

**MOVING TOWARD AN
EVIDENCE-BASED
CULTURE**

National Center for Education Evaluation and Regional Assistance (NCEE)
Institute of Education Sciences (IES)

Produce research



**Large-scale program, policy,
and product evaluations**
on behalf of the
U.S. Department of Education



**Applied research by the
Regional Educational Laboratories
(RELS)**

Summarize research

**What Works
Clearinghouse™**

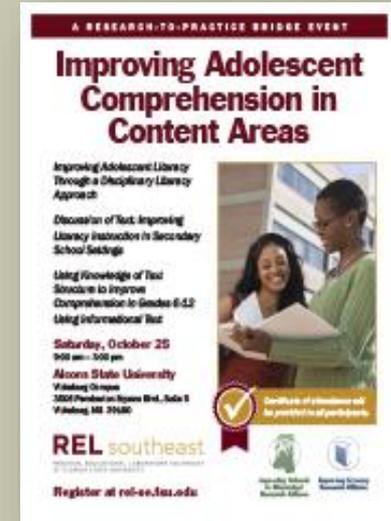
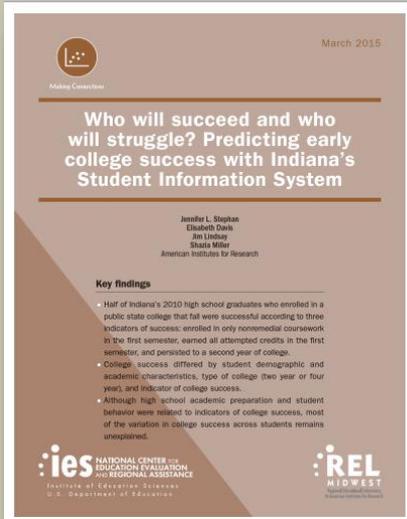
**Support access to and
use of research**

**Training, coaching, tool
development, and technical
support from the RELs**

**National Library
of Education**

**Education Resources
Information Center
(references and full text)**

NCEE's primary audiences = Practitioners and policymakers



Reports and guides (65+ annually)

