

EVIDENCE-BASED EDUCATION-WHAT IS IT? Highlights from a presentation by Grover J. (Russ) Whitehurst, Ph.D., Director, Institute of Education Sciences, United States Department of Education, Oct. 2003

Four Questions

- What is evidence-based education (EBE)?
- How prevalent are safety and drug problems?
- What works to decrease these problems?
- How do we use EBE to produce progress?

What is EBE?--Using the best available empirical evidence in making decisions about education

What is empirical evidence?

- Scientific-based research (SBR) from fields such as psychology, sociology, economics, criminal justice, neuroscience, and especially research in education settings
- Performance data used to compare, evaluate, and monitor progress

What is performance data?----Reliable and systematically collected observations and assessments of student, teacher, or administrator performance with respect to established goals and objectives

What is Science-Based Research?

- Research that uses conceptual models, research designs, data, statistical analyses, and logical inferences that are appropriate to the questions addressed and that support the conclusions drawn from implications of “best available”

Weak evidence--cautious policy--open practice

Strong evidence--assertive policy--restricted practice

Science-Based Research is not:

Anecdotes; Inappropriate generalizations; Conceptual models; and Flawed comparison group studies.

Science-Based Research is:

Randomized efficacy trials (quasi-experiments and interrupted time series are weaker but are sometimes the best that can be done); Replication; Randomized effectiveness trials; and Meta-analysis.

Evidence-based Education is:

Scientific-Based Research

Performance Data

Empirical Evidence

Context and Constraints

RESOURCES --Compiled by Sharon Mihalic 12/2004

(Note: the following resources are science-based programs with varying amounts of longitudinal data. These are for your information only and in no way are meant to be an endorsement of specific programs)

American Youth Policy Forum: *Less Hype, More Help: Reducing Juvenile Crime, What Works and What Doesn't*, by Richard A. Mendel, American Youth Policy Forum, Washington, D.C., 2000--Programs are categorized as *Effective* (refer to www.aypf.org)
Blueprints to Violence Prevention, Programs are divided into Model and Promising (refer to <http://www.colorado.edu/cspv/blueprints/index.html>)

Center for Mental Health Services, US Department of Health and Human Services, Prevention Research Center for the Promotion of Human Development--Programs are divided into Effective and promising (refer to www.prevention.psu.edu)
http://www.prevention.psu.edu/pubs/documents/EBP_factsheet.pdf

Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration (SAMHSA), Department of Health and Human Services, National Registry of Effective Programs. Programs are divided into Exemplary and Promising (refer to www.modelprograms.samhsa.gov and <http://nrepp.samhsa.gov/>)

CDC--Division of Adolescent and School Health--
http://www.dsgonline.com/mpg2.5/mpg_index.htm

Department of Education, Office of Safe and Drug-Free Schools. Programs are divided into Exemplary and Promising (refer to <http://www.ed.gov/admins/lead/safety/exemplary01/panel.html>)

Communities That Care: Posey, Robin; Wong, Sherry; Catalano, Richard; Hawkins, David; Dusenbury, Linda; and Chappell, Patricia (2000) *Communities That Care Prevention Strategies: A Research Guide to What Works*. Programs are categorized as Effective (refer to <http://ncadi.samhsa.gov/features/ctc/resources.aspx>, Developmental and Research Programs, Inc., Seattle, WA)

Mihalic, Autman-Bethridge (2004): *A guide to Effective School-Based Prevention Programs*. Programs are divided into Exemplary, Promising and Favorable (refer to William L. Turk, Editor *Policing and School Crime*, Englewood Cliffs, NJ: Prentice Hall Publishers, 2003)

National Institute of Drug Abuse. Programs are categorized as effective (refer to National Clearinghouse for Alcohol and Drug Information, #734 at 1-800-729-6686)--NIDA - 14 universal programs- <http://www.drugabuse.gov/pdf/prevention/RedBook.pdf>

OJJDP: *Effective and Promising Programs Guide*, Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Programs are divided into Exemplary, Effective, and Promising (refer to http://www.dsgonline.com/mpg2.5/mpg_index.htm and <http://www.prevention.psu.edu/pubs/Archive.html>).

Sherman, et al (1998): *Preventing Crime: What Works, What Doesn't, What's Promising*, U of MD, Department of Criminology and Criminal Justice. NCJ 165365. Effective Programs-- www.ncjrs.org/works/wholedoc.htm.

Southeast Comprehensive Assistance Center compiled a list of 19 (of 193) safe and drug-free programs that appear as an exemplary, model or effective on three or more of the 10 government-sponsored reviews or expert panels
(<http://www.sedl.org/secac/pdfs/scibasedprgs0902.pdf>)

Strengthening America's Families. Programs divided into Exemplary 1& 2, Model, and Promising (refer to www.strengtheningfamilies.org)

Youth Violence: A Report of the Surgeon General. Programs are divided into Model and Promising: Level 1-Violence Prevention; Level 2-Risk Prevention (refer to www.surgeongeneral.gov/library/youthviolence)