Strategies, Resources, and Tips on How to Incorporate Evidence and Evaluation into Your Proposed Project

Department of Education

2/4/2021

Housekeeping

- This webinar is being recorded
- The recording and slides will be posted online after the webinar
- All participants are muted
- Type your questions or comments into the Q&A box at any time

Webinar Agenda

- Welcome and Introduction
- Overview of Evidence and Evaluation in the Promise Neighborhoods Program
- Questions & Answers
- Resources & Timeline

Webinar Objectives

During this presentation, attendees will learn about:

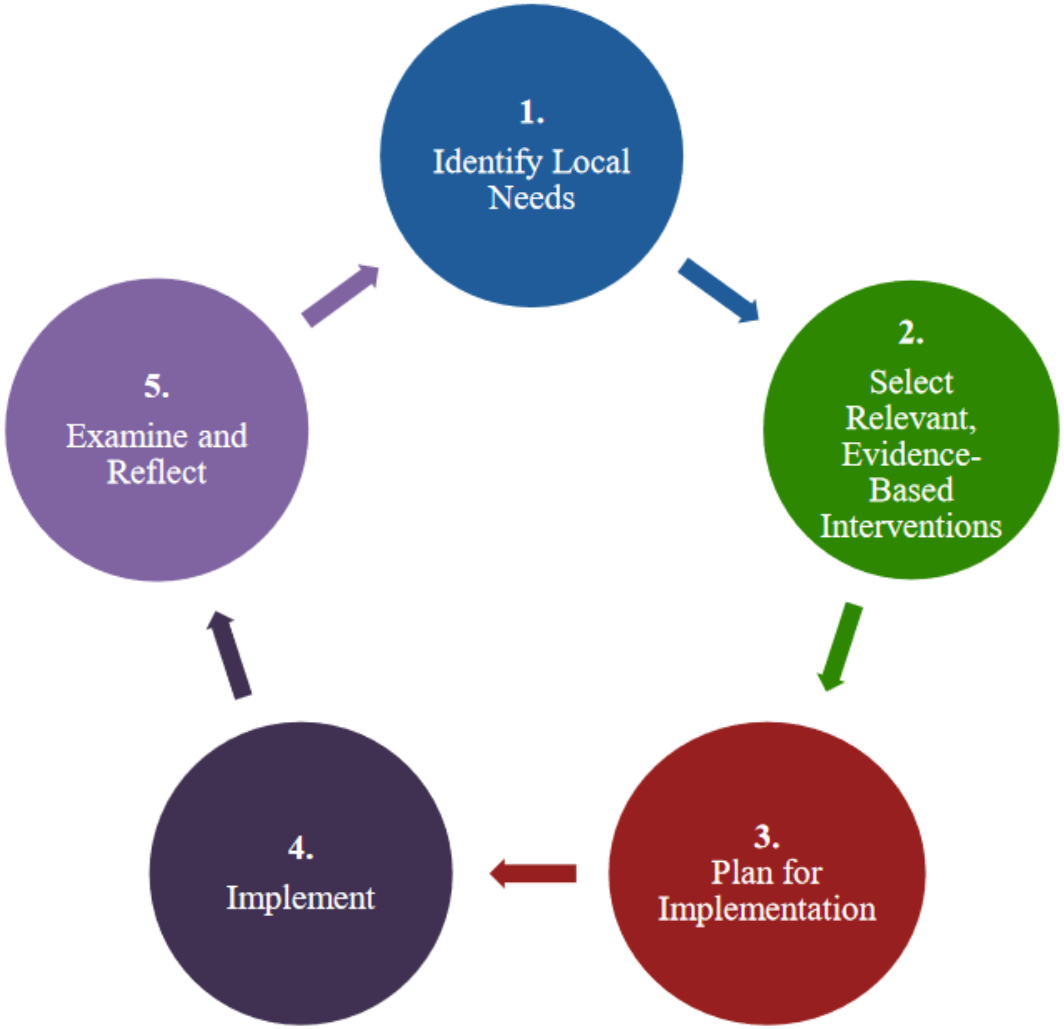
- Specific application requirements and competitive preference priorities related to evidence and evaluation for the Promise Neighborhoods program;
- Guidance on evidence-based best practices that support successful implementation of the Promise Neighborhoods program;
- Resources on evidence and evaluation relevant to Promise Neighborhoods.

