

Research Plan

Overview for Publisher and PL Provider Partners



Dr. Jen Laird
Team Lead



Dr. Jason Schoeneberger
Quantitative Lead

Research and Learning Leads

RTI International

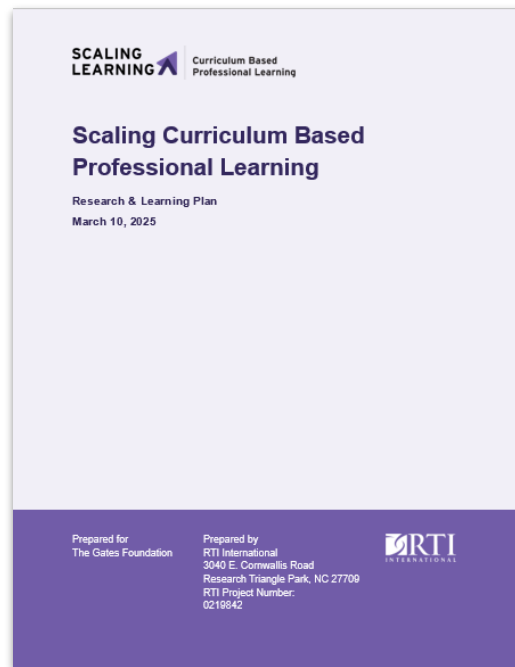
Goals for Upcoming Office Hours

- Provide overview of the why, how, and when of research and learning activities
- Listen to your feedback and questions about the plan
- Preview upcoming resources
- For questions Contact jlaird@rti.org



Includes following sections:

- Background on problem project seeking to address
- Theory of Action
- Logic Model
- Learning Agenda Questions
- Research Design
- Measurement Plan
- Data Collection Plan
- Analysis and Reporting



Purpose of Scaling CBPL Project



Aim:

Increase the availability and access to high quality instructional materials with aligned professional learning within our districts and schools to improve outcomes for students.



How:

Investing in the development of partnerships between creators and providers of high quality content, materials and aligned professional learning.

Goal:

Learn as we go, support continuous improvement, generate actionable insights and recommendations for the field

How:

Set a learning agenda, collect and analyze data, learn and share



Research Design Overview



Exploratory Study

- Descriptive findings and illustrative case studies
- Identify non-casual promising areas of potential impact



Utilization-Focused Evaluation

- Prioritizes design and conduct of evaluation activities that maximize the use of results for Foundation, partnerships, and the broader field

