2018 Statewide Family Engagement Centers (SFEC)
Evidence, Evaluation, and Logic Model Resources

To assist applicants applying to the FY 2018 Statewide Family Engagement Centers (SFEC) competition, the Department has compiled a number of resources related to evidence, logic models, and evaluation. For more information about how these items are incorporated into the selection criteria, priorities, and requirements for the SFEC competition and program, please consult the SFEC Notice Inviting Applications (NIA), available at https://innovation.ed.gov/statewide-family-engagement-centers-program/.

Competitive Preference Priority 1
Promising Evidence Checklist

Applicants who choose to address Competitive Preference Priority 1 will include evidence-based (as defined in the NIA) activities and strategies as part of their proposed projects. For the purposes of the 2018 SFEC competition and program, "evidence-based" is defined as an "activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias."

This **Evidence Checklist** is intended to help applicants determine what studies to include on the optional **Grants.gov Evidence Form** with their application for the purposes of responding to Competitive Preference Priority 1(a) or 1(b). This checklist is a resource and not required in the grant application. As such, this 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	Promising 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 2 such citations? *If an individual study is cited by the applicant, then the SFEC program will request a review to assess whether the applicant meets requirements #5 and #6, below.*
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, 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, did the WWC characterize the intervention as having a "**positive effect**" or a "**potentially positive effect**" on a relevant outcome, 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)	☐ 5. If the applicant cited an individual study, is the study's relevant finding based on either an ***experimental study***, a ***quasi-experimental design study***, or a ***well-designed and well-implemented correlational study with statistical controls for selection bias*** (e.g., a study using regression methods to account for differences between a treatment group and a comparison group)?—***AND***— ☐ 6. Did the study find a **statistically significant and <u>positive</u>** (i.e., favorable) **effect** of the intervention on a relevant outcome?

RELATED RESOURCES

What Works Clearinghouse
Applicants can access online learning resources about evidence of effectiveness for education interventions through the Department of Education's (ED) Institute of Education Sciences' (IES) 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

SFEC and U. S. Department of Education (ED) Evidence Definitions
The 2018 SFEC NIA defines evidence-based as, "an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes based on promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias."

- The relevant evidence definitions can be found in the NIA for SFEC and are described in 34 CFR Part 77.1: http://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdccca1ea71f18aae51824e7&node=34:1.1.1.1.24&rgn=div5
- Video on understanding ED evidence definitions: https://www.youtube.com/watch?v=38cJDyrUfDM
- Video on finding strong or moderate evidence on WWC website, also discusses finding promising evidence from WWC practice guides and intervention reports: https://www.youtube.com/watch?v=1fnKv1PBrBQ

Logic Models
A logic model (also referred to as theory of action) means a reasonable conceptual framework that identifies key components of the proposed project (i.e., the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes. SFEC applicants are required to submit a logic model as part of their applications. The following resources on logic models, developed through the IES' 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

Evaluation
ED seeks to build an evidence base for the SFEC program and has included selection criteria related to evaluation of proposed projects in the NIA. In an effort to identify resources that might support the development of evaluation plans, IES worked with staff from ED's Supporting Effective Educator Development (SEED) program to compile a range of

resources to help organizations design and implement evaluations that are consistent with the What Works Clearinghouse standards, which may also be helpful to SFEC applicants. These sites contain some references to resources created and maintained by other public and private organizations and are provided for the user's convenience. The inclusion of these materials is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the Department, and the Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

- Evaluation Resource Database: https://innovation.ed.gov/what-we-do/teacher-quality/supporting-effective-educator-development-grant-program/evaluation-resources/
- Technical assistance materials for conducting rigorous impact evaluations: https://ies.ed.gov/ncee/projects/evaluationTA.asp