

The image features two vertical bars on the left side. The left bar is a solid red rectangle, and the right bar is a solid grey rectangle. Both bars are of equal height and are positioned side-by-side.

**MOVING TOWARD
AN EVIDENCE-BASED
CULTURE IN EDUCATION**

ies INSTITUTE OF
EDUCATION SCIENCES

- We provide data about how the US is doing in educating its students.
- We fund surveys and research to identify where education needs to improve and what improvements might be made.
- We fund development and rigorous testing of new approaches for improving education outcomes for all students.

- We conduct large scale evaluations of federal programs and policies.
- We invest in the future of statistics and research through training and methods development.
- We provide resources for use of data and research evidence in education decision making.

We support ED programs,
applicants,
and grantees in building
and using research
evidence

evidence



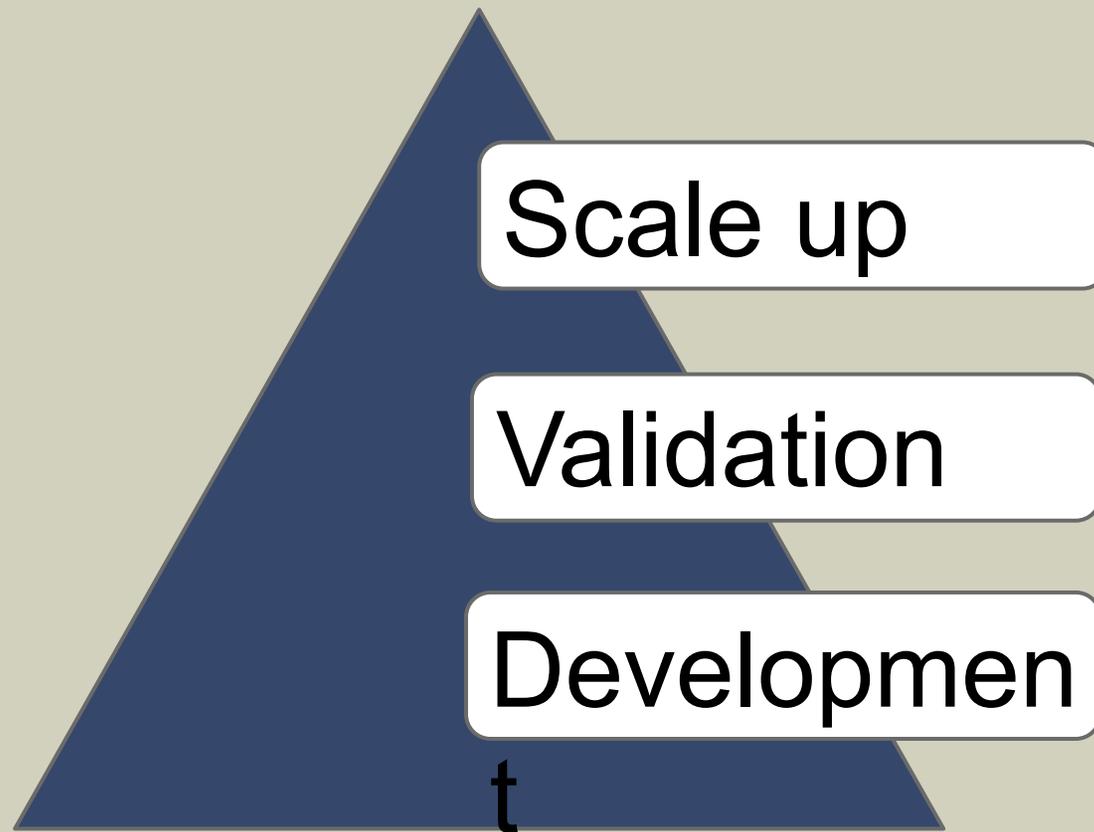
research
evidence

of effectiveness

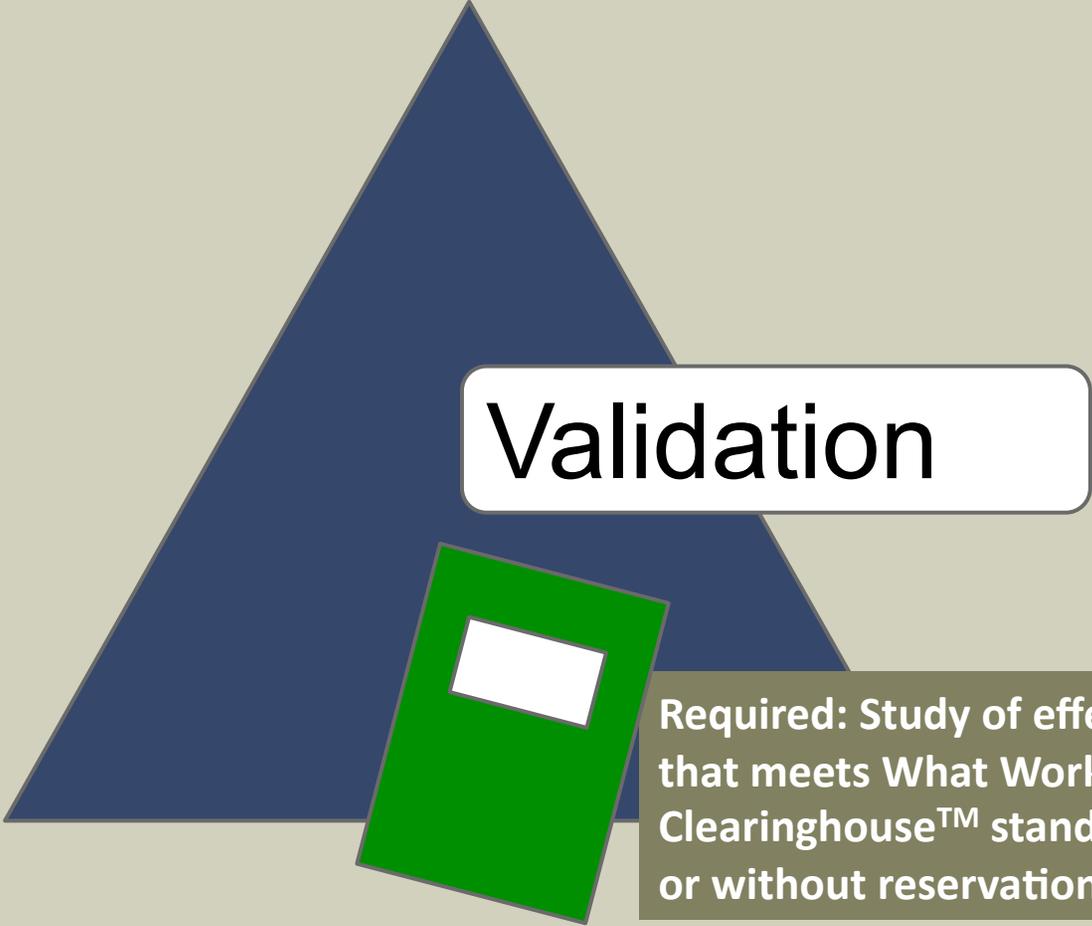
Evidence strategies

- Requiring applicants to **submit research evidence** to support their proposed activities
- **Giving larger grants** to applicants with stronger research evidence that an approach works
- Requiring grantees to **conduct rigorous evaluations** of the impact of their approach on important outcomes

Investing in Innovation (i3) program



Investing in Innovation (i3) program



Validation

Required: Study of effectiveness that meets What Works Clearinghouse™ standards with or without reservations

Arts Models

First in the
World

Supporting
Effective
Educator
Development
(SEED)

Strengthening
Institutions
Program (SIP)

Student
Support
Services

- **Why** is the Department of Education incorporating evidence requirements into grants?
- What kinds of “**entry evidence**” can the Department require?
- What kinds of “**exit evidence**” does the Department look for?

A cacophony of claims and insufficient rigorous research to test them



A desire to make the most of every
opportunity
to get better evidence for practitioners
to use



What is a grant?



