EDUCATION INNOVATION & RESEARCH (EIR)

ALIGNING THE MEASURES: LOOKING IN-DEPTH AT YOUR PERFORMANCE MEASURES AND ANNUAL PERFORMANCE TARGETS

WEBINAR OBJECTIVES

■ To describe the EIR grant management and reporting process, in relationship to the evaluation

■ To explain our terminology and a process for refining and improving objectives and measures from your project's application

■ To hear from EIR grantees

GRANTEE PANEL

Janet Boyle, Ph.D.

Director, Rural Early College Network (RECN)
Center of Excellence in Leadership of Learning
(CELL)
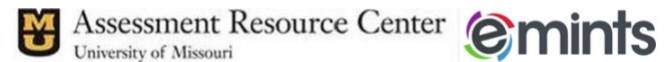University of Indianapolis
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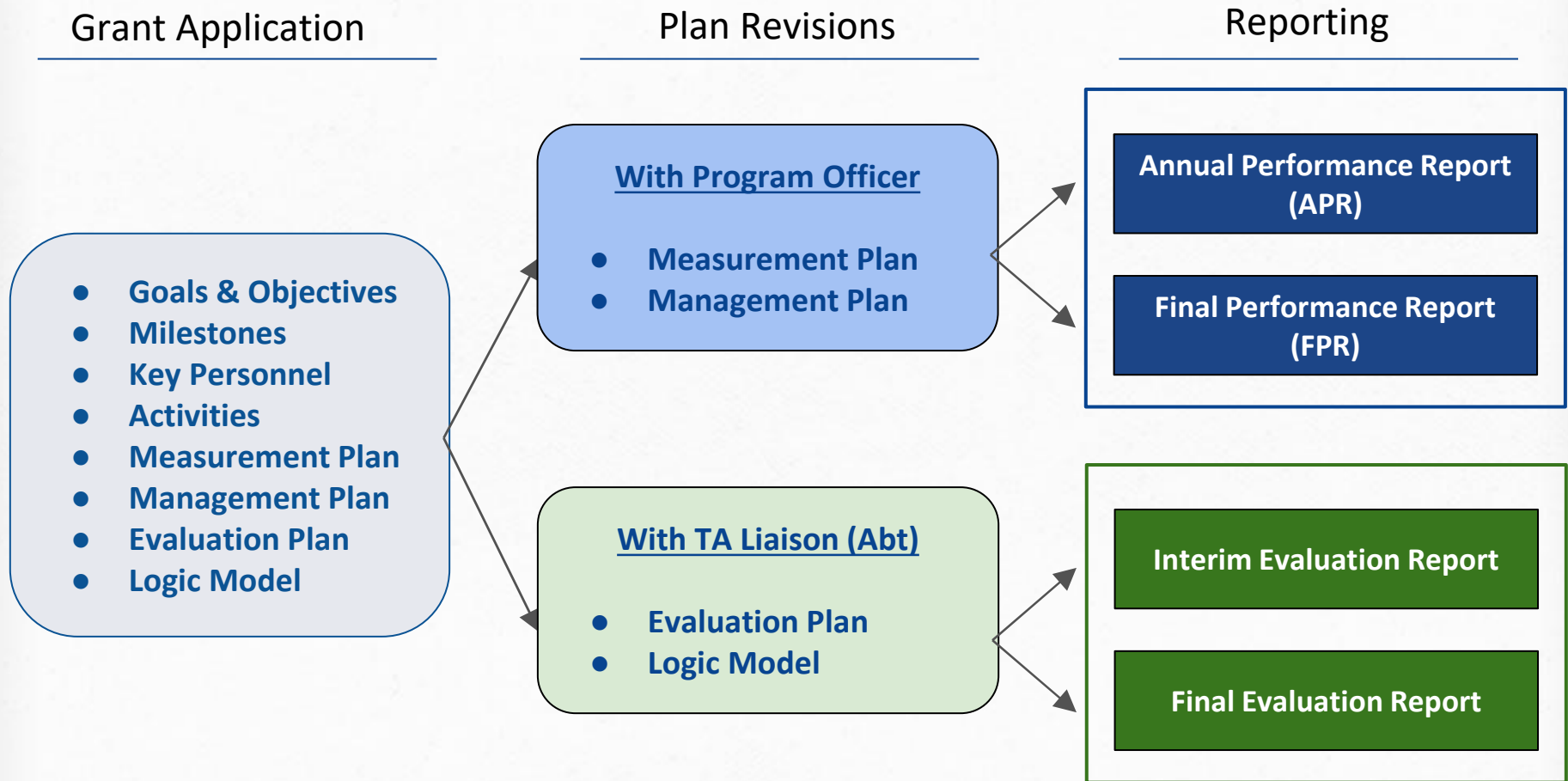
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Part 1

EIR GRANT MANAGEMENT & REPORTING PROCESS

OVERVIEW OF EIR GRANT MANAGEMENT & REPORTING

Grant Application

- Goals & Objectives
- Milestones
- Key Personnel
- Activities
- Measurement Plan
- Management Plan
- Evaluation Plan
- Logic Model

Plan Revisions

With Program Officer

- Measurement Plan
- Management Plan

With TA Liaison (Abt)

- Evaluation Plan
- Logic Model

Reporting

Annual Performance Report (APR)

Final Performance Report (FPR)

Interim Evaluation Report

Final Evaluation Report

EIR PERFORMANCE MEASURE REQUIREMENTS

☐**In the NIA**

EIR FY21 Mid-phase NIA pp.30301-30302 or pp.10-11 (PDF)

5. *Performance Measures:* The overall purpose of the EIR program is to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement and attainment for high-need students. We have established, for the purpose of the Government Performance and Results Act of 1993 (GPRA), several….

EIR PERFORMANCE MEASURE REQUIREMENTS(2)

❑In the Application

EIR FY21 Mid-phase Application p.13

Part 1: Standard Documents

❑ Application for Federal Assistance (Form SF 424)

❑ ED Supplemental Information for SF 424

❑ Evidence Form

❑ Grant Application Form for Project Objectives and Performance Measures Information

EIR PERFORMANCE MEASURE REQUIREMENTS(3)

❑**In the Application**

EIR FY21 Mid-phase Application p.25-27

INSTRUCTIONS
GRANT APPLICATION FORM FOR PROJECT
OBJECTIVES AND PERFORMANCE MEASURES INFORMATION
PURPOSE

PROJECT MEASURES ASK THE QUESTIONS

What are you trying to achieve with your grant?