Evidence

Why an Emphasis on Evidence?

- It is a powerful tool to build knowledge on what works.
- It is the law: sections 8101(21)(A) of the ESEA;* and, several competitive grant programs and Title I (Section 1003).
- It can strengthen the effectiveness of ESEA investments and improve student and family outcomes.

*Elementary and Secondary Education Act



From *Using Evidence to Strengthen Education Investments*, https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

Application Requirements

(5) A description of (i) all information the entity used to identify the pipeline services to be provided, which shall not include information that is more than 3 years old; and (ii) how the eligible entity will collect data on children served by each pipeline service and increase the percentage of children served over time.

Optional Needs and Solution Table

Need	Data Source(s)	Specific Gaps and Weaknesses in Services	Proposed Solution(s) to Address Specific Gaps and Weaknesses in Services	Solution Description	Pipeline Area(s) *(Birth, Early Childhood, K-3, 3-5, Middle School, High School, Post-Secondary, Workforce, Family and Community, Health and Wellness, Safety, Stable Communities, and 21st Century Learning Tools)*	Provider(s) and/ or Partner(s)
Example ***Accessible transit service.*** • ***5% of residents live in walking distance to a grocery store*** • ***3% of children live in walking distance to their school*** • ***1% of residents live in walking distance to a medical provider*** • ***20% of residents own a reliable motor vehicle***	*Example* *2020 Survey of Adult residents*	*Example* *The existing on demand transit provider requires online reservations that must be completed at least 24 hours before a trip is takes place . This provider also denies service to residents that miss 3 appointments, does not operate after 7:00 pm, and does not serve some areas residents live in or need to travel to. Yellow school bus service is limited to regular school day.*	*Example* *Partner with the existing transit provider to improve access.*	*Example* *Enhancement of the reservation system that allows reservation by landline phone. Reduce the notice period required for a trip to 12 hours. Eliminate the penalty for missed appointments. Expand service to 11:00pm and to other areas needed for residents and health care providers.*	*Example* *Family and Community, Health and Wellness, Stable Communities, K-3, 3-5, Middle School, High School.*	*Example* *ABC County Department of Transportation, XYZ Town Office of the Mayor, GHI City Office of Transportation, ABC County Ministers' Alliance, PQR Town Office of the Mayor, 123 Bus Service, ABC County Schools, State Department of Transportation*
				.		

Competitive Preference Priority 4

Evidence-Based Activities to Support Academic Achievement (0 to 3 points).

