

Using the WWC Standards for Postsecondary Research Methods Courses

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Goals for This Webinar

- ❖ Promote an understanding of relevant What Works Clearinghouse (WWC) resources and where to access them.
- ❖ Enhance the ability to integrate WWC resources into postsecondary research design and analysis courses.
- ❖ Support the integration of WWC resources into postsecondary research synthesis courses.



Webinar Topics

- ❖ WWC group design standards and how they reflect current best methodological practice in causal research
- ❖ WWC resources available for teaching causal inference and internal validity in education and social science research
- ❖ Use of these resources in introductory and advanced postsecondary research methods courses
- ❖ Answers to questions about these resources, where to access the resources, and their possible use in methods courses

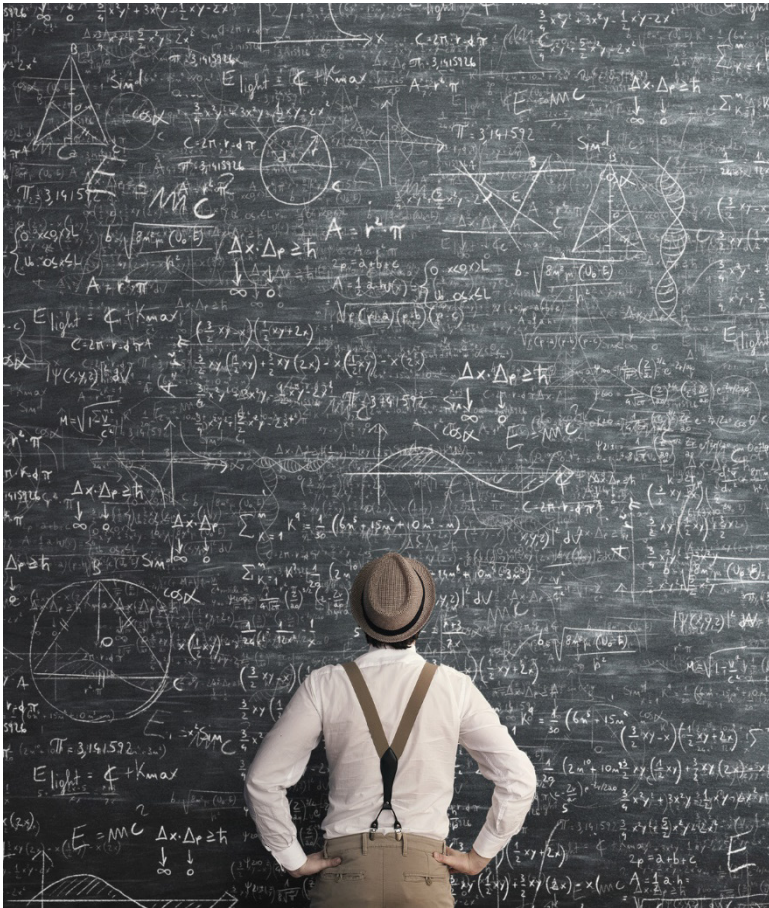
Example of a Graduate Course Using WWC Evidence Standards

Course Process

- ❖ In spring 2017, nine master's degree students and four doctoral students at Boston College's Lynch School of Education participated in a semester-long "program evaluation" course with an emphasis on causal inference to identify what interventions work in education and related fields.



Example of a Graduate Course Using WWC Evidence Standards



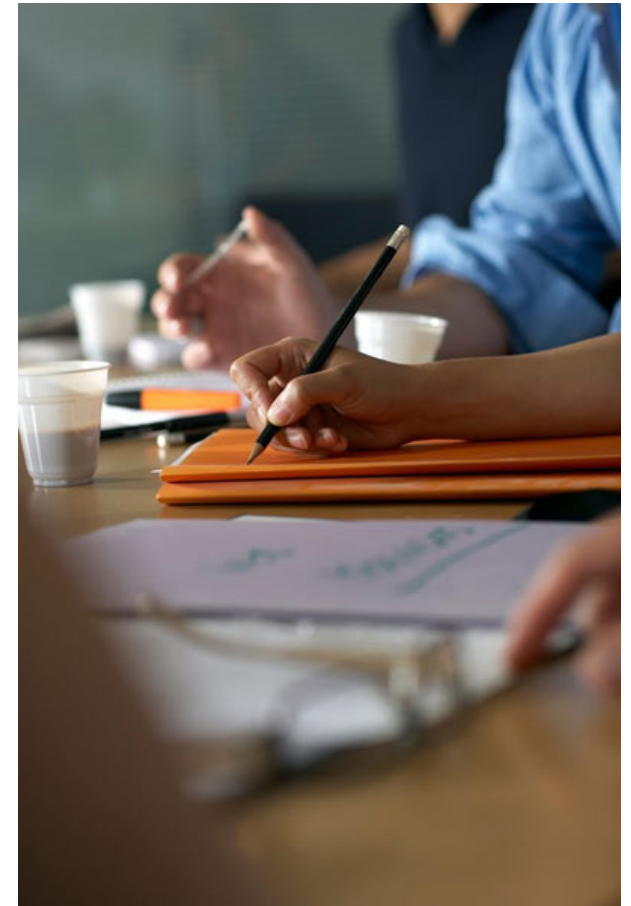
Course Process

- ❖ The goal was to teach students how to arrange their thinking and logically derive internal validity criteria using Standards 4.0 along with additional readings from the methodological literature.
- ❖ Students applied the Standards (along with the supplemental readings) to design impact evaluations to assess what education interventions have discernible effects.

