



# Project Directors Meeting June 11 - 12, 2018 Washington, D.C.

Education  
Innovation  
Research



This year's meeting theme is **'Partnering to Innovate.'**

The meeting features sessions that will promote learning and interactive forums focused on the three related but distinct content tracks and four audience strands that address the theme. These are:

### Content Tracks

- Grant Implementation
- Evaluation and Dissemination
- Sustainability and Scaling-Up

### Audience Strands:

- First Two Years of Implementation
- Mid-Implementation
- Final Two Years of Implementation
- External Evaluation

## DAY 1: MONDAY, JUNE 11, 2018

7:30 a.m. – 9:00 a.m.

### Registration

Renaissance Registration Desk

9:00 a.m. – 10:30 a.m.

### Welcome and Introduction

#### **Opening Plenary: Greater Than the Sum of its Parts: Leveraging Partnerships to Improve Outcomes**

Renaissance Ballroom

Jill Pitner and Michael Soguero will share stories and strategies for deepening partnerships to better achieve your program goals. This interactive plenary session will enable participants to engage with both the content and each other as they work through their own problems of practice.

### Speakers:

Michael Soguero, Eagle Rock School and Professional Development Center  
Jill Harvieux Pitner, National Center for Teacher Residencies  
Yianni Alephoritis, U.S. Department of Education

## BREAKOUT A

11:00 a.m. – 12:00 p.m.

**The Implications of Findings from Completed i3 Evaluations: High School Turnaround**

Meeting Room 10/11

In this panel discussion, two i3 evaluators who address high school turnaround, will share their findings. The i3 evaluators represent the following grants: the Fresno County Office of Education and the National Math and Science Initiative.

Afterwards, the moderators will facilitate a conversation between the presenters and the audience about the implications of these findings for other i3/EIR evaluators as well as for practitioners in this particular field.

**Speakers:**

Daniel Sherman, American Institutes for Research

Edward James, U.S. Department of Education

Lisa Benham Lewis, Fresno County Superintendent of Schools

Tony Fong, WestEd

11:00 a.m. – 12:00 p.m.

**Unexpected Partners, Unexpected Benefits**

Meeting Room 8

This session will present two examples of unexpected partnerships and their results. The session will highlight ways our organizations adapted to and accommodated our partners to benefit students. Participants in the session will consider their own project partners and explore how they might maximize current and potential partnership relationships.

**Speakers:**

Mike DiMarco, Higher Achievement Program, Inc.

Nancy Brynelson, Center for the Advancement of Reading and Writing

11:00 a.m. – 12:00 p.m.

**Conducting a CACE (Complier Average Causal Effect) Analysis that can Meet WWC Standards**

Meeting Room 7

In RCTs that include study subjects who do not comply with their assigned condition (e.g., students in the treatment group do not take-up the treatment) evaluators sometimes wish to estimate Complier Average Causal Effects (CACE). This session will orient you to the WWC v 4.0 standards for CACE studies and will provide example SAS, Stata, SPSS, and R data sets and programs that implement a CACE analysis and output the statistics that WWC reviewers would need to apply the CACE standards.

**Speaker:**

Cristofer Price, Abt Associates

11:00 a.m. – 12:00 p.m.

**Financial Sustainability and Business Planning**

Renaissance B

Explore models and approaches to financial sustainability by hearing from grantees about their approaches to financial sustainability. Consider financial models and avenues that might work for your post-grant award.

**Speakers:**

Joel Zarrow, Children's Literacy Initiative

Lynsey Wood Jeffries, Higher Achievement

Tom DeWire, EdScale, LLC

11:00 a.m. – 12:00 p.m.

**Innovative Strategies to Attain Equity Throughout the K-12 Ecosystem**

Meeting Room 14

Panel presentation of four to five EIR/i3 grantees about the ways in which their work is strategically focused at a particular point in the K-12 ecosystem to positively influence their organization's attainment of equitable outcomes for all students. Areas include continuous improvement and using student data to improve student achievement in the classroom, focus on a systems approach to improvement, ensuring access to high-quality leaders to support high-quality teachers at the district level, and promoting access to high quality teachers at the school level.