A gift



An incentive

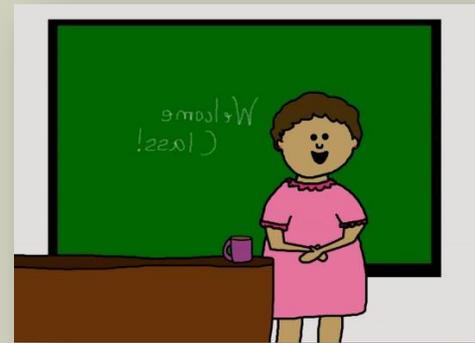


Extra support
for difficult tasks

What is a grant?



An
investment



A learning
opportunity

Return on investment

Grant to
University A



Improvements in
teachers'

Increases in skills and/
or knowledge, among
students of University
A –trained teachers

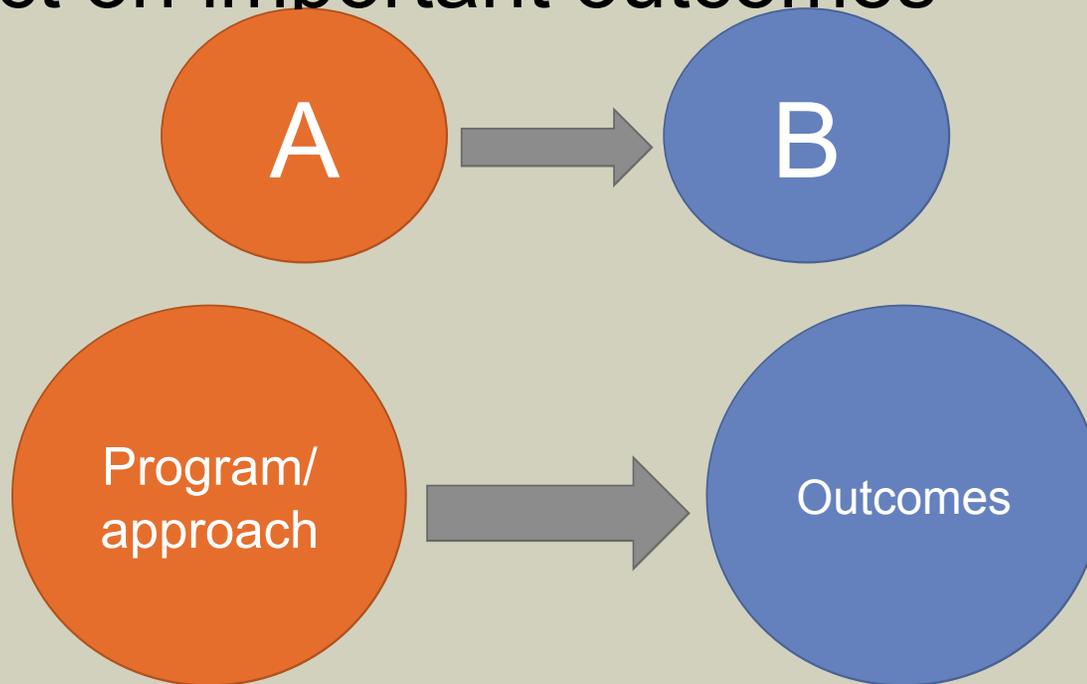


Return on investment

- ✓ Instructional materials,
strategies
- ✓ Information on
implementation
Evidence of
effectiveness

Evidence of effectiveness

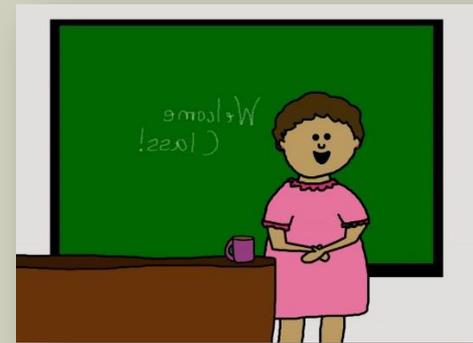
Credible evidence of whether the approach you implemented had an effect on important outcomes



What is a grant?