Example of a Graduate Course Using WWC Evidence Standards

Course Outcomes

- ❖ The Standards Handbook 4.0, along with WWC online resources, supplemented lectures and provided students with additional hands-on learning outside of class.
- ❖ At the end of the course, all 13 students chose to complete the WWC Certification Exam (rather than the instructor's end-of-course exam).



Example of a Graduate Course Using WWC Evidence Standards

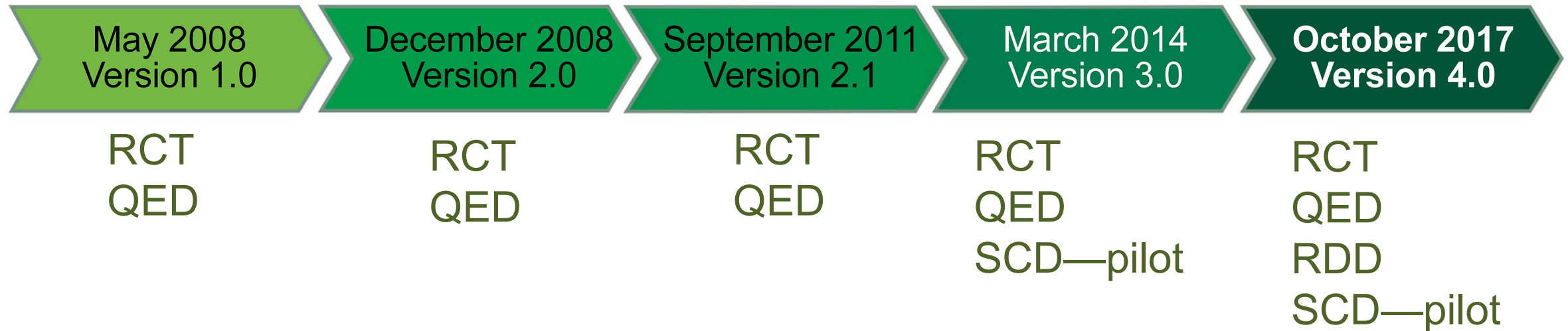


Course Outcomes

- ❖ Eight students passed the exam and became certified either at the end of the semester or in the next semester.
- ❖ All students rated the online resources as credible, engaging, and useful for learning about the fundamentals of internal validity and causal inferences.

WWC Group Design Standards and Best Methodological Practice in Causal Research

WWC Procedures and Standards: Four Generations of Revision



Vetting. All versions have been externally peer reviewed. For Version 4.0, IES gathered input from the WWC Statistical, Technical, and Analysis Team; anonymous external peer reviewers; methodology experts; and the public.

RCT = randomized controlled trial. RDD = regression discontinuity design. SCD = single-case design. QED = quasi-experimental design.

WWC Evidence Standards: Core Concepts and Abridged Definitions

- ❖ **Design:** The method by which intervention and comparison groups are assigned
- ❖ **Attrition:** A randomized sample member missing an outcome
- ❖ **Equivalence:** The similarity of analysis groups at baseline



Source: WWC Glossary of Terms. Retrieved from <https://ies.ed.gov/ncee/wwc/Glossary>.

WWC Evidence Standards: Core Concepts and Abridged Definitions



- ❖ **Confounds:** A component of a study that is completely aligned with one of the study conditions
- ❖ **Outcomes:** Knowledge, skills, attitudes, and other desired benefits that are attained as a result of an activity

Source: WWC Glossary of Terms. Retrieved from <https://ies.ed.gov/ncee/wwc/Glossary>.

WWC Resources for Teaching Causal Inference and Internal Validity in Methods Research Courses

Research Design Topics

WWC resources can be used in the following types of courses with an emphasis on causal inference:

- ❖ Introduction to research design
- ❖ Advanced research design
- ❖ Research synthesis

Course content that includes these resources may be appropriate for honors-level undergraduate courses or graduate-level courses.

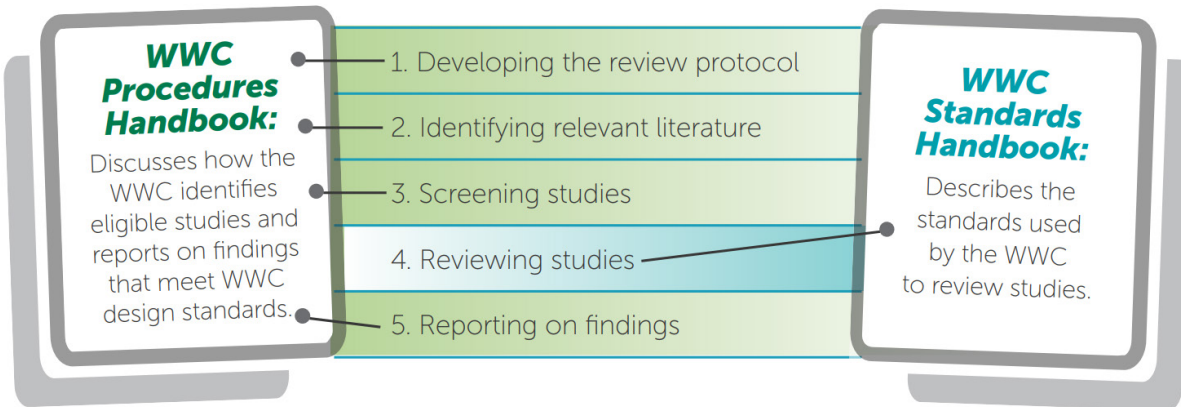
Research Design Courses

Example course overview:

The purpose of the course is to provide students with an in-depth and fundamental understanding of research design standards for assessing validity of causal inferences about the effects of educational, social, and behavioral interventions. The course is designed to build understanding of basic research design and statistical concepts to assess the design and study implementation features that can threaten internal validity.