**Speakers:**

Andrew Wayne, American Institutes for Research

Caitlin Wilson, Network to Transform Teaching (NT3)

Corinne Vinal, NYC Leadership Academy

Jennifer Beck-Wilson, National Institute for School Leadership

Mary Wolfson, Westat

Yvonne Godber, Teachstone

11:00 a.m. – 12:00 p.m.

**Methods for Minimizing Difference Between Groups in QEDs ("Matching")**

Meeting Room 6

This session will offer practical guidance to evaluators interested in using matching methods to improve estimates of intervention impacts. It will describe the steps for implementing a matching process to create equivalent treatment and comparison groups in a quasi-experimental evaluation and is intended to be an accessible introduction to matching methods that highlights common techniques. A related guide on matching methods, with an example dataset and programs, is available so evaluators may apply the matching methods on their own outside this session.

**Speaker:**  
Anne Wolf, Abt Associates

11:00 a.m. – 12:00 p.m.

**TO and THROUGH: Unlock the Power of Data to Scale Your Efforts**  
Meeting Room 12/13

Effective high schools are increasingly changing the focus of their college readiness programs from getting students “TO COLLEGE” and tracking matriculation to getting students “THROUGH COLLEGE” and tracking persistence and completion. During this session, participants will discuss how data, especially postsecondary enrollment data provided by the National Student Clearinghouse (NSC), can be used to scale and improve the effectiveness of “To and Through” programs.

**Speaker:**  
Mukta Pandit, Safal Partners

11:00 a.m. – 12:00 p.m.

**Rural CoP Speed Dating**  
TBD

Please join the Improving Rural Achievement Community for a networking meeting. Each grantee will quickly share an overview of their project. The remaining time will be used to discuss dissemination strategies.

**Speaker:**  
Victoria Schaefer, Westat

12:00 p.m. – 2:00 p.m.

**Lunch and Networking**

**BREAKOUT B**

2:00 p.m. – 3:30 p.m.

**Defining, Measuring, and Evaluating College Readiness**  
Meeting Room 14

During the session, we will discuss ways in which academia and practitioners in the field are defining, measuring, and evaluating college readiness. We will share resources for learning more about evidence-based interventions. The session will share promising practices and allow for significant interactive discussion with session participants.

**Speakers:**  
Jenna Sablan, University of Maryland, Center for Diversity and Inclusion in Higher Education  
Jenna Scott, Westat

Lesley Poole, The SEED Foundation  
Vincena Allen, The SEED Foundation

2:00 p.m. – 3:30 p.m.

**Imputing Data in Light of WWC 4.0 Missing Data Standards - Should You Impute Data?**

Meeting Room 12

This session will review what you need to know when imputing data in light of the new WWC 4.0 standards. It will review these standards surrounding missing data and imputation for RCTs and QEDs and will discuss some of the considerations for evaluators in weighing the pros and cons of imputing impact study data.

**Speaker:**

Cristofer Price, Abt Associates

2:00 p.m. – 3:30 p.m.

**Introduction to CBCT®: Sustaining the Caring Heart of the Educator**

Meeting Room 8/9

An educator's care and concern for her/his students is the motivation that inspires the highest quality teaching. The ability to strengthen and sustain such a compassionate motivation over time depends on a number of inner skills and qualities that can be trained. This workshop will provide an experiential introduction to CBCT® (Cognitively-Based Compassion Training) – a program of the Center for Contemplative Science and Compassion-Based Ethics at Emory University. CBCT is a sequence of reflective practices that encourage compassion to be a more spontaneous response in day-to-day life. CBCT's exercises, drawn from ancient Indo-Tibetan culture, are based on scientific understanding and designed to benefit people of any – or no – faith tradition. The techniques enhance emotional resiliency and foster a more accurate and inclusive understanding of others. Research findings suggest that CBCT not only leads to greater sensitivity and kindness toward others but also promotes greater well-being and decreased stress. As a central part of the CREATE Teacher Residency – an i3-funded program in Atlanta, Georgia -- new and experienced educators who have taken CBCT have reported that:

- CBCT enables the management of emotional reactions in a healthy, constructive way when faced with stressful situations related on the job.
- CBCT fosters skills that enhance personal relationships with students and others.
- 96% report the belief that education would benefit if all teachers were offered the opportunity to engage CBCT.

