

U.S. DEPARTMENT OF EDUCATION
**Using Evidence-based Project Component (s) (Entry Evidence) Information Collection Report
Instructions**

SECTION I - INSTRUCTIONS

The Using Evidence-Based Project Component(s) (Entry Evidence¹) information collection report is a series of questions used to gauge the effectiveness of a project component on student outcomes or other relevant outcomes. Over the course of a project, grantees that were required or decided to meet a specific evidence-level (strong, moderate, promising, or demonstrates a rationale) for their grant competition report on the implementation of the evidence-based project component(s) included in their approved application.

Complete Section I of the Annual Performance Report if your U.S. Department of Education program officer instructs you to complete this form.

The form is organized into two sections: grantees complete either the annual report in **Part A** each project year during the grant's period of performance or the final report in **Part B** for the final reporting period based on the evidence requirements for the grant program. Below is an outline of the sections' titles, data collection objectives, and corresponding reporting periods.

Annual and Final Performance Reports

Part A – Annual Reporting on Progress

Describe how your project's progress was affected by the evidence-based project component included in your logic model and/or Evidence Form (OMB No. 1894-0001).

To be completed as part of each annual reporting period of the multi-year period of performance.

Final Performance Reports

Part B – Final Reporting on Evidence-Building

Describe the impact of the evidence-based project component on relevant outcomes and contributions to the field. This report covers the entire period of performance.

To be completed as part of the close out of the grant.

Instructions for Response Types

Each section of the form contains a series of questions. Follow these instructions to ensure you provide complete responses for all applicable question types:

- *Yes or No Questions* – check the most applicable response.
- *Multiple Option Questions* – check all that apply.
- *Questions with open-ended responses* – use clear, concise, and plain language in your narrative responses, while being mindful of the character limits.

¹ Entry Evidence is defined in this form as evidence submitted by an applicant that was awarded a Federal grant in support of a project component that addressed an absolute or competitive priority, other grant requirements, or a selection criterion.

- *Questions on results, challenges, summaries, and impact* – provide specific and detailed information concerning your project. If additional documentation should be provided to support your responses, be sure to identify those documents in your response.
- *Questions requesting additional documents* – [The method of submitting the attachments has not been determined.]

Resources

Be sure to consult the following information resources while completing Section VI:

- U. S. Department of Education Evidence Form (OMB No. 1894-0001)
- Logic Model (###)
- Evaluation Report, completed by the Project Evaluator
- Your U.S. Department of Education Program Contact

Glossary

Below are explanations of terms used in this form. For more information, review [EDGAR](#):

- *Budget period* means an interval of time into which a project period is divided for budgetary purposes, generally a 12-month period (see budget period EDGAR § 77.1(c)).
- *Earned Media* means dissemination activities to parties -- such as parents, practitioners, school leaders and policymakers that have an interest in the interventions developed or carried out under the grant that are free of cost. Examples include but are not limited to press attention and social media.
- *Entry Evidence* means evidence submitted by an applicant that was awarded a grant in supported of a project component that addressed an absolute or competitive priority, other grant requirements, or a selection criterion.
- *Evidence-based* means a proposed project component, included in the submitted application, had to be supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale.
- *Logic model* (also referred to as a theory of action) means a framework that identifies key project 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.
- *Project* means the activity described in an application.
- *Project component* means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).
- *Period of performance (performance period)* means the period established in the award document during which Federal sponsorship begins and ends (see period of performance 2 CFR 200.77).
- *Relevant outcome* means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

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Section II – Using Evidence-based Project Component(s)

Complete this section for each annual reporting period.

The questions below explore the impact of the evidence-based project component (s) on implementation during the project’s current reporting period.

Part A – Annual Reporting on Progress

- 1.a. Briefly describe the evidence-based component(s) of your project and identify the outcomes those components were meant to affect.

Character Limit 8,000

- 1.b. Describe the actual outcomes from 1.a above that were achieved, if any. How did you measure those outcomes?

Character Limit 8,000

- 1.c. To what extent are those outcomes consistent with your expectations of having implemented the evidence-based project component(s)?

Character Limit 8,000

2. Did the project achieve the outcome(s) listed above in 1.a during this reporting period?

2.a. ☐ Yes ☐ No

3. Do the results you have already achieved lead you to believe it is likely your project will achieve the outcome(s) listed above in 1.a by the conclusion of the project period?