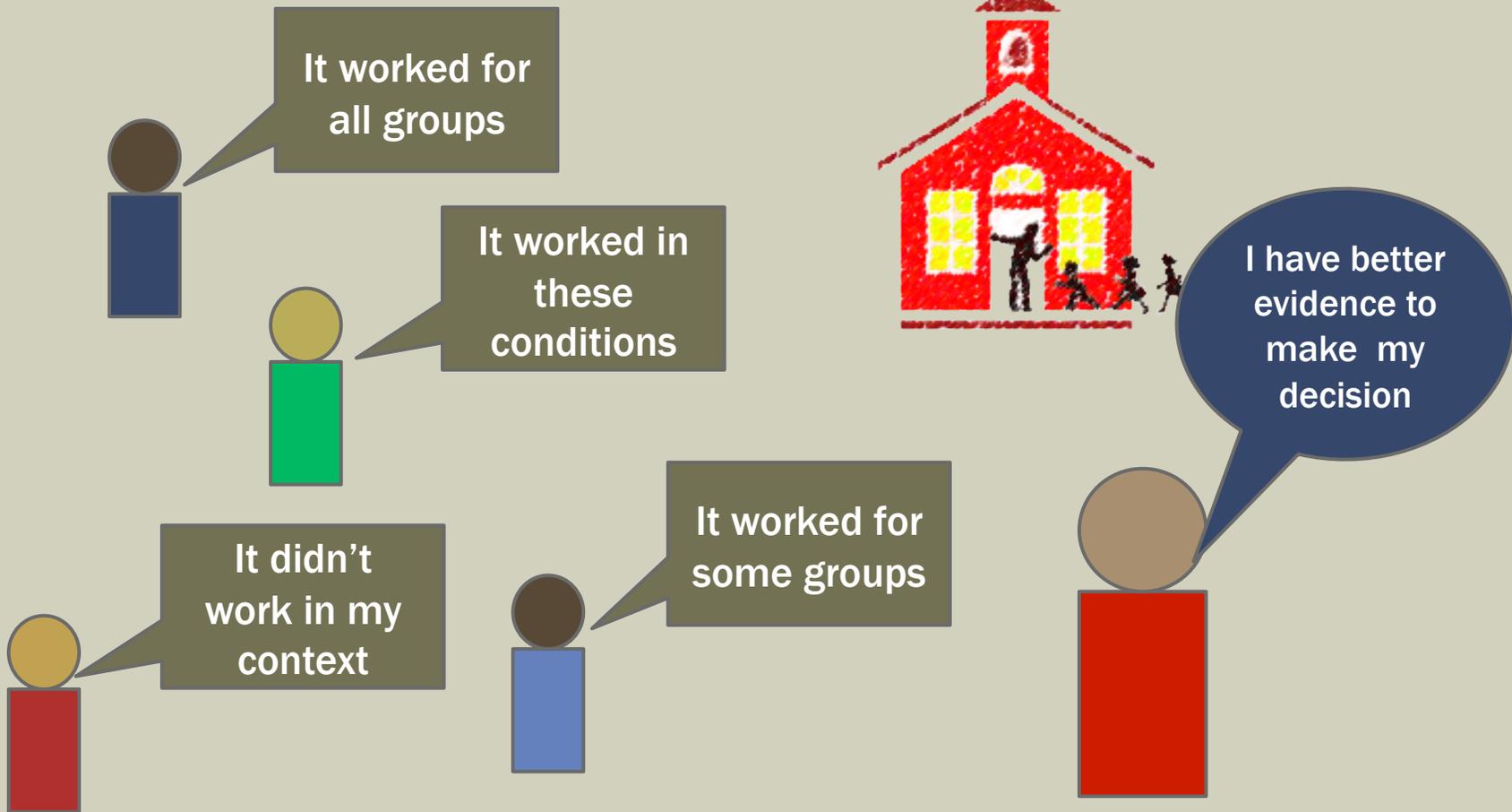


An
investment



A learning
opportunity

A learning community



Integrating practice and research

Grants for
programs

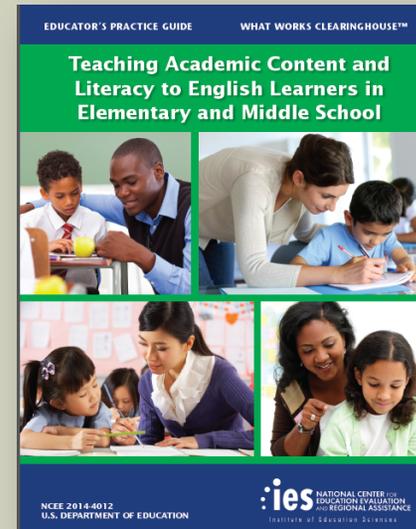
Grants for
research

Grants for program
implementation and
research

Building the ED infrastructure to support evidence use



Studies of
effectiveness



WHAT WORKS CLEARINGHOUSE™

Summaries of
evidence
of effectiveness

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students
Free E-book Materials Now Available!