**Speakers:**

Ayodele Harrison, CREATE Teacher Residency Program

Elizabeth Hearn, CREATE Teacher Residency Program

Timothy Harrison, Center for Contemplative Science and Compassion-Based Ethics at Emory University

2:00 p.m. – 3:30 p.m.

### **Reporting on Impacts in Anticipation of a WWC Review**

Meeting Room 7

This session will walk through the elements evaluators should include in a report on findings from an impact study in preparation for a review under the WWC 4.0 standards. Sample tables will be presented, and a related guidance document will be provided to attendees. Providing the necessary information can minimize misinterpretations during the review process.

#### **Speakers:**

Barbara Goodson, Abt Associates

Anne Wolf, Abt Associates

2:00 p.m. – 3:30 p.m.

### **Spreading the Word: Tips on Disseminating Your Work**

Meeting Room 6

This is a panel discussion among EIR grantees who have experience bringing their innovations and approaches to wider audiences, either locally or nationally. Using well-known examples like OPRE's Value-Added Research Dissemination Framework as a starting point, we will discuss other methods for reaching funders, collaborators, and educators.

#### **Speakers:**

Jason Cervone, Project EXCEL Leadership Academy

Liesl Groberg, The New Teacher Project

Sally Wade, Manhattan Strategy Group

Anne Chamberlain, Manhattan Strategy Group

2:00 p.m. – 3:30 p.m.

### **Using Rapid Prototyping to Drive Innovation and Results**

Meeting Room 10/11

Learn how rapid prototyping and lean management can shorten your product and services development cycle. Benefit from quick testing and refinement of your project offerings based on feedback from end users. You will leave the session having:

- 1) learned about new tools and approaches to shorten your development/refinement schedule as well as costs for products and services and
- 2) begun to identify applications of the tools and approaches to your project.

#### **Speakers:**

Cara Wylie, eMINTS

Chad Vignola, Literacy Design Collaborative

Megan Jensen, Literacy Design Collaborative

Michelle Kendrick, eMINTS

Tom DeWire, EdScale, LLC

2:00 p.m. – 3:30 p.m.

### **Voices from Within**

Renaissance B

This session is focused on highlighting the work being done by i3 and EIR projects. Our conference has never had a student voice and we are excited that this session will be the first to be led by students! This session will also feature both parent and faculty member voices—both of whom are also currently being served by the efforts of our grantees. This session will outline the challenges that students face on a daily basis and brainstorm innovative ideas around improving educational practices.

#### **Speakers:**

Brendan Martin, Buford Middle School

Chelsea Pickering, Cunningham Middle School, Brooklyn, NY

Emma Banay, ExpandedED Schools

Noelle De Joseph, Cunningham Middle School, Brooklyn, NY

Ranya Lacour, Cunningham Middle School, Brooklyn, NY

Sue Fattah, School: Cunningham Middle School, Brooklyn, NY

Wiktorja Smajkiewicz, Cunningham Middle School, Brooklyn, NY

Zion Lawrence, Cunningham Middle School, Brooklyn, NY

2:00 p.m. – 3:30 p.m.

