

WELCOME! PLEASE RESPOND TO THE POLLS BELOW.

- To what extent are you using data (qualitative or quantitative) to inform and improve your grant? *(multiple choice)*
 - Not at all
 - To a small extent
 - To a moderate extent
 - To a great extent
- Do you currently collect data on... *(multiple answer)*
 - The number or type of grant activities being implemented
 - The quality of grant activities that are implemented
 - The extent to which grant activities influence the practices of educators and student performance

DEFINING MEANINGFUL OUTPUTS AND OUTCOMES: MEASURING WHAT MATTERS FOR YOUR GRANT

A webinar hosted by the TQP TA Center
August 2, 2018

WEBINAR TEAM

- **Host:** Rachel Goins, TA Expert, TQP TA Center (AEM)
- **Facilitator:** Monica Young, Project Director, TQP TA Center (AEM)
- **Presenters:**
 - Sara Kraemer, TA Expert, TQP TA Center (Blueprint for Education)
 - Julie Bruch, TA Expert, TQP TA Center (Mathematica Policy Research)
- **U.S. Department of Education, Teacher Quality Programs (TQP) Program Officers:** Richard Wilson, Program Manager, Supporting Effective Educator Development (SEED); Margarita Melendez, Program Officer, Supporting Effective Educator Development (SEED); Vicki Robinson, Program Manager, Teacher Incentive Fund (TIF-5); Tyra Stewart, Program Officer, Teacher Incentive Fund (TIF); Orman Feres, Program Manager, Teacher Incentive Fund (TIF4) and Teacher and School Leaders (TSL)

SESSION AGENDA

- Overview
- Framework for Measuring Outputs and Outcomes
- Defining Meaningful Measures
 - Considerations for Developing
 - Examples
- Resources for Defining Measures
- Breakout Groups: Discuss Application to Your Grant
- Closing

SESSION OBJECTIVES

- Learn about a framework for developing meaningful output and outcome measures
- Build capacity to create meaningful measures of grant outputs and outcomes
- Understand how to align meaningful outputs and outcomes in logic models and use them in grant implementation
- Apply the framework to your grant outputs and outcomes

OVERVIEW

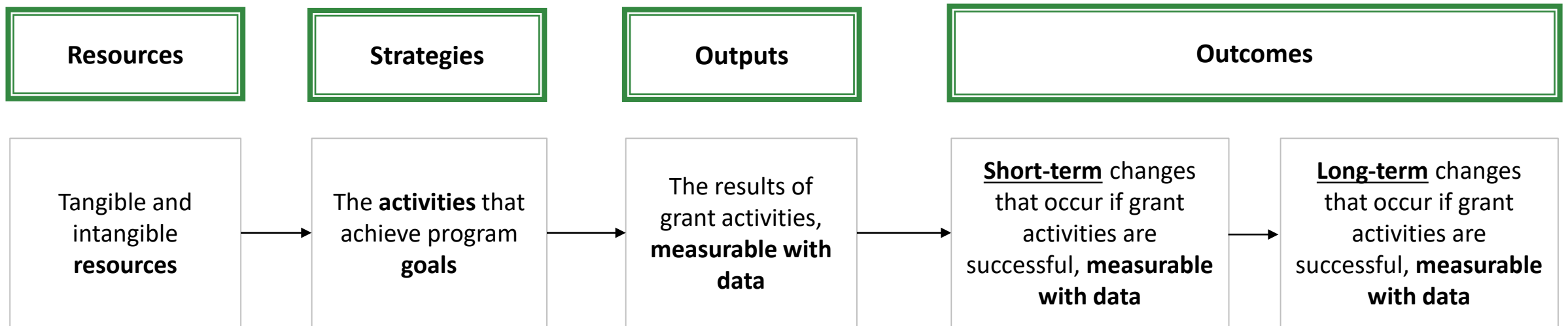
WHAT ARE OUTPUTS AND OUTCOMES?

- Outputs
 - The means to demonstrate progress toward achieving a grant outcome.
 - What will your grant activities produce?
- Outcomes
 - The desired end result (goal) of a project or program.
 - What short-term and long-term changes will result from your grant activities?