Evidence for What Works in Education

We review the research on the different programs, products, practices, and policies in education.

Then, by focusing on the results from high-quality research, we try to answer the question "What works in education?"

Our goal is to provide educators with the information they need to make evidence-based decisions.

Publications & Reviews

10711 studies reviewed!

Get started with free products from the WWC:

- Practice guides** help educators address classroom challenges.
- Intervention reports** guide evidence-based decisions.
- Single study reviews** examine research quality.
- Quick reviews** give the WWC's assessment of recent education research.

The **studies database** contains all WWC-reviewed studies.

Or search by topics in education.

Select a topic...

Find What Works!

Intervention	Topic	Implementation Index	Effectiveness Rating	Extent of Evidence
Fast Forward® Language	English Language Learners			
Instructional Conversation and Literacy Scaffolds	English Language Learners			

Based on the research evidence, find what works to...

- improve literacy skills in 3rd graders,
 - increase math achievement in preschoolers,
 - reduce dropout rates,
 - help students with special needs
- ... or address your school's challenge.

WWC Fact Check: Test Your Knowledge...

The WWC conducts research on interventions.

True False

What's New?

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whatworks.ed.gov

@whatworksed

- Why is the Department of Education incorporating evidence requirements into grants?

- What kinds of “entry evidence” can the Department require?

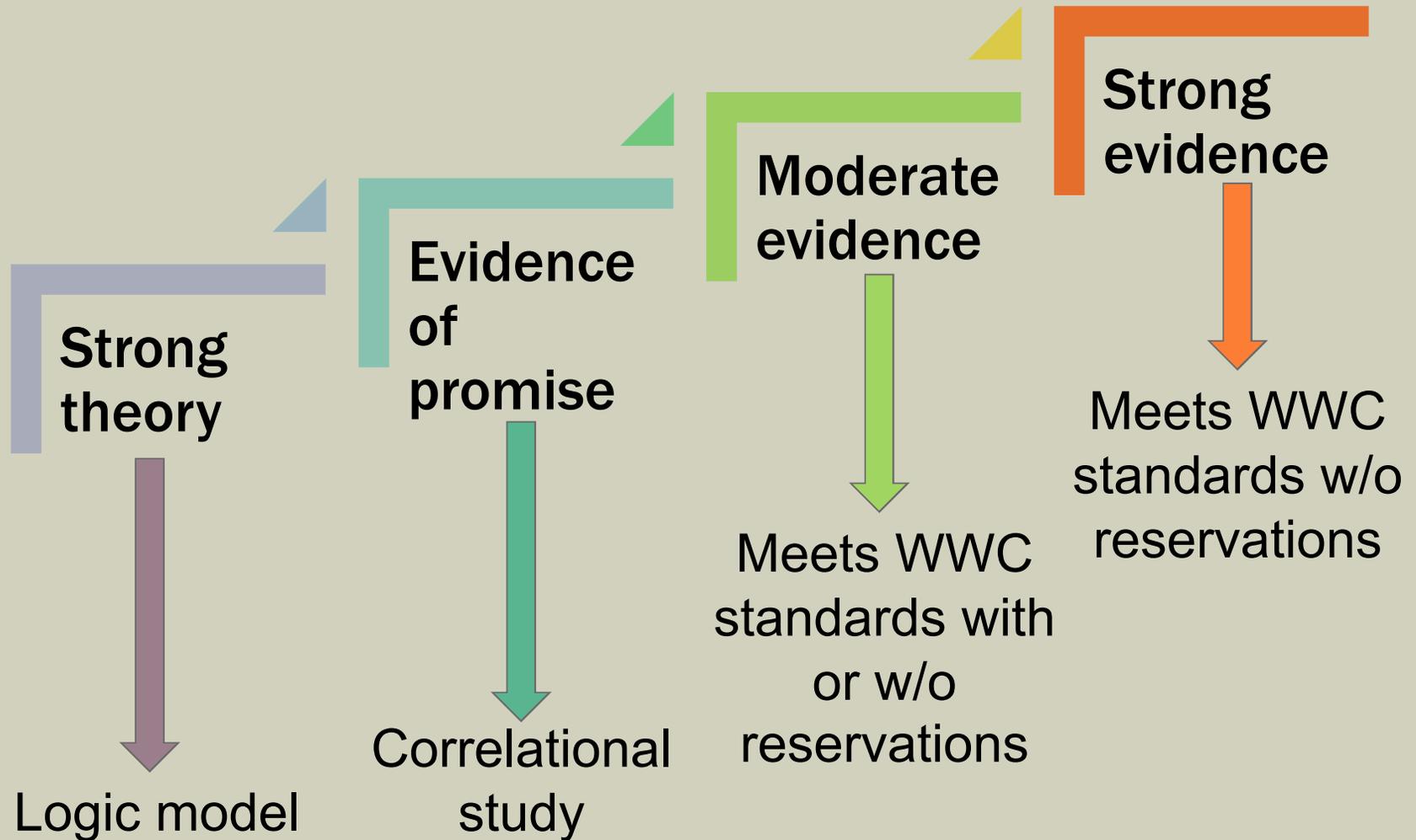
- What kinds of “exit evidence” does the Department look for?