### **Bringing Innovation to Life Through Strategic Storytelling**

Renaissance A

One of the key ways to showcase and communicate how your projects are innovative is to tell a story about them. But not all stories are created equal. To tell stories in a strategic way means to identify target audiences, create an emotional connection, and persuade your stakeholders to take action. It's hard work to create and tell an effective story, but it can be done, and the results are worth the effort! Professor John D. Trybus of Georgetown University will share his applied research in how this oldest form of human communication can be put to modern day use for the benefit of your work. In this session, you will learn and apply Prof. Trybus' framework for effective storytelling and even begin to think about a new way to partner to innovate through the power of stories.

#### **Speaker:**

John Trybus, Georgetown University's Center for Social Impact Communication

3:30 p.m. – 3:45 p.m.

### **Transition Time**

## **BREAKOUT C**

3:30 p.m. – 4:30 p.m.

### **Voices from Within Student Exhibit**

Renaissance B

Follow-up to the “Voices from Within” session that occurs during Breakout B.

3:45 p.m. – 5:00 p.m.

**Go Visual! Transform Your Dissemination Strategy Through Visual Messaging**  
Meeting Room 8/9

Join us for a session where we break down effective ways to visually communicate your message. Bring a partner, a laptop, and your program's messaging ideas. You will leave with design tools, best practices in graphic design, and your own custom infographic!

**Speakers:**

Laureen Avery, Center X, University of California, Los Angeles  
Mukta Pandit, Safal Partners

3:45 p.m. – 5:00 p.m.

**Grant Implementation in Rural Schools**  
Meeting Room 12

This session will host a panel of experienced i3 and EIR grantees who are willing to share advice about how to work in rural districts and schools with success. The session will allow speakers to share tips and include references to the "Guide" created in 2017 under the i3 work. The session will allow some time for Q&A from the audience, as well as structured discussion at tables for attendees.

**Speakers:**

Claudia Miner, Waterford Institute  
Tom Fox, National Writing Project  
Rachel Bear, National Writing Project  
Susan Savell, Spurwink Center for Positive Youth Development  
Veronica Tate, Virginia Advanced Study Strategies, Inc.

3:45 p.m. – 5:00 p.m.

**Guidance for Conducting Power Analysis - Workshop & Resources for Power Analyses in Impact Evaluations**  
Meeting Room 7

This session will orient you to the 'Conducting Power Analyses for Impact Studies Toolkit'. The toolkit materials focus on the key aspects of the study design that should be reflected in the power analyses, how to select the module of a free power analysis tool that matches the design, and understanding and estimating the design parameters (e.g., ICCs and R-squares) that are needed for power calculations. Toolkit users can practice estimating design parameters using example SAS, Stata, SPSS, and R data sets and programs that are provided in the toolkit.

**Speaker:**

Cristofer Price, Abt Associates

3:45 p.m. – 5:00 p.m.

**Measuring Cost Effectiveness**  
Meeting Room 6

This session will provide an overview of measurement of cost effectiveness and best practices in conducting a cost effectiveness study. If available, it will also review EIR-specific criteria for cost effectiveness studies.

**Speaker:**

Eleanor Harvill, Abt Associates

3:45 p.m. – 5:00 p.m.

**Planning Today to Sustain for Tomorrow**

Renaissance A

How do you structure your i3/EIR opportunity so that your organization's overarching end goal ties in with your grant-specific goals and maintains focus on life after the i3/EIR grant ends? What do sustainability conversations look and sound like, and how do they change over the course of the grant? How do you use your grant-generated evidence results to assist in your sustainability efforts? How do you message and utilize not only the positive results, but also the learnings from the null results as well? Come to this session to discuss these important sustainability questions and many more with a panel of former i3 grantees representing each of the three i3 grant categories.

**Speakers:**

Cassandra Coddington, TNTP

Timothy Hise, TNTP

Nancy Madden, Success for All Foundation

Robert Slavin, Success for All Foundation

Jordan Brophy-Hilton, New Teacher Center

Victoria Hom, New Teacher Center

Yianni Alephoritis, U.S. Department of Education

3:45 p.m. – 5:00 p.m.

