



Evidence-based practices

Post secondary

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**Prepared for the Saint Paul Promise Neighborhood
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This packet lists “evidence-based practices” for consideration by Solution Action Groups as we develop recommendations for the Saint Paul Promise Neighborhood. It also includes some local programs which have not yet been nationally identified as “evidence-based practices,” but which do have research to support their effectiveness and which appeared in Saint Paul’s Promise Neighborhood proposal.

What are evidence-based practices?

Evidence-based practices are programs which research has shown to be effective with children and young people. No program can ever be perfect, but evidence-based practices have research to show that they have the greatest chance of success with the largest number of children. (Other programs might be effective, but they don’t have research evidence.)

Why are evidence-based practices important for the Saint Paul Promise Neighborhood?

Evidence-based practices are important for two reasons.

First, we want to make the Saint Paul Promise Neighborhood as effective as possible for as many children as possible. The more that we can include evidence-based practices in our plans, the greater the chances that we can support all of the neighborhood’s children.

Second, the federal government and other funders favor the use of evidence-based practices. The more evidence-based practices that we include in our design of the Saint Paul Promise Neighborhood, the better our chances of receiving the investments we need to succeed.

How should we include evidence-based practices in our planning?

Each Solution Action Group will identify solutions for a specific age range of children in the Saint Paul Promise Neighborhood. These solutions will support children to succeed in school and in life. We want to pick solutions which will help children at their present age – and which will have positive effects on them for the rest of their lives.

In each of our groups, we should select solutions which we consider most likely to have positive impacts on children. Over the next 10 years or more, the Saint Paul Promise Neighborhood will measure those impacts with “indicators.” That is, we will measure indicators such as the *percentage of five year olds who are ready to attend kindergarten*, or the *proportion of students who attend school regularly*, or the *proportion of children who graduate from high school*.

In our groups, we want to select solutions which will move the indicators in a positive direction. For example, this means:

- If the indicator we want to move in a positive direction is the *percentage of third graders who read at their grade level*, we need to ask: What solutions will increase reading achievement for 3rd graders from the Saint Paul Promise Neighborhood?
- If the indicator we want to move in a positive direction is the *percentage of students with a caring adult in their home, school or community*, we need to ask: What solutions will increase the number of students from the Saint Paul Promise Neighborhood who have a caring adult?

Will all of our solutions be evidence-based practices?

Not all, but hopefully, as many as possible. Solutions can include:

- Services or programs (new or improved) that will be available to children and their families (e.g., after school tutoring for students; parent education for pregnant women and their partners; health screening for preschool children; etc.)
- Reorganization of current efforts in the neighborhood – getting people to work in different ways (e.g., parents, teachers, police, librarians, etc.)
- Activities by neighborhood residents to support young people or to make the neighborhood better for all (volunteer mentoring of young people; block clubs; etc.).
- New locations for services (e.g., making services available in several schools, community centers, or other places)
- Resources (e.g., a new playground, a traffic light at a dangerous intersection, etc.)

Researchers have not developed evidence-based practices for everything we need to do. We should use evidence-based practices when they fit, but we must also do our best to develop other solutions suited to the unique situation of children in the Saint Paul Promise Neighborhood – that is, solutions suited to the geography of the neighborhood, the diverse cultures who live here, and other factors. The plan for the Saint Paul Promise Neighborhood will include a mixture of evidence-based practices and other solutions, crafted to fit the neighborhood.

Format: Evidence-based practices, and the other local, research-based practices from our Promise Neighborhood proposal, appear in the following format:

Result: The outcome we are trying to achieve, e.g., “children enter kindergarten ready to learn,” or “children have access to 21st century learning tools.”

Indicator: The measure which tells us if we have achieved a result, e.g., “students who are physically active,” or “high school graduates get a post-secondary degree.” (Note: These are just some of the indicators which we have identified in the Solution Action Groups. The longer lists which we developed appear in a separate document.)

Program/practice: The name of the program, a brief description, and a local provider (if there is one).

Target group: The group for whom the program/practice is appropriate.

Impact: The results which research shows the program/practice can achieve.

At the end of the packet, we have identified research sources.

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Result: STUDENTS SUCCEED

Indicator: High school graduates get a postsecondary degree, certification or credential

Program/practice	Target group	Impact
<p>Talent Search* - provides hands-on assistance with financial aid applications and college application assistance. <i>Local provider: St. Paul College and St. Paul Public Schools</i></p>	Low-income, potentially first generation college students	Significant impact on financial aid application rate and college enrollment.
<p>Youth Corps* - full-time, temporary paid work program accompanied by academic and life skills training, job search help, GED courses</p>	Young adults out of school (18-25 years)	In some populations, greater number of associate's degrees earned; increased desire to graduate from college
<p>Admission Possible - School-based program that monitors student progress in high school and college, providing social supports including tutoring, counseling, mentoring, and enrollment assistance. <i>Local initiative: Selected high schools in Minneapolis and Saint Paul.</i></p>	Low-income, potentially first generation college students	Positive impact on high school dropout rates, college attendance rates.

Result: STUDENTS ARE HEALTHY

Indicator: Students participate in 60+ minutes of moderate to vigorous physical activity daily

Indicator: Students consume 5+ servings of fruit and vegetables daily

Result: STUDENTS HAVE ACCESS TO 21ST CENTURY LEARNING TOOLS

Indicator: Students have school and/or home access to a computer and broadband internet

** Evidence-based practice*

Sources

Talent Search

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Admission Possible

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McLain, Laura. (2006). Admission Possible evaluation results: A program to increase college admission among low-income students. Saint Paul, MN: Wilder Research. Retrieved 3/2/11. <http://www.wilder.org/download.0.html?report=1899&summary=1>

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