What does success look like for your grant?

EIR PERFORMANCE MEASURE REQUIREMENTS(4)

EIR FY21 Mid-phase Application
p. 36

Important note about the project evaluation: A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual and/or organization that have agreed to serve as evaluator for the project and describe the qualifications of that evaluator.

EIR *PROGRAM* MEASURE REQUIREMENT: GPRA

EIR FY21 Mid-phase Application - p.25-27

GOVERNMENT PERFORMANCE RESULTS ACT (GPRA) INDICATORS

The full set of performance measures are included in the Notice Inviting Applications. Those that you will report on in your APR/FPR include:
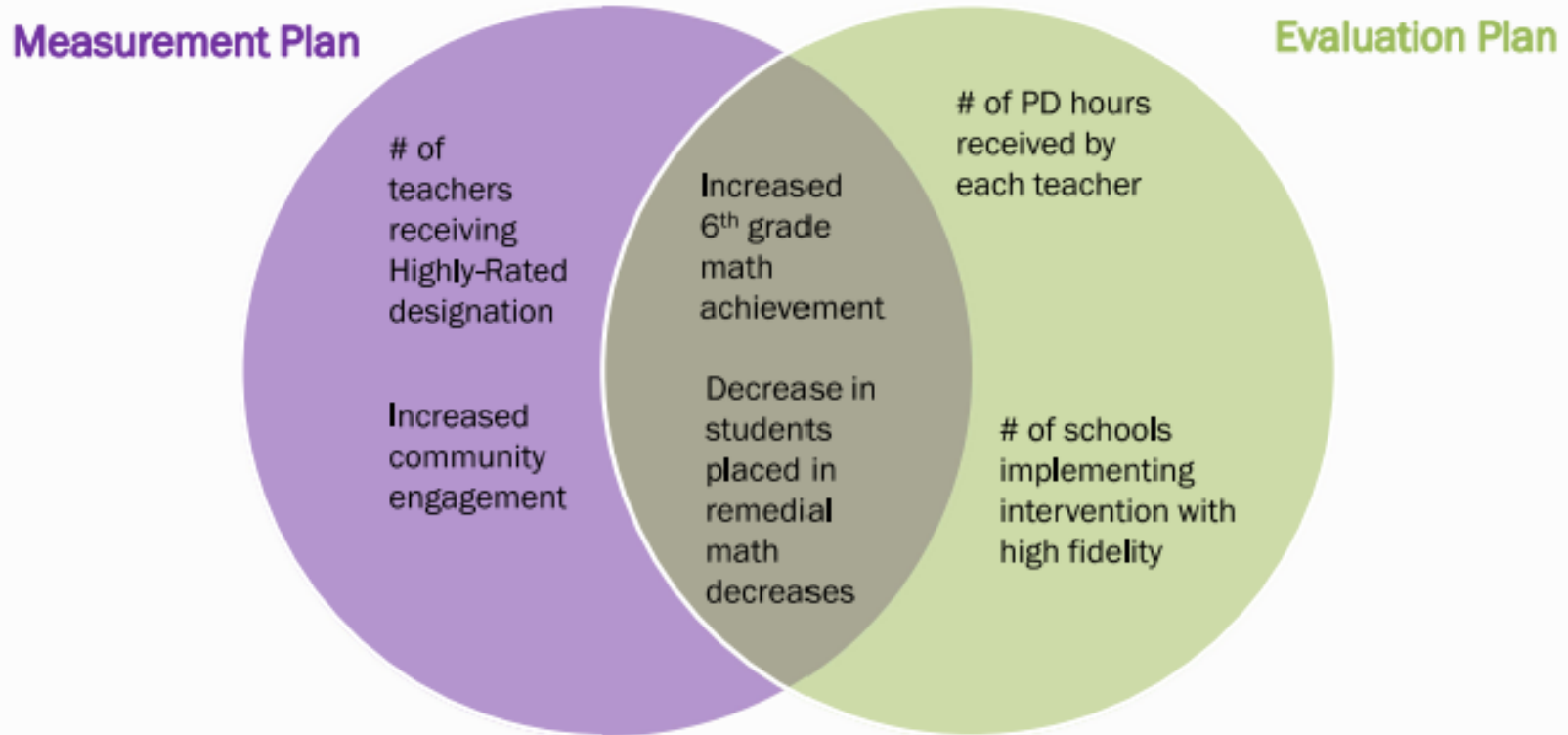
- GPRA 1: The number of students targeted annually by your project **and** the number you have actually served.

- GPRA 2: The number of high-need students targeted annually by your project **and** the number you have actually served.

- GPRA 6: The cost per student actually served by the grant.
  Note: You will demonstrate your cost per student calculation.

  This reporting year's expenditures (Federal **plus** Non-federal **minus** Eval. costs)
  Number of students served during the reporting year

MEASUREMENT & EVALUATION PLANS WILL OVERLAP – EXAMPLE:

Measurement Plan

Evaluation Plan

# of teachers receiving Highly-Rated designation

Increased community engagement

Increased 6th grade math achievement

Decrease in students placed in remedial math decreases

# of PD hours received by each teacher

# of schools implementing intervention with high fidelity

MEASUREMENT & EVALUATION PLANS:
Thinking about this another way

List of Performance Measures ≠ **List of Evaluation Outcomes**
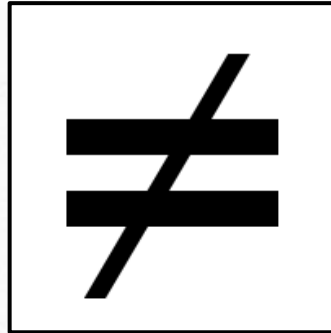
GRANT APPLICATION FORM
Project Objectives and Performance Measures
OMB Number: 1894-0017

PURPOSE

Applicants must submit a GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:

  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.

- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

Measure Type: For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that ED may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (PROJECT) that you established in your grant application to meet your project objectives.

In the Measure Type field, select one (1) of the following measure types: GPRA; PROGRAM; or PROJECT.

Quantitative Target Data: For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for qualitative performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: Raw Number; Ratio, and Percentage (%).