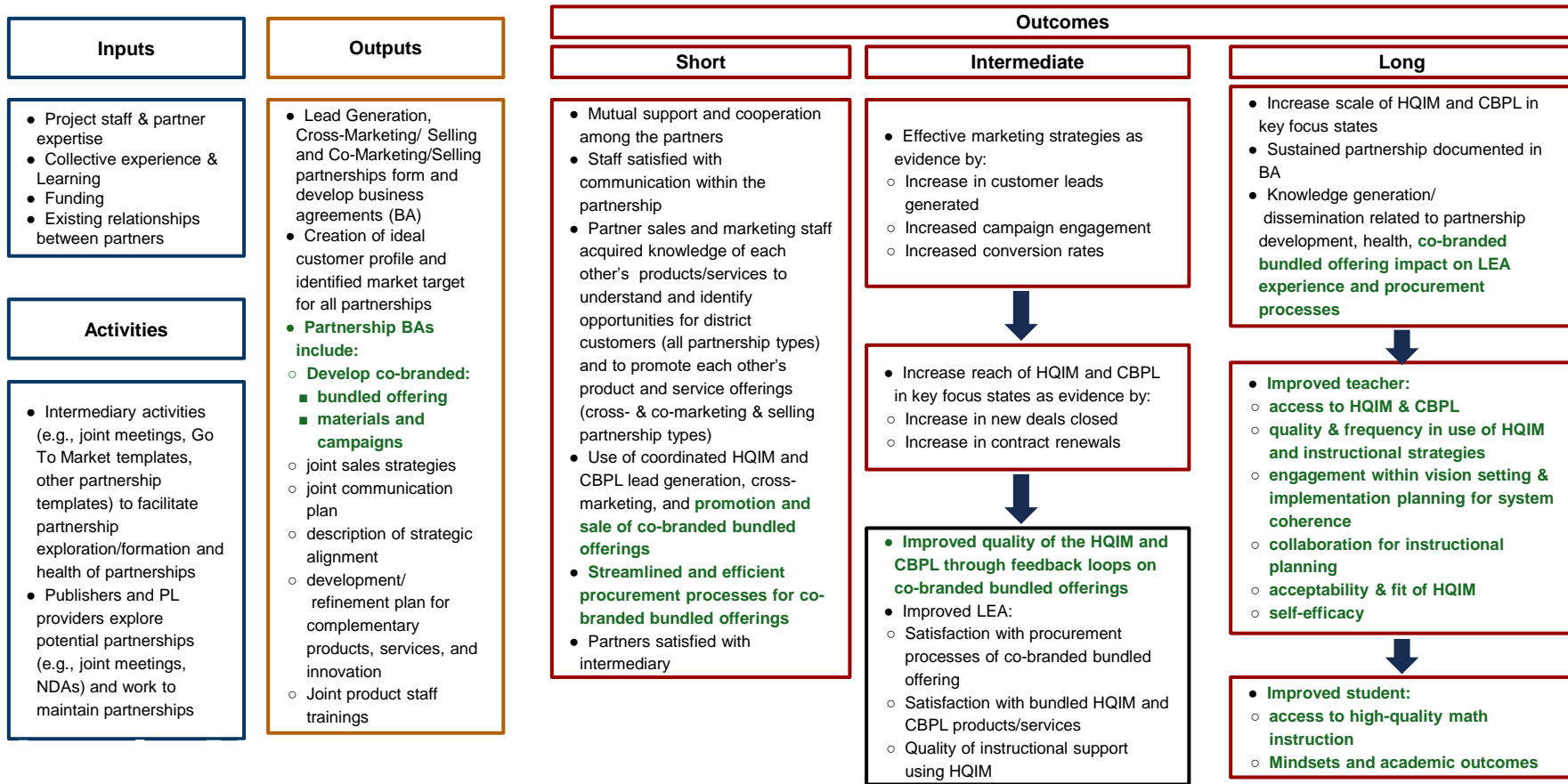


Mixed Methods

- Quantitative and qualitative data from:
 - Partners
 - Intermediary team
 - LEAs

Theory of Action

If	Then...	Yielding ..
Publishers and PL providers forge partnerships to efficiently meet market demands for curriculum-based professional learning	<p>Partnerships can:</p> <ul style="list-style-type: none">• scale access to HQIM and job-embedded CBPL for districts, schools, and teachers• increase local PL staff capacity• improve the quality of HQIM and aligned PL services• streamline procurement processes and increase fiscal efficiencies (one one type of partnership: co-marketing/selling co-branded bundled offering)	<p>Overall</p> <ul style="list-style-type: none">• Increased reach of HQIM & CBPL <p>For the Partners</p> <ul style="list-style-type: none">• Increased customer base & improved offerings <p>For LEAs</p> <ul style="list-style-type: none">• District coordination of curriculum, instruction, and PL aligned with vision <p>For Teachers</p> <ul style="list-style-type: none">• Increased and improved teacher use of HQIM <p>For Students</p> <ul style="list-style-type: none">• Increased access to high-quality math instruction• Enhanced student education mindsets and academic abilities



Necessary Contextual Conditions

- Intermediary must successfully foster an environment where publisher/PL relationships can grow
- Publishers/PL providers must recognize each other's strengths/shortcomings in delivery of HQIM and CBPL, and how they can support each other's goals and products/services
- Education administrators must acknowledge and support the need for ongoing, embedded PL ultimately provided by internal, local personnel
- Publishers/PL providers exhibit increased altruistic principles in their business models

