What Works Clearinghouse

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Open Invitation

Submit a Study, Intervention, or Topic

The What Works Clearinghouse (WWC) strives to put evidence into the hands of educators, policymakers, researchers, and the public so that they can make choices about educational interventions (programs, products, practices, and policies) based on high-quality scientific research.

WWC Reports provide information on the evidence of the effectiveness of educational interventions and can be used to inform education decision-making, improve educational practices, and enhance student outcomes.

The WWC has announced topics for the WWC Reports. The topics chosen for systematic review reflect a wide range of our nation's most pressing education issues. These topics are:

- **Character Education—Comprehensive Schoolwide Character Education Interventions: Benefits for Character Traits, Behavioral, and Academic Outcomes**
  Interventions included have the development of character traits as a main goal and intentionally provide comprehensive character education, but they do not necessarily have to be explicitly referred to as a character education intervention. Only research on interventions that are schoolwide will be reviewed. All reviewed programs need to be replicable (i.e., can be reproduced). Character Education abstract

  The Character Education topic review is underway. For this review cycle, the WWC accepted study and/or intervention submissions until September 15, 2005. Studies and interventions submitted after this date will be included in the next review cycle.

- **Dropout Prevention—Interventions for Preventing High School Dropout**
  Interventions in middle school, junior high school, or high school designed to increase high school completion, including techniques such as the use of incentives, counseling, or monitoring. Dropout Prevention abstract

  The Dropout Prevention topic review is underway. For this review cycle, the WWC accepted study and/or intervention submissions until March 31, 2006. Studies and interventions submitted after this date will be included in the next review cycle.

- **Early Childhood Education—Interventions for Improving Preschool Children's School Readiness**
  Curricula and practices designed for use in center-based settings with 3- to 5-year-old children who are not yet in kindergarten, with a primary focus on cognitive and language competencies associated with school readiness (language, literacy, math, and cognition). The review includes center-based early childhood education interventions designed to improve the school readiness skills of preschool children with developmental delays or diagnosed disabilities. These may be inclusive interventions used with all children or targeted interventions designed specifically for children with developmental delays or diagnosed disabilities. Early Childhood Education abstract

  The Early Childhood Education topic review is underway. For this review cycle, the WWC accepted study and/or intervention submissions until February 28, 2006. Studies and interventions submitted after this date will be included in the next review cycle.

- **English Language Learning—Interventions for Elementary School English Language Learners: Increasing English Language Acquisition and Academic Achievement**
  Curriculum-based interventions and teaching practices designed to improve the English language literacy or academic achievement of elementary school students who are English Language Learners. English Language Learning abstract

  The English Language Learning topic review is underway. For this review cycle, the WWC accepted study and/or intervention submissions until October 14, 2005. Studies and interventions

submitted after this date will be included in the next review cycle.

- **Math—Curriculum-Based Interventions for Increasing Elementary School Math Achievement**
  Curriculum-based interventions outlining the fundamentals of mathematics that students should know and be able to do, instructional programs and materials that organize the mathematical content, and assessments. Within this broad topic of curricula, the first set of reports focuses on middle school and the second focuses on elementary school. Elementary School Math abstract

  The Elementary School Math topic review is underway. For this review cycle, the WWC accepted study and/or intervention submissions until April 1, 2006. Studies and interventions submitted after this date will be included in the next review cycle.

- **Math—Curriculum-Based Interventions for Increasing Middle School Math Achievement**
  Curriculum-based interventions outlining the fundamentals of mathematics that students should know and be able to do, instructional programs and materials that organize the mathematical content, and assessments. Within this broad topic of math curricula, the first set of reports focuses on middle school and the second focuses on elementary school. Middle School Math abstract

  The Middle School Math topic review is underway. For this review cycle, the WWC accepted study and/or intervention submissions until October 31, 2005. Studies and interventions submitted after this date will be included in the next review cycle.