Course Planning Matrix of WWC Resources

Handbooks are the basis for instructional resources on the WWC website



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WWC GROUP DESIGN STANDARDS ONLINE TRAINING

Overview

Introduction

Module 1: Group Designs

Module 2: Attrition

Module 3: Baseline Equivalence

Module 4: Confounding Factors

Module 5: Outcome Measures

Module 6: Systematic Reviews

Print Certificate

Modules 7 through 9

WWC Resources

- Slide Decks by Module
- Transcripts by Module
- Glossary
- FAQs
- Procedures and Standards Handbooks
- Review Protocols
- Study Review Guides
- Standards Briefs
- Assessing Attrition Bias
- WWC Help Desk

Welcome to the What Works Clearinghouse (WWC) group design standards training. The WWC offers this training to inform the public about the key elements of the WWC group design standards, increase transparency of our review process, and promote the use of rigorous, high-quality research.

ABOUT THE TRAINING

This training series includes nine modules, each focused on a different aspect of the WWC group design standards and procedures. We recommend viewing the modules in numerical order. Start with the Introduction video, which describes the goals, topics, and organization of this training.

CERTIFICATE

If you view the first six modules on WWC standards in this training series, you will earn a certificate of completion. When you complete the Systematic Reviews module, choose the "Print Certificate" menu option on the left to receive your certificate.

GROUP DESIGN STANDARDS CERTIFICATION

Becoming certified in the WWC group design standards requires that you view all nine modules on the WWC Standards and Procedures and successfully complete a multiple-choice certification test. You will have four opportunities to take and pass the test, which includes 50 shorter multiple-choice questions and two multiple-part questions that simulate a review. When you successfully complete the test, you will be able to print a certificate as proof that you are certified in the WWC group design standards.

Take the test

BECOMING A CERTIFIED REVIEWER FOR THE WWC

In addition to the certification test, trainees seeking to be certified reviewers for the WWC must complete additional tasks. Use the **Contact Us** form to contact the Help Desk if you are interested in pursuing this highest level of certification. Those who successfully complete this level of certification can be included in the list of certified reviewers on the WWC website, and the WWC or the Institute of Education Sciences may contact them to assist with review efforts.

To receive updates about new training content and/or certification options, please subscribe to the **WWC's Newsflash**.

WWC Topics	Webinar Videos	Online Training	Slide Deck	Transcripts	Standards Briefs	Attrition Bias	Standards Handbook	Review Protocols
Introduction to WWC Standards and Procedures:								
About the WWC: What it Does	uded V	-	-	uded T	-	-	-	-
About the WWC: A Closer Look	fww V	-	-	-	-	-	-	-
Demystifying the WWC: A Webinar for Developers and Researchers (2013)	dwwc V	-	-	dwwc T	-	-	-	-
Designing Strong Studies (2014)	dss V	-	-	dss T	-	-	-	-
Designing QEDs: Meeting WWC Standards without Random Assignment (2016)	ged V	-	-	ged T	-	-	-	-
Applying the WWC Standards to Postsecondary Research (2016)	ps V	-	-	astpsr T	-	-	-	-
Supporting Rigorous Research: Resources from the WWC (2017)	ssr V	-	-	SRR T	-	-	-	-
Understanding Updated WWC Procedures and Standards (2017)	uwps V	-	-	uwps T	-	-	-	-
Certificate Training:								
Introduction	-	m0-m6	m0S	m0T	-	-	Sect I	protocols
Group Designs	-		m1S	m1T	-	-	Sect II.A	
Attrition	-		m2S	m2T	attrition	attrb		
Baseline Equivalence	-		m3S	m3T	baseline	-		
Confounding Factors	-		m4S	m4T	confounds	-	Sect IV.B	
Outcome Measures	-		m5S	m5T	-	-	Sect IV.A	
Systematic Review	-		m6S	m6T	-	-	-	
Print Certificate	-		certificate	-	-	-	-	
Group Design Study Certification:								
Outcome Measures	-	m7-m9	m7S	m7T	-	-	Sect IV.A	protocols
Cluster-Level Assignment	-		m8S	m8T	-	-	Sect II.B	
Study Review Guide	-		m9S	m9T	-	-	-	
Certification Test	-	test site	-	-	-	-	-	

How to Use the Planning Matrix

2. Select a Resource Category



WWC Topics	Webinar Videos	Online Training	Slide Deck	Transcripts	Standards Briefs
Introduction to WWC Standards and Procedures:					
About the WWC: What it Does	uded V	-	-	uded T	-
About the WWC: A Closer Look	fww V	-	-	-	-
Demystifying the WWC: A Webinar for Developers and Researchers (2013)	dwwc V	-	-	dwwc T	-
Designing Strong Studies (2014)	dss V	-	-	dss T	-
Designing QEDs: Meeting WWC Standards without Random Assignment (2016)	qed V	-	-	qed T	-
Applying the WWC Standards to Postsecondary Research (2016)	ps V	-	-	astpsr T	-
Supporting Rigorous Research: Resources from the WWC (2017)	ssr V	-	-	SRR T	-
Understanding Updated WWC Procedures and Standards (2017)	uwps V	-	-	uwps T	-
Certificate Training:					
Introduction	-	m0-m6	m0S	m0T	-
Group Designs	-		m1S	m1T	-
Attrition	-		m2S	m2T	attrition
Baseline Equivalence	-		m3S	m3T	baseline
Confounding Factors	-		m4S	m4T	confounds
Outcome Measures	-		m5S	m5T	-
Systematic Review	-		m6S	m6T	-
Print Certificate	-	certificate	-	-	-

