CSMP Regional Seminar: Supporting CSMP Inquiry

SRI International
October/November 2013
Plan for the Day

- Welcome, Introductions, Purpose
- Where we have been
  - Developing, Refining, and Using Logic Models to Guide Research
  - Site Presentations of Ongoing Research
- Lunch
- Qualitative and Quantitative Data Presentation
  - Using Qualitative and Quantitative Data in Research
  - Research presentations in small groups
- Report Out
- Next Steps
Conduct Exploratory Research

Develop Logic Model

Formulate Research Questions

Conduct Rigorous Research

Reflect
Overview of Logic Models

- Logic model – a visual representation of a program which identifies:
  - Nature of particular program
  - Mechanisms by which the program is thought to work,
  - Desired outcomes
  - Mediating factors
# Logic Model Template (HFRP)

(Theory of Action)  (Theory of Change)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Inputs (resources)</th>
<th>Outputs (activities)</th>
<th>Outcomes (impacts)</th>
<th>Performance Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you trying to achieve?</td>
<td>What resources do you have available? (e.g., Staff? Funding? Partners?)</td>
<td>What are the activities that your program does? Who is it intended to serve (e.g., population)</td>
<td>What are the impacts you hope to have? (e.g., Short-Term, Intermediate, and Long-Term?)</td>
<td>How are you measuring both what you do (measures of effort) and the impact you are having (measures of effect)?</td>
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Sample Logic Model

EVALUATION QUESTIONS

| What amount of $ and time were invested? | How many sessions were held? How effectively? #, quality of support groups? | Who/how many attended/did not attend? Did they attend all sessions? Supports groups? Were they satisfied – why/why not? | To what extent did knowledge and skills increase? For whom? Why? What else happened? | To what extent did behaviors change? For whom? Why? What else happened? | To what extent is stress reduced? To what extent are relations improved? |

INDICATORS

| # Staff | $ used | # partners | # Sessions held | Quality criteria | #,% attended per session | Certificate of completion | #,% demonstrating increased knowledge/skills | Additional outcomes | #,% demonstrating changes | Types of changes | #,% demonstrating improvements | Types of improvements |

Parents increase knowledge of child dev
Parents better understand their own parenting style
Parents gain skills in new ways to parent
Parents gain confidence in their abilities
Parents identify appropriate actions to take
Parents use effective parenting practices
Reduced stress
Improved child-parent relations
Strong families
Site Presentations

- Continuum of Research
  - Exploratory — Evidence of Impact

- Connecting research question, design, and analysis back to logic model

- Multiple types of data
  - Quantitative — Qualitative
  - Issues in data collection and analysis
Conducting Research with Limited Resources

- Scale down
- Targeted research question and methods
- Partner with a professor/grad student*
- Use existing data **
- Use of free resources ***
- Embed the data collection in the work
Report out

- What did you learn
  - Interesting findings
  - Interesting methods
  - Challenges
  - Successes
Next Steps/Additional Resources

- Identify areas of need

- Identify areas of uncertainty/questions to be addressed
## Collecting Data:
Pairing research questions and corresponding approaches

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Research Approach/Design</th>
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<tbody>
<tr>
<td>• Who participates in the CSMP? • Who do participants serve?</td>
<td>• Exploratory research – Database – Survey</td>
</tr>
<tr>
<td>• What do participants receive (i.e., what is the treatment)? • What is theory of change (i.e., how would the treatment effect student learning)?</td>
<td>• Exploratory research (Survey, Interview, Observation)</td>
</tr>
<tr>
<td>• What is the quality of the treatment?</td>
<td>• Exploratory research (Survey, Interview, Observation)</td>
</tr>
<tr>
<td>• What is the impact of the treatment (on teacher knowledge, teacher practice, and student achievement)?</td>
<td>• Evidence of Impact – Studies of program effects: (RCT, RD, ITS, Pre/Post-test)</td>
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<tr>
<td>• How can the CSMP improve its practice?</td>
<td>• Iterative reflection on research findings</td>
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