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the Raw Number column (e.g., 10 workshops or 80 students). Please leave the Ratio and Percentage (%) columns blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the Ratio column, and leave the Raw Number and Percentage (%) columns blank. The Percentage (%) will automatically calculate based on the entered ratio. In the Ratio column (e.g., 80/100), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

Part 2

REVISING AND IMPROVING YOUR PROJECT'S MEASUREMENT PLAN

MEASUREMENT PLAN FOUNDATION

Goal - A broad statement of what the project intends to accomplish in the long-term.

Objective - Specific statements of desired achievements that are expected to occur as a result of an intervention or program. Make them S.M.A.R.T.

Perf. Measures – an identified set of quantifiable measures used to assess the achievement of a program objective.

Project's Logic Model

LINK YOUR OBJECTIVES TO YOUR LOGIC MODEL
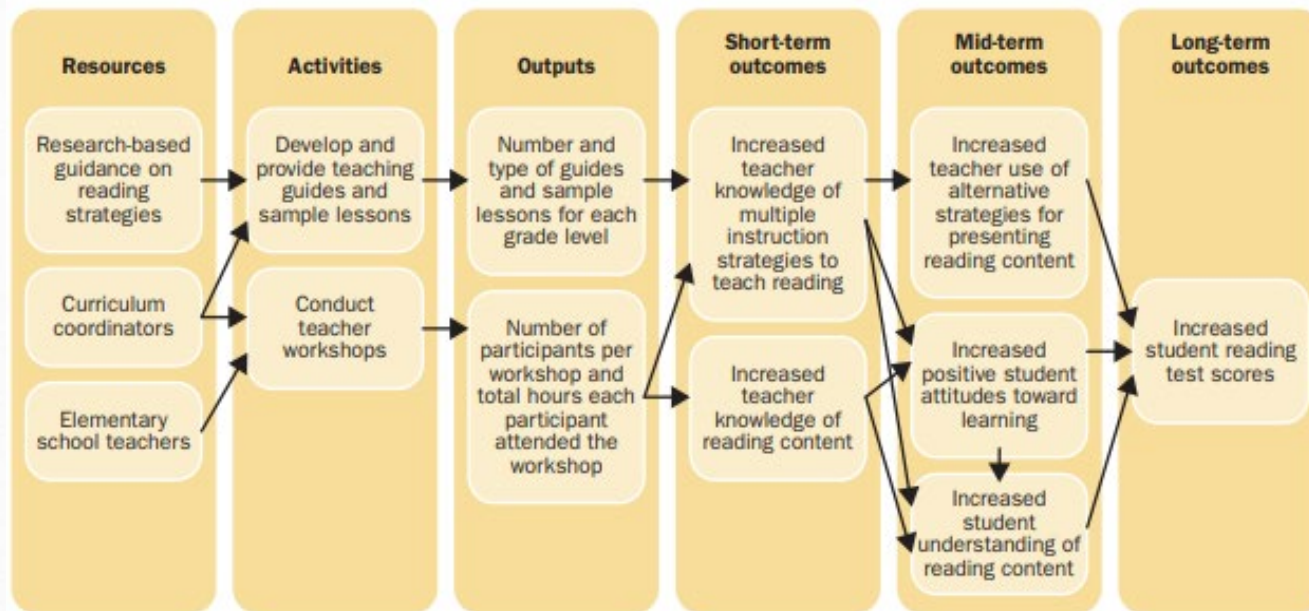
Sample logic model for a teacher training program on alternative reading strategies

Source: REL Pacific

Goal: To create a pipeline of Readership Team Schools (RTS) focused on reading pedagogy that includes and uses alternative reading strategies.

  Objective: For each of three years (project yrs. 1-3), the responsible project members will recruit and train at least 15 RTS teams (minimally composed of 2 teacher-leaders and 1 curriculum-related administrator) as project schools that launch with each school year.

          Measure: Year 1 sign on by July with MOU, 3 RTS schools with at least three participants each. Year 2, six new RTS schools, and Year 3, six additional new RTS schools

          Measure: Attendance record (includes hours) for in-person and/or virtual training sessions

  Objective: At the end of each summer alternate reading strategies training session, those participants in full attendance will complete a content assessment shows an increase of 10 percent from baseline.

MEASUREMENT PLAN TRACKER

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
	Goals	Objectives	Activities	Start Date	End Date	People Responsible	Performance Measures	Performance Measure Targets — Note: APR Reporting - actual results compared to targets					Status	Notes
		Note: Should match logic model		Note: Recommend no more than one month interval; if interval is too long, break it down into subparts			Note: Use one or more measures linked to each objective (not to each activity)	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Target Yr5		
Goal 1	Objective 1.1	Activity 1.a					Perf. Measure 1.1.1						▼	
		Activity 1.b											▼	
		Activity 1.c					Perf. Measure 1.1.2						▼	
		Activity 1.d											▼	
		Activity 1.e											▼	
		Activity 1.f					Perf. Measure 1.1.3						▼	
		Activity 1.g											▼	
		Activity 1.h					Perf. Measure 1.1.4						▼	
	Objective 1.2	Activity 1.2.1					Perf. Measure 1.2.1						▼	
		Activity 1.2.2					Perf. Measure 1.2.2						▼	
		Activity 1.2.3					Perf. Measure 1.2.3						▼	
Goal 2	Objective 2.1	Activity 2.a					Perf. Measure 2.1.1						▼	
	Objective 2.2						Perf. Measure 2.2.1						▼	
							Perf. Measure 2.2.2						▼	
							Perf. Measure 2.2.3						▼	
	Objective 2.3						Perf. Measure 2.3.1						▼	
Goal 3	Objective 3.1						Perf. Measure 3.1.1						▼	
	Objective 3.2						Perf. Measure 3.2.1						▼	
							Perf. Measure 3.2.2						▼	

MEASUREMENT PLAN TRACKER(2)

❏ **MANAGEMENT PLAN DATA, COLUMNS D-F**

D	E	F
Start Date	**End Date**	**People Responsible**
Note: Recommend no more than one month interval; if interval is too long, break it down into subparts.		