1. Select a Topic



3. Go to Resource Cell. Click on acronym to view



Planning Introductory Courses

Primary Goals of Introduction to Research Design Course Plan

- ❖ **Develop** strong and comprehensive skills to assess group design study quality
- ❖ **Earn** a WWC Certificate during the course
- ❖ **Pursue** Group Design Certification as part of the end-of-course assessment



Research Design Course Topics and WWC Resources: Certification Path

Week	Topics	Online Training	Slide Deck	Transcripts	Standards Briefs	Standards Handbook
1	Module 0: Introduction and Overview	m0-m5	m0S	m0T	—	Sect I
2	Module 1: Group Designs		m1S	m1T	—	Sect II.A
3–4	Module 2: Attrition		m2S	m2T	Attrition	
5–6	Module 3: Baseline Equivalence		m3S	m3T	Baseline	
7	Module 4: Confounding Factors		m4S	m4T	Confounds	Sect IV.B
8 ^a	Module 5: Outcome Measures I		m5S	m5T	—	Sect IV.A

^a Students who complete WWC online training modules 1–6 (labeled “m1–m6” in the planning matrix) can print a certificate.

Research Design Course Topics and WWC Resources: Certification Path

Week	Topics	Online Training	Slide Deck	Transcripts	Standards Briefs	Standards Handbook
9	Module 7: Outcome Measures II	m7-m9	m7S	m8T	—	—
10–11	Module 8: Cluster-Level Assignment		m8S	m8T	—	—
12	Module 9: Study Review Guide		m9S	m9T	—	—
13–14	End-of-Course Review	—	—	—	—	—
15 ^b	Group Design Certification Test (GDCT)	Test site	—	—	—	—

^b Students who complete online GDCT with 80% correct will receive Certification in Group Designs and will qualify to take the next step to become a WWC-certified reviewer.

Primary Goals of Alternative and More Flexible Course Plan



- ❖ Develop strong and comprehensive skills to assess group design study quality
- ❖ **Perhaps** earn a WWC Certificate with additional work beyond the course
- ❖ **Perhaps** pursue Group Design Certification with additional work beyond the course

Research Design Course Topics and WWC Resources: Flexible Path

Week	Topic	Online Training	Slide Deck	Transcripts	Standards Briefs	Standards Handbook
1	Introduction and Overview	Instructor discretion and flexibility on introducing internal validity				
2–4 ^a	Context for Assessing Study Quality					
5	Module 1: Group Designs	m0–m5	m1S	m1T	—	Sect II.A
6–7	Module 2: Attrition		m2S	m2T	Attrition	—
8–9	Module 2: Baseline Equivalence		m3S	m3T	Baseline	—
10	Module 4: Confounding Factors		m4S	m4T	Confounds	Sect IV.B
11 ^b	Module 5: Outcome Measures I		m1S	m5T	—	Sect IV.A
12–13	Missing Data	Coming soon	—	—	—	Sect II.C
14–15	Review and End-of-Course Assessment	Instructor discretion and flexibility on end-of-course assessment				

^a Recommend including the WWC Introduction to Group Designs Module (mo1) when setting this context in case students want to earn a WWC Certificate during the course.
^b Students who complete WWC online training modules 1–5 (m0–m5) can print a Certificate of Completion if they complete an additional module 6 (m6) on systematic reviews.

Planning Advanced Courses

Advanced Research Design Courses: Example Course Plan

Week	Topic	Online Training	Slide Deck	Transcripts	Standards Briefs	Standards Handbook	Webinar Videos	Webinar Transcripts
1	Introduction to Causal Inference	—	—	—	—	—	dssV	dss T
2	Experimental Research Designs	m0-m1	m0S m1S	m0T m1T	attrition attrb	Sect II.A	—	—
3	Quasi-Experimental Research Designs	m2-m6	m2S- m6S	m2T- m6T	baseline	Sect II.A	qedV	qedT
4	Clustered Research Designs	m7-m9	m7S m8S m9S	m8T m9T		Sect II.B	—	—
5	Regression Discontinuity Designs	—	—	—	—	Sect III	—	—

Advanced Research Design Courses: Example Course Plan

Week	Topic	Data from Individual Studies	Standards Briefs	Standards Handbook	Procedures Handbook	Reporting Guides
6	Missing Data Analysis	—	—	Sect II.C Appendix B Appendix C	—	—
7	Intervention Fidelity	Data	—	—	—	—
8	Instrumental Variable Analysis	—	—	Sect II. D Appendix D	Appendix G	—
9	Non-Design Threats to Validity	—	Confounds	Sect IV	—	—
10	Reporting Standards	—	—	—	—	How To-GD How To-RDD

Advanced Research Design Courses: Relevant WWC Resources

Week	Topic
1	Introduction to Causal Inference
2	Experimental Research Designs
3	Quasi-Experimental Research Designs
4	Clustered Research Designs
5	Regression Discontinuity Designs
6	Missing Data Analysis
7	Intervention Fidelity
8	Instrumental Variable Analysis
9	Non-Design Threats to Validity
10	Reporting Standards

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WWC GROUP DESIGN STANDARDS ONLINE TRAINING

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WWC Resources

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- Transcripts by Module
- Glossary
- FAQs
- Procedures and Standards Handbooks
- Review Protocols
- Study Review Guides
- Standards Briefs
- Assessing Attrition Bias
- WWC Help Desk

Advanced Research Design Courses: Relevant WWC Resources

Week	Topic
1	Introduction to Causal Inference
2	Experimental Research Designs
3	Quasi-Experimental Research Designs
4	Clustered Research Designs
5	Regression Discontinuity Designs
6	Missing Data Analysis
7	Intervention Fidelity
8	Instrumental Variable Analysis
9	Non-Design Threats to Validity
10	Reporting Standards

The screenshot shows the IES WWC website interface. At the top, there is a navigation bar with the IES WWC logo, the text 'What Works Clearinghouse', a 'MENU' button, and a search bar with a 'Go' button. Below the navigation bar, the main content area is titled 'HANDBOOKS AND OTHER RESOURCES'. A horizontal menu contains four items: 'Procedures and Standards Handbooks' (highlighted in green), 'Review Protocols', 'Supplemental Materials', and 'Webinars'. Under the 'Procedures and Standards Handbooks' section, there are two sub-sections: 'Current Standards Version 4.0' and 'Prior Standards'. The 'Current Standards Version 4.0' section includes a paragraph explaining that the WWC Handbooks provide a detailed description of the standards and procedures, and that Version 4.0 is currently in use. Below this text, there are two links: 'WWC Version 4.0 Standards Handbook (3.1 MB)' and 'WWC Version 4.0 Procedures Handbook (800 KB)'. The 'Prior Standards' section is currently empty.

Advanced Research Design Courses: Relevant WWC Resources

Week	Topic
1	Introduction to Causal Inference
2	Experimental Research Designs
3	Quasi-Experimental Research Designs
4	Clustered Research Designs
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- **Reporting Guide for Study Authors: Group Design Studies** provides guidance to study authors about how to describe group design studies and report their findings in a way that is clear, complete, and transparent.
- **Reporting Guide for Study Authors: Regression Discontinuity Design Studies** provides guidance to study authors about how to describe regression discontinuity design studies and report their findings in a way that is clear, complete, and transparent.
- **Process Briefs** explain how the WWC does different aspects of its work.
- **Standards Briefs** provide explanations of the rules the WWC uses to evaluate the quality of studies for practitioners, researchers, and policymakers.
- **Understanding WWC Intervention Reports That Summarize Single-Case Design Research**
- **A Closer Look at the What Works Clearinghouse Review Process and Key Resources**
- **Assessing Attrition Bias**

Research Synthesis Courses



WWC resources can also be used in research synthesis courses focused on systematic reviewing or meta-analysis methods for synthesizing causal research evidence.

Content may be appropriate for honors-level undergraduate courses or graduate-level courses.

Research Synthesis Courses

Example course overview:

The purpose of this course is to provide students with a comprehensive understanding of systematic reviewing and meta-analysis methods used to synthesize results from multiple primary research studies assessing the effects of educational or social service interventions. The course is designed to familiarize students with current best practices in evidence synthesis, with particular emphasis on formulating research questions appropriate for evidence synthesis, conducting systematic literature reviews, systematically collecting study-level data, and quantitatively synthesizing effect sizes using meta-analytic techniques.

Research Synthesis Courses: Example Course Plan

Week	Topic	Data from Individual Studies	E-Brochures	Procedures Handbook	Review Protocols	Process Briefs	Webinar Videos
1	Introduction to Research Synthesis	Making of	Making of	Sect I	—	—	—
2	Problem Formulation and Protocol Development	—	—	Sect II Appendix C	Protocols	Screening	fww V
3	Effect Size Metrics	—	—	Appendix E Appendix F	—	—	—
4	Systematic Literature Searching	—	—	Section III Appendix B	Protocols	—	—
5	Data Extraction and Quality Appraisal	Data	—	Sect IV Sect V Appendix D	—	Review	—

Research Synthesis Courses: Example Course Plan

Week	Topic	Data from Individual Studies	Procedures Handbook	Review Protocols	E-Brochures	Webinar Videos
6	Fixed- and Random-Effects Meta-Analysis	Data	—	—	—	—
7	Assessing and Exploring Heterogeneity	Data	—	—	—	—
8	Publication and Small Study Bias	Data	Appendix B	Protocols	—	—
9	Grading of Evidence	—	Sect II	Protocols	—	Evidence V
10	Reporting Standards	—	Sect VI	—	Reporting	—

Research Synthesis Courses: Relevant WWC Resources

Week	Topic
1	Introduction to Research Synthesis
2	Problem Formulation and Protocol Development
3	Effect Size Metrics
4	Systematic Literature Searching
5	Data Extraction and Quality Appraisal
6	Fixed- and Random-Effects Meta-Analysis
7	Assessing and Exploring Heterogeneity
8	Publication and Small Study Bias
9	Grading of Evidence
10	Reporting Standards

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HANDBOOKS AND OTHER RESOURCES

Procedures and Standards Handbooks | Review Protocols | Supplemental Materials | Webinars

Current Standards Version 4.0

Prior Standards

The WWC Handbooks provide a detailed description of the standards and procedures of the WWC. Version 4.0 of the Handbooks contain the standards currently in use by the WWC for reviewing studies. Some reviews may continue to be conducted using the Version 3.0 Procedures and Standards Handbook.