Infographics

In-person events and webinars



Websites and videos



Tools

evidence



research

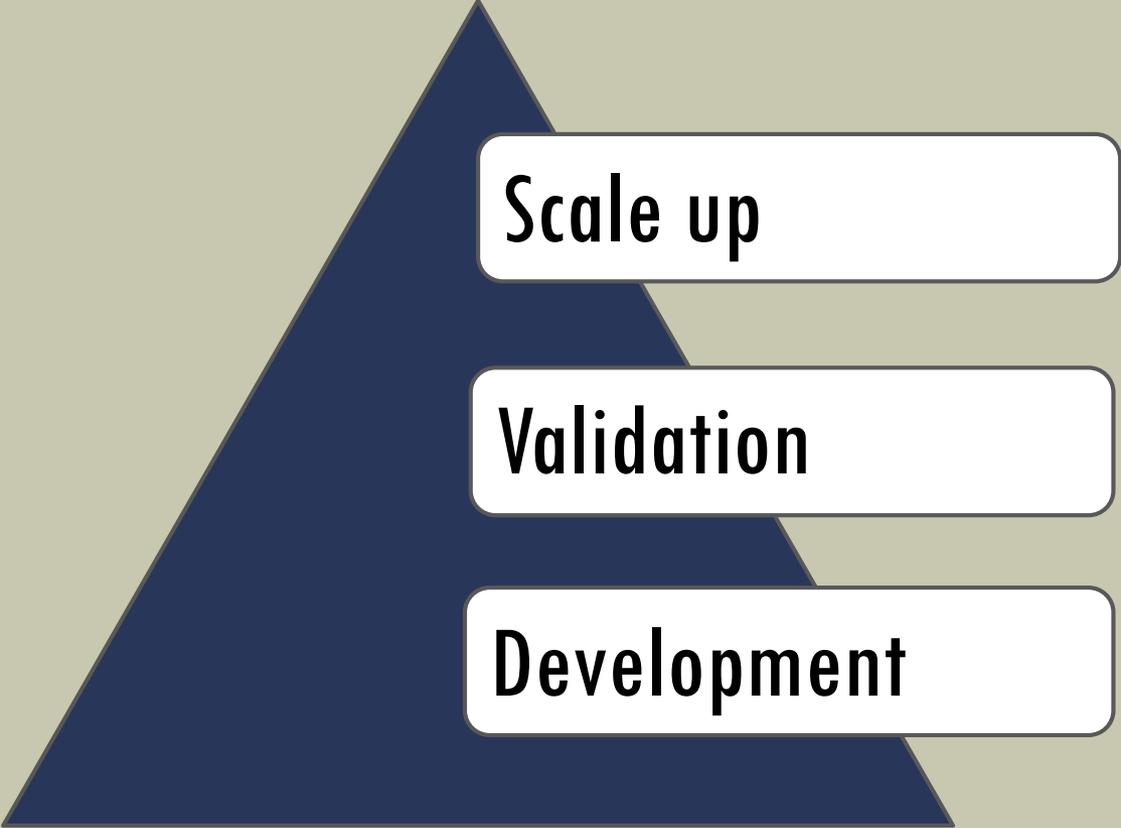
^ evidence

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

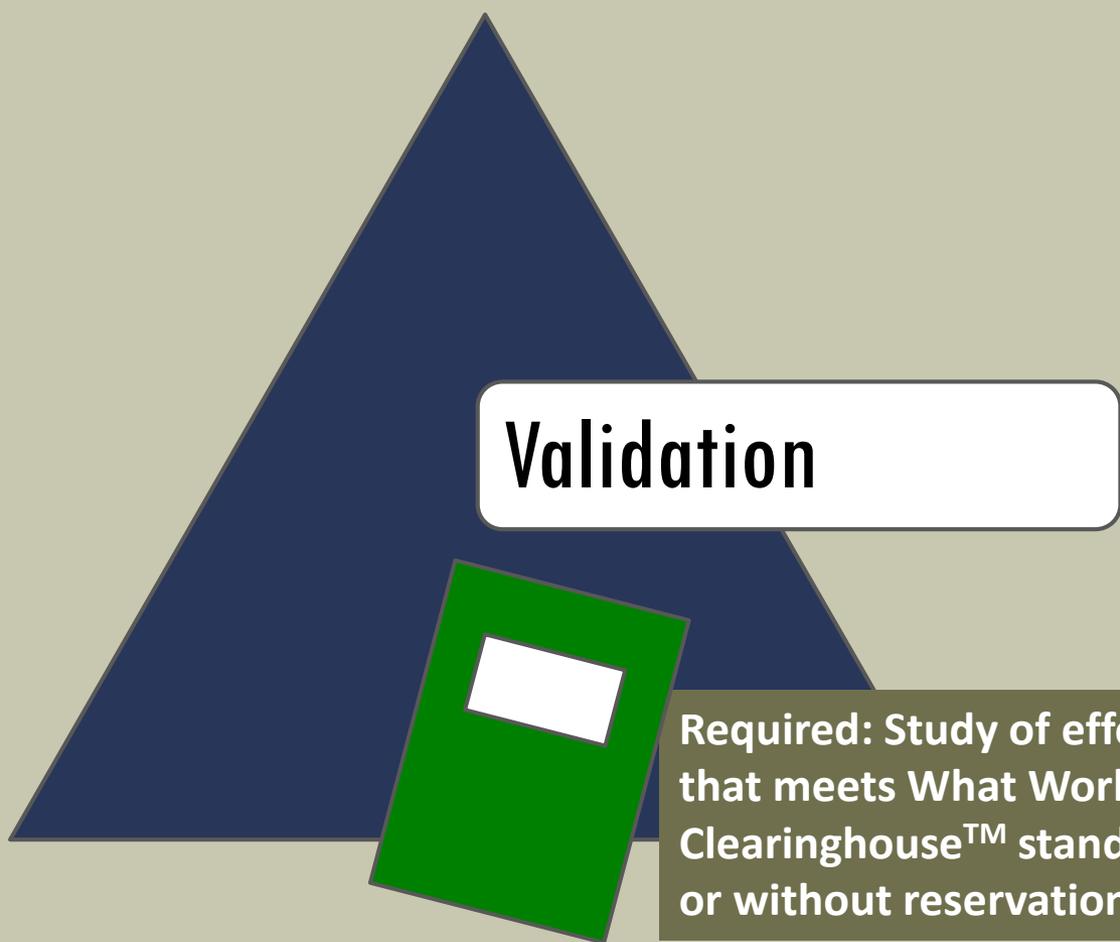


Scale up

Validation

Development

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

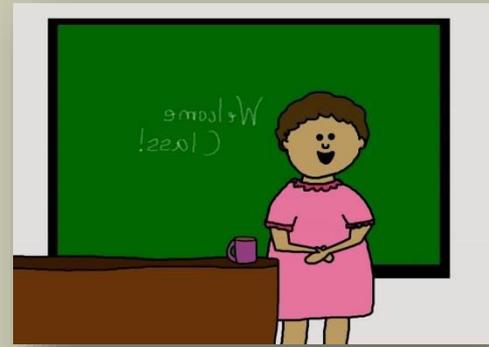


**Extra support
for difficult tasks**

What is a grant?



An investment



**A learning
opportunity**

Return on investment

