

**EIR Mid-phase Grant Applicants – Absolute Priority 1 (Moderate Evidence)
Evidence Standards Checklist**

This **Evidence Requirements Checklist** is intended to help applicants determine what studies to include on the **Evidence Form** with their application for the purposes of meeting the evidence requirement. This checklist is a resource and not required in the grant application. As such, the checklist should not be submitted with the application. Applicants can use the checklist as an informal worksheet to understand the evidence criteria used to review studies and learn about additional evidence-related resources available online.

Factors	Moderate Evidence – Requirements
Prior What Works Clearinghouse (WWC) Reviews	✓ 1. Did applicant submit at least one study citation (or WWC intervention report or WWC practice guide recommendation), but no more than two such citations, that includes findings reviewed under version 2.1 or version 3.0 of the WWC <i>Procedures and Standards Handbook</i> ? <i>If an individual study cited by the applicant has not been reviewed by the WWC under version 2.1 or version 3.0 standards, then the EIR program will request a WWC review to assess whether the applicant meets requirements #5 through #7, below.</i>
Relevance of Evidence to Proposed Project	✓ 2. Does the study finding, WWC intervention report finding, or WWC practice guide recommendation cited by the applicant relate an intervention that is a project component proposed by the applicant to a relevant outcome for the proposed project?
WWC Practice Guide Recommendation (if cited)	✓ 3. If the applicant cited a WWC practice guide recommendation prepared under version 2.1 or version 3.0 of the WWC Handbook, did the WWC characterize the base of evidence for that recommendation as either “ strong evidence ” or “ moderate evidence ”?
WWC Intervention Report Finding (if cited)	✓ 4. If the applicant cited a finding from a WWC intervention report prepared under version 2.1 or version 3.0 of the WWC Handbook, did the WWC characterize the intervention as having a “ positive effect ” or a “ potentially positive effect ” on a relevant outcome based on a “ medium to large ” extent of evidence, without <u>overriding</u> evidence of a “negative effect” or a “potentially negative effect” on a relevant outcome?
Finding from an Individual Study (if cited)	<p>✓ 5. If the applicant cited an individual study, did the study’s relevant finding receive a rating under version 2.1 or version 3.0 of the WWC Handbook of either <i>Meets WWC Standards Without Reservations</i> or <i>Meets WWC Standards With Reservations</i>?—AND—</p> <p>✓ 6. Did the study find and the WWC confirm a statistically significant and positive (i.e., favorable) effect of the intervention on a relevant outcome, without an <u>overriding</u> statistically significant and negative effect on a relevant outcome reviewed by, and reported on, by the WWC from this study or an intervention report prepared under version 2.1 or 3.0 of the WWC Handbook? —AND—</p> <p>✓ 7. Was the relevant finding in the study (or two or more studies in combination meeting requirements #5 and #6) based on a large sample of at least 350 individuals and a multi-site sample of at least two sites (e.g., States, counties, cities, school districts, or postsecondary campuses)?</p>
Sample Overlap Requirements	<p>☐ 8. Was the relevant finding in the study (or WWC intervention report or WWC practice guide) based on a sample that is similar to the applicant’s proposed target population(s)? —OR—</p> <p>✓ 9. Was the relevant finding in the study (or WWC intervention report or WWC practice guide) based on sites similar to the applicant’s proposed setting(s)?</p>

RELATED RESOURCES

What Works Clearinghouse

Applicants can access online learning resources about evidence of effectiveness for education interventions through the Institute of Education Sciences' What Works Clearinghouse (WWC) website. The WWC has released numerous reviews of evidence, disseminated through intervention reports, practice guides, and single study reviews. The WWC also offers a wide range of information about the criteria they use to assess and characterize evidence of effectiveness for education interventions. These resources include tutorials and webinars that help introduce you to the WWC website, features such as "Finding What Works," "Practice Guide Level of Evidence," and "Introduction to WWC Reviews of Individual Studies Database."

- WWC Main Website: <https://ies.ed.gov/ncee/wwc/>
- WWC Reviews of Individual Studies Database: <https://ies.ed.gov/ncee/wwc/ReviewedStudies>
- WWC Intervention Reports: <https://ies.ed.gov/ncee/wwc/AllInterventionReports>
- WWC Practice Guides: <https://ies.ed.gov/ncee/wwc/PracticeGuides>
- WWC Handbooks and Related Resources: <https://ies.ed.gov/ncee/wwc/Handbooks>
- WWC Tutorials: <https://ies.ed.gov/ncee/wwc/Tutorials>

U. S. Department of Education Evidence Definitions

The evidence definitions that apply to all U.S. Department of Education programs are described in 34 CFR Part 77.1: <http://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdcca1ea71f18aae51824e7&node=34:1.1.1.1.24&rgn=div5>

Logic Models

A logic model is intended to display the relationship between project components, such as academic services and supports, and the outcomes of the targeted populations. The following resources on logic models, developed through the Institute of Education Sciences' Regional Educational Laboratory (REL) program, are available online.

- Logic Models: A Tool for Effective Program Planning, Collaboration, and Monitoring (REL Pacific) https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf
- Logic Models: A Tool for Designing and Monitoring Program Evaluations (REL Pacific) https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014007.pdf
- Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit (REL Northeast and Islands) https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf