



Proposal for Implementation Study
of District 97's Supplemental Instructional Resources



Introduction

Cooney Collaborative, LLC is grateful for this opportunity to propose research services for an implementation study of District 97's supplemental curricular resources.

At Cooney Collaborative, we are committed to making the world a better place by working with clients to design, evaluate and improve programs for children, families, schools and communities. The Cooney Collaborative approach to research and evaluation is one in which program staff and stakeholders are involved in all aspects of the evaluation from crafting the research design to providing feedback on instruments and interpreting findings. We believe that this participatory approach ensures that our work is highly relevant and ultimately useful for staff making organizational and programmatic decisions.

Project Goal and Research Questions

District 97 has identified 16 supplemental curricular resources that are of the highest priority for investigation because they are the most resource-intensive: BrainPop, Dreambox, Fast ForWord, Flocabulary, JunoEd, Lexia, Moby Max, Newsela, Raz Kids, Reading A-Z, Spelling City, TenMarks, Read 180, Compass Learning, Rosetta Stone, and Slant.

In this document, we propose research services with one overarching goal: to gather and document information that will assist the district in determining whether to continue, modify and/or expand purchasing and educator support for each of the 16 supplemental curricular resources.

Our research questions include:

1. Which educators are currently using each of the resources (e.g., by grade, school, subject)?
2. How is each of the resources being used, and for what length of time and intensity?
3. With whom are educators using each of the resources (e.g., English Language Learners, Special Education students, Title I students, etc.)?
4. What is the cost of using each resource (financial, staff time, instructional time)?
5. How satisfied are educators with each resource, and which features are associated with high satisfaction?
6. According to educators, what challenges and barriers to use exist for each resource (e.g., time, scheduling, understanding)?
7. What are educators' perceptions of each resource's impact on students, and what specific examples can they provide?
8. To what extent is each of the 16 resources being implemented with fidelity?



Work Plan

Cooney Collaborative, LLC proposes an online survey of all educators working in the district who are thought to be potential users of the 16 named resources. In addition, we propose two “à la carte” services: 1) 10 45-minute phone interviews with key stakeholders; and 2) an investigation into each of the 16 resources’ implementation guidelines, according to their creators or publishers.

Survey of District Educators

All of the district’s certified staff members will be asked to participate in the online survey, for an estimated sample size of 600.

Educators will be invited to participate via email. In order to help ensure a good response rate, we recommend that someone in a position of authority issue the invitation and highlight the importance of the educators’ feedback for helping the district determine priorities for resource purchasing and support. The invitation would also ideally highlight that data will be collected by an external research firm, that teachers’ identities will be confidential and that data will be reported in the aggregate, removing identifying information from any quotations reported. Cooney Collaborative will provide suggested draft language for the solicitation email.

If needed, we recommend using up to two email reminders to non-respondents to help increase the survey response rate.

We anticipate using SurveyMonkey.com as the online survey provider.

In the spirit of our collaborative approach to research and evaluation, we propose to create the survey instrument in partnership with district staff. Dr. Cooney will provide an initial draft instrument for staff to review and provide feedback on. We anticipate that the online survey will be ready for release after approximately two rounds of feedback and pilot testing using district computers. We hope to begin work on this first draft as early as late January 2016 in anticipation of having the survey instrument finalized by February 24th, 2016 – the district’s preferred date of survey administration.

À la Carte Services

In addition to the online survey of district educators, we propose two “à la carte” services:

- 1) 10 45-minute phone interviews with key stakeholders such as RTI leaders and data coaches, who may be able to provide a deeper, richer perspective on the research questions; and
- 2) an investigation into each resource’s implementation guidelines, according to creators and publishers, for the purposes of shedding light on the extent to which each resource is currently being implemented with fidelity.

Interviews. As a complement to the survey of district educators, we propose to conduct 45-minute interviews with 10 key stakeholders who have well-founded knowledge of the 16 selected resources.



Adding this a la carte service would allow us to triangulate some of the information that the educator survey provides. In addition, the interviews, because of their purely qualitative nature, may give us rich information for helping to address the research questions.

Similar to the survey of district educators, we would work closely with district staff to create an interview protocol. We anticipate that one to two rounds of feedback will be necessary before finalizing the interview protocol. To ensure accurate capture of quotations and to facilitate a short turn-around on data analysis, all interviews will be audio-recorded and professionally transcribed.

The district will be responsible for identifying key stakeholders for the interviews. Cooney Collaborative will be responsible for contacting and scheduling the interview participants.

Due to the small number of interview participants and the district staff's role in selecting them, although names would not be reported, it's possible that interview participants could be identified by knowledgeable individuals through the details they provide. For this reason, we would not consider these interviews to be confidential.