**Sustainability in Social Emotional Learning and School Climate Initiatives**

Meeting Room 14

In this session, Greta Colombi, Deputy Director of the National Center on Safe Supportive Learning Environments, joins leadership from EIR grantees Austin Independent School District and the Niswonger Foundation to discuss sustainability approaches and lessons learned. Participants will explore sustainability barriers and levers that may be common to Social Emotional Learning and School Climate-focused programs. Participants will also bring perspectives on challenges and strategies that may be unique to the nonprofit, school district, or national center context. Come with your questions!

**Speakers:**

Angela M. Ward, Austin Independent School District

Greta Colombi, National Center on Safe Supportive Learning Environments

Richard Kitzmiller, Niswonger Foundation

Sarah Johnson, Austin Independent School District

3:45 p.m. – 5:00 p.m.

**The Implications of Findings from Completed i3 Evaluations: Rural Schools**  
Meeting Room 10/11

In this panel discussion, four i3 evaluators who address rural schools, will share their findings. The i3 evaluators represent the following grants: Sonoma State University, the National Writing Project, Jacksonville State University, and Spurwink Services, Inc. Afterwards, the moderators will facilitate a conversation between the presenters and the audience about the implications of these findings for other i3/EIR evaluators as well as for practitioners in this particular field.

**Speakers:**

Angela Jerabek, BARR Center (Spurwink)  
Barbara Goodson, Abt Associates  
Betsy McCarthy, WestEd  
Johannes M. (Hans) Bos, American Institutes for Research  
Johnavae Campbell, ICF  
Kaz Uekawa, ICF  
Linda D. Friedrich, National Writing Project  
Linlin Li, WestEd  
Lynn Cominsky, Sonoma State University  
Lynn Garner, Jacksonville State University  
Nicole Arshan, SRI International  
Rachel McCormick, Abt Associates  
Susan Wandling, Sonoma State University

5:00 p.m. – 6:30 p.m.

**Meet and Greet**  
Fireview Room

**Hosts:**

Debora Southwell, U.S. Department of Education  
Edward James, U.S. Department of Education

**End of Day 1**



# Project Directors Meeting June 11 - 12, 2018 Washington, D.C.

Education  
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DAY 2: TUESDAY, JUNE 12, 2018

## BREAKOUT D

9:00 a.m. – 10:30 a.m.

### **10 Types of Innovation “Innovation Audit”**

Meeting Room 8/9

Back by popular demand, in this 90-minute interactive session, The Education Design Lab will introduce participants to trends, tools, and methods to push your teams to consider your impact and potential as the K-12, college-ready, and higher education landscapes all experience upheaval and disruption. The Lab has adapted business’ popular “Ten Types of Innovation” tool to an education context and we will provide a customizable exercise to challenge your innovation boundaries. The Ten Types of Innovation framework emerged from applying a proprietary approach to a list of more than 2,000 successful innovations, including Amazon, early IBM mainframes, the Ford Model-T, and many more, to determine ten meaningful “moves” that great innovators typically make to maximize their impact.

#### **Speakers:**

Brian LeDuc, Education Design Lab

Laurence Roth, Education Design Lab

9:00 a.m. – 10:30 a.m.

### **Analysis Models and Baseline Equivalence: Guidance; Examples; and SAS, Stata, SPSS, and R Programs**

Meeting Room 12

This session will orient you to the 'Baseline Equivalence and Impact Analysis Models Toolkit.' The toolkit materials focus on the key aspects of the study design that should be reflected in impact and baseline equivalence models and show how to specify a Greek model that matches the study design, and how to implement the Greek model with the example SAS, Stata, SPSS, and R data sets and programs that are included in the toolkit.

#### **Speaker:**

Cristofer Price, Abt Associates

9:00 a.m. – 10:30 a.m.