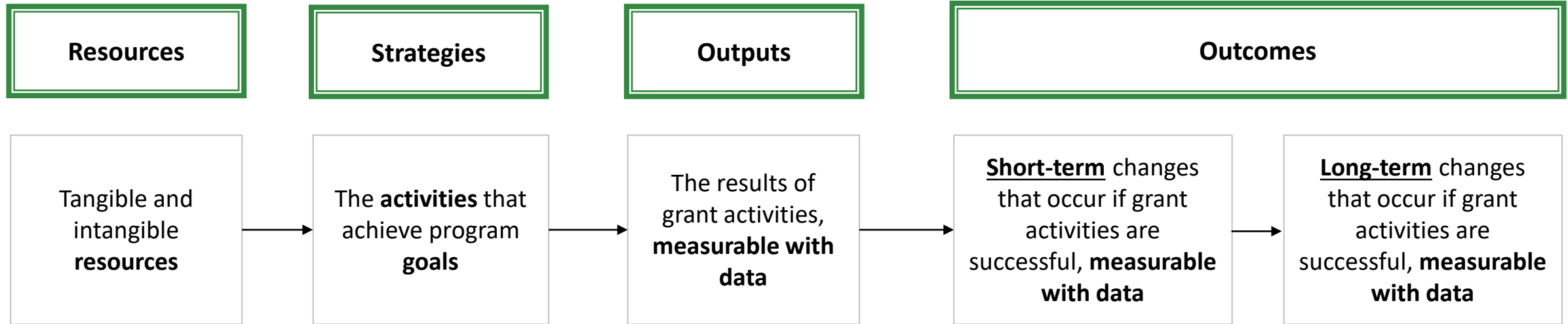
OUTPUTS AND OUTCOMES: 2 KEY FEATURES OF ALIGNMENT

1. Reflect the goal of the strategy and intent of activity.
2. Are measurable with data (qualitative and/or quantitative).