Investigation of Implementation Guidelines. Our second potential à la carte service is an investigation into, and documentation of, the implementation guidelines for each of the 16 named resources. Together with information from the educator survey and the interviews, this information will help shed light on the extent to which each of the resources is being implemented with fidelity.

Because the information on each resource's implementation guidelines may help shape how we ask questions for the survey of district educators, if this à la carte service is selected, we recommend that work on it begin immediately.

If this additional service is not selected, we will rely on any information the district can provide on implementation guidelines.

Reporting

Quantitative data will be summarized with descriptive statistics such as averages, frequencies and ranges.

For qualitative survey and interview data, we will report on common themes within and/or across the 16 resources (as the data allow) and select quotations to illustrate key points and provide rich detail.

Our report will be issued in late April 2016. Dr. Cooney has attended professional development sessions on data visualization and writing and will conscientiously work to ensure that the report is clearly and concisely written.



Timeline

Timeline for Educator Survey and à la Carte Services	
Cooney Collaborative's services for District 97 will begin in late January 2016 and end in late April 2016.	
Late January – February 24	Development and refinement of survey instrument and recruitment language
Late January – February 24	*Investigation of resource guidelines
February 24 – March 4	Educator survey administration (Feb. 24) plus reminder emails, as needed
February 24 – March 4	*Development and refinement of interview protocol and recruitment language
March 4 – March 31	Analysis of survey data
March 4 – March 31	*Phone interviews – recruitment, administration and transcription
April 1 – April 15	*Analysis of interview data
April 29	Report

*indicates à la carte service

Project Budget

Survey of Educators

For the survey of educators, Dr. Cooney will provide an estimated 100 hours of time at a rate of \$125 per hour, which includes the overhead cost of SurveyMonkey. The total budget for the survey of educators as described in this proposal is \$12,500.



Interviews

We anticipate that the 45-minute phone interviews with 10 key stakeholders, including protocol design, recruitment, administration, analyses and reporting, will take 60 hours at a rate of \$125 per hour, for total personnel costs of \$7,500. Transcription rates are calculated at \$1.90 per minute for a total of \$855.

Investigation of Implementation Guidelines

We anticipate that the investigation of the 16 named resources will take 32 hours at a rate of \$125 per hour, for a total of \$4,000.

A budget summary for the educator survey and à la carte services is shown below.

Budget Summary	
Educator Survey	\$12,500
*Interviews	*\$8,355
*Investigation of Implementation Guidelines	*\$4,000
TOTAL	\$24,855

*indicates à la carte service

Personnel and Demonstrated Experience

Dr. Siobhan Cooney is the Principal Consultant of Cooney Collaborative, LLC and will serve as Project Director for this implementation study. She will oversee all aspects of the project from start to finish. Dr. Cooney's CV is attached in the Appendix.

Dr. Cooney has over 10 years of experience in program development and evaluation with particular expertise in education and social programs intended to benefit children and adolescents. Prior to founding Cooney Collaborative in 2015, Dr. Cooney was a Research Scientist at the College Board, a mission-driven non-profit membership organization with a focus on equity and access in higher education. Before working at the College Board, Dr. Cooney was a Research Associate at Branch Associates, Inc., a research and evaluation firm in Philadelphia, PA that offers research, evaluation and technical assistance services to foundations, non-profits and government agencies; a Research and Evaluation consultant at Public/Private Ventures, a national nonprofit dedicated to improving the effectiveness of social and educational programs; and an Outreach Specialist at the University of Wisconsin – Madison, where she worked with the State of Wisconsin for several years on their priorities for juvenile delinquency prevention.

Since 2012, Dr. Cooney has served as a board member for the Eastern Evaluation Research Society, and she is an active member of American Evaluation Association. She holds a Ph.D. in Human Development



and Family Studies from the University of Wisconsin - Madison, with a minor in Prevention and Intervention Science; a Master's in Child Development from the University of California – Davis; and a Bachelor's in Psychology from Carnegie Mellon University.