Current Standards Version 4.0, October 2017

[WWC Version 4.0 Standards Handbook \(3.1 MB\)](#)

[WWC Version 4.0 Procedures Handbook \(800 KB\)](#)

Research Synthesis Courses: Relevant WWC Resources

Week	Topic
1	Introduction to Research Synthesis
2	Problem Formulation and Protocol Development
3	Effect Size Metrics
4	Systematic Literature Searching
5	Data Extraction and Quality Appraisal
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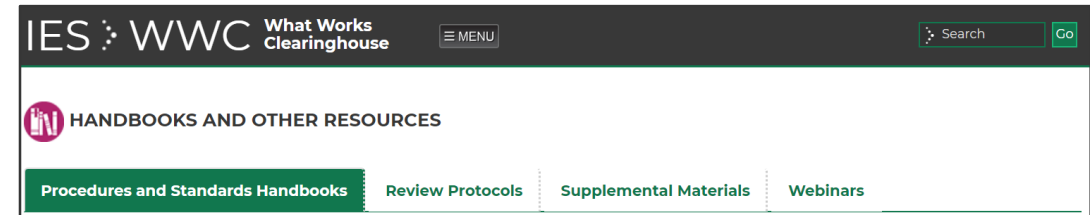


Table B.1. Sample Search Terms for WWC Literature Searches

Keywords	Related Search Terms
Intervention	Approach, curricular*, educational therapy, homework, improvement, instruct*, practice, program, remedial, school*, strategy, success*, teach*, treatment
Outcomes	Alphabetic, aural learning, comprehension, fluency, language, letter identification, lexicography, literacy, phonemic, phonetics, phonics, phonological, print awareness, print knowledge, readability, reading, verbal development, vocabulary, vocalization, word recognition
Population	Adolescent*, eighth grade, elementary school, eleventh grade, fifth grade, fourth grade, grade 4, grade 5, grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, grade 12, high school, junior high, K-12, middle grades, middle school, ninth grade, seventh grade, sixth grade, student*, summer school, tenth grade, twelfth grade
Study design	ABAB design, affect*, assignment, causal, comparison group, control*, counterfactual, effect*, efficacy, evaluation*, experiment*, impact*, matched group, meta analysis, meta-analysis, posttest, post-test, pretest, pre-test, QED QES, quasi-experimental, quasiexperimental, random*, RCT, RDD, regression discontinuity, simultaneous treatment, SCD, single case, single subject, treatment, reversal design, withdrawal design

Research Synthesis Courses: Relevant WWC Resources

Week	Topic
1	Introduction to Research Synthesis
2	Problem Formulation and Protocol Development
3	Effect Size Metrics
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5	Data Extraction and Quality Appraisal
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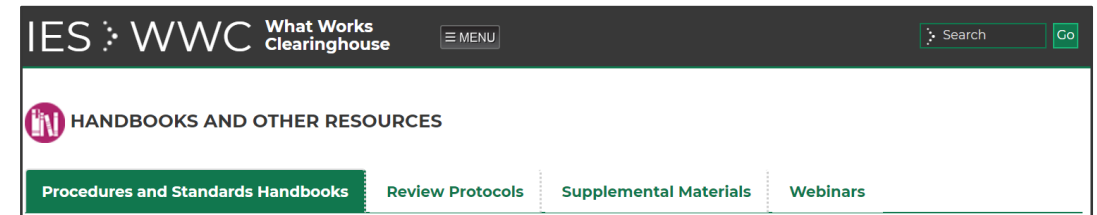
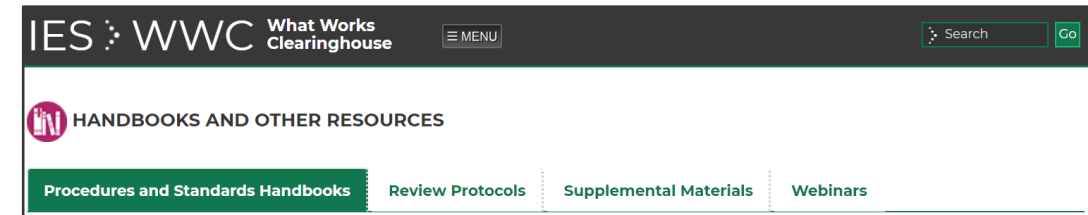


Table B.2. General Sources: Electronic Databases

Database	Description
Academic Search Premier	The multidisciplinary full text database contains peer-reviewed full text journals for more than 4,600 journals, including nearly 3,900 peer-reviewed titles and indexing and abstracts for more than 8,500 journals.
EconLit	The American Economic Association's electronic database is the world's foremost source of references to economic literature. There are more than 1.1 million records available.
Education Research Complete	The world's largest and most complete collection of full text education journals, ERC provides indexing and abstracts for more than 2,300 journals and full text for approximately 1,400 journals and 550 books and monographs.
E-Journals	The E-Journals database provides article-level access for thousands of e-journals available through EBSCOhost and EBSCO Subscription Services.
ERIC	Funded by the U.S. Department of Education, the Education Resource Information Center provides access to education literature and resources, including information from journals indexed in the Current Index of Journals in Education and Resources in Education Index. ERIC provides ready access to education literature to support

Research Synthesis Courses: Relevant WWC Resources

Week	Topic
1	Introduction to Research Synthesis
2	Problem Formulation and Protocol Development
3	Effect Size Metrics
4	Systematic Literature Searching
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$$g = \frac{\omega(y_i - y_c)}{\sqrt{\frac{(n_i - 1)s_i^2 + (n_c - 1)s_c^2}{n_i + n_c - 2}}}$$

$$d_{\text{cox}} = \omega \frac{LOR}{1.65}$$

$$g = \omega t \sqrt{\frac{n_i + n_c}{n_i n_c}}$$

$$SD_{\text{Cluster}} = SD_{\text{Student}} * \text{sqrt}(ICC)$$

$$g = \omega \sqrt{\frac{F(n_i + n_c)}{n_i n_c}}$$

Research Synthesis Courses: Relevant WWC Resources

Week	Topic
1	Introduction to Research Synthesis
2	Problem Formulation and Protocol Development
3	Effect Size Metrics
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10	Reporting Standards