GRANT TO
UNIVERSITY A



Improvements in teachers' competencies at University A

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



Return on investment

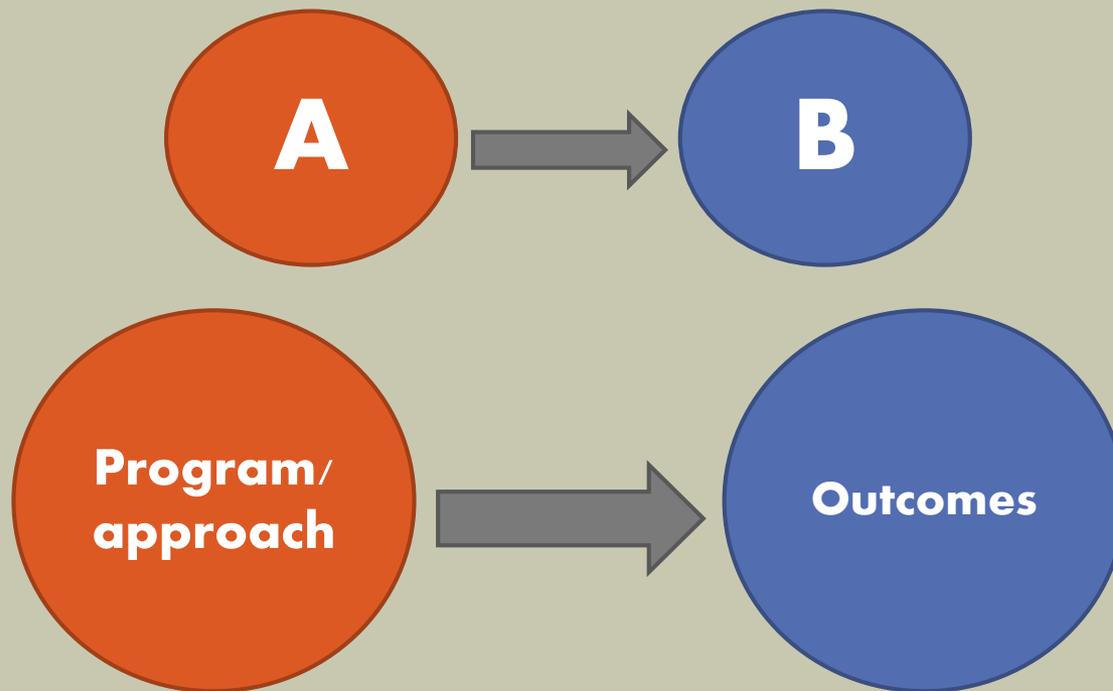
✓ **Instructional materials, strategies**

✓ **Information on implementation**

Evidence of effectiveness

Evidence of effectiveness

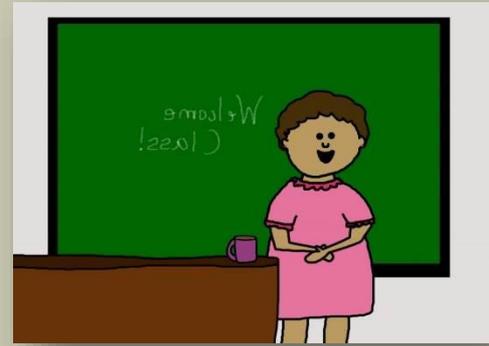
Credible evidence of whether the approach you implemented had an effect on important outcomes



What is a grant?