MEASUREMENT PLAN TRACKER(3)

❏ **MEASUREMENT PLAN DATA, COLUMNS A-C, G**

A	B	C	G
Goals	**Objectives**	**Activities**	**Performance Measures**
	Note: Should match logic model		Note: Use one or more measures **linked to each objective** (not to each activity
Goal 1	Objective 1.1	Activity 1.a	Perf. Measure 1.1.1
		Activity 1.b	
		Activity 1.c	Perf. Measure 1.1.2
		Activity 1.d	
		Activity 1.e	
		Activity 1.f	Perf. Measure 1.1.3
		Activity 1.g	
		Activity 1.h	Perf. Measure 1.1.4
	Objective 1.2	Activity 1.2.1	Perf. Measure 1.2.1
		Activity 1.2.2	Perf. Measure 1.2.2
		Activity 1.2.3	Perf. Measure 1.2.3
Goal 2	Objective 2.1	Activity 2.a	Perf. Measure 2.1.1
	Objective 2.2		Perf. Measure 2.2.1
			Perf. Measure 2.2.2
			Perf. Measure 2.2.3
	Objective 2.3		Perf. Measure 2.3.1
Goal 3	Objective 3.1		Perf. Measure 3.1.1
	Objective 3.2		Perf. Measure 3.2.1
			Perf. Measure 3.2.2

MEASUREMENT PLAN TRACKER(4)

❑ **PERFORMANCE TARGETS DATA, COLUMNS H-L**

H	I	J	K	L
Performance Measure Targets				
Note: APR Reporting - actual results compared to targets				
Target Yr1	Target Yr2	Target Yr3	Target Yr4	Target Yr5

S.M.A.R.T. OBJECTIVES and MEASURES

- **S**pecific – What exactly are we going to do? How will we know when it is done?

- **M**easurable – How will we know it meets expectations? Can we measure it or is it quantifiable?

- **A**chievable – Can we get it done in the proposed time frame with the resources and support we have available?

- **R**elevant – Will this objective have an effect on the desired goal?

- **T**ime-bound – When will this objective be accomplished?

EXAMPLE OF GOALS & OBJECTIVES

- **Goal 1:** Grow student achievement, heighten STEM aspirations, and close opportunity gaps in the STEM education pipeline through implementing mentorship and STEM extended learning strategies for low-income middle school students.

  - **Objective 1.1:** By the end of Year 2 *(Time-Bound),* at least 60% of 8th grade participants will enroll in a STEM Career Academy in High School *(Specific, Measurable);* 65% in Year 3; and 70% in Years 4-5.

    - **Relevant?**

    - **Achievable?**

PERFORMANCE MEASURES

A **performance measure** is a measurable or observable indicator to assess how well objectives are being met. Consider the following:

- Are your indicators **specific** and **time-bound?**
- Are your indicators **measurable** or observable?
- Is it reasonable that you can collect data on the indicators? IS it within your resources to collect data? (**achievable**)
- Do your indicators make sense in relation to the objectives they are intended to measure? (**relevant**)

EXAMPLE OF PERFORMANCE MEASURES

- **Goal 1:** Grow student achievement, heighten STEM aspirations, and close opportunity gaps in the STEM education pipeline through implementing mentorship and STEM extended learning strategies for low-income middle school students.

  - **Objective 1.1:** By the end of Year 2, at least 60% of 8th grade participants will enroll in a STEM Career Academy in High School; 65% in Year 3; and 70% in Years 4-5.

    - **Performance Measure 1.1.1**: Percentage of 8th grade participants who enroll in a STEM Career Academy in High School per year.

MEASUREMENT PLAN TRACKER:
HOW IT MIGHT LOOK

	Goals	Objectives	Activities	Start Date	End Date	People Responsible	Performance Measures	Performance Measure Targets						Status	Notes
								Note: APR Reporting - actual results compared to							
		Note: Should match logic model		Note: Recommend no more than one month interval; if interval is too long, break it down into subparts			Note: Use one or more measures linked to each objective (not to each activity)	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Target Yr5	Cumulative		
Goal 1 To grow student achievement, heighten STEM aspirations, and close opportunity gaps in the STEM education pipeline through implementing mentorship and STEM extended learning strategies for low-income middle school students.	Objective 1.1 By the end of Year 2, at least 60% of 8th grade participants will enroll in a STEM Career Academy in High School; 65% in Year 3; and 70% in Years 4-5.	Activity 1.a 7th gr. students participate in STEM-palooza daily activities (5 days)	1-Apr	30-Apr	ExcellSTEM partner	Perf. Measure 1.1.1 Percentage of 8th grade participants who enroll in a STEM Career Academy in High School per year.	0	60%	65%	70%	70%			
		Activity 1.b Rising 8th gr. students attend 3-week STEM camp	11-Jul	29-Jul	Project team							0		
		Activity 1.c Hold learn about STEM careers sessions for school	1-Mar	30-Mar	Project team	Perf. Measure 1.1.2 Number of rising 8th gr. students who complete a STEM Interest Survey (SIS)	30	30	50	50	75	235		
		Activity 1.d										0		
		Activity 1.e										0		
		Activity 1.f				Perf. Measure 1.1.3						0		
		Activity 1.g										0		
		Activity 1.h										0		
	Objective 1.2 By end of ea. school yr. (w/in prjt), the no. of 8th gr. students assigned to work with a STEM mentor will ↓ by 2 students.	Activity 1.2.1 Hold Open Houses for interested STEM Mentors	15-May	15-Jun		Perf. Measure 1.2.1 Ratio of each STEM mentor per 8th gr. students per year	0	1/7	1/5	1/3	1/3			
		Activity 1.2.2				Perf. Measure 1.2.2						0		
		Activity 1.2.3				Perf. Measure 1.2.3						0		
Goal 2	Objective 2.1	Activity 2.a				Perf. Measure 2.1.1						0		
	Objective 2.2					Perf. Measure 2.2.1						0		
						Perf. Measure 2.2.2						0		

PERFORMANCE TARGETS

- **Performance Targets** are the quantifiable or otherwise measurable characteristics that tell how well a project must accomplish a performance measure over a certain period of time.

- A **Baseline Measurement** is required to document change. If the baseline is unknown and will be measured during the first year of implementation, that should be indicated in the Measurement Plan.

- Optimal targets are challenging but realistic.

EXAMPLE OF PERFORMANCE TARGETS

- **Goal 1:** Grow student achievement, heighten STEM aspirations, and close opportunity gaps in the STEM education pipeline through implementing mentorship and STEM extended learning strategies for low-income middle school students.

  - **Objective 1.1:** By the end of Year 2, at least 60% of 8th grade participants will enroll in a STEM Career Academy in High School; 65% in Year 3; and 70% in Years 4-5.

    - **Performance Measure 1.1.1**: Percentage of 8th grade participants who enroll in a STEM Career Academy in High School per year.

