Reviewed List of Nationally Peer-Reviewed Clearinghouses of Evidence-Based Interventions

Introduction

The purpose of this document is to provide nationally published, peer-reviewed clearinghouses of evidence-based programs (EBPs) to schools. It is a source of clearinghouses that met the Iowa Department of Education's (Department) established criteria for EBPs that address unfinished learning (federally referred to as "learning loss") caused by the COVID-19 pandemic and respond to students' social, emotional, mental health, and academic needs, as detailed by the American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER III or ARP ESSER) and Evidence-Based Interventions guidance, the Every Student Succeeds Act (ESSA), and the Individuals with Disabilities Education Act (IDEA).

For more guidance on using clearinghouses to select evidence-based interventions aligned to your student needs, please see ESSER III and Evidence-Based Interventions guidance.

Criteria

Clearinghouses were reviewed based on the following criteria:

(a) Addressing at least one of the ESSA or ESSER III domains;
(b) Indicating targeted domains, age or grade spans, and intended outcomes;
(c) Being available to all users;
(d) Being without potential conflict of interest; and
(e) Having some type of standardized process that includes a quantifiable or categorical measure of effectiveness.

For a more detailed description of the review process, please see the Evidence-Based Practice Clearinghouse Review Process.

Please note that Table 1 is a list of clearinghouses that met the review criteria, not a list of approved EBPs. Review criteria for EBPs also vary by the clearinghouse, which may result in differences in how a particular program is listed or categorized between clearinghouses.

The Department reviewed ease of use and usability information for each clearinghouse to support schools' decision-making when available. The review included considerations, such as:

- Whether the clearinghouse includes information about the cost, required training, implementor qualifications, or program duration for each EBP.
- The ease of accessing reviews within the clearinghouse (i.e., whether the reviews seemed easy to access and consume or were embedded within lengthy technical reports).
- How recent the information provided within each clearinghouse is.

Clearinghouses Meeting Established Criteria

The results of the Department's review of clearinghouses meeting the Department's established criteria are included in Table 1. The majority of those listed cover the pre-kindergarten to grade 12 (PK-12) grade span.

Domains and Usability

In Table 1, the following domains are reported:

- (L) Literacy,
- (M) Mathematics,
- (W) Writing,
- (Sc) Science,
- (SEBH) Social-Emotional-Behavioral Health,
- (A) Attendance, and
- (SE) Special Education.

Additionally, those indicated with a "+" are considered the most usable, while those designated with a "0" are considered less usable.

Table 1. Clearinghouses Meeting Established Criteria, Domain(s), and Ease of Use

Clearinghouse Meeting Criteria	Domain	Ease of Use
Best Evidence Encyclopedia	L, M, W, Sc, SE	0
Blueprints for Healthy Youth Development	L, M, SEBH, SE, A	+
California Evidence-Based Clearinghouse for Child Welfare	SEBH, SE	0
Campbell Collaboration	L, M, SEBH, SE	0
Child Trends – LINKS Database	L, SEBH	0
Evidence for ESSA	L, M, Sc, W, SEBH, A	+
National Center on Intensive Intervention – Academic Tools Chart	L, M	+
National Center on Intensive Intervention – Behavioral Tools Chart	SEBH	+
National Clearinghouse on Autism Evidence & Practice	SEBH, SE	0
PEW – Results First Clearinghouse Database	L, M Sc, W, SEBH, A, SE	0
RAND – Promising Practices Network	L, M, SEBH, SE, A	0
RAND – Social and Emotional Learning Interventions Under the ESSA	SEBH, SE, A	0
Social Programs That Work	L, M, SEBH, SE, A	0
The University of Wisconsin – What Works for Health	SEBH, A, SE	0

Clearinghouse Meeting Criteria	Domain	Ease of Use
What Works Clearinghouse – Intervention Reports	L, M, Sc, SEBH, SE	0
What Works Clearinghouse – Practice Guides	L, M, Sc, W, SEBH, SE	+
What Works Clearinghouse – Review of Individual Studies	L, M, Sc, SEBH, SE	0
What Works Clearinghouse – Systematic Reviews	L, M, Sc, SEBH, A, SE	+

Clearinghouses Not Meeting Established Criteria

Table 2 lists clearinghouses that the Department reviewed, but that did not meet the established review criteria. The table also identifies which of the following criteria were *not* met:

- (a) Addressing at least one of the ESSA or ESSER III domains;
- (b) Indicating the targeted domains, age or grade spans, and intended outcomes;
- (c) Being available to all users;
- (d) Being without potential conflict of interest; and
- (e) Having some type of standardized process that includes a quantifiable or categorical measure of effectiveness.

Although the clearinghouses listed below did not meet all the review criteria described above, they may be helpful and valuable for other purposes and local use.

Table 2. Clearinghouses Not Meeting Established Criteria and Criteria Not Met

Clearinghouse Not Meeting Criteria	Criteria *Not* Met
Arts Ed Search	e
National Institute of Justice – Crime Solutions	a[1]
EdReports	e
Education Development Center – A Framework for Effectively Implementing EBPs	a
Effective Child Therapy – Society of Clinical Child & Adolescent Psychology	b, e
Office of Juvenile Justice & Delinquency Prevention – Model Programs Guide	a
National Child Traumatic Stress Network	b, e
The Community Guide	a
The U.S. Department of Health & Human Services – National Cancer Institute	a
Safer Schools and Campuses Best Practices Clearinghouse	e

[1] If a clearinghouse did not provide programs that addressed at least one of the ESSA or ESSER III domains (i.e., Criterion a), subsequent criteria were not reviewed and reported.

Questions and Additional Guidance

If you have questions about this list, would like to see the more detailed clearinghouse review, or would like to submit another clearinghouse not listed here, please contact Kathy Bertsch at kathy.bertsch@iowa.gov.

For additional guidance on ESSER III evidence-based requirements, see the ARP Act for PK-12 Schools section of the [Emergency Relief for PK-12 Schools webpage](#).