### **Broadening Participation in STEM**

Meeting Room 13

Federal investments in Science, Technology, Engineering, and Mathematics (STEM) education and education technology reflect a commitment to increase the participation and success of underrepresented groups in STEM education in response to concerns about the unmet and growing demand for STEM professionals in the U.S. This session will explore two broadening participation strategies employed by i3 grantees to build the capacity of teachers to serve high-need students and schools, namely: (1) partnership development to expand the use of technology and improve college and career readiness in rural communities, and (2) data-based individualization to improve math achievement among students with disabilities. The session will begin with an overview of the science of broadening participation, Federal broadening participation initiatives, and the contributions of the i3 and EIR programs to this landscape. The session will conclude with an open floor discussion about the research gaps that i3 and EIR grantees can help fill as they pursue future funding opportunities to sustain and scale their programs.

#### **Speakers:**

Lauren Banks Amos, Manhattan Strategy Group

Lynn Garner, Jacksonville State University

Rebecca Zumeta Edmonds, American Institutes for Research

9:00 a.m. – 10:30 a.m.

### **Challenges with Parent and Family Engagement**

Meeting Room 10/11

This session will address tackling challenges that occur in your grant project. This session will be presented by grantees who have experienced significant setbacks due to internal control failures, implementation issues, issues with staffing, or state-related issues. This is a problem-solving session to remind grantees that there is life after setbacks in your project.

#### **Speakers:**

Chasiti McKissic, DeSoto Independent School District

Hector Bojorquez, Intercultural Development Research Association

Leslie Gell, Roger Williams University

9:00 a.m. – 10:30 a.m.

### **Our i3 Implementation Journeys – Let's Talk**

Meeting Room 6

Come join this session to listen, share, question, and learn more about implementation journeys from the different i3 tiers. Three grantees [EL Education, Inc. (NY), The University Corporation – CSUN (CA), and National Math and Science Initiative (TX)] offer their organization's successes and challenges within the original design frameworks as well as in any redesigns they created and experienced. Time is planned for attendees to participate in table conversations and contribute as a part of the entire audience.

**Speakers:**

Jan Wood, California State University, Northridge; The University Corporation  
Meg Riordan, EL Education  
Stephanie Markman, National Math and Science Initiative

9:00 a.m. – 10:30 a.m.

**Reporting on Impacts in Anticipation of a WWC Review**  
Meeting Room 7

This session will walk through the elements evaluators should include in a report on findings from an impact study in preparation for a review under the WWC 4.0 standards. Sample tables will be presented, and a related guidance document will be provided to attendees. Providing the necessary information can minimize misinterpretations during the review process.

**Speakers:**

Barbara Goodson, Abt Associates  
Anne Wolf, Abt Associates

9:00 a.m. – 10:30 a.m.

**The Implications of Findings from Completed i3 Evaluations: STEM in Middle and High Schools**  
Renaissance A

In this panel discussion, three i3 evaluators who address STEM in middle and high schools, will share their findings. The i3 evaluators represent the following grants: the New York Hall of Science, Citizen Schools, Inc., and WestEd. Afterwards, the moderators will facilitate a conversation between the presenters and the audience about the implications of these findings for other i3/EIR evaluators as well as for practitioners in this particular field.

**Speakers:**

Andrew Jaciw, Empirical Education  
Beth Gamse, Gamse Partnership  
Harouna Ba, New York Hall of Science  
Jessaca Spybrook, Western Michigan University  
Jonathan Margolin, American Institutes for Research  
Lawrence Friedman, American Institutes for Research  
Melissa Velez, Abt Associates  
Michael Kubiak, Citizen Schools  
Rachel McCormick, Abt Associates

9:00 a.m. – 10:30 a.m.

**Dissemination Workshop: Innovating Your Project's Dissemination Strategy to Promote Sustainability**  
Meeting Room 14

This workshop session will begin with four grantees sharing lessons on their model practices around dissemination with an eye towards sustainability. Westat will facilitate the workshop portion of the session and grantees will circulate as

resources, while participants brainstorm ways in which they can innovate their dissemination strategies. Model practices include using social media to engage parents and the community; using social media to empower teachers and teacher leaders to blog about their work; hosting a statewide symposium attended by district administration, university faculty, and state elected officials to encourage replication; and holding quarterly advisory council meetings to share data with partners to assist with the dissemination of information.