      - **Year 1 Target:** N/A
      - **Year 2 Target:** 60%
      - **Year 3 Target:** 65%
      - **Year 4 & 5 Target:** 70%

PROJECT STATUS CHART

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003
Exp. 07/31/2024

PR/Award # (11 characters): S411(A/B/C)21####

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

- **GOAL 1: To grow student achievement, heighten STEM aspirations, and close opportunity gaps in the STEM education pipeline through implementing mentorship and STEM extended learning strategies for low-income middle school students.**

1. Project Objective   [ ] Check if this is a status update for the previous budget period.

- 1.1 By the end of Year 2, at least 60% of 8th grade participants will enroll in a STEM Career Academy in High School; 65% in Year 3; and 70% in Years 4-5.
- 1.2 By the end of each school year within the project (not the planning year), the number of eighth grade students assigned to work with a STEM mentor will decrease by two students

1.1.1. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Percentage of 8th grade participants who enroll in a STEM Career Academy in High School per year.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
Year 1 Target: N/A							
Year 2 Target: 60%			60 / 100	60		28 / 48	58
Year 3 Target: 65%							
Year 4 & 5 Target: 70%							

1.2.1. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Ratio of each STEM mentor per 8th grade students per year.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
Year 1 Target: N/A							
Year 2 Target: 1/7							
Year 3 Target: 1/5							
Year 4 & 5 Target: 1/3			1 / 7	14		1 / 9	11

Explanation of Progress (Include Qualitative Data and Data Collection Information)

In the explanation of progress, indicate how your performance measure data (for the reporting period) shows that you have met or are making progress toward meeting the

stated project objective. If expected data was not attained or expected progress was not made toward meeting a performance measure or project objective, provide an explana-

tion and steps that will be taken to address the issue(s) and/or make improvements to the original project plan.
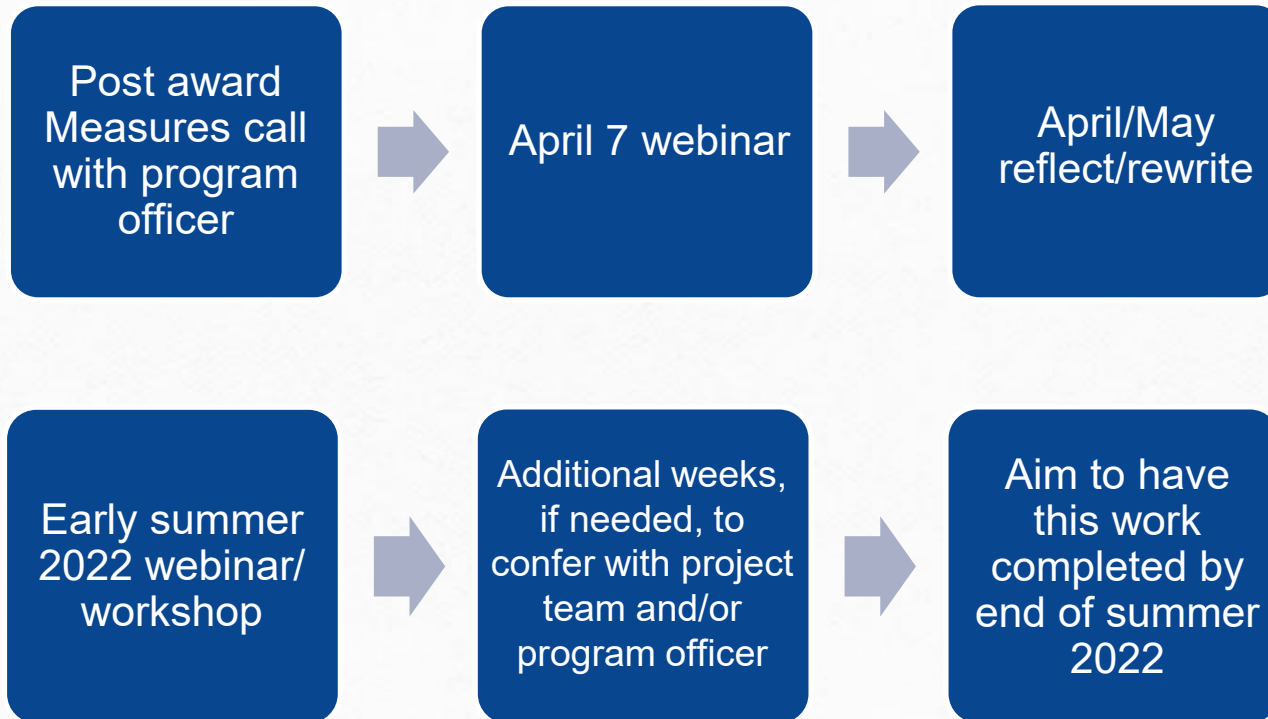
LOOKING BACK AND IN-DEPTH

Aligning your project's measures and setting targets

1. Check to see if there is synchronicity between measures listed in your application and those you propose for your reporting.

2. Performance plans should use both process measures and outcomes measures.

3. Is there a clear relationship between your project's performance plan and your evaluation plan. There should be.

4. Performance measures are not binary.

5. Establish annual targets for your measures.

6. Consult with your program officer about any proposed changes.

GENERAL TIMELINE FOR FY21 COHORT

January – March 2023 Annual Performance Report Writing Period for FY21 cohort (and FY20 cohorts who are revising their first year's plans).

Post award Measures call with program officer → April 7 webinar → April/May reflect/rewrite

Early summer 2022 webinar/ workshop → Additional weeks, if needed, to confer with project team and/or program officer → Aim to have this work completed by end of summer 2022

FY20 cohort can work with your program officer and revise project specific measures and targets leading up to the 2nd year APR submission.

Part 3

GRANTEE PANEL

GRANTEE PANELIST #1

Janet Boyle, Ph.D.