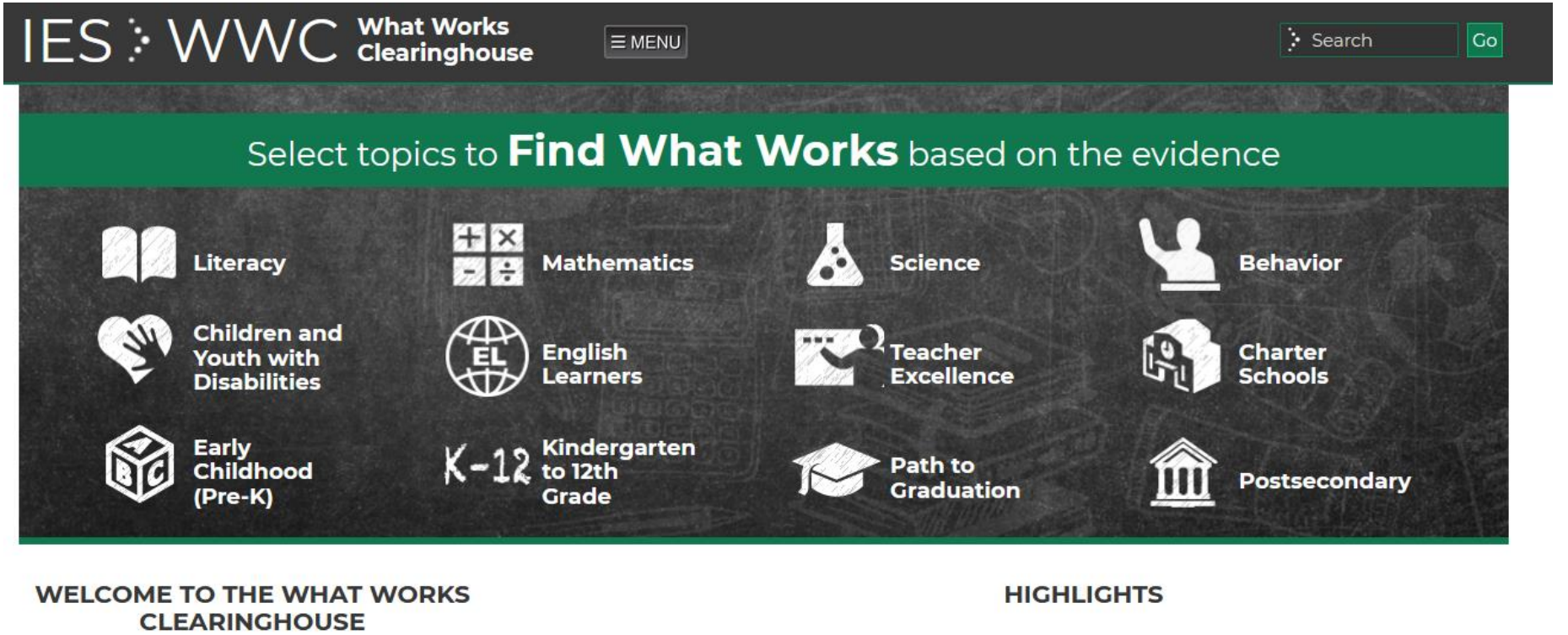
Projects that propose to use evidence-based (as defined in 34 CFR 77.1(c)) activities, strategies, or interventions that support teaching practices that will lead to increasing student achievement (as defined in this notice), graduation rates, and career readiness.

What Is an Evidence-Based Intervention?

(i) Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on – (I) strong evidence from at least one well-designed and well-implemented experimental study; (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

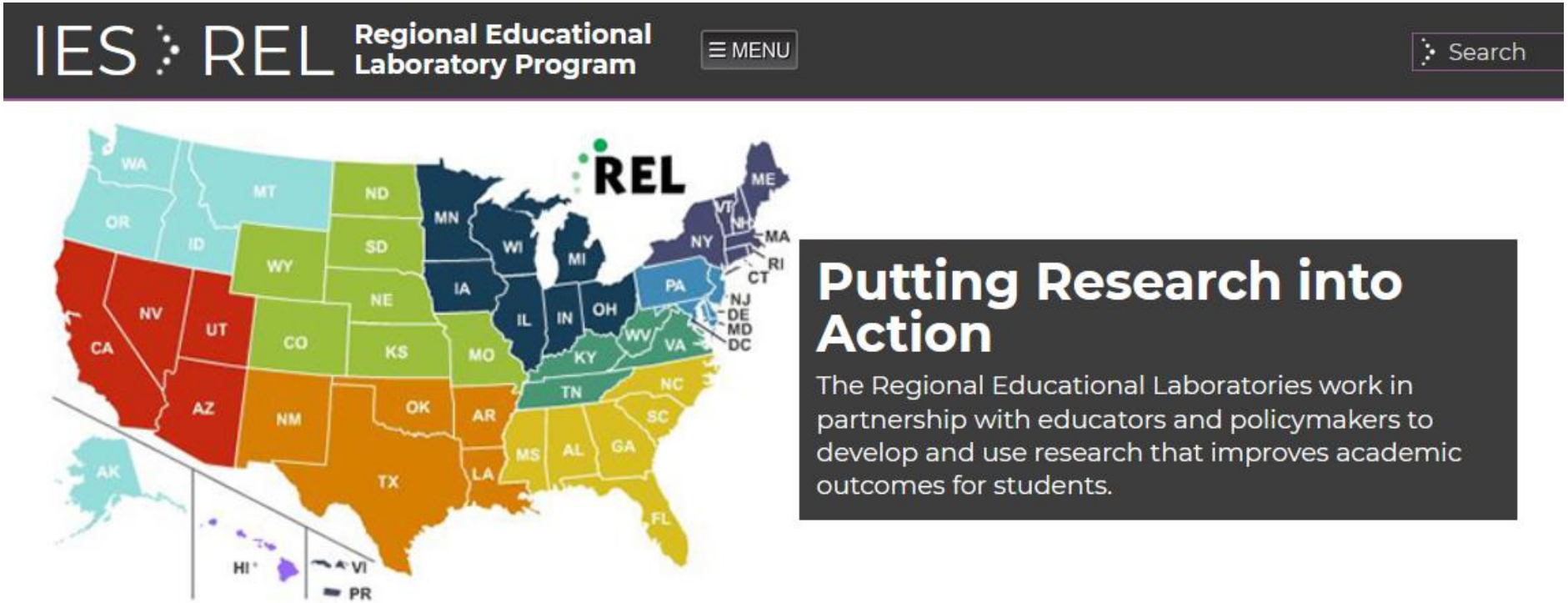
(ii) (I) Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Finding Evidence-Based Interventions



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

Finding Evidence-Based Interventions



https://ies.ed.gov/ncee/edlabs/

Performance Measurement & Evaluation

Application Requirements

(11) An explanation of how the eligible entity will continuously evaluate and improve the continuum of high-quality pipeline services to provide for continuous program improvement and potential expansion.

Program Requirements

(1) Each grantee under the PN competition must use the grant funds to implement the pipeline services and continuously evaluate the success of the program and improve the program based on data and outcomes. Section 4624(d) of the ESEA.

Performance Measures

The Secretary has established performance indicators (i.e., performance measures) for PN as required under section 4624(h) of the ESEA. Performance indicators established by the Secretary include improved academic and development outcomes for children, including indicators of school readiness, high school graduation, postsecondary education and career readiness, and other academic and developmental outcomes. These outcomes promote data-driven decision-making and access to a community-based continuum of high-quality services for children living in the most distressed communities of the United States, beginning at birth. All grantees will be required to submit data annually against these performance measures as part of their annual performance report.

Promise Neighborhoods Results

Education

Children enter kindergarten ready to succeed in school

Students are proficient in core academic subjects

Students successfully transition from middle school grades to high school

Youth graduate from high school

High school graduates obtain a postsecondary degree, certification, or credential

Family & Community Support

Students are healthy

Students feel safe at school and in their community

Students live in stable communities

Families and community members support learning in Promise Neighborhood Schools

Students have access to 21st- century learning tools

PN Performance Indicators (GPRAs)

Education

1 – # and % of children who demonstrate age-appropriate functioning at start of kindergarten

2 – (2.1) # and % of students at or above grade level on state Mathematics assessments
(2.2) # and % of students at or above grade level on state English language arts assessments

3 – (3.1) Average daily attendance rate of students in 6th, 7th, 8th, and 9th grades
(3.2) Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades

4 – Four-year adjusted cohort graduation rate

5 – (5.1) # and % students who enroll in a two-year or four-year college or university after graduation; (5.2) # and % of Promise Neighborhood students who graduate from a two-year or four-year college or university or vocational certification completion.

Family & Community Support

6 – # and % of children who consume five or more servings of fruits and vegetables daily