OUTPUTS AND OUTCOMES IN A LOGIC MODEL



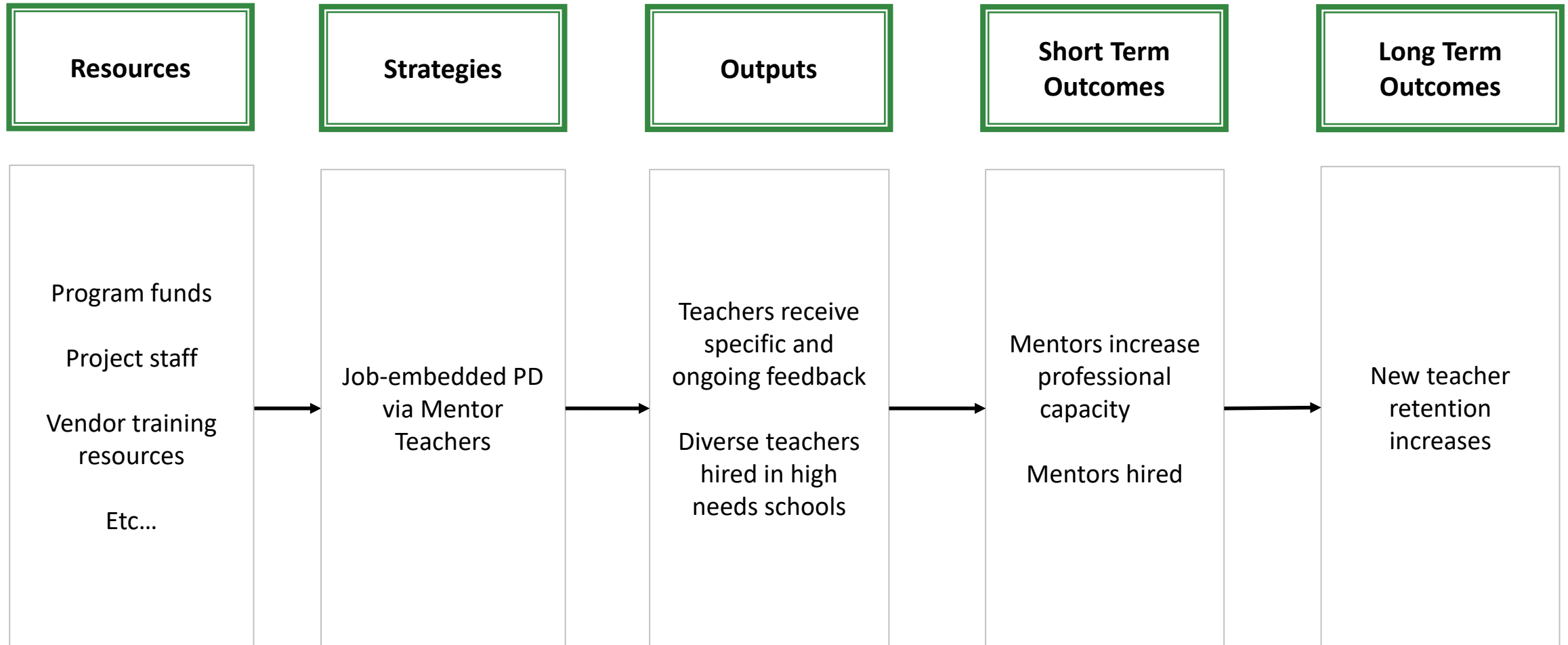
OUTPUTS AND OUTCOMES IN A LOGIC MODEL



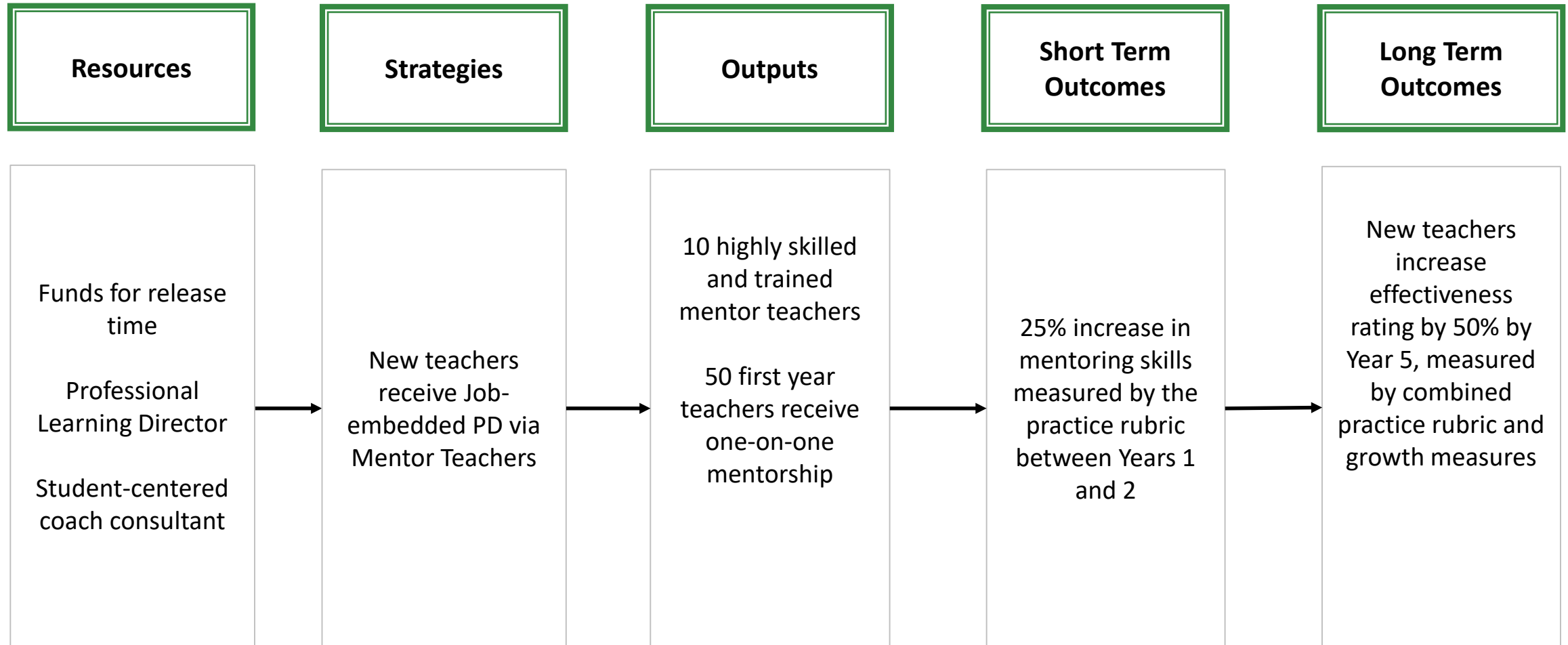
Key questions:

1. What do you want to measure in terms of the expected results of your grant and the changes that occur?
2. How do you measure the expected results and changes?