- **Reading—Interventions for Beginning Reading**
  Reading interventions for students in grades K-3 (or ages 5-8) that are intended to increase skills in **alphabetics** (phonemic awareness, phonological awareness, print awareness and phonics), **reading fluency, comprehension** (vocabulary and reading comprehension), or **general reading achievement**. Reading abstract

  The Beginning Reading topic review is underway. For this review cycle, the WWC accepted study and/or intervention submissions until October 31, 2005. Studies and interventions submitted after this date will be included in the next review cycle.

A topic is defined by the intended outcome (for example, improving literacy skills), the intended population (for example, elementary school students from low-income backgrounds), and the types of interventions (for example, particular programs, products, practices, or policies) that may produce the intended outcome for that population.

Nomination Type

We welcome your suggestions for specific interventions related to current WWC Reports, studies or study citations on the effects of educational interventions within these topics, and/or nominations for other interventions, studies, or future topics that you would like to see considered for review by the WWC. You can also nominate a specific intervention, such as a particular curriculum, rather than an entire class of interventions, such as math curricula.

What information would you like to submit to the WWC at this time?

- ○ A specific intervention (program, product, practice, or policy) that could be reviewed for a current or future WWC Report.
- ○ An actual study or citation of a study on the effects of one or more interventions within a current or future WWC Report topic.
- ○ A nomination for a future WWC Report topic.

Intervention Nomination Form

Thank you for choosing to submit an educational intervention (program, product, practice, or policy) that you would like the What Works Clearinghouse (WWC) to review. We encourage you to print a paper copy of this form in order to review all of the required information before completing the online version. If you have questions about completing this form, or prefer to submit this information in paper form, please contact us at:

What Works Clearinghouse
2277 Research Boulevard, MS 6M
Rockville, MD 20850
Email: info@whatworks.ed.gov
Phone: 1-866-WWC-9799
Fax: 301-519-6760

Intervention Details

Mandatory fields are indicated with an *

Please answer the following questions regarding the intervention(s) you are describing. Skip any questions for which you do not have information. When you have finished describing one intervention, you will be prompted to add any additional interventions until you respond that you don't have any more to add.

*What is the title of this intervention?

_____

*How would you categorize this intervention? (Check only one)

○ Program   ○ Product   ○ Practice   ○ Policy

* Indicate below the current WWC Report topic(s) to which this intervention relates. (Select all that apply or "Not Relevant.")

☐ Character Education Interventions: Benefits for Character Traits, Behavioral and Academic Outcomes

☐ Curriculum-Based Interventions for Increasing K–12 Math Proficiency: Elementary School

☐ Curriculum-Based Interventions for Increasing K–12 Math Proficiency: High School

☐ Curriculum-Based Interventions for Increasing K–12 Math Proficiency: Middle School

☐ Early Childhood Education

☐ Interventions for Elementary English Language Learners: Increasing English Language Acquisition and Academic Achievement

☐ Interventions for General Beginning Reading Students

☐ Interventions for Students with Beginning Reading Difficulties

☐ Interventions to Reduce Delinquent, Disorderly, and Violent Behavior in Middle and High Schools

☐ Preventing High School Dropout

☐ Programs for Increasing Adult Literacy

☐   Not relevant to current WWC Report topics

What is the intended student outcome of this intervention (e.g., increased algebra achievement)?

* Are you able to provide detailed information about this intervention?

◯   Yes   ◯   No

If you answered "No" to the above question, please select one of the options below.

◯   I'd like to submit information about another intervention.

◯   I'd like to submit information about a study.

◯   I'd like to submit information about a topic nomination.

◯   I'd like to end this submission.

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Intervention Content Area(s)

Mandatory fields are indicated with an *

* Indicate the content area(s) addressed by this intervention. (Select all that apply or "Not Applicable.")

