

### Results First Program Inventory: Higher Education

This inventory presents information about higher education programs, practices, and services in Minnesota. The "Rating" column contained in subsequent pages indicates the extent to which research provides causal evidence of program effectiveness. Where available, this document shows which outcomes of interest are impacted. The research includes outcomes verified by rigorous research and meta-analyses conducted by respected sources (Washington Institute of Public Policy (WSIPP) and the Institute of Education Sciences: What Works Clearinghouse). The inventory was created in collaboration with Minnesota State, the Office of Higher Education, and the University of Minnesota.

Number of programs	Rating	Definitions
5	Proven Effective	A Proven Effective service or practice offers a high level of research on effectiveness for at least one outcome of interest. This is determined through multiple qualifying evaluations outside of Minnesota or one or more qualifying local evaluation. Qualifying evaluations use rigorously implemented experimental or quasi-experimental designs.
5	Promising	A Promising service or practice has some research demonstrating effectiveness for at least one outcome of interest. This may be a single qualifying evaluation that is not contradicted by other such studies but does not meet the full criteria for the proven effective designation. Qualifying evaluations use rigorously implemented experimental or quasi-experimental designs.
50	Theory Based	A Theory Based service or practice has no research on effectiveness or research designs that do not meet the above standards. These services and practices may have a well-constructed logic model or theory of change. This ranking is neutral. Services may move up to Promising or Proven Effective after research reveals their causal impact on measured outcomes.
0	Mixed Effects	A Mixed Effects service or practice offers a high level of research on the effectiveness of multiple outcomes. However, the outcomes have contradictory effects, and there is no additional analysis to quantify the overall favorable or unfavorable impact of the service. This is determined through multiple qualifying studies outside of Minnesota or one or more qualifying location evaluation. Qualifying evaluations use rigorously implemented experimental or quasi-experimental designs.
1	No Effect	A service or practice with no effects has no impact on the measured outcome. It does not include the service's potential effect on other outcomes. Qualifying evaluations use rigorously implemented experimental or quasi-experimental designs.
0	Proven Harmful	A Proven Harmful service or practice offers a high level of research that shows program participation adversely affects outcomes of interest. This is determined through multiple qualifying evaluations outside of Minnesota or one or more qualifying local evaluation. Qualifying evaluations use rigorously implemented experimental or quasi-experimental designs.
13	[Rating] Category of Services	These services represent groupings of settings, assessments, tools, and processes that a client may receive, dependent on need. If the parent rating is Theory Based, some of the services within the category may be evidenced-based, but the services have not been studied holistically. If the parent rating is something other than Theory Based, there is at least one qualifying study that assessed the effectiveness of the services holistically.
3	[Rating] Culturally-informed intervention	Research shows that evidence-based policies may not be equally effective for all communities. Moreover, many communities have built their own programs, imbued with culturally-specific context. These programs often have practice-based evidence on effectiveness, but that evidence does not yet use qualifying research designs. We have attempted to note these programs and their own evidence in the other evidence from experts column.

Other definitions	
Favorable	Favorable impact on the outcome
Neutral	Neutral or contradictory evidence of impact on the outcome
Unfavorable	Unfavorable impact on the outcome
*	Adequate research is not available
Other evidence or expert opinion	Provides additional context from experts in the field

Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
<b>A Better Deal for Returning Adults</b>	<b>Description:</b> Redesigned system for returning adults that offers accelerated courses, year-round enrollment and predictable schedules that fit their busy lives. This typically includes credit for prior learning and experience plus additional support to help students navigate the system. <b>Target population:</b> Non-traditional college students <b>Scope:</b> Campus specific - low prevalence	Course selection strategy	Theory Based	*	*	*	*		
<b>Academic Goal Setting and Planning</b>	<b>Description:</b> Assists students in defining specific goals and defining a clear path. Students also have opportunities to update their plan to respond to changing goals, interests, or circumstances. <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Advising	Theory Based	*	*	*	*		
<b>Academy of Math and Science</b>	<b>Description:</b> The Normandale Community College Foundation and Normandale Community College have established the Academy of Math and Science to support full-time students enrolled in science, technology, engineering and mathematics disciplines (STEM) and students in the Normandale Teacher Education program who intend to become a secondary STEM educator. Participants receive a scholarship based on financial need, an advisor, a cohort to participate in a learning community, and a student skills development course that includes modules on study skills development, test preparation, leadership development, time management, among others. <b>Target population:</b> Students of color, first generation students, immigrants, children of immigrants, women <b>Scope:</b> Campus specific - low prevalence	Financial support; Student support	Theory Based	*	*	*	*		<a href="#">More information is available at Normandale Community College.</a>
<b>Accelerate to Graduate</b>	<b>Description:</b> Encouraging or incenting full-time enrollment in 15 credits for fall and spring semester or 12 credits for the fall and spring semester and 6 credits for summer (30 credits per year, including summers). Financial aid dollars, as well as institutional process and practice, support that standard. <b>Target population:</b> College students <b>Scope:</b> Campus specific - low prevalence	Advising	Theory Based	*	*	*	*		This campaign has not started in MN except for some initial similar pilots. Several states (e.g. Hawaii) and systems (Utah, Indiana) have implemented a similar campaign and shown positive increases in persistence and graduation rates, as well as reduced borrowing.
<b>Accelerated or Fast-Track Developmental Education</b>	<b>Description:</b> Focus on specific, targeted issues for remediation or movement through developmental education at a students' own pace to expedite entry into college-level work. This may also include accelerated/compressed course offerings (such as full-semester courses taught in 8 weeks). <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Course selection strategy	Theory Based	*	*	*	*		

Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
<b>American Indian Waiver Program - University of Minnesota, Morris</b>	<b>Description:</b> The University of Minnesota, Morris will admit American Indian students qualified for admission free of charge for tuition, as mandated in federal law and state statute. Students with American Indian heritage are admitted to the University of Minnesota, Morris on the same basis as other students. Degree seeking and non-degree students are eligible to receive the waiver. Students receiving the tuition waiver are responsible for room, board, student fees, and all other charges to their student account. <b>Target population:</b> Minnesota Students of American Indian Ancestry <b>Scope:</b> Campus specific - low prevalence	Financial support	Theory Based (Culturally-informed intervention)	*	*	*	*		Washington State Institute for Public Policy (WSIPP) found changes in tuition price affects enrollment, persistence and graduation. For more information visit <a href="http://wsipp.wa.gov/BenefitCost/Program/792">http://wsipp.wa.gov/BenefitCost/Program/792</a> .
<b>Assessment and Placement</b>	<b>Description:</b> Opportunities for students to participate in preparatory or brush-up experiences before placement tests and placement into developmental pathways. <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Course selection strategy	Theory Based	*	*	*	*		
<b>Belongingness Intervention</b>	<b>Description:</b> Intentional development of students' sense of being accepted, valued, included, and encouraged by others (teacher and peers) in and outside the academic classroom setting. The program intends to increase belonging through supportive peer relations; meaningful interaction between faculty, staff and students; developing knowledge, confidence and identity as successful learners, and experiences relevant to students' interests and future goals. <b>Target population:</b> College students <b>Scope:</b> Campus specific - medium prevalence	Student support	Theory Based	*	*	*	*		
<b>Center for Academic Planning and Exploration (CAPE) Peer Coaching</b>	<b>Description:</b> Coaches work directly with undecided students to provide high-touch, individualized services that guide them through the decision-making process. They also partner with colleges and academic units to enhance their services to work more effectively with major-exploring students. <b>Target population:</b> College students <b>Scope:</b> Campus specific - low prevalence	Advising	Theory Based	*	*	*	*		
<b>College in the Schools (includes concurrent enrollment programs at Minnesota State and UMN)</b>	<b>Description:</b> A college or university partners with a high school to offer postsecondary courses in high schools during the regular school day. Students continue their progress towards high school graduation, while also receiving college credit for courses taught by qualified high school teachers. <b>Target population:</b> High School Students <b>Scope:</b> Campus specific - high prevalence	Dual credit; College preparation	Promising	*	*	*	Favorable (High school graduation; GPA)	<a href="#">Washington State Institute for Public Policy</a>	
<b>College Possible - College Program</b>	<b>Description:</b> AmeriCorps members provide support to college students at two year, four year, public and private institutions, helping students navigate the academic, social and financial aspects of college. Students receive support renewing the Free Application for Federal Student Aid (FAFSA), identifying scholarships, registering for classes, securing work study, building a network of support, and identifying resources on campus. <b>Target population:</b> College Students enrolled in College Possible - High School Program <b>Scope:</b> Specific population	Student support	Theory Based	*	*	*	*		

Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
<b>College Possible - High School Program</b>	<b>Description:</b> AmeriCorps members serve as near-peer coaches to high school students in 11th and 12th grade. Students attend after-school sessions, participate in supportive programming, and attend campus visits. Curriculum in the first year focuses on ACT test prep, and the second year focuses on college application, FAFSA completion, financial literacy and scholarship applications. Students also receive "bridge" support as they transition to college. <b>Target population:</b> High School Students <b>Scope:</b> Specific population	Student support	Promising	Favorable (4-year colleges)	*	*	*	<a href="#">College Possible Evaluation</a>	Currently 7 Saint Paul public schools, 4 Minneapolis public schools, and 15 suburban and public charter high schools participate.
<b>College Possible - Online Program</b>	<b>Description:</b> The College Possible high school program expanded from high schools in the Twin Cities to schools in greater Minnesota through an online-based program. Currently, 30 public schools participate. Students receive one hour conferences once a month plus weekly communication. <b>Target population:</b> High School Students <b>Scope:</b> Specific population	Student support	Theory Based	*	*	*	*		
<b>Collegiate Recovery</b>	<b>Description:</b> The collegiate recovery program is a multi-faceted approach to support students and allies of individuals who are in recovery from substance abuse. This program provides a licensed alcohol and drug counselor to meet with students twice a week. Additionally, student workers support a space on campus where these students can congregate informally and meet once a week. The college also provides academic advising support. <b>Target population:</b> College students <b>Scope:</b> Specific population	Student support	Theory Based	*	*	*	*		
<b>Common Intellectual Experience</b>	<b>Description:</b> A set of required common courses or a vertically organized general education program that includes advanced integrative studies. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students. <b>Target population:</b> College students <b>Scope:</b> Campus specific - medium prevalence	Student support	Theory Based	*	*	*	*		
<b>Co-Requisite Support</b>	<b>Description:</b> Enrolls entering students into college-level math and English courses, providing those who need additional help a concurrent course or lab that offers just-in-time academic support. <b>Target population:</b> College students <b>Scope:</b> Campus specific - medium prevalence	Course selection strategy	Theory Based	*	*	*	*		
<b>Dual Training Programs</b>	<b>Description:</b> The goal of the program is to assist current employees (of all ages) to obtain additional formal training in industries like advanced manufacturing, agriculture, health care services, and information technology. Dual Training Grants are provided to employers and organizations of employers for related instruction costs. <b>Target population:</b> Employees in selected companies/industries <b>Scope:</b> Specific population	Financial support	Theory Based	*	*	*	*		Grants are made to employers for eligible employees. Similar programs exist in Utah and Ohio.