7 – # and % of students who feel safe at school and traveling to and from school

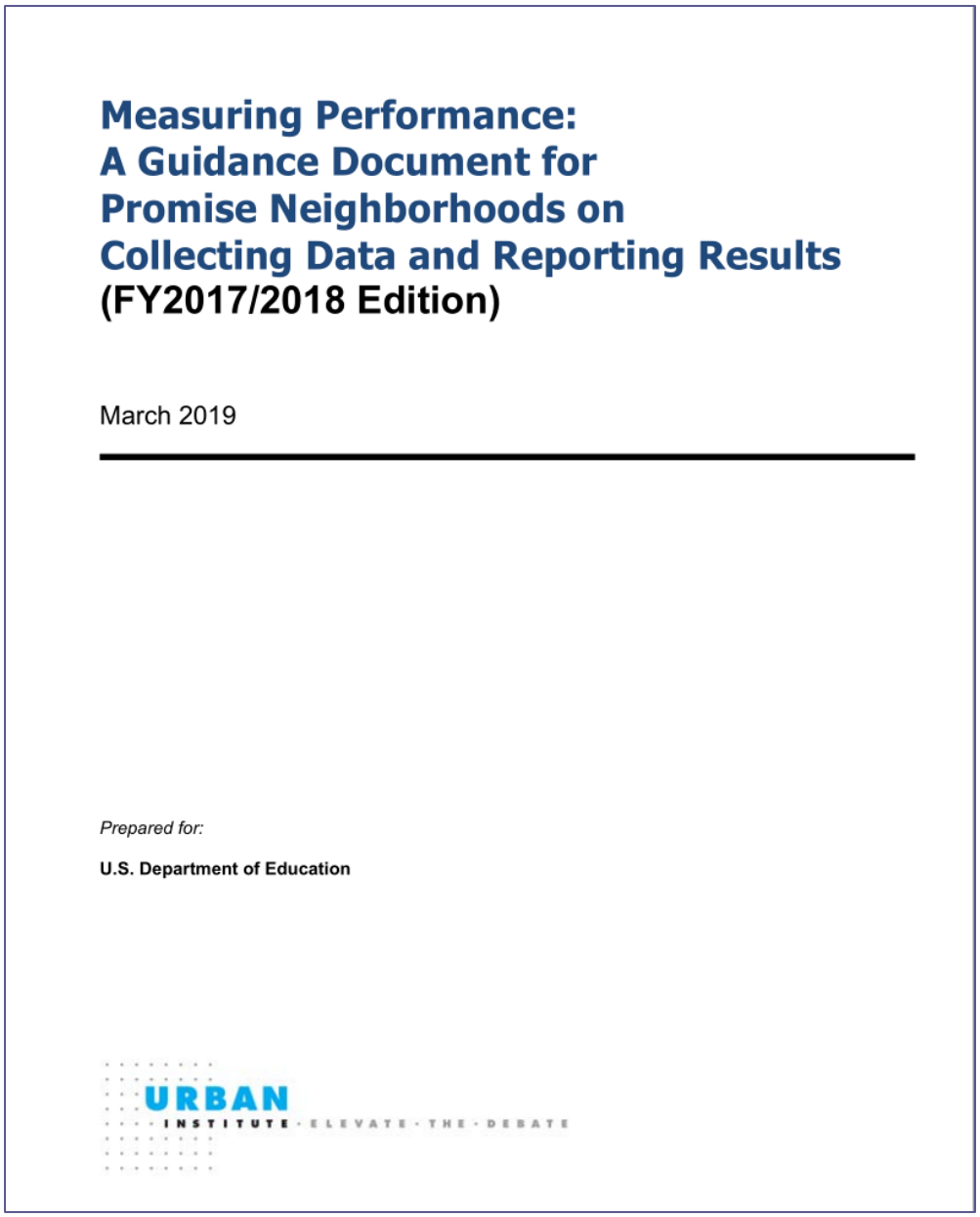
8 – % of student entries and withdrawals from school (student mobility rate)

9– (9.1) # and % of parents or family members that read to or encourage their children to read three or more times a week; (9.2) # and % of parents/family members who report talking about the importance of college and career

10 – # and % of students who have school and home access to broadband internet and a connected computing device.

Performance Measures (2)

The [PN performance indicators] are not intended to limit an applicant from collecting and using data from additional Family and Community Support indicators proposed to the Department. Applicants are strongly encouraged, but not required, to propose additional performance indicators aligned to the specific pipeline services proposed in their application.