3.a. ☐ Yes ☐ No ☐ Not clear yet

3.b. If no or not clear yet, explain the current status. What changes are you proposing, or have initiated, that increase the likelihood the relevant outcome(s) will be achieved?

Character Limit 8,000

4. Are there any unexpected results during this reporting period? (Include how the unexpected results may have had a positive, negative, or neutral effect on relevant outcomes.)

Character Limit 8,000

5. What challenges, if any, have occurred that affected your ability to implement the evidence-based project component as planned? For example, did you face challenges in implementing the evidence-based intervention on a broader scale than was done in the evidence-based study of the intervention used to inform the design of your project?

Character Limit 8,000

5.a. What have you done or will do to address those challenges?

Character Limit 8,000

Complete for the final reporting period only. This section covers the entire period of performance.

Part B – Final Reporting on Evidence-Building

1. Was a project evaluation, assessment, or any other research (“evidence-building”) related to the project conducted during the grant?

☐ Yes or ☐ No

1.a. If yes, which of the following conducted the evaluation/assessment/research?
Check all that apply.

- ☐ The project evaluator hired specifically to evaluate or assess the project
- ☐ An office in my organization that routinely conducts evaluations or assessment.
- ☐ A combination of external project evaluator(s) and internal project evaluator(s)
- ☐ Other researcher funded by the grant
- ☐ Other researcher not funded by the grant

2. If you conducted an evidence-building activity, did it indicate that your implementation of evidence-based project component(s) was associated with an improvement in the outcome(s) it was meant to affect?

☐ Yes ☐ No ☐ Not Clear yet ☐ Not Applicable (no evidence-building conducted)

2.a. If no or not clear yet, provide a rationale for your response that summarizes the relationship between the evidence-based project component(s) and relevant

outcome(s) and includes any challenges in implementing the component(s) during the project.

- 2.b.If yes, provide a rationale for your response that summarizes the relationship between the evidence-based project component(s) and relevant outcome(s) and includes any improvements made to the component(s) during the project.

Character Limit 8,000

3. If you conducted an evidence-building activity and it indicated that implementation of the evidence-based project component(s) was associated with improvements in relevant outcome(s), how have you disseminated these results to the field in ways that will enable others to use the information or strategies? Check all that apply.

☐ Yes ☐ No ☐ Not Applicable (no evidence-building conducted or no improvement noted)

☐ Presentations

- 3.a.If checked, list the events and/or presentations that were delivered, such as professional associations/organizations, conferences.

Character Limit, 3,000

☐ Publications

3.b.If checked, list print medium publications were shared, such as academic journals, newsletters.

Character Limit 3,000

☐ Earned media

3.c. If checked, provide the type of earned media

Character Limit 3,000

☐ Recommendations for policy changes

3.d. If checked, describe the policy change recommendations

Character Limit 3,000

☐ Submission to Education Resources Information Center (ERIC)

3.e. If checked, provide the title of resource(s) submitted to ERIC

Character Limit 3,000

☐ Other (including contributions to knowledge, practice, and research)

3.f. If checked, describe how the results were disseminated and the impact from using the method to disseminate the results.

Character Limit 3,000

4. Do you have documents that provide additional detail, post implementation, on the relationship between the evidence-based project component and relevant outcome(s)?

☐ Yes or ☐ No

4.a. If yes, check all that apply and attach the relevant documents. Submit a maximum of five (5) documents related to the evaluation of the evidence-based component(s) of the project. Prioritize rigorous evaluations, including What Works Clearinghouse – reviewed evaluations; published, peer-reviewed studies; and final reports.

- ☐ Evaluation Report
- ☐ Publication
- ☐ Presentation
- ☐ Other: Provide description

Character Limit 1,000

5. What specific actions have you taken to sustain (continue) the use of the evidence-based project component(s) that was/were associated with improvement in relevant outcomes, if any?

Character Limit 8,000

Public 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 1894-xxxx. Public reporting burden for this collection of information is estimated to average three hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is *voluntary*. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact [The Grants Management Policy Division \(GMPD\)](#) grantsmanagementpolicydivision@ed.gov directly.