EXAMPLE: MISALIGNMENT

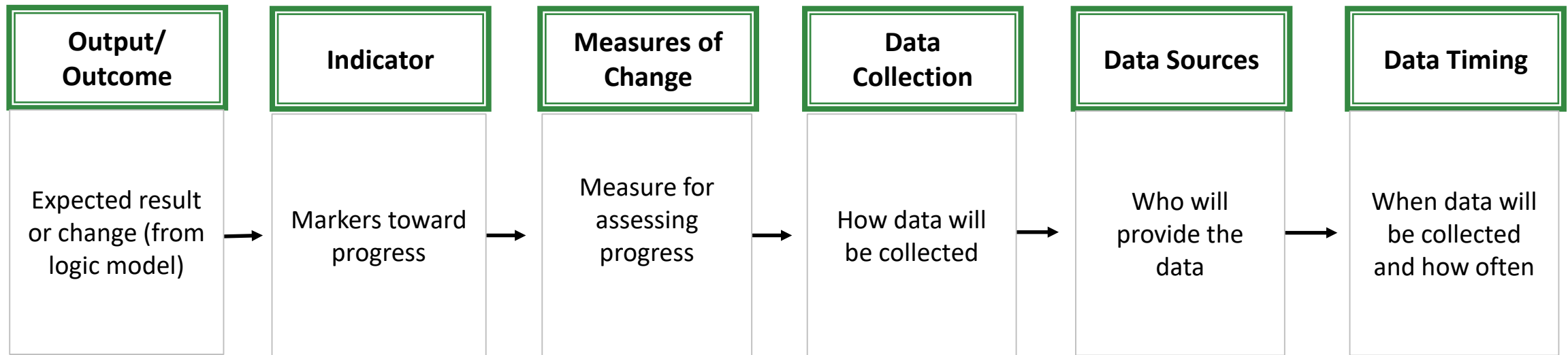


ALIGNED STRATEGY WITH MEASURES



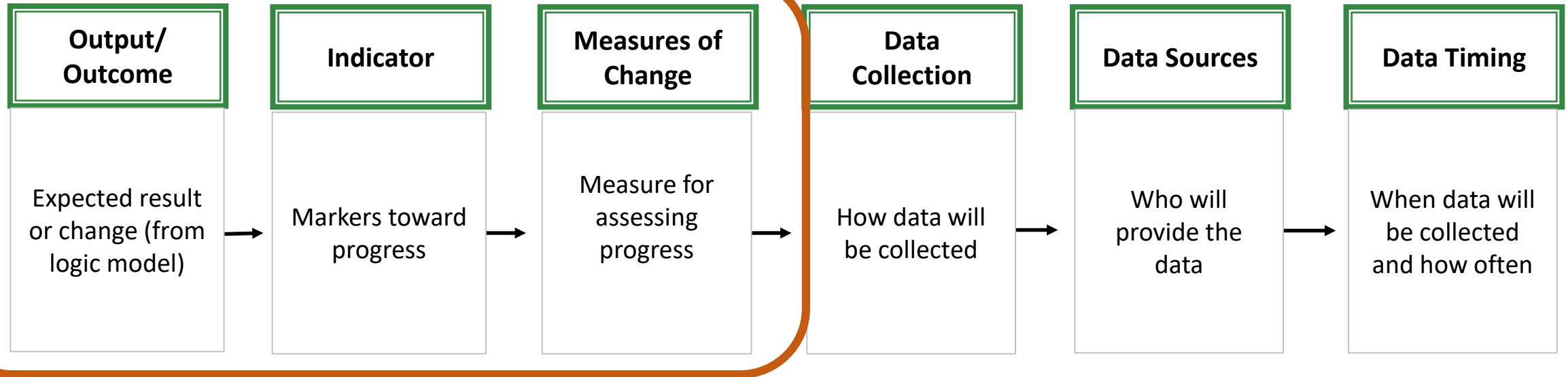
FRAMEWORK FOR MEASURING OUTPUTS AND OUTCOMES

FRAMEWORK FOR MEASURING OUTPUTS/OUTCOMES



Framework adapted from W.K. Kellogg Foundation. (2017). "The Step-by-Step Guide to Evaluation."