“Entry evidence”

- Submitted by applicants in support of their proposed project
- **Requirements** for evidence reflect:
 - The **amount of knowledge** of effective approaches in the specific field
 - **Program priorities** – Test out new approaches with little prior evidence? See whether approaches with evidence can work in more places or different contexts?



High level overview of EDGAR evidence levels



Very high level overview:
Meeting What Works Clearinghouse™
standards

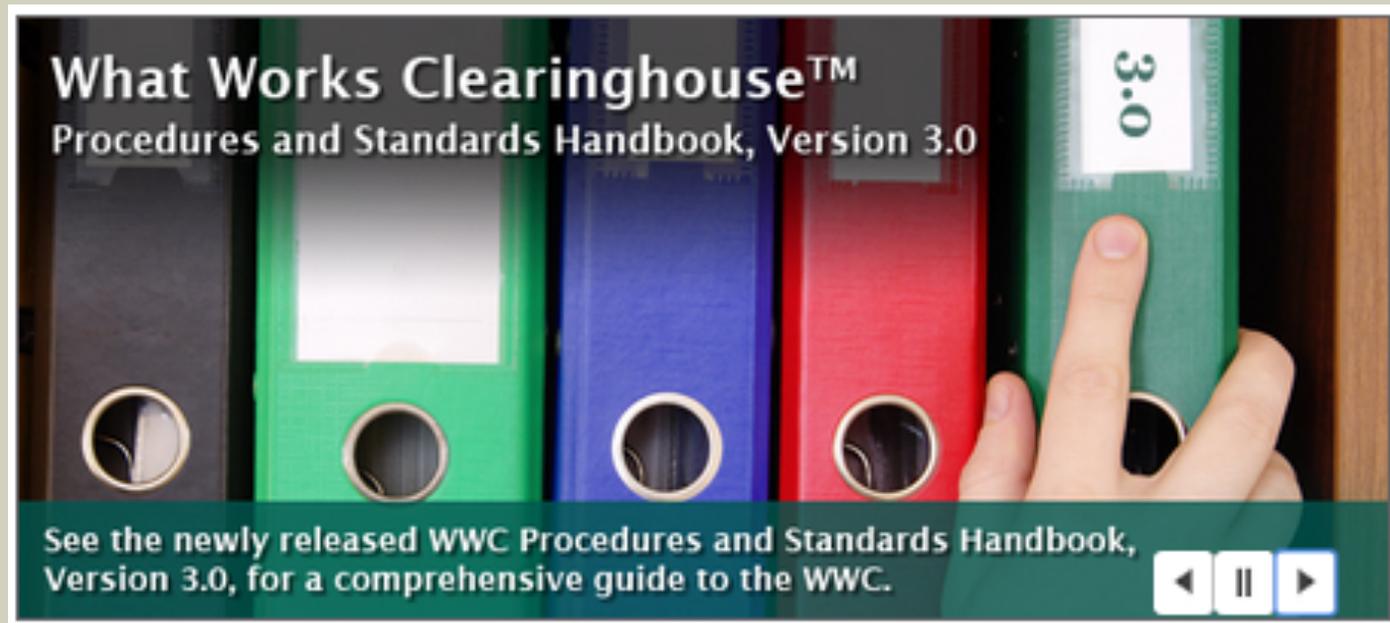
Well-implemented
studies using
**randomized
designs** can