Director, Rural Early College Network (RECN)
Center of Excellence in Leadership of Learning (CELL)
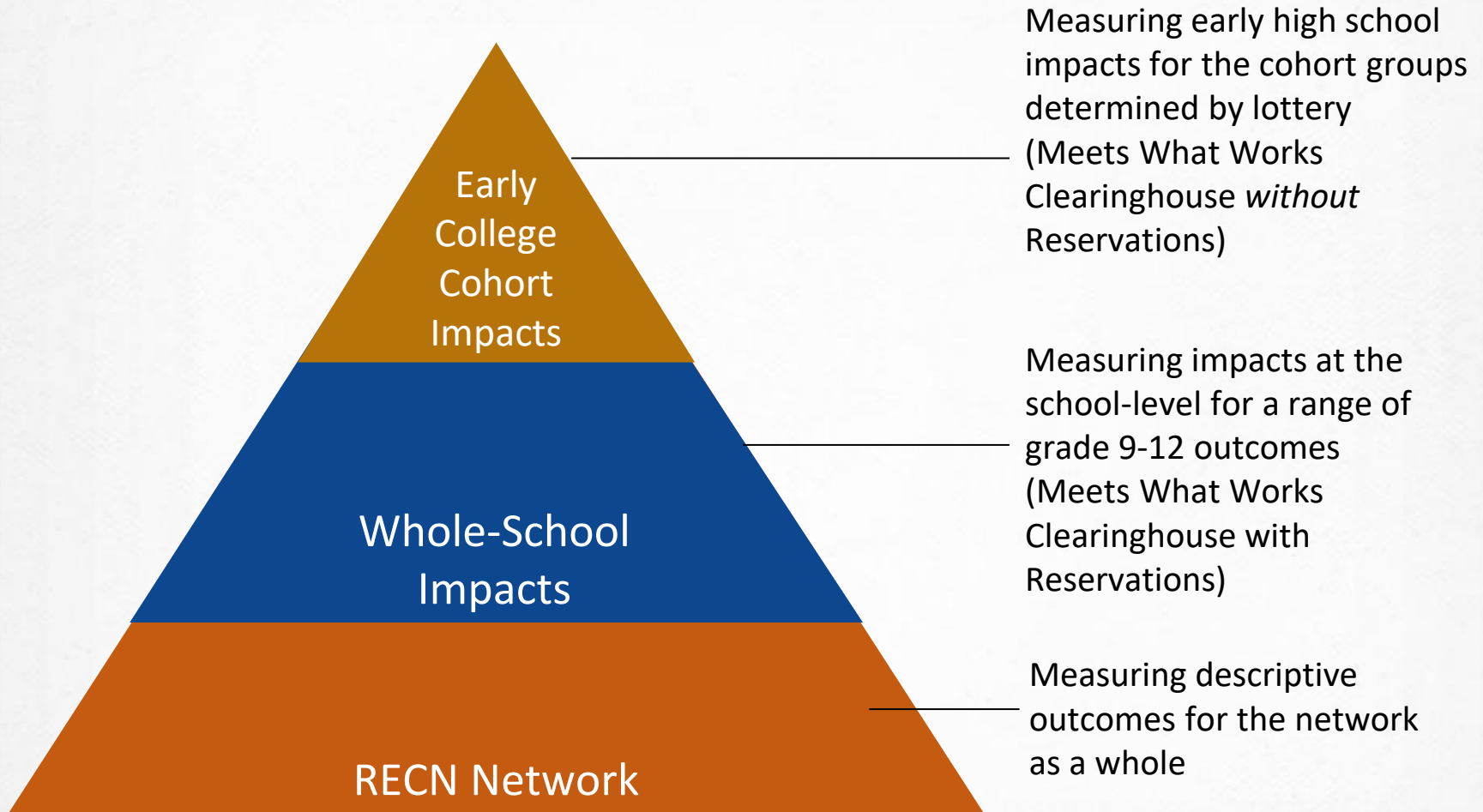University of Indianapolis
boylej@uindy.edu

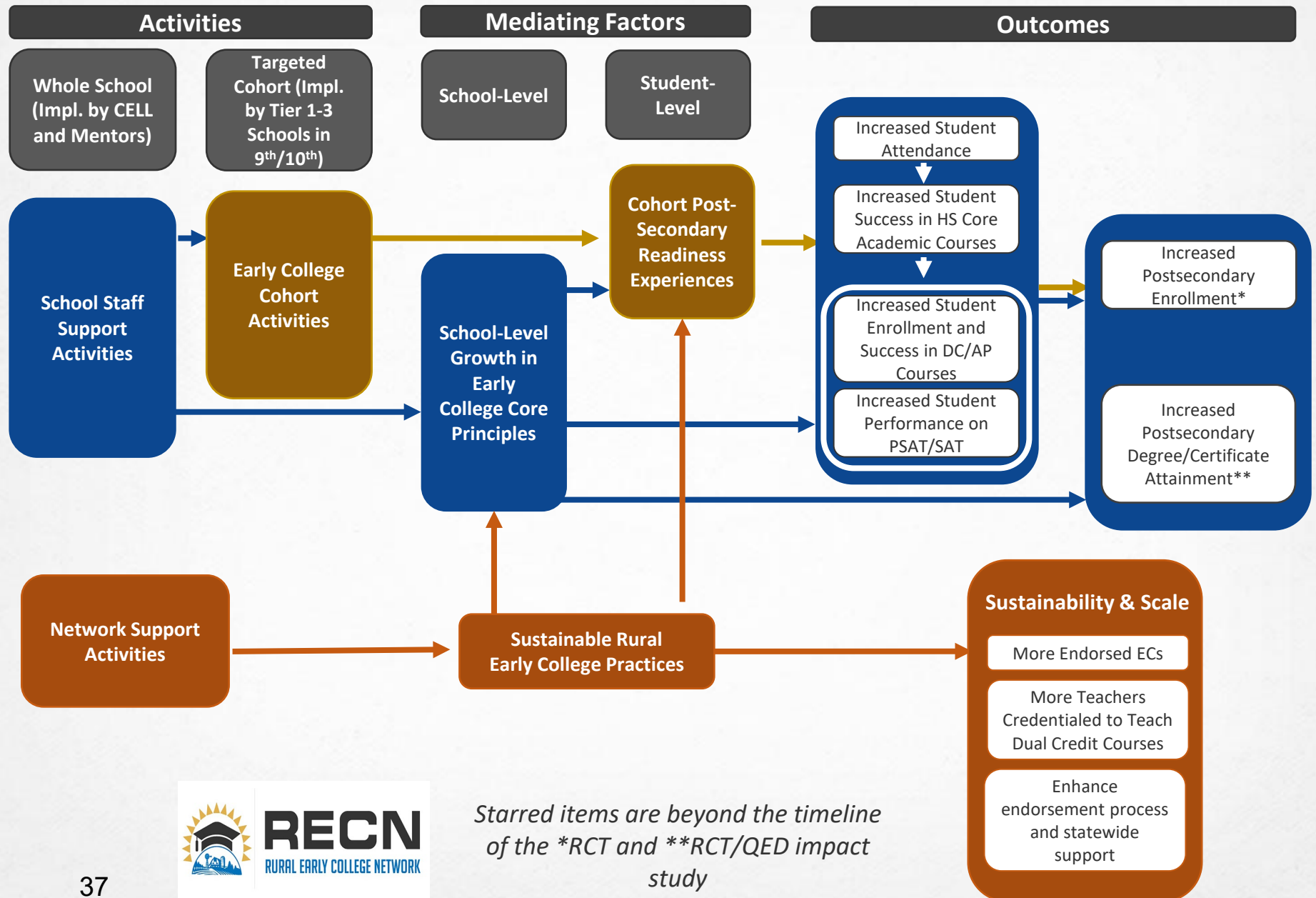# Rural Early College Network (RECN): Framework and Structure