As the Principal Consultant of Cooney Collaborative, LLC, Dr. Cooney is currently engaged in two STEM education evaluation projects. First, through a sub-contract with Haynie Research and Evaluation, Dr. Cooney is leading a five-year evaluation of the Science Education Enabling Careers program (SEEC) at the University of Alabama – Birmingham. The SEEC program engages middle school teachers and urban students from Birmingham area schools in activities related to biomedical careers, the regional science fair, and inquiry-based learning of the state's newly revised science standards. Dr. Cooney's work involves overseeing all aspects of the evaluation including research design; instrument development for observations, surveys, assessments and focus groups; data collection; data analysis and reporting. Second, also as a sub-contractor to Haynie Research and Evaluation, Dr. Cooney is managing all data collection efforts and conducting data analyses for a five-year research and evaluation study of the application of cooperative learning practices in AP Computer Science Principles classes. The project involves almost 200 teachers and classrooms, with an eye toward examining whether cooperative learning practices benefit females and underrepresented minorities in their understanding of computer science and achievement on the AP Computer Science Principles exam. Dr. Cooney's data collection efforts involve working with district and school administrators, collecting survey and assessment data from teachers and students, and conducting teacher interviews. Since she began working with Haynie Research and Evaluation in July 2015, Dr. Cooney has accomplished all project goals in a timely manner and to a very high degree of client satisfaction.

In addition to these STEM education projects, Dr. Cooney is also currently engaged in pro bono strategic planning and program design work with Hand2Paw, a non-profit organization in Philadelphia that offers homeless young adults the opportunity to learn job skills through internships in the city's animal shelters.

At the College Board, Dr. Cooney conducted internal evaluations of the organization's educational programs, products and services and applied research in the service of the organization's mission. As part of the K-12 research team, she engaged in projects with staff at all levels of the organization, including Advanced Placement, SAT and regional support staff, and interacted frequently with state and district education leaders, high school administrators, teachers, parents and students. For example, Dr. Cooney led a multi-year comprehensive formative evaluation of the AP | Cambridge Capstone Program, a high school diploma program piloted in 17 schools around the world. This work involved an extensive number of focus groups, interviews and online and paper-and-pencil surveys with high school students, teachers and school and district administrators; 12 distinct IRB/district approvals; management of parent and participant consent processes; and tracking participants into their first year of college for a follow-up survey. After the pilot program ended and the operational AP Capstone Program launched in 136 schools worldwide, Dr. Cooney supported AP program staff in their efforts to continue to gather formative feedback from students, teachers and administrators. Her work to support the AP Capstone Program in both pilot and operational phases was essential to informing not only how to improve the program, but also whether it should be continued and at what scale.



While working at the College Board, Dr. Cooney also led several evaluations of educator professional development programs. Most notably, she led a multi-year evaluation of the Professional Development for Advanced Coursework in STEM Program, which was funded by a multi-million dollar grant from New York State Education Department to the College Board. This three-year program involving face-to-face and online PD for over 800 7th - 12th grade STEM teachers in New York State. Dr. Cooney's role in the evaluation involved overall project management as well as developing and administering an extensive number of online and paper-and-pencil surveys with teachers, conducting telephone interviews with teachers, collecting and analyzing state-and student-level Regents Exam scores and analyzing and reporting findings internally for formative purposes as well as to the funding agency for summative purposes.

While at Branch Associates, Inc., in addition to other responsibilities, Dr. Cooney was a lead writer and team member for a large scale Case Study of the U.S. Department of Education's Comprehensive Technical Assistance Centers, which were charged with building the capacity of state education agencies to support implementation of No Child Left Behind. Over the course of several years, Dr. Cooney played a major role in all aspects of the Case Study, including developing case selection criteria, site visit procedures, interview protocols, and analysis plans. She recruited 10 state education agencies for Case Study participation, conducted in-depth interviews with Comprehensive Center and state education agency staff, analyzed interview transcripts and other data, and led the writing of the final report.



Appendix

Siobhan M. Cooney

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EDUCATION

- 2009 **Ph.D., Human Development & Family Studies** University of Wisconsin – Madison
Minor in Prevention & Intervention Science
- 2004 **M.S., Child Development** University of California – Davis
- 2002 **B.A., Psychology** Carnegie Mellon University

PROFESSIONAL EXPERIENCE

Principal Consultant Cooney Collaborative, LLC, Newtown, PA 2015 – *present*

At Cooney Collaborative, we are committed to making the world a better place by working with clients to design, evaluate and improve programs for children, families, schools and communities. We pride ourselves on our ability to connect with diverse populations, and we are comfortable working with public, private and social sector organizations.

Research Scientist K-12 Research, The College Board, Newtown, PA 2011 – 2015

In addition to developing and chairing the Research Department's Research Ethics Committee, led or co-lead internal evaluation and applied research projects, including but not limited to:

Principal Investigator, Formative Evaluation of Pilot AP | Cambridge Capstone Program. Closely partnered with AP program staff to lead comprehensive formative evaluation of high school diploma program in 17 schools around the world, including tracking student outcomes in college. Work involved development, administration, analysis and reporting of an extensive number of online and paper-and-pencil surveys, focus groups, and interviews with students, teachers and school and district administrators, as well as achieving 12 distinct IRB/district approvals and managing parent and participant consent processes.