Learning Questions

Learning Question	Partnership Type
1. What factors and processes facilitate the development of partnerships between publishers and PL providers?	All three
2. What factors and processes facilitate the health of the partnerships ?	All three
3. How do publisher-PL provider partnerships contribute to increased reach of HQIM-based PL ?	All three
4. How does the bundled offering impact the local procurement process ?	Co-marketing/selling co-branded bundled offering partnership types
5. What are educators' experiences with and perceptions of bundled offerings ?	Co-marketing/selling co-branded bundled offering partnership types
6. How do feedback loops within Bundled Offering partnerships contribute to improved quality of the bundled offerings?	Co-marketing/selling co-branded bundled offering partnership types

Illustrative Case Studies

- Up to 12 LEAs experiencing bundled offerings
- Representing each Type 3 Partnership
 - Distributed across 4 focal states
- Starting fall of 2025-2026 SY
 - Anticipate some join 2026-2027
 - Will consider phasing out some LEAs as additional LEAs make purchases in subsequent school years. Some LEAs may stop using bundled offerings/withdraw from study

Data Sources for LQs

Learning Question	Partnership Type	Partners	Intermediary Team	Case Study LEAs
1. ... development of partnerships	All three	✓	✓	
2. ... health of the partnerships?	All three	✓	✓	
3. ... partnerships contribute to increased reach of HQIM-based PL?	All three	✓	✓	
4. ... bundled offering impact the local procurement process?	Type 3	✓		✓
5. ... educators' experiences with and perceptions of bundled offerings?	Type 3	✓		✓
6. ... feedback loops in bundled offering partnerships	Type 3	✓		✓

Types of Data by Source

Partner Data

For all partnership types:

- Business Agreements and Go-to-Market Plans (Each May)
- Annual Partner Reports (interim in July, final in Feb for CY)
- Partner survey and interviews (RTI to conduct each year, first summer 2025)

For Case Study LEAs (Type 3 partnership)

- Teacher observation data (report annually in July)
- Digital curriculum MetaData (report annually in July)

Intermediary Data

For all partnership types:

- Partner Tracker meeting Data
- Intermediary team member interviews

LEA Data

For Case Study LEAs (Type 3 partnership)

- District Leader and Teacher Interviews/FGs (RTI to conduct each spring)
- Teacher survey (RTI to administer in fall of first SY, spring first and subsequent SYs)
- Student survey (Aim to leverage surveys already in place in LEAs)
- Student assessments (formative and state summative, RTI to request LEA share data for SY when state data available, late summer/fall for prior school year)

Data Sharing Agreements (DSAs)

- RTI to lead development of both
- Leverage templates successfully used across multiple projects
- Draft DSAs for partner and LEA review, collaborate with each party to finalize
- Data sharing between partners within the partnership addressed in your business agreements

1

Type 1: Between RTI & Each Partner

- Established by May 2025
- Cover partner data to be shared with RTI aligned with many of the key metrics outlined in your GTM plans, including related to marketing and sales KPIs and client satisfaction data.

2

Type 2: Between RTI & case study LEA

- Established by August 2025 (among LEAs joining the pilot starting in fall 2025)
- Cover LEA data to be shared with RTI, including student administrative data.
- Anticipate partners working with LEAs may want to also access data, such as interim mathematics assessment data. Suggest DSA with LEAs include the relevant partners to reduce the need for LEAs and partners to establish separate DSAs

Upcoming Resources

- 1-page description/flyer for partner staff
- For case study LEAs, 1-page description/flyer
 - for LEA leadership
 - for teachers
- Draft DSAs (type 1 and type 2)
- Partner Reporting Template
- Data Liaison from research team to support each partnership, including for case study LEAs
- Incentives for LEA participation as case study LEA

**SCALING
LEARNING**



**Curriculum Based
Professional Learning**