Measuring Performance:
A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results
(FY2017/2018 Edition)

March 2019

Prepared for:

U.S. Department of Education

URBAN INSTITUTE · ELEVATE · THE · DEBATE

https://www.urban.org/research/publication/measuring-performance-guidance-document-promise-neighborhoods-collecting-data-and-reporting-results

Executive Summary: What Every Promise Neighborhood Implementation Grantee Needs to Know About Data (pages 1-19)

Population Data Sources

Local education agency administrative data for target schools

1 – # and % of children who demonstrate age-appropriate functioning at start of kindergarten

2 – (2.1) # and % of students at or above grade level on state Mathematics assessments
(2.2) # and % of students at or above grade level on state English language arts assessments

3 – (3.1) Average daily attendance rate of students in 6th, 7th, 8th, and 9th grades
(3.2) Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades

4 – Four-year adjusted cohort graduation rate

8 – % of student entries and withdrawals from school (student mobility rate)

Guidance Document: Chapters 4 and 8

Population Data Sources (2)

Post-secondary data

5 –

National Student Clearinghouse or equivalent source:

(5.1) # and % students who enroll in a two-year or four-year college or university after graduation;

(5.2) # and % of Promise Neighborhood students who graduate from a two-year or four-year college or university…

Alumni survey or other sources:

(5.2) … or vocational certification completion.

Guidance Document: Chapters 4, pages 68-73

Population Data Sources (3)

Annual school climate survey (target middle and high schools)

6 – # and % of children who consume five or more servings of fruits and vegetables daily

7 – # and % of students who feel safe at school and traveling to and from school

10 – # and % of students who have school and home access to broadband internet and a connected computing device.

Guidance Document: Chapter 7

Population Data Sources (4)

Neighborhood survey (in grant years 1, 3, and 5)

9– (9.1) # and % of parents or family members that read to or encourage their children to read three or more times a week; (9.2) # and % of parents/family members who report talking about the importance of college and career

Guidance Document: Chapter 7

Program Data

Data collected on individuals and families in PN programs is essential for assessing and reporting on early progress.

- Demographic information
- Family roster
- Implementation data
- Performance indicators for individuals and families* in PN programming

Guidance Document: Chapter 5

*Collected for all individuals and families or selectively by indicator.

Individual-Level Education Data

Being able to relate educational outcomes to students in PN programming provides a strong evidence base for continuous improvement and evaluation.

Requires obtaining consent from parents or eligible students and negotiating an agreement with local education agencies to access education records.

Guidance Document: Chapter 6

Individual-Level Education Data (2)

Be aware of FERPA and other requirements that govern personally-identifiable information.

Promise Neighborhoods are generally *not* eligible for FERPA exceptions; therefore, parental or eligible-student consent is needed to access protected education records.

In addition, all PN "research activities," including data collection, must be reviewed and approved by an institutional review board.