FRAMEWORK FOR MEASURING OUTPUTS/OUTCOMES

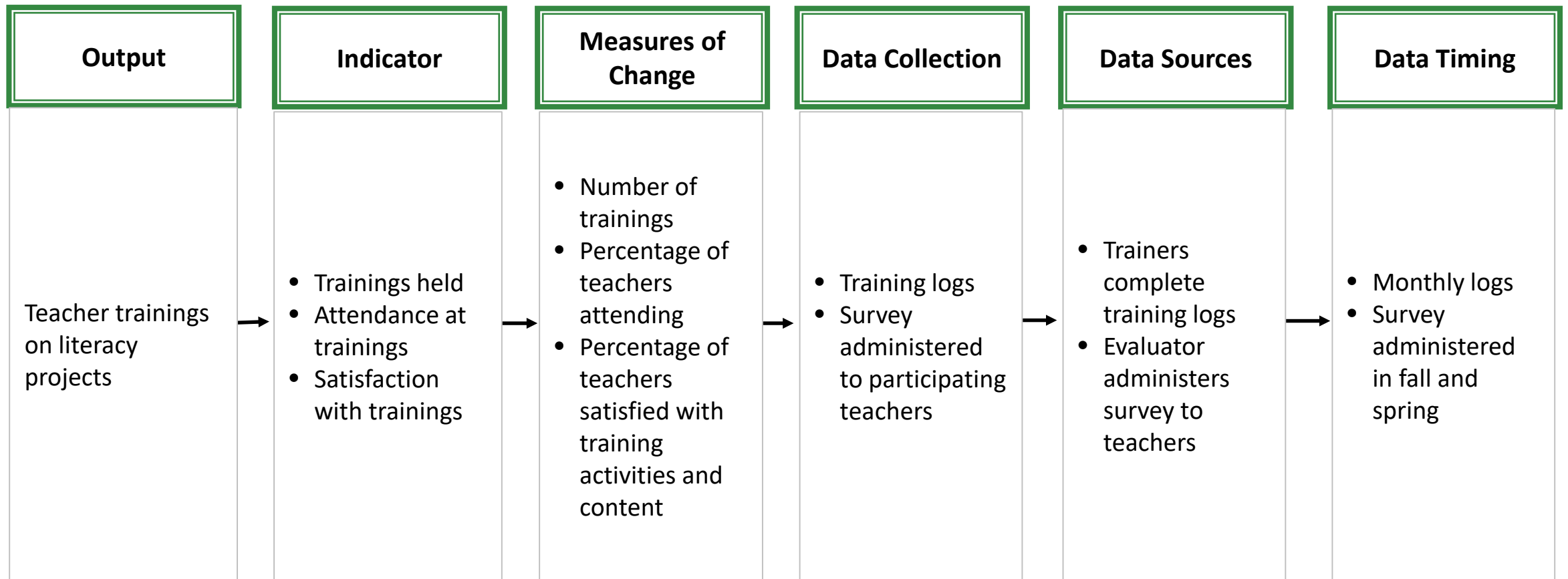


Our focus for today

Framework adapted from W.K. Kellogg Foundation. (2017). "The Step-by-Step Guide to Evaluation."

