

# Levels and Examples of Evidence

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*The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.*



# Skype Webinar Instructions

- As you participate in this webinar, please think about any questions you may have about the promising evidence and evidence that demonstrates a rationale.
- Ask any questions by entering them into the conversation/chat box.
- Please complete our evaluation!



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# Legal Page

## Program Statute and Regulations

Section 418A of the Higher Education Act of 1965, as amended by Section 408 of the Higher Education Opportunity Act (HEOA) (PL 110-315), (20 U.S.C. 1070d-2).

34 CFR 206.20 (c)(2)(vi.).

## Code of Federal Regulations

34 CFR Part 77.1. (Definitions that apply to all Department programs).



# Agenda

- I. Review: Levels of Evidence
- II. Where Do We Find Promising Evidence and Demonstrates a Rationale?

## *National Center for Education Evaluation and Regional Assistance (NCEE)*

- Regional Educational Laboratory Network (REL) Evaluation Studies
- NCEE Evaluation Studies
- Education Resources Information Center (ERIC)

- III. Next Steps



# I. REVIEW: LEVELS OF EVIDENCE

- Strong Evidence
- Moderate Evidence
- ***Promising Evidence***
- ***Demonstrates a Rationale***



# LEVELS OF EVIDENCE – IES

Interested in a video that provides a deeper understanding of the Department of Education's Evidence definitions?

## [Understanding the Evidence Definitions Used for U.S. Department of Education's Programs](#)

- Source: IES (Jonathan Jacobson)
- Length: 26:30 minutes
- Focus: Evidence-Based definitions in context of federal education law and regulations.



# PROMISING EVIDENCE

- May be a correlational study with statistical controls for selection bias.
- Must show a statistically significant and positive effect of the intervention on a student outcome or relevant outcome.
- May not be overridden by statistically significant and negative evidence on that intervention from findings in studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences.



# DEMONSTRATES A RATIONALE

- Includes a well-specified logic model that is informed by research, OR
- Is informed by an evaluation that suggests how the intervention is likely to improve relevant outcomes, AND
- Includes an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway somewhere else.



# PROMISING EVIDENCE OR EVIDENCE THAT DEMONSTRATES A RATIONALE?

- Promising Evidence: Experimental, Quasi-Experimental, and Correlational with Controls
- Correlations: Correlational Studies:  
Observing Promising Evidence



# WHERE DO WE FIND PROMISING EVIDENCE AND DEMONSTRATES A RATIONALE?

*The “What Works” Clearinghouse (WWC)* includes the top two tiers of evidence: strong evidence and moderate evidence. If you’re interested in modifying services in an existing project to improve results, where can you find available resources?

- **Research studies** that do not necessarily meet WWC standards may qualify as the third tier of evidence: promising evidence.
- **Demonstrates a rationale**, the fourth tier of evidence doesn’t necessarily have to be based on research that meets WWC standards for strong, moderate, or promising evidence, but it should be based on some research or evaluation that shows that a project component is likely to improve a relevant outcome.



## II. WHERE DO WE FIND PROMISING EVIDENCE AND DEMONSTRATES A RATIONALE? NCEE!

Let's start at the NCEE landing page: [National Center for Education Evaluation and Regional Assistance](#)



# NCEE (CONTINUED)

- Regional Educational Laboratories (RELs):  
[Regional Educational Laboratory Program](#)
- Evaluation Studies: [Evaluations at the Institute of Education Sciences](#)
- Education Resources Information Center:  
[ERIC](#)



# REGIONAL EDUCATION LABORATORIES (RELS)

- URL: [Regional Educational Laboratory Program](#)
- Explore by Topic, Webinar, Publications. [Postsecondary](#)
- Examples:
  - Scaling Community College Academic Planning
  - Community College Completion and Middle-Skill Occupational Demand
  - Latino Students' Pathways to College [Making It: Latino Students' Pathways to College](#)



# NCEE EVALUATION STUDIES

- URL: [Evaluations at the Institute of Education Sciences](#)
- Explore by What's New, Our Evaluations, and Evaluations by Topic, Type, Evaluation Year: [Selection of Evaluations](#)
  - Search Recommendations: Topic and Type
  - Several Studies: Forthcoming



# ERIC

- URL: [ERIC](https://eric.ed.gov/)
- Explore by Key Words
- Drill down by Descriptor, Source, Publication Type, Audience, etc.
- Advance Search Tips
- Combine Terms, Full Text Available, Publication Date



# ERIC ACTIVITY

- Let's try an example and search any combination of terms, e.g. high school equivalency program, migratory, migrant, success, intervention, retention, first year college, college assistance migrant program.
  - Search key words.
  - Once you identify an article that may afford ideas for successful interventions related to HEP or CAMP, place the name of the article/report in the conversation box, so others may review also.
  - Participants will report out on a few articles.



### III. NEXT STEPS

- Follow-up Skype Call: April 18, 2019, 2:00-4:00 pm ET
- We'll discuss:
  - Questions on today's content – selection of interventions.
  - Questions on evaluation – evaluation practices that do not meet WWC rigor (some experimental, quasi-experimental, correlation, evidence that demonstrates a rationale).



# NEXT STEPS:

## HEP AND CAMP EVALUATION WEBINAR

- May 16, 2019, 2:00-4:00 pm ET
- We will focus content on:
  - Logic Model Development
  - Evaluation Questions
  - Research Methodology
  - Interpretation of Research Results



# Thank You!!!

We hope you enjoyed this webinar. Please take a moment to fill out a short poll about your experience.

**For additional assistance, contact the OME Data-Evaluation Team:**

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