- **FRAMEWORK:** 20 schools total in RECN
  - 5 Mentor High Schools (already endorsed Early College HSs) - Each have 3 Partner schools to work with
  - Mentor + 3 Partners = Quad (4 schools)
  - 5 Quads = Network (20 schools)

- **STRUCTURE** for Professional Development and Problem-Solving
  - Each school has a School Leadership Team (SLT) of 7-12 members
  - SLTs attend one Quad and one Network meeting each semester plus the RECN Summer Conference and Retreat

RECN Measurements

Early College Cohort Impacts — Measuring early high school impacts for the cohort groups determined by lottery (Meets What Works Clearinghouse *without* Reservations)

Whole-School Impacts — Measuring impacts at the school-level for a range of grade 9-12 outcomes (Meets What Works Clearinghouse with Reservations)

RECN Network — Measuring descriptive outcomes for the network as a whole

RECN
RURAL EARLY COLLEGE NETWORK

RECN Combined Intervention Logic Model

Activities

Whole School (Impl. by CELL and Mentors)

Targeted Cohort (Impl. by Tier 1-3 Schools in 9th/10th)

School Staff Support Activities

Early College Cohort Activities

School-Level Growth in Early College Core Principles

Network Support Activities

Sustainable Rural Early College Practices

Mediating Factors

School-Level

Student-Level

Cohort Post-Secondary Readiness Experiences

Outcomes

Increased Student Attendance

Increased Student Success in HS Core Academic Courses

Increased Student Enrollment and Success in DC/AP Courses

Increased Student Performance on PSAT/SAT

Increased Postsecondary Enrollment*

Increased Postsecondary Degree/Certificate Attainment**

Sustainability & Scale

More Endorsed ECs

More Teachers Credentialed to Teach Dual Credit Courses

Enhance endorsement process and statewide support

*Starred items are beyond the timeline of the *RCT and **RCT/QED impact study*

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Rural Early College Network (RECN):

<u>GOAL 1:</u> Increase students' college readiness & postsecondary enrollment

- Pathways for students (e.g., STGEC, associates)

- Wraparound supports—academic, SEL, CCR

- Targeted PD for school leaders, counselors, teachers

- Sequence of postsecondary visits & business/industry tours

- Assistance to students, parents with college application process

- Celebrations of student success

Rural Early College Network (RECN):

<u>GOAL 2</u>: Increase students' career readiness & opportunities

- Exposure to career options

- Continuum of Work-Based Learning (WBL) experiences

- Education-Workforce Partnerships

- Tours of local business/industry (B/I) for teachers, parents

- Summer B/I externships for teachers and counselors

- Work Ethics Certificate program

- Student advisory for professional skills & CCR support

Rural Early College Network (RECN):
GOAL 3: Increase efficiencies and build capacity

- Gather data on student progress, impact of network, project support

- Identify high need/underserved and "middle of the pack" students

- Develop strategies for marketing, communication, parent outreach

- Share problems of practice at Network meetings

- Work on mutual needs via Collaborative for Rural Education (CRE)

- Create sustainability plans to continue EC and RECN practices

GRANTEE PANELIST #2

Cara Wylie, Ed.D.
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Talk to Read: A culturally responsive approach to literacy recovery

- Support second-graders' literacy learning recovery among underserved and rural populations

- Combine Language Experience (LE), speech recognition technologies, and eMINTS professional development
  - LE is commonly dismissed or implemented without fidelity because it requires 1:1 interactions between adults and learners. Speech recognition addresses this barrier.
  - LE is contextual, personalized, engaging, and meaningful.
  - Students' transcriptions become their reading materials full of rich linguistic and cultural experiences.

Assessment Resource Center
University of Missouri

eMINTS

Inputs	Activities	Outputs	Outcomes
Resources	**Iterative Design**	**Training**	**Project**

Resources

Research Supports
- Existing research on
  - eMINTS approaches
  - Talk to Read field study
- Existing research on literacy and teacher coaching
- Existing research on building self-efficacy and positive peer relationships

Human Resources
- eMINTS staff of professional developers
- Dr. Baker's expertise in literacy education
- Dr. Shang's expertise in mobile technology
- Partner LEA collaborative partnership

Technological Resources
- Classroom technology

Iterative Design

Develop and Refine
- Talk to Read model
- Web based materials
- Teacher PD
- Coaching supports

Implement
- 40+ Hours PD for teachers
- In-Class Coaching
- Self-paced course for parents
- Webinars for parents

Continuous Improvement
- Formative data collection
- Teacher feedback interviews
- Monthly project team meetings to review feedback and revise design

Training

Teacher Skill Development
- Increase knowledge of Talk to Read approaches
- Integrate literacy skill development into core reading content
- Create scaffolding for leading student-centered literacy development strategies

Short- Term Student
- Use technology to support literacy tasks
- Build sight vocabulary and comprehension
- Improve sight word fluency
- Build confidence and self-efficacy
- Increased positive peer relationships and climate

Project

Long-Term Teacher
- Increased implementation of Talk to Read approaches to improve student literacy
- Increased implementation of authentic literacy tasks aligned to core content standards

Long-Term Student
- Increased reading skills such as sight vocabulary, and comprehension
- Increased sight word fluency
- Increased confidence, self-efficacy and positive peer relationships and climate

Talk to Read: Goals, Objectives and Measures

- **<u>Goal 1</u>** – Increase teacher efficacy and effectiveness in implementing Talk to Read strategies into core curriculum
  - Objective – By the end of year 2, at least 60% of teachers participating in Talk to Read professional development will report an increase in the use of strategies learned in PD.
    - Performance – Percentage of teachers reporting an increase in the use of Talk to Read strategies.
      - Year 1 – NA
      - Year 2 – 60%
      - Year 3 – 65%
      - Year 4 – 65%
      - Year 5 - NA

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Talk to Read: Goals, Objectives and Measures, con't

- **<u>Goal 2</u>** – Increase student sight word vocabulary, sight word fluency, and reading comprehension
  - Objective – By the end of year 2, at least 50% of students identified as struggling readers will increase their sight word fluency by 50% or greater.
    - Performance – Percentage of students increasing sight word fluency by 50% or greater.
      - Year 1 – NA
      - Year 2 – 50%
      - Year 3 – 50%
      - Year 4 – 60%
      - Year 5 - NA

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Talk to Read: Lessons Learned

- Consider as many variables or factors as possible out of your control when establishing objectives and measures.