An investment



**A learning
opportunity**

A learning community



It worked for all groups

It worked in these conditions

It didn't work in my context

It worked for some groups

I have better evidence to make my decision

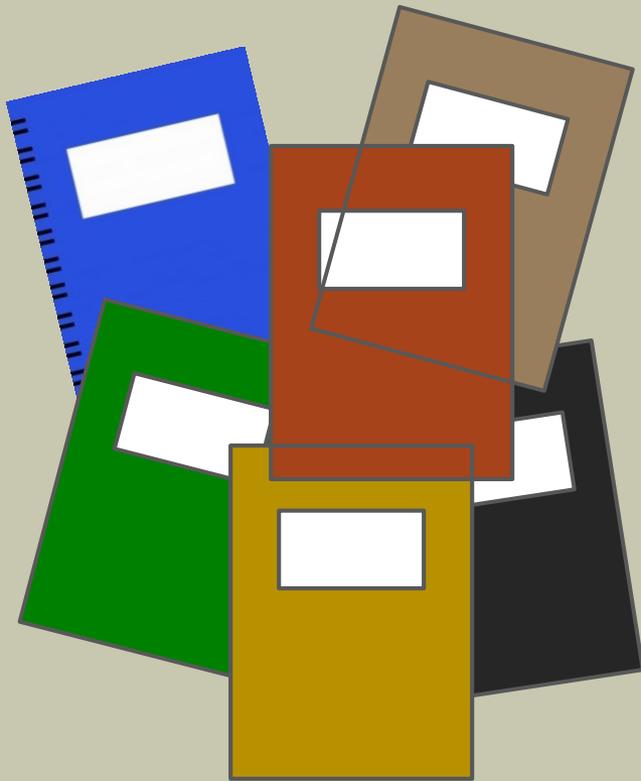
Integrating practice and research

Grants for
programs

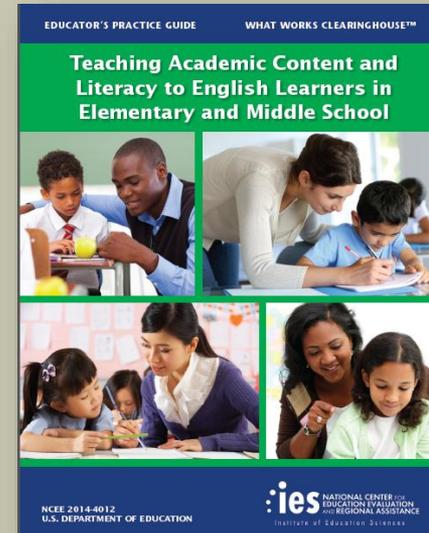
Grants for
research

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!



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?

Subscribe to NewsFlash and stay updated!