**Speakers:**

Alicia Haller, DuPage Regional Office of Education #19  
Caitlin Wilson, Network to Transform Teaching (NT3)  
Deanna Privette, Metro Nashville Public Schools  
Mary Wolfson, Westat  
Michelle Kendrick, eMINTS

9:00 a.m. – 10:30 a.m.

**Live Simulation: Facilitating Adult Learning with Leading Educators**  
Renaissance B

In this session, participants engage in a live simulation of standards-based instruction through cycles of professional learning. Participants then explore Leading Educators' Facilitation Vision of Excellence Rubric (FVER). Using the rubric, they analyze exemplars of effective facilitation moves that could add to their instruction and leadership to make their delivery more impactful. From there, they self-assess their current facilitation practice.

**Speakers:**

Chong-Hao Fu, Leading Educators  
Emily Schriber, Leading Educators  
Shyla Kinhal, Leading Educators

10:30a.m. – 10:45 a.m.

**Transition Time**

**Breakout E**

10:45 a.m. – 11:45 a.m.

**Conversation, Collaboration, and Change: Building on What You've Learned**  
Meeting Room 10/11

It is through reflective conversations that one person's learning expands and impacts our larger network. As you reflect on the goals that you set for yourself at the start of this conference, consider what you have learned and how you have grown. We want to take time to share those new ideas with one another and to build upon them. As we work together, we will develop even more ideas and will deepen the networks that we have together. It is through conversation and collaboration that we bring about change for ourselves and others. Come and share what you have learned.

**Speaker:**

Hadley Ferguson, EdCamp Foundation

10:45 a.m. – 11:45 a.m.

**K-12 Multi-Cohort, Multi-Year Evaluation Tool**

Meeting Room 14

This presentation will introduce the Multi-Cohort Tool for Evaluations of K-12 Interventions. The “Multi-Cohort Tool” is designed to support the development of a plan for the evaluation of a K-12 education intervention. It can be used to identify all potential student samples across multiple cohorts and time points that may be included in impact analyses to address an array of research questions about intervention impacts.

**Speakers:**

Anne Wolf, Abt Associates

Barbara Goodson, Abt Associates

10:45 a.m. – 11:45 a.m.

**Navigating Grant Phases**

Meeting Room 6

This session is focused on networking and hearing from previous or current grantees that have been successful in obtaining an Early-phase grant and then a Mid-phase grant, or moving from Mid-phase to the Expansion grant tier. This session will be helpful for grantees who are debating whether to apply for another grant and/or to which grant tier they should be applying.

**Speakers:**

Edward James, U.S. Department of Education

Victoria Hom, New Teacher Center

10:45 a.m. – 11:45 a.m.

**Partnering with District Specialists, Teachers, and Students to Generate Buy-In for Your Intervention**

Meeting Room 7

Based on the UCI Writing Project’s/Norwalk-La Mirada Unified School District’s participation in the Pathway to Academic Success Validation Project, this session will explore strategies to create successful research-practice partnerships that generate “buy-in” from all stakeholders, enhance teachers’ fidelity of implementation, empower students to take ownership of their learning, and increase district commitment to sustainability beyond the duration of the grant. Intervention developers and district specialists will share their experiences and reflect upon their successful collaborations.

**Speakers:**

Carol Booth Olson, University of California, Irvine

Huy Chung, University of California, Irvine

Monica Luther, Norwalk-La Mirada Unified School District

10:45 a.m. – 11:45 a.m.