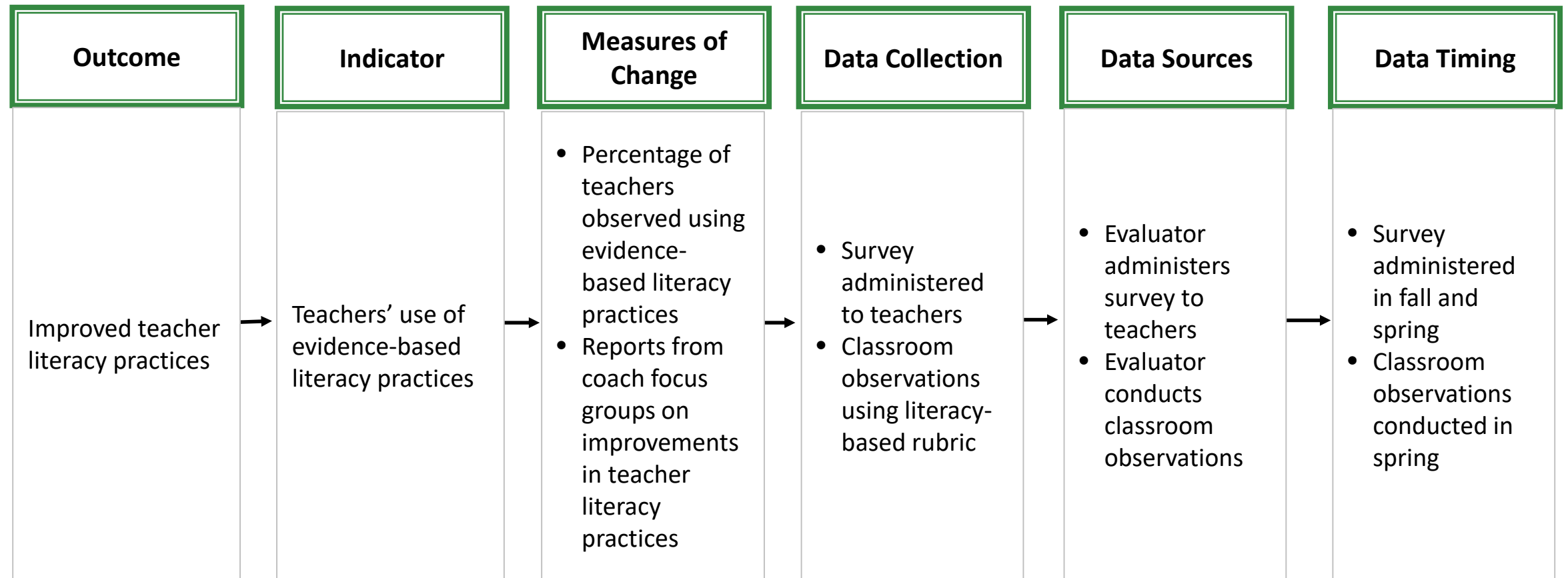
USING THE FRAMEWORK TO MEASURE AN *OUTPUT*:

EXAMPLE



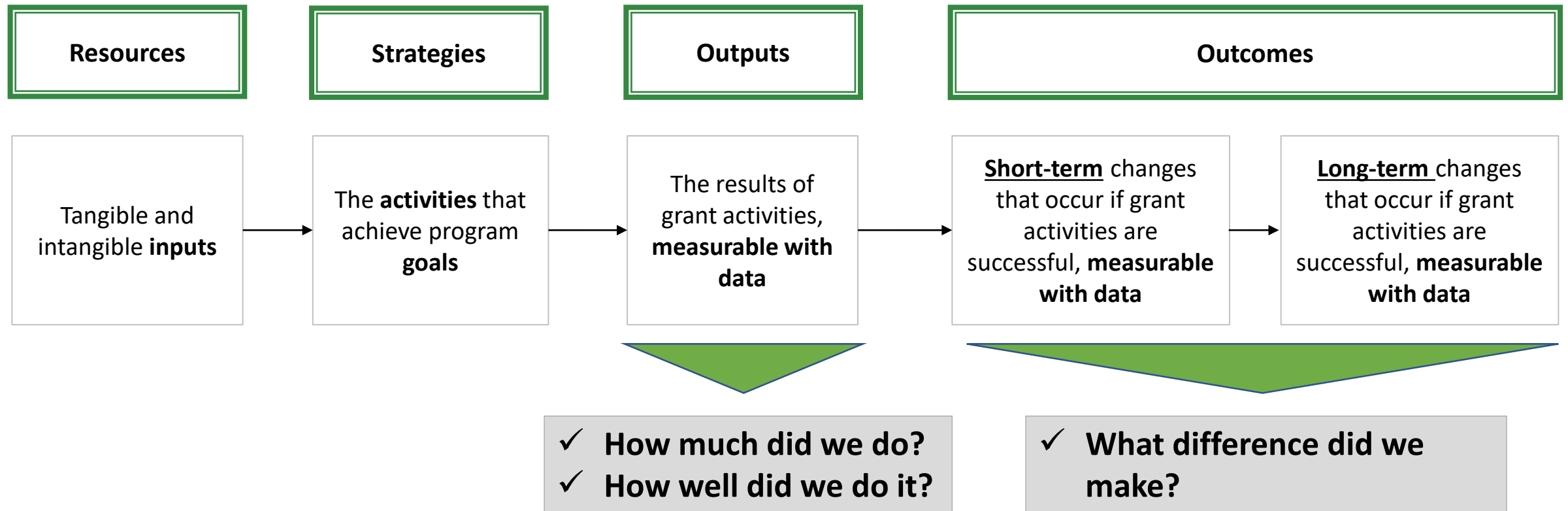
USING THE FRAMEWORK TO MEASURE AN *OUTCOME*:

EXAMPLE



DEVELOPING MEANINGFUL MEASURES: THINKING ABOUT WHAT YOU WANT TO MEASURE

WHAT ARE THE KEY QUESTIONS TO ASK ABOUT YOUR OUTPUTS AND OUTCOMES?



How Much Did We Do?



Quantity of effort

- Number of educators or districts reached
- Frequency or intensity of activities

How WELL Did We Do It?

Outputs

The results of
grant activities,
**measurable with
data**

✓ **How well did
we do it?**

Quality of effort

- Timeliness
- Attendance
- Satisfaction

WHAT DIFFERENCE DID WE MAKE?

Quantity and quality of effect

- Knowledge increases
- Skills improve
- Attitudes shift
- Behaviors change
- Growth in student performance

Outcomes

Short- and long-term changes that will occur if grant activities are successful, **measurable with data**

✓ **What difference did we make?**

COMMON PITFALLS



Avoid checklist of actions:

- Convene, provide, deliver, and develop are not measures on their own.
- Instead, quantify *how much action* was taken (e.g., 100 teachers in high-need schools participated in PD).



Go beyond describing grant activities:

- Holding a training is a grant activity.
- Instead, quantify *how well* you implemented the activity (e.g., 95% of teachers reported engagement and satisfaction with trainings).



Be careful about “To” statements:

- Statements that start with “to” are often goals or objectives.
- Instead of “to increase knowledge of teachers,” quantify it, “90% of teachers increased their knowledge about culturally inclusive practices”.

EXAMPLE: HELP US BRAINSTORM MEASURES

Strategy: Provide trainings on cultural responsiveness for first year teachers		
Outputs	How much did we do?	
	How well did we do it?	
Outcomes	What difference did we make?	

EXAMPLE: HELP US BRAINSTORM MEASURES

- Ways to measure “How much did we do?”
 - Training piloted with # educators
 - # of trainings delivered (total and by topic)
 - # of attendees attending at least one training
 - # of attendees attending all trainings
 - Average # of attendees at trainings
 - Frequency of trainings offered
 - Average number of hours that participants attended trainings

EXAMPLE: HELP US BRAINSTORM MEASURES

- Ways to measure “How well did we do it?”
 - Extent to which training session structure and materials are aligned to best practices on cultural responsiveness training
 - # of attendees across trainings throughout year
 - % of eligible teachers who attended a training (by district or school)
 - % who completed trainings
 - % satisfied with trainings or reported trainings useful
 - % satisfied with the time commitment required to attend
 - % reported that they planned to apply the content in classroom
 - Components of training viewed as most useful by participants
 - Reasons why teachers did not participate