Required Annual Reporting

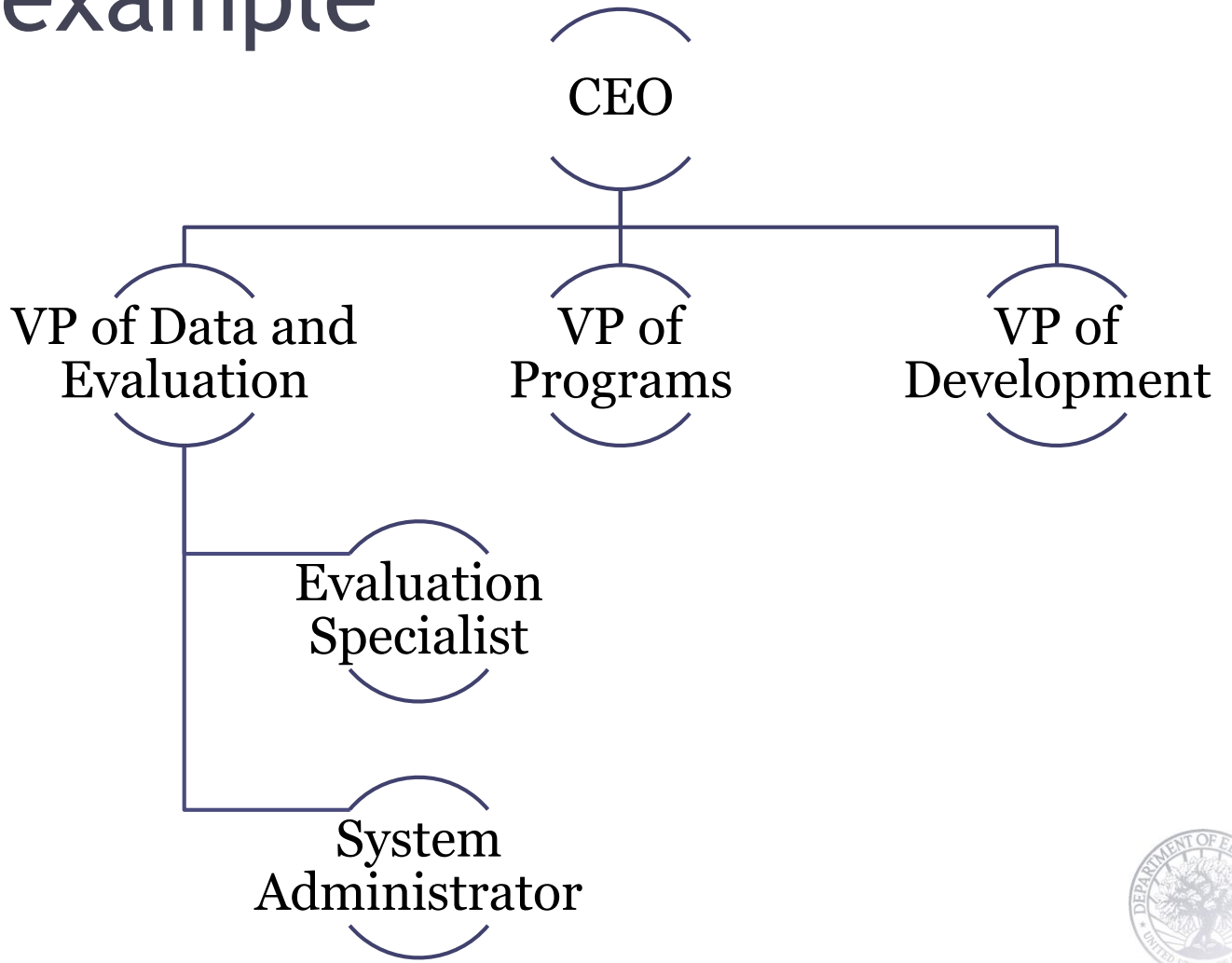
(1) Information about the number and percentage of children in the neighborhood who are served by the grant program, including a description of the number and percentage of children accessing each support service offered as part of the pipeline of services; and

(2) Information relating to the metrics established under the PN Performance Indicators.

Required Annual Reporting (2)

In addition, grantees are required to make these data publicly available, including through electronic means.

Staffing example



Additional Resources

Continually Improving Promise Neighborhoods: The Role of Case Management Data
https://www.urban.org/research/publication/continually-improving-promise-neighborhoods-role-case-management-data

Evaluating Programs and Impact within Promise Neighborhoods
https://www.urban.org/research/publication/evaluating-programs-and-impact-within-promise-neighborhoods

Technical Assistance Materials for Conducting Rigorous Impact Evaluations
https://ies.ed.gov/ncee/projects/evaluationTA.asp

Q&A

Key Dates

Action/ Activity	Date
Application Available	Tuesday, January 19, 2021
Webinar I Promise Neighborhoods Program 101: What is the Promise Neighborhoods Program?	Friday, January 29, 2021 1:00pm (EST) - 2:30pm (EST)
Webinar II Nuts & Bolts of the FY 2021 Promise Neighborhoods Competition	Monday, February 1, 2021 1:00pm (EST) - 2:30pm (EST)
Webinar III What Everyone Ought to Know about the FY 2021 Promise Neighborhoods Competition	Tuesday, February 2, 2021 1:00pm (EST) - 2:30pm (EST)
Webinar IV Money, Money, Money & More	Wednesday, February 3, 2021 1:00pm (EST) - 2:30pm (EST)
Intent to Apply (strongly encouraged)	Thursday, February 3, 2021 1:00pm (EST) - 2:30pm (EST)
Webinar V Strategies, Resources, & Tips on How to Incorporate Evidence and Evaluation into Your Proposed Project	Thursday, February 4, 2021 1:00pm (EST) - 2:30pm (EST)
Closing Date	Friday, March 5, 2021

PromiseNeighborhoods@ed.gov