### **Registry of Efficacy and Effectiveness Studies in Education**

TBD

This presentation will describe an existing registry of causal inference studies where evaluators can detail the design and findings from rigorous impact studies. The session will examine how the registry aligns with the procedures currently in place in i3 for the scientific process, whereby i3 evaluators register their analyses and are assessed as to whether these analyses are reported. The registry represents a methodology that will sustain the work in i3 to encourage evaluators to pre-specify their analyses as a way to guard against two of the problems in the field--the “file drawer” problem of selective reporting of findings and fishing for positive results.

#### **Speaker:**

Jessaca Spybrook, Western Michigan University

10:45 a.m. – 11:45 a.m.

### **Sustaining Evidence Building to Drive Impacts**

Meeting Room 12

All i3/EIR grants support an independent, third-party evaluation of the implementation and impacts of their i3/EIR funded intervention. This work includes the development of tools and processes to build evidence: a logic model, measures of implementation fidelity, data collection protocols and processes, and plans for analyzing short and longer-term outcomes to estimate impacts, to name a few. Come discuss opportunities for sustaining these evidence-building activities to support your efforts to sustain and scale impact. Learn from the early lessons of Project Evident’s work supporting nonprofits establish and sustain Strategic Evidence Plans that weave evidence building into the fabric of ongoing program delivery. Project Evident will share a vision for creating a safe space in your organization to test innovations with your partners; where the only consequence of a failed experiment is more learning. About Project Evident: Nonprofits, funders, and researchers all want to see evidence that social change programs make a difference. However, funders want evidence that nonprofits don't always have researchers develop evidence nonprofits can't always use, and nonprofits can be left with few answers about how to best to build evidence. As a result, demand for evidence-based programs far outstrips supply. We want to change that. By combining a wide variety of resources into one platform, we can build a model for evidence-based program development and funding grounded in nonprofits' needs— and make a real difference in the lives of the people that nonprofits, funders, and researchers are ultimately trying to help.

#### **Speakers:**

Amanda Moreno, Erikson Institute

Beth Boulay, Project Evident

Tim Tasker, Leading Educators

10:45 a.m. – 11:45 a.m.

**The Implications of Findings from Completed i3 Evaluations: STEM in Pre-K and Elementary Schools**

Meeting Room 8/9

In this panel discussion, three i3 evaluators who address STEM in pre-K and elementary schools, will share their findings. The i3 evaluators represent the following grants: the Erikson Institute, the Smithsonian Institution, and WestEd. Afterwards, the moderators will facilitate a conversation between the presenters and the audience about the implications of these findings for other i3/EIR evaluators as well as for practitioners in this particular field.

**Speakers:**

Brian Lekander, U.S. Department of Education

Erika Gaylor, SRI International

Prentice Starkey, WestEd

Todd Zoblotsky, Center for Research in Educational Policy

Yianni Alephoritis, U.S. Department of Education

10:45 a.m. – 11:45 a.m.

**STEM CoP Meet and Greet**

TBD

An opportunity for grantees to introduce their projects and present a nagging scaling, sustainability, or dissemination challenge (2 – 3 min each) followed by 5 – 10 min group brainstorming sessions to identify potential approaches to a handful of the challenges that participants share. Additional challenges would be tackled in a follow-up community call(s).

**Speakers:**

Elisabeth Barnett, National Center for Education, Schools and Teaching (NCREST)

James Laffey, University of Missouri

John Lingan, Manhattan Strategy Group

Sunindiya Bhalla, BoSTEM

12:00 p.m. – 1:00 p.m.

**Closing Plenary: The Investing in Innovation Fund: Summary of 67 Evaluations**

Renaissance Ballroom

This session will present findings from the recently-released report titled: *The Investing in Innovation Fund: Summary of 67 Evaluations*. The report assesses the quality of the 67 i3 grant evaluations completed by May 2017 and summarizes the implementation fidelity and impact findings of the evaluations.

**Speakers:**

Beth Boulay, Project Evident

Barbara Goodson, Abt Associates

Tracy Rimdzius, Institute of Education Sciences (IES)

## Optional Time

1:00 p.m. – 4:00 p.m.

**Optional Time to Meet with Program Officers**

## End of Day 2