whatworks.ed.gov



@whatworksed

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

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

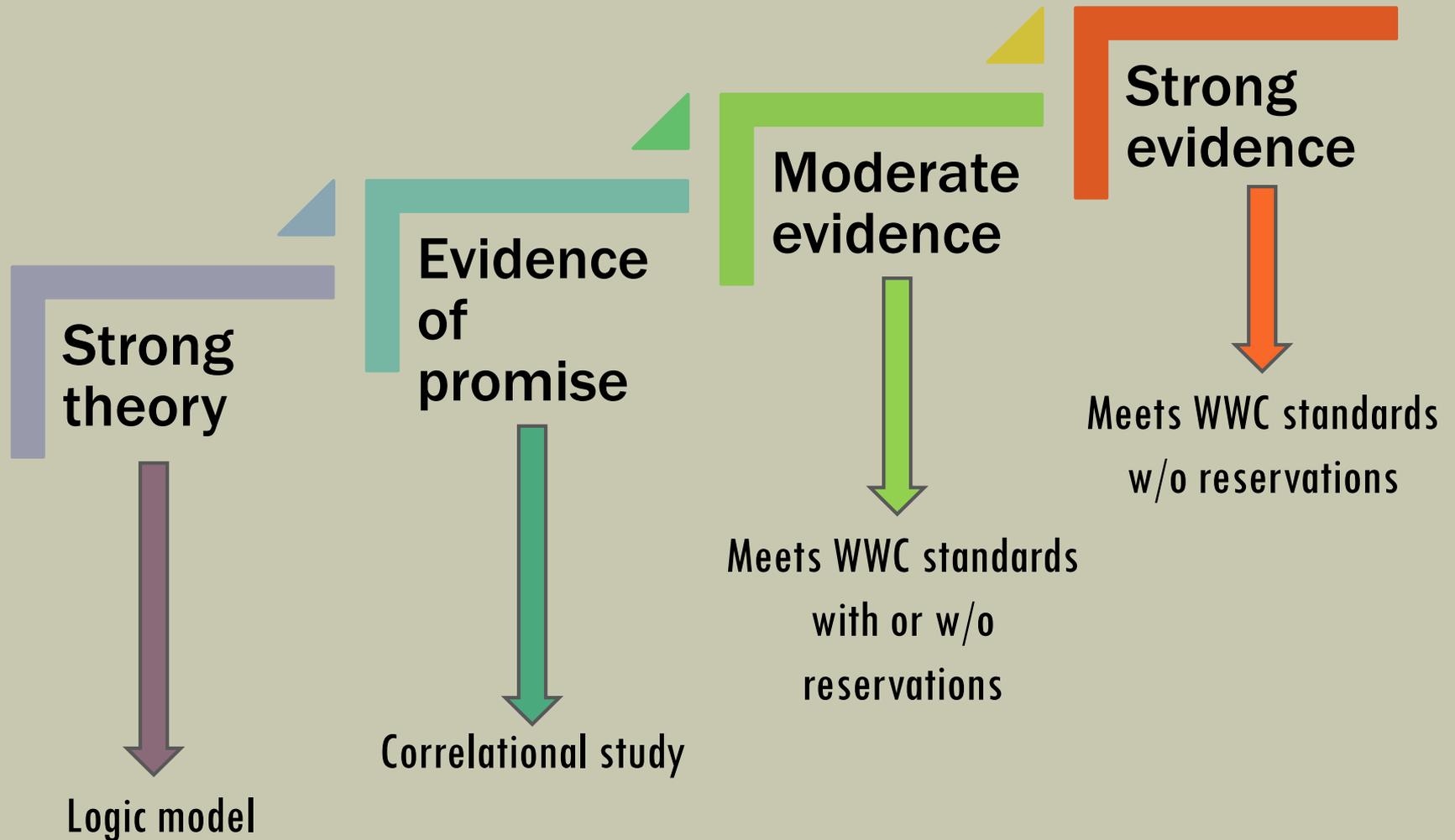
- What kinds of “exit evidence” does the Department look for?

