sites/3/2020/09/SELCenter_CompndiumofResources.pdf

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
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- 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

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.

REL WEST
Regional Educational Laboratory in the West
MARCH 2020

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](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 Schools 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?



Small Group Breakout



Small Group Breakouts

Goal:

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

Topics (two options):

1. What guidance will schools need when selecting EBPs for accelerating learning and social-emotional supports?
2. What fit and applicability considerations should be highlighted for schools?

Share Out



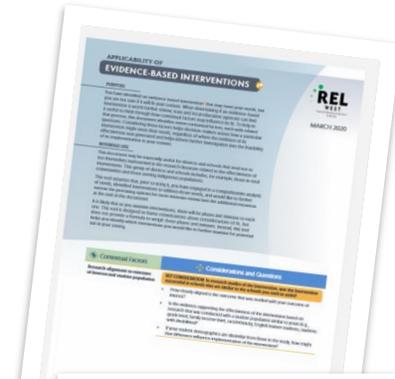
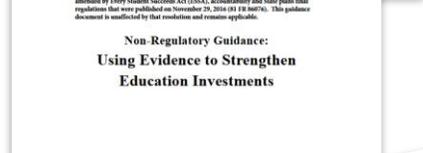
- Which topic did your group choose to discuss?
- What is one next step/action you will take as a result of your discussion?

Reflection

If you had to describe the importance of selecting evidence-based interventions that fit your context to a school leader in one sentence, what would you say?

Resources

- [ESSA Tiers of Evidence – What You Need to Know](#)
- [The Evidence Provisions of the Every Student Succeeds Act](#)
- [Applicability of Evidence-Based Interventions](#)
- [Accessing and Assessing Research and Evidence](#)
- [Evidence Based Improvement Guide](#)
- [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)
- [The Basics of Reviewing a Research Study](#)



References

CASEL. (2020). *CASEL'S SEL Framework: What are the core competence areas and where are they promoted?* <https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

Center for Optimized Student Support. (2021). *The whole child: Building systems of integrated student support during and after COVID-19: An action guide*. Author, Boston College. Chestnut Hill, MA. https://www.bc.edu/content/dam/bc1/schools/lsoe/sites/coss/COVID%20Action%20Guide_V7.pdf

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Learning Policy Institute & Turnaround for Children. (2021). *Design principles for schools: Putting the science of learning and development into action*. <https://turnaround.ams3.digitaloceanspaces.com/wp-content/uploads/2021/06/08173320/Design-Principles-for-Schools.pdf>

Feedback Survey

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

Your feedback is important to us!

<https://www.surveymonkey.com/r/NMPEDuseOfFunds2>

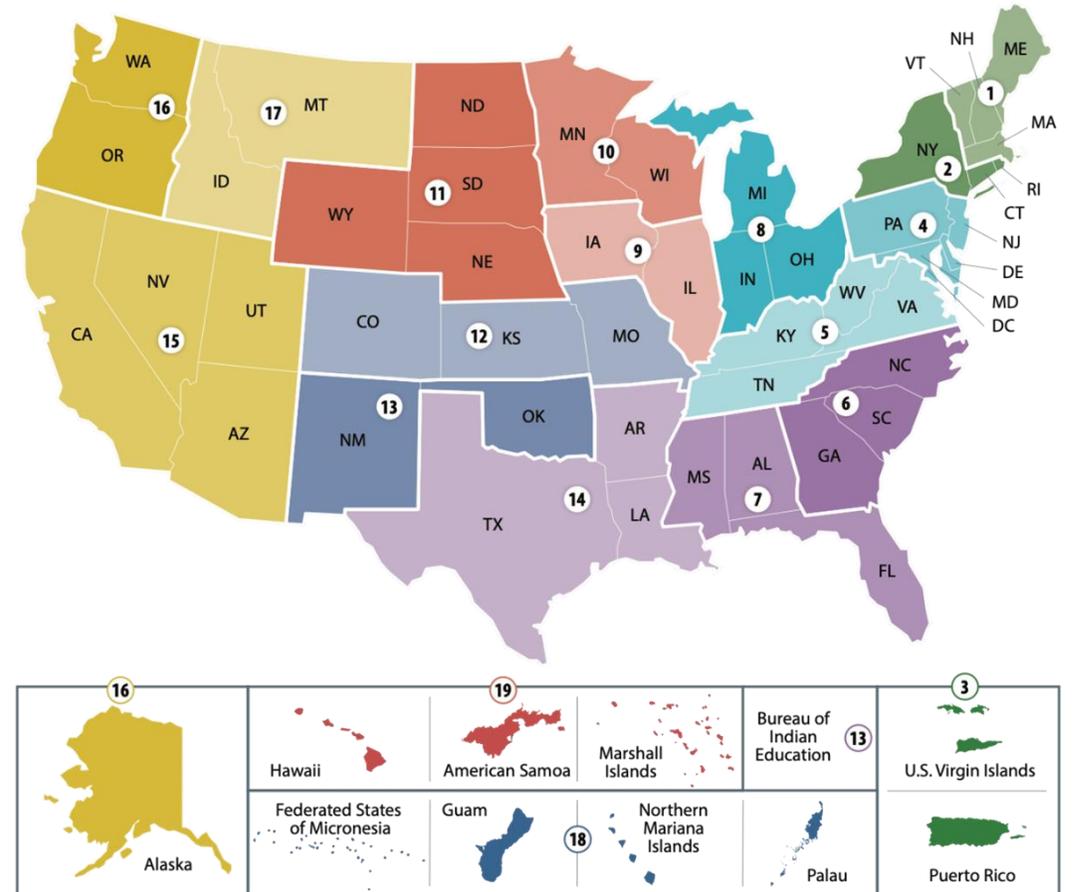
Thank you!



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CCNetwork Regional Centers



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