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<b>Early Alert and Intervention Advising Systems</b>	<b>Description:</b> Early academic warning processes typically triggered when faculty members identify students who are struggling and notify others in the college who step in to support the students. Via e-mail, text, social media, or phone, students are encouraged to access services, such as tutoring, peer mentoring, study groups, and student success skills workshops. <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Advising	Theory Based	*	*	*	*		
<b>Equity by Design (pilot)</b>	<b>Description:</b> The Equity by Design Workgroup is a collaborative effort between the Minnesota State Office of Equity and Inclusion and Academic and Student Affairs. This work aims to address the following questions: 1) Will equity-focused policy translate into equitable outcomes for Black, Latino, and American Indian students? and 2) How can we bridge the gap between equity as a policy intent and institutional readiness for implementation? Campus teams identify programs within their college or university, navigate best practices to practitioners, and analyze success gaps among underserved and underrepresented student populations. <b>Target population:</b> Historically underrepresented college students <b>Scope:</b> Campus specific - medium prevalence	Institutional Support and Structure	Theory Based	*	*	*	*		Currently, there are 13 Minnesota State institutions participating in the work. Once the data analysis is completed, teams will formulate recommendations to address current practices, routines, and structures that act as barriers to educational equity.
<b>Federal FAFSA Completion Initiative</b>	<b>Description:</b> The FAFSA Completion Initiative is a national effort that allows states to provide participating high school districts, high schools, and other designated entities access to data which determines if individual students have submitted and completed the Free Application for Federal Student Aid (FAFSA). Students who have not completed the FAFSA may then be targeted for support in completing the application. <b>Target population:</b> Current High School Seniors <b>Scope:</b> Statewide	College Preparation; Financial Support	Theory Based	*	*	*	*		This is a new initiative beginning in 2015-2016. Minnesota's program began with the 2016-2017 school year.
<b>First-Year Experience Courses/Student Success Courses at 2-year institutions</b>	<b>Description:</b> Community and technical college courses that help students build knowledge and important skills, from study and time-management skills to awareness of campus facilities and support services. <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Student support	Proven Effective	*	Neutral	Favorable (2-year degree)	*	<a href="#">Washington State Institute for Public Policy</a>	
<b>First-Year Experience Courses/Student Success Courses at 4-year institutions</b>	<b>Description:</b> College and university courses that teach first-time students nonacademic skills. The content of these courses can vary widely but generally include topics like study skills, time management, academic planning, college orientation, and personal wellness. <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Student support	Proven Effective	*	Favorable	*	*	<a href="#">Washington State Institute for Public Policy</a>	Persistence outcomes include retention within the first year and into the second year.
<b>GEAR UP - Get Ready</b>	<b>Description:</b> Get Ready/GEAR UP Minnesota provides underrepresented students and their families with high-impact, equitable, and sustainable college and career readiness interventions in collaboration with its school and community partners. Students in grades 6-12 and during the first year of college receive curriculum-based lessons, personalized advising and counseling services, and access to a host of experiential learning activities designed to increase postsecondary participation and completion. <b>Target population:</b> Historically underrepresented and low-income high school students <b>Scope:</b> Specific population	Student support; College Preparation	Theory Based (Category of Services)	*	*	*	*		The Federal TRIO Programs (TRIO) serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
<b>Guided Pathways to Success (GPS)</b>	<b>Description:</b> Three Minnesota State schools implement a GPS program to provide historically underrepresented students with individualized academic and career planning, early alert warnings, and a first-year experience course and/or a summer bridge program component. <b>Target population:</b> Historically underrepresented students <b>Scope:</b> Campus specific - low prevalence	Advising; Student support	Theory Based						
<b>HOPE Academy</b>	<b>Description:</b> Winona State University hosts this 14-day summer program where 9th through 12th grade students participate in a number of academic activities: working on math skills, science skills, reading skills, and social and cultural development activities. <b>Target population:</b> African American and Latino high school students <b>Scope:</b> Campus specific - low prevalence	College Preparation	Theory Based	*	*	*	*		
<b>ICAP Grant Programs high school students</b>	<b>Description:</b> The Intervention for College Attendance Program (ICAP) is a program of competitive grants awarded to postsecondary institutions, professional organizations and community-based organizations to increase the access and success of groups traditionally underrepresented in higher education. Programs strengthen students' preparation and aptitude for postsecondary success. This group of programs targets high schools students and offers: career and college planning (financial aid, admission process, FAFSA), career development opportunities, ACT prep, Saturday/summer enrichment programs, college visits, academic support and tutoring. Three programs also support students after they graduate high school. <b>Target population:</b> Historically underrepresented high school students <b>Scope:</b> Specific population	Student support; College Preparation	Theory Based (Category of Services)	*	*	*	*		Includes the following programs (sponsoring organization): DREAM Project (College of St. Scholastica), BSU Upward Bound (Bemidji State University), Intensive ACT College Prep (Dakota County Technical College), Learning Connections: Developing College-Ready Writing (Learning Disabilities Association Inc.), Seed of Change/AAMI AVID (Concordia University, St. Paul), Enter University (Mankato State University). Three also support high school graduates: Navigate to Graduate (Riverland Community College), AGILE College Readiness Project (MN African Women's Association)

Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
<b>ICAP Grant Programs high school students (with dual credit support)</b>	<p><b>Description:</b> The Intervention for College Attendance Program (ICAP) is a program of competitive grants awarded to postsecondary institutions, professional organizations and community-based organizations to increase the access and success of groups traditionally underrepresented in higher education. Programs strengthen students' preparation and aptitude for postsecondary success. OHE awarded grants to twenty programs in FY 2017 that provide dual credit support to students. Programs offer support for high school students interested/pursuing PSEO, which is an evidence-based program.</p> <p><b>Target population:</b> Historically underrepresented high school students</p> <p><b>Scope:</b> Specific population</p>	Student support; College Preparation	Theory Based (Category of Services)	*	*	*	*		Includes the following programs (sponsoring organization): Tackling Obstacles and Raising College Hopes - TORCH (Northfield public schools), Maadaadizi - Start a Journey (Saint Paul Public Schools), Girls Getting Ahead in Leadership - GGAL (Women's Initiative for Self Empowerment, Inc.), Project Scholar (SouthWest Metro Educational Cooperative), Rice County College Access and Academic Outreach Program (Carleton College), Native Academy Connections (MIGIZI Communications, Inc.)
<b>ICAP Grant Programs middle school and high school students</b>	<p><b>Description:</b> The Intervention for College Attendance Program (ICAP) is a program of competitive grants awarded to postsecondary institutions, professional organizations and community-based organizations to increase the access and success of groups traditionally underrepresented in higher education. Programs strengthen students' preparation and aptitude for postsecondary success. This group of programs fosters long-term relationships with students since they offer services from middle school through high school. Similar components across all programs: ACT prep, Saturday/Summer enrichment programs, college visits, academic support and tutoring. Some include financial literacy workshops, individualized college counseling, assistance with scholarship applications and FAFSA.</p> <p><b>Target population:</b> Historically underrepresented high school students</p> <p><b>Scope:</b> Specific population</p>	Student support; College Preparation	Theory Based (Category of Services)	*	*	*	*		Includes the following programs (sponsoring organization): Breakthrough Twin Cities (Breakthrough Twin Cities), Project ELY (Ely Community Resource, Inc.), Promoting Academic Success for Underrepresented Students (St. Cloud State University), ACT/SAT Course for At-Risk students (Regents of the University of Minnesota), FutureWork\$ (Minneapolis Urban League - MUL)
<b>Intrusive Advising with Case Management</b>	<p><b>Description:</b> Action oriented advising that involves and motivates students to seek help when needed. Case management for academic advising includes the following: targeted outreach to specific student populations, creation of individualized student success plans, intentional referrals to other departments and services, maintenance of detailed advising notes and student records, advocacy for student-centered policies and procedures at all institutional levels, and continual evaluation of the advising process and its effectiveness.</p> <p><b>Target population:</b> College students</p> <p><b>Scope:</b> Campus specific - high prevalence</p>	Advising	Promising	*	Favorable (into 2nd year)	Neutral (2-year degree)	Neutral (GPA)	<a href="#">Washington State Institute for Public Policy</a>	Includes academic maps with proactive advising.