“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

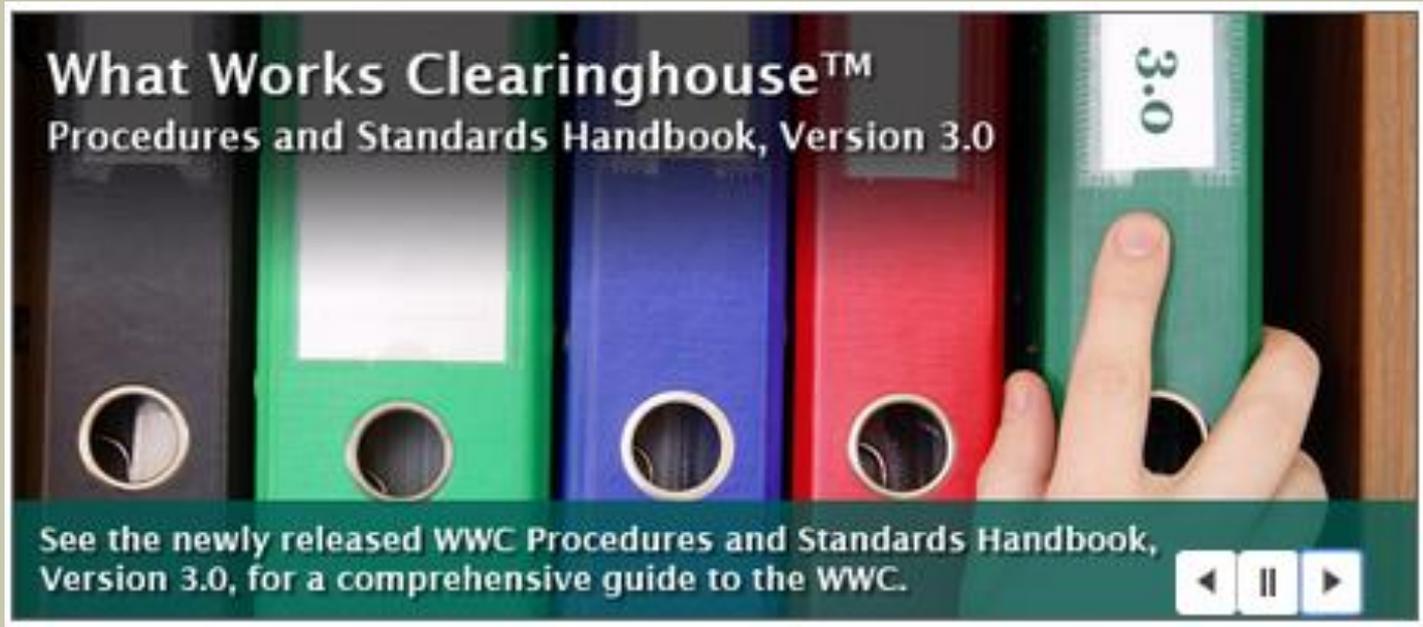
Well-implemented studies
using **randomized
designs** can

**Meet Standards
Without Reservations**

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

**Meet Standards With
Reservations**

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?

A photograph of a highway during winter. In the foreground, a blue car is seen from behind, with snow on its rear window. To the right, a large white semi-truck is visible, with the number '9304' on its back. Above the road, a large electronic sign displays the text 'EXIT AHEAD: DO WE HAVE STRONGER EVIDENCE OF WHAT WORKS & FOR WHOM?'. The sign is mounted on a structure that also holds a green directional sign for 'W BUIK LANE'. The background shows a line of cars in traffic under an overcast sky.

EXIT AHEAD:
DO WE HAVE STRONGER
EVIDENCE OF WHAT
WORKS & FOR WHOM?

<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

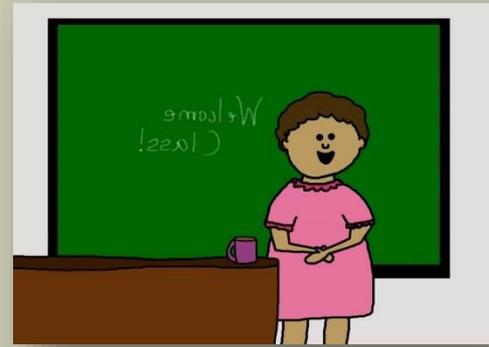
An experimental study

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**



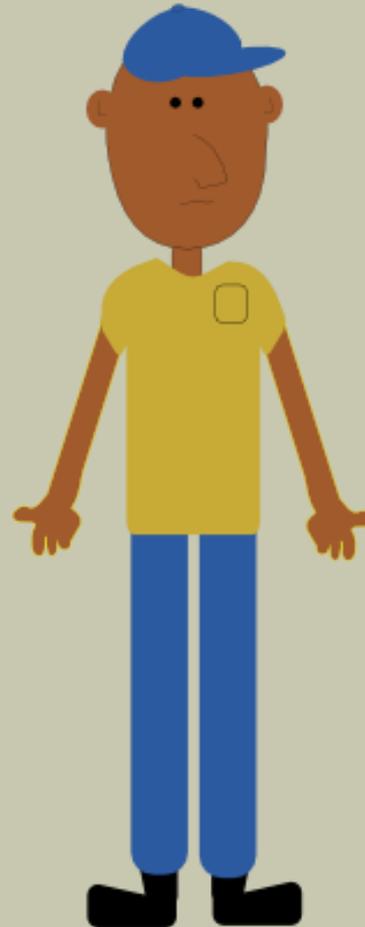
**Approaches with a little evidence
get a little money, to learn more**



**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
little of an
approach that's
had time to
grow**



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

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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