Consultant, Formative Evaluation of Operational AP Capstone Program. Advised AP program staff on formative evaluation of high school diploma program in approximately 40 schools around the world, particularly sample selection, survey design, gaining IRB/district approvals, and parent and participant consent processes.

Principal Investigator, Formative Evaluation of AP U.S. History Online Professional Development. Closely partnered with AP program staff to lead formative evaluation on the College Board's first use of AcademicMerit.com PD for a redesigned AP course and Exam. Work involved development, administration, analysis and reporting of online surveys of AP U.S. History teachers who were either PD participants or non-participants.

Principal Investigator, Evaluation of Professional Development for STEM Educators in New York State. Funded by a multi-million dollar grant from New York State Education Department to the College Board, led and co-lead an evaluation of a three-year program involving face-to-face and online PD for middle and high school STEM teachers. Partnered with AP staff and a research team



to develop and administer an extensive number of online and paper-and-pencil surveys and telephone interviews with teachers, collect and analyze student- and state-level Regents Exam scores and PD participation data, and report findings to funder in several reports.

Principal Investigator, Evaluation of AP Professional Development in Los Angeles Unified School District. Partnered with College Board regional staff to lead evaluation of face-to-face PD for AP teachers in one large district. Work involved development, administration and analysis of online and paper-and-pencil surveys and phone interviews; analysis of student-level AP Exam scores, and reporting to district stakeholders.

Co-Principal Investigator, Study of Benefits for AP Course-takers. Using a nationally representative sample of students (ELS:02) and matching AP students to non-AP students on 17 characteristics using propensity score matching, examined outcomes for AP course-takers into and through college. Paper currently in preparation for peer-reviewed publication.

Co-Principal Investigator, Survey of College Students' Perceptions of their AP Courses. Partnering with AP staff and one large university, developed and administered an online survey of freshman and sophomore college students regarding perceived benefits of AP course- and Exam-taking in high school. Work involved gaining university IRB approval. Findings were published online as a College Board Research Note.

Co-Principal Investigator, Evaluation of Arts Programming in Four College Board Schools. Partnered with Office of Academic Initiatives staff at the College Board to develop and administer paper-and-pencil surveys and focus groups about arts programs at four College Board schools and report findings internally. Work involved gaining IRB approval from New York City Department of Education and managing parent and participant consent processes.

Research Associate Branch Associates, Inc., Philadelphia, PA 2008 – 2011

Lead Writer & Team Member, Case Study of Comprehensive Technical Assistance Centers, U.S. Department of Education, Institute for Educational Sciences. Primarily working within the Case Study sub-group of the national evaluation of USDOE's Comprehensive Technical Assistance Centers, played a major role in development of OMB clearance package, case selection criteria, site visit procedures, interview protocols, and analysis plans. Selected and recruited 10 state education agencies for Case Study participation; conducted in-depth interviews with Center and state education agency staff; and analyzed qualitative data in NVIVO. Served as lead author and editor for Case Study reports and Technical Work Group meeting materials. Contributed to series of briefs on state education agencies' responses to ARRA requirements.

Principal Investigator, Adolescent Family Life Comprehensive Abstinence Program Impact Evaluation, U.S. Department of Health and Human Services, Office of Adolescent Pregnancy Programs. Effectively assumed responsibility for direction of longitudinal random assignment impact evaluation comparing two models of youth abstinence programming in 14 low-income housing developments in Philadelphia. Authored documents achieving IRB approval; created and maintained system for longitudinal tracking of participants; managed parent and participant consent processes, developed and administered paper-and-pencil survey questionnaires and interview, focus group, and observation protocols; analyzed data; supervised and mentored junior staff; co-authored and edited interim and final report and made recommendations for program improvement.

Manager of Active Consent Processes & Liaison to Districts and Schools, Study of Secondary Math Teachers from Highly Selective Alternative Routes to Certification, U.S. Department of Education, Institute for Educational Sciences. With Branch Associates as a subcontractor to Mathematica, served as the primary liaison for 20+ schools, coordinating multiple



aspects of study participation, active consent processes, and data collection for this random assignment impact study. Served as the liaison to nine districts to collect student records data.

Principal Investigator, Campaign for Mentors Process Evaluation, United Way of Southeastern Pennsylvania. Led process study of one-year school-based mentoring initiative funded by USDOE. Key responsibilities included ensuring client satisfaction with study activities and final report; supervising and mentoring junior staff, conducting document review; observing mentor training sessions; developing and administering interview protocols; analyzing survey questionnaire data; and co-authoring final report.