☐ Adult Basic Education (ABE)

☐ Adult Literacy

☐ Algebra

☐ Arithmetic

☐ Arts

☐ Beginning Reading

☐ Bilingual Education

☐ Biology

☐ Botany

☐ Calculus

☐ Career Education

☐ Character Education

☐ Chemistry

☐ Civics

☐ Computer Science

☐ Earth Science

☐ Economics

☐ English

☐ English (Second Language)

☐ Environmental Education

☐ Fine Arts

☐ Fluency

☐ Foreign Languages

☐ General Educational Development (GED)

☐ Geography

☐ Health

☐ History

☐ Humanities

☐ Language Arts

☐ Limited English Speaking

☐ Listening

☐ Literature

☐ Mathematics

☐ Music

☐ Natural Science

☐ Phonemic Awareness

☐ Phonics

☐ Physical Education

☐ Physics

☐ Probability

☐ Psychology

☐ Reading

☐ Reading Comprehension

☐ Reading Strategies

☐ Science

☐ Second Languages

☐ Social Studies

☐ Sociology

☐ Speech Communication

☐ Statistics

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☐ Geology

☐ Geometry

☐ Government

☐ Graphic Arts

☐ Technology

☐ Theater Arts

☐ Trigonometry

☐ Visual Arts

☐ Vocational Education

☐ Writing (Composition)

☐ Other (Specify)

☐ Not Applicable

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Intervention Characteristics and Unit Level

Mandatory fields are indicated with an *

* Indicate other characteristics of this intervention. (Select all that apply or "Not Applicable.")

- ☐ Ability Grouping
- ☐ Accountability
- ☐ Advanced Placement
- ☐ After School Programs
- ☐ Alternative Teacher Certification
- ☐ Attendance
- ☐ Behavior Problems
- ☐ Class Size
- ☐ Classroom Techniques
- ☐ Compensatory Education
- ☐ Comprehensive School Reform
- ☐ Computer Assisted Instruction
- ☐ Computer Uses in Education
- ☐ Crime Prevention
- ☐ Curriculum
- ☐ Distance Education
- ☐ Dropout Prevention
- ☐ Educational Technology
- ☐ Extended School Year
- ☐ Grouping (Instructional Purposes)
- ☐ High School Equivalency Programs
- ☐ Individualized Education Programs
- ☐ Instructional Materials
- ☐ Lifelong Learning
- ☐ Parent Participation

- ☐ Preservice Teacher Education
- ☐ Professional Development
- ☐ Scheduling
- ☐ School Choice
- ☐ School Readiness
- ☐ School Size
- ☐ Socialization
- ☐ Special Education
- ☐ Student Behavior
- ☐ Student Motivation
- ☐ Substance Abuse Prevention
- ☐ Summer School
- ☐ Teacher Education
- ☐ Teacher Effectiveness
- ☐ Teacher Training
- ☐ Technology
- ☐ Textbooks
- ☐ Transportation
- ☐ Truancy Prevention
- ☐ Year Round Schools
- ☐ Other (Specify)
- ☐ Not Applicable

* At what unit level does this intervention operate? (Select all that apply)

☐ Classroom

☐ School

☐ District

☐ Other (Specify)

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Intervention Target Population(s)

Mandatory fields are indicated with an *

*Indicate the target populations of this intervention. (Select all that apply or "Not Applicable.")

Student Gender	**Student Language**
☐ FemMale Students ale Stu dent s ☐ ☐ Not Applicable	☐ Limited English Proficient ☐ Not Applicable

Student Race/Ethnicity	**Student Disability**
☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Hispanic or Latino ☐ Native Hawaiian or Other Pacific Islander ☐ White ☐ Not Applicable	☐ Developmentally Disabled Students ☐ Emotionally Disabled Students ☐ Hearing-Impaired Students ☐ Learning Disabled Students ☐ Physically Disabled Students ☐ Students with Multiple Disabilities ☐ Vision-Impaired Students ☐ Speech-Impaired Students ☐ Not Applicable

Student Risk/Disadvantage	**Other (Specify)**
☐ At Risk/Disadvantaged Students ☐ Not Applicable	☐ [_____]

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Intervention Setting(s)

Mandatory fields are indicated with an *

*Indicate the relevant setting(s) in which this intervention is used. (Select all that apply or "Not Applicable.")