EXAMPLE: HELP US BRAINSTORM MEASURES

- Ways to measure “What difference did we make?”
 - #/% who report that the training increased their knowledge of the topic
 - #/% who report that training increased their skills
 - #/% with increased scores from a pre-post assessment
 - #/% with improved scores on classroom observation tool
 - #/% who report that they use the information provided in their work
 - #/% who report that they intend to change a practice, way of doing a specific activity or take action, etc.
 - #/% who report that the training influenced their thinking/attitudes about a specific practice or approach
 - #/% who report that they shared their knowledge with others
 - Ways that teachers incorporated content into classroom practices
 - % of students with disciplinary actions
 - Level of student engagement
 - Reports from coaches about changes in teacher practices
 - Teacher retention rates

MEASURES SHOULD INFORM PROGRAM IMPROVEMENT

- Measures of “**How much**” can help to understand...
 - how grant implementation differed from the program design
 - which aspects of the grant were difficult to implement
- Measures of “**How well**” can help to understand...
 - which activities educators engage in
 - which aspects of the grant activities educators find most useful
 - which grant activities are working as expected/need adjustment
- Measures of “**What difference did we make**” can assess...
 - whether educators gained the expected knowledge or skills
 - whether educators applied their learning in their own settings
 - whether organizational capacity has been built

EXAMPLES OF MEASURES AND USES IN PROGRAM IMPROVEMENT

Grant Strategy: Provide one-on-one coaching based on teachers' needs and areas for improvement

	HOW MUCH	HOW WELL	DIFFERENCE MADE
Measure	<p>Number of times teachers were observed and received feedback from a coach.</p> <p>Average length of time that coach met with teacher to provide feedback.</p>	<p>Percentage of teachers who reported receiving coaching that: (1) focused on their needs and areas for improvement, and</p> <p>(2) provided actionable strategies to address those needs.</p>	<p>Percentage of teachers who improved ratings on component of observational rubric focused on classroom engagement and management.</p>
Use to understand and improve program	<p>Determine if intensity of coaching matched what was planned. If not, explore reasons why teachers received less coaching than expected.</p>	<p>Determine if coaching is meeting teachers' needs and providing actionable strategies. If not, develop additional training for coaches on how to provide feedback.</p>	<p>Determine if teachers are able to translate coaching feedback into improvements in practice. If not, use interviews or focus groups to understand teachers' and coaches' perspectives on why coaching isn't translating into improvements.</p>

BUT HOW DO I MEASURE THEM?

EXAMPLES OF DATA COLLECTION TOOLS

- Educator surveys
- Attendance logs
- Post-training feedback forms
- Coaching logs/training logs
- Classroom observation measures
- Principal assessments
- Interviews and focus groups protocols

Don't reinvent the wheel; there are lots of resources available!

BENEFITS OF USING EXISTING INSTRUMENTS/TOOLS

- Compare outcomes to national averages or other contexts
- Obtain information on validity and reliability of instruments
- Use a format and structure that have been reviewed and tested
- Training materials potentially available

But, ensure the measures are aligned to your grant strategy.

BREAKOUT GROUPS

WELCOME TO OUR SMALL GROUP!

- Introduce yourself and your organization
- Share **1** challenge from your grant in:
 - Defining meaningful output measures,
 - Defining meaningful outcome measures, **or**
 - Using these measures to inform program improvement

Exit Ticket: What is one thing you will do after the webinar to strengthen your outputs or outcomes?

WELCOME BACK TO THE FULL GROUP!

RELEVANT RESOURCES

- [Logic Model Toolkit: Quick Reference Guide & Annotated Template](#)
- [Logic Models: Their role in measuring innovations in educator preparation and development](#)
- [Building Capacity for Sustainability](#) *(for reference during logic model development & review)*
- [Activities vs. Outcomes, The Difference Makes All the Difference](#)
- [Determining Capacity within Systemic Educational Reform](#)
- [Developing Aligned Logic Models and Project Plans \(webinar\)](#)
- [Kellogg Foundation Step-by-Step Guide to Evaluation](#)

Your
**Grant Program Officers
& Team Leads**
U.S. Dept. of Education

- Policy-related questions
- Significant project changes
- Data updates and amendments
- Performance and financial management questions



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- Technical assistance needs and questions
- Making connections with peers
- Questions about GRADS360°



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TQP
Grantee Community
On GRADS360°

- Access the FAQs, User guide, and training material
- Post APR discussion questions



<https://tqp.grads360.org>

THANK YOU!