Principal Investigator, Outcomes Evaluation of Northwest University Scholars Program, Foundations, Inc. Led one-year outcomes study of mentoring and academic enrichment program for 250 at-risk high school students. Developed survey questionnaires for use with mentors, students, and parents; implemented mail survey; supervised and mentored junior staff; analyzed quantitative data; co-authored findings brief.

Principal Investigator, Abstinence and the Arts Outcomes Evaluation, To Our Children's Future With Health, Inc. Successfully served as external evaluator for this short-term school- and community-based abstinence education program. Developed post-test paper-and-pencil survey questionnaires and focus group and observation protocols; conducted program observations and focus groups; analyzed quantitative and qualitative data; authored final report.

Task Manager, Case Study of Professional Development for Arts Educators Program, U.S. Department of Education, Office of Innovation and Improvement. Led case study of three grantees for this arts integration initiative. Interviewed Project Directors, teachers, and other key personnel; mentored junior staff.

Team Member, Subsidized and Transitional Employment Demonstration, U.S. Department of Health and Human Services, Agency for Children and Families. With Branch Associates as a subcontractor to MDRC, interviewed state TANF directors and program managers regarding their experiences with subsidized and transitional employment programs.

Doctoral Dissertation Research University of Wisconsin – Madison 2006 – 2009

Designed experimental study to assess the effects of increasing access to emergency contraception on adolescents' and emerging adults' decisions to engage in unprotected intercourse. Received \$8,800 in competitive fellowship and grant funding; developed audio-assisted and paper-and-pencil survey questionnaires; collaborated with Planned Parenthood staff at six clinics; and supervised three research assistants to collect data and perform data entry. Achieved IRB approval from UW – Madison and the Planned Parenthood Federation of America.

Consultant & Intern Research & Evaluation, Public/Private Ventures, Philadelphia, PA 2007 – 2008

National Longitudinal Impact Study of School-Based Big Brothers Big Sisters. Analyzed quantitative data; co-authored policy brief and conference poster and contributed to workshop presentation for this study of effectiveness of high school age mentors.

Higher Achievement Program Impact Study. Assisted with development of interview and focus group protocols; conducted site visits; co-authored feedback memos for sites as a tool for program improvement for this random assignment impact study of intensive out-of-school time program.

Integrated Services in Schools Initiative. Co-authored research brief for program practitioners on preparing middle school students for the high school transition.

Literature Review for Jobs First New York City. Co-authored comprehensive review of New York City's disconnected youth population.



Outreach Specialist & Project Assistant University of Wisconsin Extension, Madison, WI 2004 – 2007

What Works, Wisconsin. Working in partnership with multiple groups of stakeholders, reviewed literature on evidence-based programs, cost-effective programs, and best practices for delinquency prevention and early intervention programs. Disseminated timely and relevant information to policymakers, educators, and program practitioners across the state via report, website, presentations, workshops, and research-to-practice briefs.

Evaluation Consultant Allied Play 'n' Learn Group, Madison, WI 2005 – 2006

Collaborated with program staff, educators, and county Extension agents to evaluate an educational play group for low-income children and their parents. Reviewed literature on play in early child development, interviewed stakeholders, and developed program logic model and evaluation plan.

Evaluation Consultant Jefferson Middle School Nutrition Club, Madison, WI 2004 – 2005

Collaborated with parents, teachers and local public health department staff to design and implement a process evaluation of an after-school Nutrition Club.

Master's Thesis Research University of California – Davis 2003 – 2004

Designed study to investigate assumptions underlying the federal government's funding of faith-based initiatives as a mechanism for reducing risk-taking behaviors among adolescents. Analyzed two waves of data from the National Longitudinal Study of Adolescent Health. Presented findings at the conference of the National Council on Family Relations.

Project Assistant University of California Extension, Davis, CA 2003

Conducted literature review, developed curriculum and training materials, and conducted workshop on adolescent health and development for state social workers in the Northern California Child and Family Services Training Academy.

PROFESSIONAL SERVICE

Member, Board of Directors, Eastern Evaluation Research Society (Social Media and Communications Committee; Program Committee; Co-PI, Eleanor Chelimsky Forum on Evaluation Theory and Practice; Curator of EERS week on AEA365 Blog), 2012-present

Manuscript Reviewer, SAGE Open, 2014

Conference Proposal Reviewer, American Educational Research Association, 2013

Conference Proposal Reviewer, Northeastern Education Research Association, 2011-2012

Co-Chair & Faculty Liaison – HDFS Graduate Student Organization, University of Wisconsin – Madison, 2007

Grant Reviewer – Continuation Funding for Family Resource Centers, Children's Trust Fund of WI, 2007

Volunteer, Wisconsin Family Impact Seminars, University of Wisconsin Extension, Madison, WI, 2005-06

Co-Chair & Faculty Liaison – HCD Graduate Student Association, University of California – Davis, 2003-04

PEER-REVIEWED PUBLICATIONS, BOOK CHAPTERS AND PUBLISHED REPORTS

McKillip, M.E.M., & Cooney, S.M. (in preparation). Advanced Placement courses: College preparation or signal?