- Adjustments can be made, especially after you have piloted your intervention.

- Limit to 3-5 goals with 1-3 objectives each.

- Closely communicate and collaborate with your evaluator on goals of the project vs. fidelity of implementation.
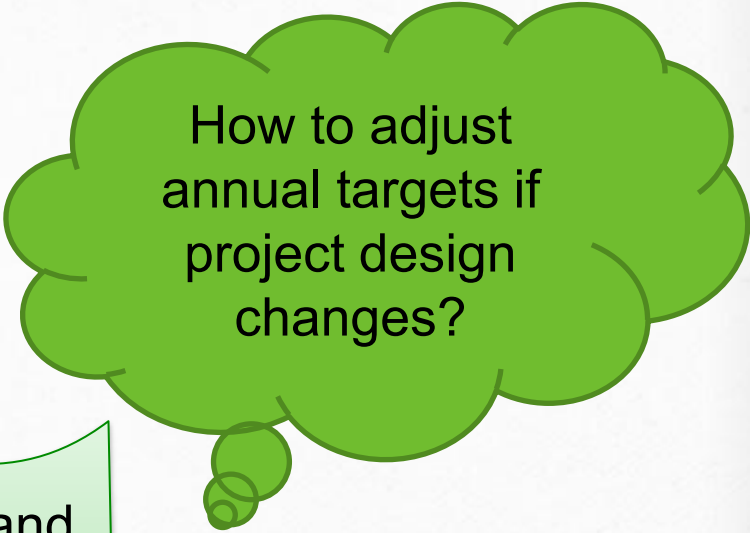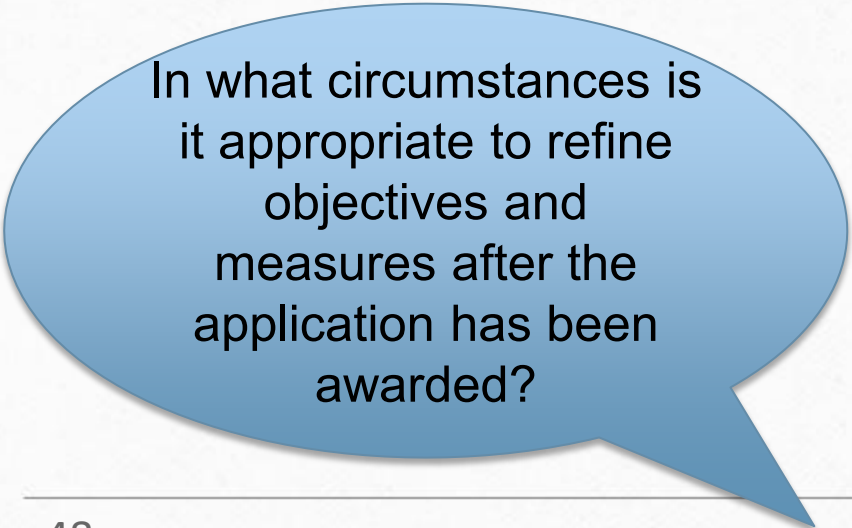
QUESTIONS

A FEW QUESTIONS THAT CAME IN

How to adjust annual targets if project design changes?

How does one predict participation?
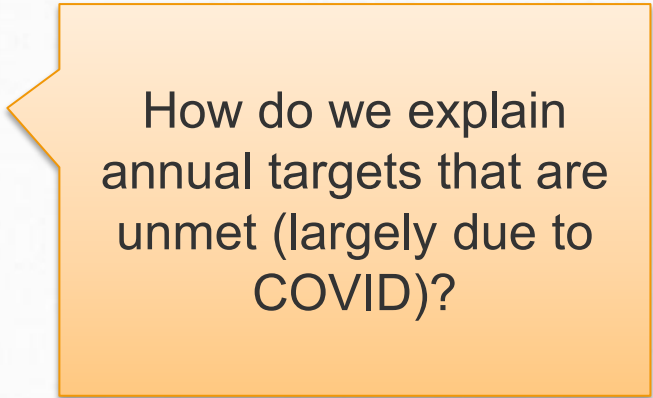
How to best align and develop activities?

In what circumstances is it appropriate to refine objectives and measures after the application has been awarded?

How do we explain annual targets that are unmet (largely due to COVID)?

NEXT STEPS:

- Begin now working with your Program Officer on revising your performance measures and annual targets

- Attend ***Aligning the Measures: Looking In Depth at Your Performance Management Tools Workshop***– *Early Summer, 2022*
  - **OBJECTIVES:**
    - Begin drafting a strong **Measurement Plan.**
    - **Provide and receive feedback** on your Measurement Plan from EIR staff and other grantees.

RESOURCES

- **Code of Federal Regulations**
- **Helpful Forms:**

  - Application forms:
    https://www2.ed.gov/fund/grant/apply/appforms/appforms.html
  - Post-award reporting forms: https://www.grants.gov/web/grants/forms/post-award-reporting-forms.html#sortby=1
  - ED 524-B forms:
    https://www2.ed.gov/fund/grant/apply/appforms/appforms.html

- **IES Regional Educational Laboratory (REL) Program** https://ies.ed.gov/ncee/rel/

- **Links to the resources** referenced in the webinar can be found in the EIR grantee Resource Library at: https://anlar.knack.com/eir-ta#home/
  - UserName: eirta@anlar.com
  - Password: resources4EIR

- **EIR Communities of Practice** - EIRTA@anlar.com

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THANK YOU

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