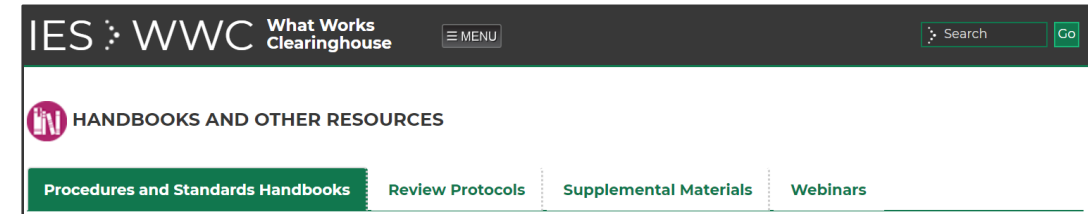
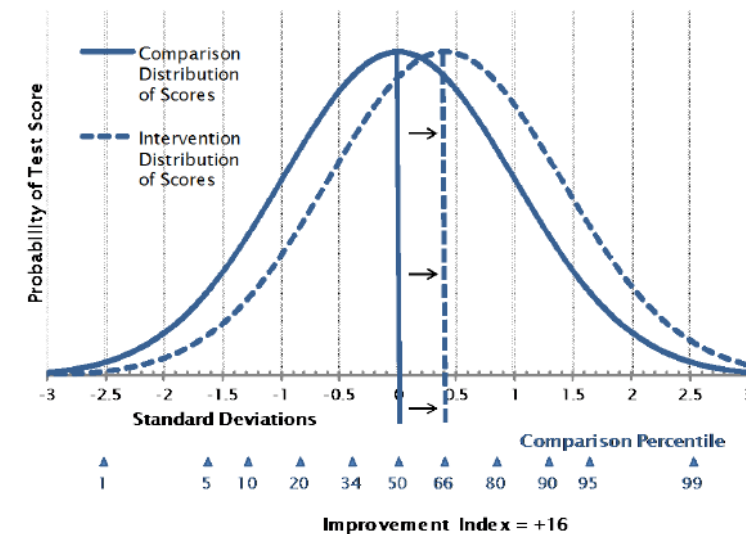


Figure IV.1. Computation of the WWC Improvement Index



Research Synthesis Courses: Relevant WWC Resources

Week	Topic
1	Introduction to Research Synthesis
2	Problem Formulation and Protocol Development
3	Effect Size Metrics
4	Systematic Literature Searching
5	Data Extraction and Quality Appraisal
6	Fixed- and Random-Effects Meta-Analysis
7	Assessing and Exploring Heterogeneity
8	Publication and Small Study Bias
9	Grading of Evidence
10	Reporting Standards

The screenshot shows the IES WWC What Works Clearinghouse website. The header includes the IES and WWC logos, the text 'What Works Clearinghouse', a 'MENU' button, and a search bar with a 'Go' button. Below the header, there is a section titled 'HANDBOOKS AND OTHER RESOURCES' with a sub-menu containing 'Procedures and Standards Handbooks', 'Review Protocols' (which is highlighted), 'Supplemental Materials', and 'Webinars'. The main content area under 'Review Protocols' contains two paragraphs of text explaining what a review protocol is and how protocol versions are used.

IES WWC What Works Clearinghouse MENU Search Go

HANDBOOKS AND OTHER RESOURCES

Procedures and Standards Handbooks **Review Protocols** Supplemental Materials Webinars

A review protocol defines the scope of a systematic review. Developed with substantive experts, the protocol defines the parameters for the review, including the research, populations, settings, and outcomes. The protocol also specifies details of the literature search and any topic-specific applications of the design standards.

Protocol versions reflect the version of WWC standards in effect when the protocol was released. Protocol versions that predate the current version of the WWC standards handbook can be used to identify acceptable outcome domains for review within a given topic. The current WWC standards are used to guide the review of studies with acceptable outcomes.

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<https://ies.ed.gov/ncee/wwc/StudyFindings>

IES WWC What Works Clearinghouse MENU Search Go

DATA FROM INDIVIDUAL STUDIES

The review of individual studies underlies all What Works Clearinghouse (WWC) products, from reports on a single study to a systematic review of all studies on an intervention. The WWC provides the capability for users to extract data resulting from WWC reviews for every study that meets standards.

The WWC provides this extraction tool as part of our open data approach to increase transparency. The continually updated dataset provides:

- **Greater transparency** for WWC reviews, allowing users to replicate WWC findings and reports
- **Comprehensive information** to encourage research questions beyond those asked by the WWC
- **Detailed study findings** to allow for meta-analysis
- **Contextual information** for the examination of what works for whom and under what conditions
- **A pre-merged file** containing data from all findings, studies, and intervention reports, with new publicly available data, including
 - WWC ratings of individual findings
 - The Level 1 unit of analysis
 - An indicator of "multisite"
 - Topic areas
 - Posting date
 - ESSA evidence tiers

Use the filters below for the pre-merged file to download targeted data from intervention reports, studies, and findings. Users can filter by WWC study rating, topics, protocols, interventions, ESSA ratings, standards versions, and outcome domains. Users may also choose to download data from intervention reports, studies and findings in separate files; however, the filters are for use with the merged file.

Download the Intervention Reports, Findings and Studies data to the separate files

Download Merged File

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IES WWC What Works Clearinghouse MENU

DATA FROM INDIVIDUAL STUDIES

Export

Your export should download shortly as a zip archive (approximately 2 MB).