- Cooney, S.M., McKillip, M.E.M., & Smith, K. (2013). An investigation of college students' perceptions of Advanced Placement courses. College Board Research Note, 2013-2.
- Cooney, S.M., & McKillip, M.E.M. (2013). Racial inequality: College enrollment and completion. In J. Ainsworth & J.G. Golson (Eds.), *Sociology of Education*. Thousand Oaks, CA: Sage.
- The College Board (2012). Research on College Board Programs and Services: Annotated Bibliography 2012. College Board Research in Review, 2012-2.
- Cooney, S.M., Kratochwill, T.R., & Small, S.A. (2010). Youth policy and politics in the United States: Toward an increased focus on prevention. In B. Doll, W. Pfohl, & J. Yoon (Eds.), *The Handbook of Youth Prevention Science*. New York: Routledge.
- Small, S.A., Cooney, S.M., & O'Connor, C. (2009). Evidence-informed program improvement: Using principles of effectiveness to enhance the quality and impact of family-based prevention programs. *Family Relations*, 58, 1-13.
- Grossman, J.B., & Cooney, S.M. (2009). Paving the way for success in high school and beyond: The importance of preparing middle school students for the transition to ninth grade. Philadelphia, PA: Public/Private Ventures.
- Wyckoff, L., Cooney, S.M., Korom-Djakovic, D., & McClanahan, W.S. (2008). Disconnected young people in New York City: Crisis and opportunity. Philadelphia, PA: Public/Private Ventures.
- Cooney, S.M., O'Connor, C., & Small, S.A. (2008). Girls in the juvenile justice system: Toward effective gender-specific programming. *What Works, Wisconsin Research to Practice Series*, 7. Madison, WI: UW-Madison/Extension.
- Herrera, C., Kauh, T.J., Cooney, S.M., Grossman, J.B., & McMaken, J. (2008). High school students as mentors: Findings from the Big Brothers Big Sisters school-based mentoring impact study. Philadelphia, PA: Public/Private Ventures.
- Small, S.A., O'Connor, C., & Cooney, S.M. (2008). Evidence-informed program improvement. *What Works, Wisconsin Program Improvement Manual*. Madison, WI: University of Wisconsin-Madison/Extension.
- Cooney, S.M., Huser, M., Small, S.A., & O'Connor, C. (2007). Evidence-based programs: An overview. *What Works, Wisconsin Research to Practice Series*, 6. Madison, WI: UW-Madison/Extension.
- Eastman, G., Cooney, S.M., O'Connor, C., & Small, S.A. (2007). Finding effective solutions to truancy. *What Works, Wisconsin Research to Practice Series*, 5. Madison, WI: UW-Madison/Extension.
- O'Connor, C. Small, S.A., & Cooney, S.M. (2007). Program fidelity and adaptation: Meeting local needs without compromising program effectiveness. *What Works, Wisconsin Research to Practice Series*, 4. Madison, WI: University of Wisconsin-Madison/Extension.
- Small, S.A., Cooney, S.M., Eastman, G., & O'Connor, C. (2007). Guidelines for selecting an evidence-based program: Balancing community needs, program quality, and organizational resources. *What Works, Wisconsin Research to Practice Series*, 3. Madison, WI: University of Wisconsin-Madison/Extension.
- Cooney, S.M., Small, S.A., & O'Connor, C. (2007). Strategies for recruiting and retaining participants in prevention programs. *What Works, Wisconsin Research to Practice Series*, 2. Madison, WI: University of Wisconsin-Madison/Extension.
- O'Connor, C., Small, S.A., & Cooney, S.M. (2007). Culturally appropriate programming: What do we know about evidence-based programs for culturally and ethnically diverse youth and their families? *What Works, Wisconsin Research to Practice Series*, 1. Madison, WI: University of Wisconsin-Madison/Extension.



Small, S.A., Reynolds, A.J., O'Connor, C., & Cooney, S.M. (2005). What Works, Wisconsin: What science tells us about cost-effective programs for juvenile delinquency prevention. Madison, WI: University of Wisconsin–Madison/Extension.