Meet Standards

Without
Reservations

Quasi-
experimental
designs with
equivalent
treatment and
comparison
groups (pre-
treatment) can

What Works Clearinghouse™ standards



<http://ies.ed.gov/ncee/wwc/DocumentSum.aspx?sid=19>

- Why is the Department of Education incorporating evidence requirements into grants?
- What kinds of “entry evidence” can the Department require?
- What kinds of “exit evidence” is the Department looking for?



<http://atom.smasher.org/highway/>

If you came in
with....

A logic model

Correlational
evidence

A quasi-
experimental study

An experimental
study

Produce stronger
evidence, such as...

A correlational
study

A quasi-
experimental study

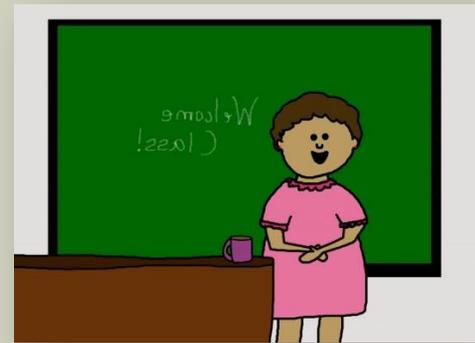
An experimental
study

A larger experimental
study with varied
populations

What is a grant?



An
investment



A learning
opportunity

This approach helps the Department to
calibrate its investments



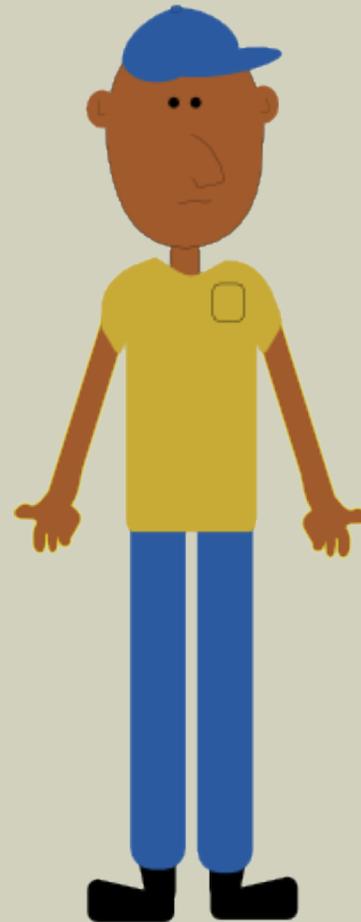
Approaches with a little
evidence get a little
money, to learn more



Approaches with more
evidence get more
money, to scale up

This approach helps the Department to calibrate its expectations for studies

Don't ask too much of an approach that's just developin



Don't ask too little of an approach that's had time to grow

Some competitions require “entry” but not “exit” evidence

Some competitions that give points for or require “entry evidence” do not require “exit evidence.”

A big factor is the size of the grant: in most cases, small grants do not have adequate resources for evaluations.

Support for applicants and grantees

- Live and recorded webinars, available to anyone
 - [Demystifying the What Works Clearinghouse™](#)
 - [Designing Strong Studies](#)
 - [Designing Quasi-Experiments](#)
- Program-specific webinars for applicants
- Technical assistance to help grantees conduct and report on their studies

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