This download will include data files for study and findings review data and a data dictionary.


Consult the READ ME file before importing the files to Excel.

ReviewID	i_InterventionID	i_Intervention_Name	i_Protocol	i_Protocol	i_Outcome_Domain
50931	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50931	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50931	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50931	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50931	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50931	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50932	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50932	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50932	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50932	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50932	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50932	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50932	252	Too Good for Drugs and Violence (TGFD & V)	Character Education	1	Knowledge, attitudes, & values
50936	251	Too Good for Drugs (TGFD)	Character Education	1	Behavior
50936	251	Too Good for Drugs (TGFD)	Character Education	1	Behavior
50936	251	Too Good for Drugs (TGFD)	Character Education	1	Behavior
50936	251	Too Good for Drugs (TGFD)	Character Education	1	Knowledge, attitudes, & values
50936	251	Too Good for Drugs (TGFD)	Character Education	1	Knowledge, attitudes, & values
50936	251	Too Good for Drugs (TGFD)	Character Education	1	Knowledge, attitudes, & values
50937	251	Too Good for Drugs (TGFD)	Character Education	1	Knowledge, attitudes, & values
50937	251	Too Good for Drugs (TGFD)	Character Education	1	Knowledge, attitudes, & values
50937	251	Too Good for Drugs (TGFD)	Character Education	1	Knowledge, attitudes, & values
50937	251	Too Good for Drugs (TGFD)	Character Education	1	Knowledge, attitudes, & values
50937	251	Too Good for Drugs (TGFD)	Character Education	1	Knowledge, attitudes, & values

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IES WWC What Works Clearinghouse ≡ MENU

 DATA FROM INDIVIDUAL STUDIES

	JB	JD	JE	JH	JI	JL	JM	JN	JO	JP	JQ	JR
f_Outcome_Measure	f_Period	f_Sample_D	f_Ou	f_Ou	f_Inte	f_Co	f_Int	f_C	f_Ef	f_Effect_Size	f_Impro	
Perceptions of social and resistance skills		Grades 9 - 12	100	100	4.07	3.73	0.56	0.67	0.56	0.54855948	21	
Perception of emotional competence		Grades 9 - 12	100	100	4.09	3.79	0.52	0.59	0.55	0.537422858	21	
Positive attitudes towards non-violence		Grades 9 - 12	100	100	3.97	3.55	0.77	0.78	0.54	0.539868867	21	
Perceptions of assertiveness/efficacy skills		Grades 9 - 12	100	100	4.17	3.98	0.72	0.73	0.26	0.261068817	10	
Perceptions of parental negative attitudes towards substance use		Grades 9 - 12	100	100	3.76	3.33	0.72	0.86	0.55	0.540123243	21	
Intentions for marijuana (no intentions)		Grades 9 - 12	69	69					0.44		17	
Intentions for fighting (no intentions)		Grades 9 - 12	64	64					0.47		18	
Perceptions of social and resistance skills		Grades 9 - 12	151	151	4.08	3.77	0.58	0.61	0.52	0.519539726	20	
Perceptions of emotional competence		Grades 9 - 12	151	151	4.04	3.72	0.62	0.65	0.5	0.502535926	19	
Positive attitudes towards nonviolence		Grades 9 - 12	151	151	3.78	3.52	0.79	0.78	0.33	0.330374773	13	
Perceptions of assertiveness and efficacy		Grades 9 - 12	151	151	4.18	3.94	0.7	0.89	0.29	0.299004198	11	
Perceptions of goal setting and decisionmaking skills		Grades 9 - 12	151	151	3.59	3.43	0.93	0.82	0.18	0.182040351	7	
Intentions for marijuana (no intentions)		Grades 9 - 12	98	98					0.47		18	
Intentions for fighting (no intentions)		Grades 9 - 12	75	75					0.13		5	
Personal and social skills	Follow-up	Grades 3-4	525	525	3.75	3.51	0.83	0.72	0.31	0.308679403	12	
Prosocial behaviors	Follow-up	Grades 3-4	525	525	3.82	3.46	0.86	0.78	0.44	0.438189094	17	
Inappropriate behaviors	Follow-up	Grades 3-4	525	525	4.04	4.04	1.04	1.18	0	0	0	
Emotional competency skills (follow-up)		Grades 3-4	467	467	4	3.95	0.61	0.61	0.08	0.081901235	3	
Social and resistance skills	Follow-up	Grades 3-4	467	467	3.59	3.54	0.63	0.64	0.08	0.078674338	3	
Goal setting and decision making skills		Grades 3-4	467	467	4.33	4.21	0.73	0.71	0.17	0.166516451	7	
Intentions for drinking	Follow-up	Grade 6	3	3					0.18		7	
Intentions for marijuana	Follow-up	Grade 6	3	3					0.23		9	
Resistance skills	Follow-up	Grade 6	3	3	4.36	4.15	0.75	0.82	0.27	0.213800336	11	
Peers disapprove use	Follow-up	Grade 6	3	3	3.73	3.47	0.98	1.07	0.26	0.202731548	10	
Prosocial peers	Follow-up	Grade 6	3	3	4.58	4.5	0.74	0.86	0.1	0.079775945	4	
Locus of control	Follow-up	Grade 6	3	3	4.37	4.25	0.63	0.72	0.18	0.141907222	7	

**Questions about these resources,
how to access them, and their
possible use in methods courses?**



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WWC Help Desk: <https://ies.ed.gov/ncee/wwc/help>