OTHER PUBLICATIONS AND TECHNICAL REPORTS

- Haynie, K.H., Cooney, S.M. (2015). Infusing Cooperative Learning into CS Principles: Evaluation Report. Prepared for J. Gray of University of Alabama-Birmingham, O. Astrachan of Duke University and F. Trees of Rutgers University. Grant funded by National Science Foundation (NSF).
- Cooney, S.M., & Albert, J. (2015). Science Education Enabling Careers (SEEC): Findings from the October 2015 Survey of GeoTeach Teachers. Prepared for J.M. Wyss, Center for Community Outreach Development, University of Alabama-Birmingham. Grant funded by National Institutes of Health (NIH).
- Albert, J., & Cooney, S.M. (2015). Science Education Enabling Careers (SEEC): July 2015 Teacher Professional Development Evaluation Report. Prepared for J.M. Wyss, Center for Community Outreach Development, University of Alabama-Birmingham. Grant funded by National Institutes of Health (NIH).
- Cooney, S.M. (2015). Siobhan Cooney on Using Excel's RAND Function in Evaluation. AEA365 Tip-a-Day blog for American Evaluation Association.
- Cooney, S.M., & Merriman, J. (2015). Findings from the spring 2015 follow-up survey of former pilot AP Capstone students. Prepared for AP Capstone program staff, College Board.
- Cooney, S.M., & Armijo, M. (2015). Findings from the February 2015 survey of AP U.S. History teachers who were not users of AcademicMerit and/or KDS online professional development. Prepared for AP program staff, the College Board.
- Cooney, S.M., & Armijo, M. (2015). Findings from the winter 2014-15 survey of AP U.S. History teachers who used AcademicMerit online professional development. Prepared for AP program staff, the College Board.
- The College Board Research Department. (2015). NY STEM Advanced Coursework Program: Summary of Methods and Findings. Prepared for the New York State Department of Education.
- Cooney, S.M., Armijo, M., Merriman, J., Smith, K., & Gerstner, J. (2014). Year 3 report of the evaluation of the NY STEM Advanced Coursework Program. Report prepared for the New York State Department of Education.
- Cooney, S.M., & Letukas, L. (2014). Findings from the Summer 2014 AP Seminar PD surveys. Prepared for AP Capstone program staff, College Board.
- Cooney, S.M. (2014). Effectively evaluating teacher professional development. AEA365 Tip-a-Day blog for American Evaluation Association.
- Cooney, S.M., & Li, J. (2014). Findings from the AP Capstone 2014 Seminar exam field trial survey. Prepared for AP Capstone program staff, College Board.
- Cooney, S.M., Barry, C.L., Almonte, D., Smith, K., & Li, J. (2014). Evaluation of Advanced Placement professional development in Los Angeles Unified School District: Final report. Report prepared for Los Angeles Unified School District.
- Cooney, S.M., & Smiley, W. (2014). Findings from the AP Capstone spring 2014 Research teacher end-of-pilot survey. Memo prepared for AP Capstone program staff, College Board.
- Cooney, S.M., & Letukas, L. (2014). Findings from the AP Capstone spring 2014 Research student focus groups. Memo prepared for AP Capstone program staff, College Board.
- Cooney, S.M., Merriman, J. & Letukas, L. (2014). Findings from the AP Capstone spring 2014 Research student survey. Memo prepared for AP Capstone program staff, College Board.