Educational Setting(s)	Geographic Setting(s)
☐ Afte Preschool r Sch ool	☐ All
☐	☐ Great Lakes/Midwest
☐ Kindergarten	☐ North Central
☐ Elementary School	☐ Northeast
☐ Middle School	☐ Northwest
☐ High School	☐ Southeast
☐ Postsecondary Education	☐ South Central
☐ Vocational/Career Education	☐ Southwest
☐ Adult/Continuing Education	☐ Other (Specify)
☐ Other (Specify)	☐ Not Applicable
☐ Not Applicable	

Urbanicity
☐ Rural
☐ Suburban
☐ Urban
☐ Not Applicable

If known, in what year was this intervention implemented? [   ]

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Intervention Statistical Information

Please provide any of the following statistical information that you can about the use of this intervention. (Check and/or complete all that apply.)

Allocation Types	Types of Unit(s) Using This Intervention	Number of Unit(s) Using This Intervention
Districts	☐	
Schools	☐	
Classes	☐	
Individual Students	☐	
Other:	☐	

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Organizational Contact Information

If you choose to provide organizational contact information, mandatory fields are indicated with an *

What organization would you suggest we contact for more information about this intervention?

*Organization 1:

Organization 2:

Address 1:

Address 2:

City:

US State or

Foreign State/Province:

Zip/Postal Code:

Country:

*Phone: Fax:

*Email:

URL:

http://

*

○ I'd like to submit information about another intervention.

○ I'd like to submit information about a study.

○ I'd like to submit information about a topic nomination.

○ I'd like to end this submission.

Contact Information (Optional)

If you choose to provide contact information, the mandatory fields are indicated with an *

If we may contact you about this submission, please provide the information below.

Prefix:

*First Name: Middle Name: *Last Name: Suffix:

Title:

Organization 1:   Organization 2:

Address 1:   Address 2:

City: US State or   Foreign State/Province:

Zip/Postal Code: Country:

*Phone: Fax: *Email:

URL:

http://

In what capacity are you currently visiting the What Works Clearinghouse website? (Check only one)

○ Administrator (principal, dean, department head, superintendent, etc.)

○ Community Group Member (includes members of the business community, civic organizations, religious organizations, and volunteer groups)

○ Local Education Agency (district)

○ State Education Agency

○ Other Federal Funds Recipient/Applicant (includes contractor, for- or non-profit organization, grantee, etc.)

○ Foundation Staff Member (includes personnel of organizations that fund grants and education venture capitalists)

○ Librarian (includes academic, federal, public, special, and state librarians and media specialists)

○ News/Media

○ Parent/Family (includes nuclear and extended family and child caregiver)

○ Policymaker (board of education member; federal, state, or local public official; state or local education agency policymaker; legislator, etc.)

○ Program Developer/Vendor

○ Researcher

○ School Support Staff (includes school guidance counselors, and paraprofessional schools personnel, including technology coordinators)

○ Student

○ Teacher (includes teachers and professors of all levels and types of education)

○ Technical Assistance Provider (includes staff of for- and non-profit education associations, Regional Educational Laboratories, and Professional Development Centers)

○ Other (Specify) [_____]

○ Deselect

Submission Confirmation

[After the submission is automatically reviewed by the system to ensure that information has been provided in all the necessary fields, the following information will appear on the screen:]

Thank you for your submission to the What Works Clearinghouse. We will contact you via email if we have any questions about your submission and/or we need additional information.
Should you have questions regarding the status of your submission, please contact us at:

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What Works Clearinghouse
2277 Research Boulevard, MS 6M
Rockville, MD 20850
Email: info@whatworks.ed.gov
Phone: 1–866–WWC–9799
Fax: 301–519–6760

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PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850–0788**. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202–4700. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Susan Sanchez, U.S. Department of Education, Institute of Education Sciences, Room 500G, 555 New Jersey Avenue, NW, Washington, DC, Washington, D.C. 20208.