MOVING TOWARD AN EVIDENCE-BASED CULTURE IN EDUCATION
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

Scale up

Validation

Development
Investing in Innovation (i3) program

Validation

Required: Study of effectiveness that meets What Works Clearinghouse™ standards with or without reservations
Effective Educator Development (SEED)

Arts Models

Supporting

First in the World

Student Support Services

Strengthening Institutions Program (SIP)
• **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

Program/approach → 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

Summaries of evidence of effectiveness

WHAT WORKS CLEARINGHOUSE™

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
• 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

Strong evidence
- Meets WWC standards w/o reservations

Moderate evidence
- Meets WWC standards with or w/o reservations

Evidence of promise
- Correlational study

Strong theory
- Logic model
<table>
<thead>
<tr>
<th>Well-implemented studies using randomized designs</th>
<th>Quasi-experimental designs with equivalent treatment and comparison groups (pre-treatment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet Standards Without Reservations</td>
<td></td>
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What Works Clearinghouse™ Standards

See the newly released WWC Procedures and Standards Handbook, Version 3.0, for a comprehensive guide to the WWC.

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

http://atom.smasher.org/highway/
<table>
<thead>
<tr>
<th>If you came in with....</th>
<th>Produce stronger evidence, such as…</th>
</tr>
</thead>
<tbody>
<tr>
<td>A logic model</td>
<td>A correlational study</td>
</tr>
<tr>
<td>Correlational evidence</td>
<td>A quasi-experimental study</td>
</tr>
<tr>
<td>A quasi-experimental study</td>
<td>An experimental study</td>
</tr>
<tr>
<td>An experimental study</td>
<td>A larger experimental study with varied populations</td>
</tr>
</tbody>
</table>
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 developing.

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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