- Smith, K., Almonte, D., Merriman, J., & Cooney, S.M. (2013). Year 2 annual report of the evaluation of the NY STEM Advanced Coursework Program. Report prepared for the New York State Department of Education.
- Cooney, S.M., & Ewing, M. (2013). Findings from the AP Capstone fall 2013 Research course teacher survey. Memo prepared for AP Capstone program staff, College Board.
- Cooney, S.M., & Smith, K. (2013). Findings from the AP Capstone June 2013 Research course professional development survey. Memo prepared for AP Capstone program staff, College Board.
- Cooney, S.M., & Merriman, J. (2013). Findings from the AP Capstone spring 2013 student focus groups. Memo prepared for AP Capstone program staff, College Board.
- Cooney, S.M., & Merriman, J. (2013). Findings from the AP Capstone spring 2013 student survey. Memo prepared for AP Capstone program staff, College Board.
- Smith, K. & Cooney, S.M. (2013). Findings from the AP Capstone spring 2013 district administrator interviews. Memo prepared for AP Capstone program staff, College Board.
- Cooney, S.M., & Smith, K. (2013). Findings from the AP Capstone February 2013 principal survey. Memo prepared for AP Capstone program staff, College Board.
- Cooney, S.M., & Smith, K. (2013). Findings from the AP Capstone January 2013 professional development survey. Memo prepared for AP Capstone program staff, College Board.
- Laitusis, V., Smith, K., & Cooney, S.M. (2013). Early findings from the evaluation of the NY STEM Advanced Coursework program. Report prepared for the New York State Department of Education.
- Cooney, S.M., & Smith, K. (2012). Findings from the AP Capstone fall 2012 teacher survey. Memo prepared for AP Capstone program staff, College Board.
- Cooney, S.M., Smith, K.A., & Bausmith, J. (2012). Findings from the June 2012 professional development survey. Memo prepared for AP Capstone program staff, College Board.
- Barry, C.L., Cooney, S.M., & Rodriguez, A. (2012). An examination of arts programming in four College Board Schools. Final report prepared for the Office of Academic Initiatives, College Board.
- The College Board (2011). Matched Cohort Digest: Trends in SAT, PSAT/NMSQT, and Advanced Placement. Digest prepared for Regional Account Services, College Board.
- Branch Associates, Inc., Decision Information Resources, Inc., & Policy Studies Associates, Inc. (2011). Case studies of the US Department of Education's Comprehensive Technical Assistance Centers: Final evaluation report. Report prepared for the Institute of Educational Sciences, US Department of Education.
- Cooney, S.M. (2010). Longitudinal impact evaluation of the Adolescent Family Life Comprehensive Abstinence Program: Final report. Report prepared for US Department of Health and Human Services, Office of Adolescent Pregnancy Programs.
- Cooney, S.M. (2009). Longitudinal impact evaluation of the Adolescent Family Life Comprehensive Abstinence Program: Year 1 report. Report prepared for US Department of Health and Human Services, Office of Adolescent Pregnancy Programs.
- Cooney, S.M., & Burroughs, T. (2009). Campaign for Mentors process study: Final report. Report prepared for United Way of Southeastern Pennsylvania for a grant from the US Department of Education.
- Cooney, S.M., & Burroughs, T. (2009). Outcomes evaluation of the Northwestern University Scholars Program: Final report. Report prepared for Foundations, Inc. for a grant from the Lenfest Foundation.
- Cooney, S.M. (2009). Evaluation of the Abstinence and the Arts Program: Final report. Report prepared for To Our Children's Future With Health, Inc.



CONFERENCE PRESENTATIONS AND WORKSHOPS

- McKillip, M.E.M. & Cooney, S.M. (2012). Advanced Placement courses: College preparation or signal? Paper presentation at bi-annual conference of Association for Public Policy Analysis and Management, November, 2012, Baltimore, MD.
- Cooney, S.M., McKillip, M.E.M. & Smith, K. (2012). An investigation of college students' perceptions of Advanced Placement courses. Paper presentation at the annual conference of Northeastern Educational Research Association, October 2012, Rocky Hill, CT.
- Barry, C.L., Cooney, S.M., & Rodriguez, A. (2012). Evaluating arts programming in schools. Paper presentation at the annual conference of Northeastern Educational Research Association, October 2012, Rocky Hill, CT.
- Cooney, S.M. & McKillip, M.E.M. (2011). Understanding state and national trends with College Board data. Paper presentation at the annual conference of Northeastern Educational Research Association, October 2011, Rocky Hill, CT.
- Cooney, S.M., & Shah, I. (2009). The Adolescent Family Life Comprehensive Abstinence Program: Year 1 Process Study Findings. Poster presented at conference of Adolescent Family Life Grantees, December 2009, Washington, DC.
- Herrera, C., Cooney, S.M., & Kauh, T. (2008). High School Students as Mentors: Findings from the National Longitudinal BBBS School-Based Mentoring Impact Study. Poster presented at conference of Society for Research on Adolescence, March 2008, Chicago, IL.
- Small, S.A., O'Connor, C., & Cooney, S.M. (2007). Preventing juvenile delinquency in Racine County: Aligning programming with principles of effective practice. Workshop held in collaboration with UW Extension of Racine County, WI, November 2007.
- Small, S.A., & Cooney, S.M. (2007). Principles of effective youth programs. Presented to Wisconsin Court Intake Workers, September 2007, Stephens Point, WI.
- Small, S.A., O'Connor, C., & Cooney, S.M. (2006). Evidence-based programs and practices. Two-part workshop for youth and family program practitioners, October - November 2006, Milwaukee, WI.
- Cooney, S.M., Russell, S.T., & Driscoll, A.K. (2005). Adolescent religiosity, religious denomination, and contraceptive use. Paper presented at conference of National Council on Family Relations, November 2005, Phoenix, AZ.