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<b>Learning Communities (LC) and Living-Learning Communities (LLC)</b>	<b>Description:</b> Colleges and universities co-enroll cohorts of students in two or more courses. There are varying levels of collaboration, curricular integration, and support. Programs may include specialized living environments that connect students to inside- and outside-the-classroom experiences. <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Student support	Theory Based (Category of Services)	*	*	*	*		Students that participate in LC/LLCs are more likely to report higher scores in critical thinking abilities, confidence in college success; are less likely to drop a class, skip classes, feel overwhelmed by coursework; and have lower reported instances of binge drinking. See <a href="https://bit.ly/2v8BjXD">https://bit.ly/2v8BjXD</a>
<b>Loan Forgiveness Programs</b>	<b>Description:</b> Programs that forgive the remaining balance of specific loans or a specified amount after certain criteria are met. Examples include: Teacher Shortage Loan Repayment Program, Large Animal Veterinarian Loan Forgiveness Program, Federal John R. Justice Student Loan Repayment program <b>Target population:</b> College students; College graduates <b>Scope:</b> Statewide	Loan Forgiveness	Theory Based	*	*	*	*		There are studies measuring the impact of loan forgiveness programs on career choice, especially in low-income schools or public positions, but none met our criteria for inclusion.
<b>Minnesota College Goal</b>	<b>Description:</b> Statewide volunteer program that provides free information and assistance to students and families completing the FAFSA. Volunteer sites host events where students have the opportunity to complete their FAFSA with the support of trained financial aid professionals. <b>Target population:</b> High School Students <b>Scope:</b> Statewide	College Preparation; Financial Support	Theory Based	*	*	*	*		OHE helps coordinate over 80 events in nine months. Site coordinators volunteer to be part of this initiative. There are no incentives provided for school staff to take on additional work of coordinating an event, so many communities have low participation.
<b>MN College Savings Program (529 Savings Plans)</b>	<b>Description:</b> This is Minnesota's 529 college savings plan. This program allows post-tax contributions to an account which can be invested in various options ranging from conservative to aggressive. If the funds are used for qualified postsecondary education expenses, then all earnings and gains on the invested funds may be used free of federal and state income taxes. <b>Target population:</b> All Minnesota Residents <b>Scope:</b> Statewide	Financial support	Theory Based	*	*	*	*		
<b>MN GI Bill</b>	<b>Description:</b> The Minnesota GI Bill Program provides postsecondary financial assistance to eligible Minnesota veterans and service members and to the children and spouses of deceased or eligible Minnesota veterans with severe disabilities. <b>Target population:</b> Eligible Veterans and their families <b>Scope:</b> Specific population	Financial support	Theory Based	*	*	*	*		
<b>MN Reconnect</b>	<b>Description:</b> MN Reconnect aims to provide financial, academic and personal support to adult learners in order to incentivize them to complete a certificate or degree. <b>Target population:</b> College students age 25 or older, student parents, or other individuals who are not enrolling directly from high school <b>Scope:</b> Specific population	Financial support; Student support	Theory Based	*	*	*	*		This program will start in Fall 2018; however, OHE's authority to use existing financial aid funds for the program's scholarships was not approved during the 2018 Legislative Session.



Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
Need-based grants	<b>Description:</b> Need-based grants provide means-tested financial assistance to low-income students with minimal participation requirements. Need-based grants can come from many sources and in various forms. Does not include institutional need-based aid or other grant programs that have conditions for aid receipt other than income (such as work study or merit-based aid). <b>Target population:</b> Lower-income college students <b>Scope:</b> Statewide	Financial support	Proven Effective	*	Favorable	Favorable (4-year degree)	*	<a href="#">Washington State Institute for Public Policy</a>	Persistence outcomes include retention within the first year and into the second year. Includes the State Grant Program, American Indian Scholarship, and Minnesota Dream Act.
Non-Academic Student Support Services	<b>Description:</b> Support services programs or referrals provided for students who experience situational barriers that impact their ability to successfully complete an educational program such as: inaccessible transportation, housing and food insecurity, emergency/unexpected financial hardship, lack of affordable child care, and inadequate medical or mental health care. The service administrator may be the school or a state grant; for example, the Postsecondary Child Care Grant. <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Student support	Theory Based (Category of Services)	*	*	*	*		
Office of Higher Education (OHE) Outreach	<b>Description:</b> Aims to provide all students, especially those from underrepresented populations, with the tools to make an informed decision when choosing a path to postsecondary education. Providing access to information on postsecondary options and financial resources for postsecondary education through social media, presentations, publication, and community partnerships. <b>Target population:</b> High School Students <b>Scope:</b> Statewide	College Preparation; Financial Support	Theory Based	*	*	*	*		
Orientation	<b>Description:</b> Orientation programs welcome new first year, transfer and international students to campus. Program components include topics such as academic and community expectations on campus and nonacademic skills for transitioning to college life. Students also receive information on campus resources and meet with academic advisors to register for fall courses. <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Student support	Theory Based	*	*	*	*		
Peer Tutoring	<b>Description:</b> Peer support and academic intervention for students who traditionally struggle with specific content or the transition to college life. <b>Target population:</b> College students <b>Scope:</b> Campus specific - high prevalence	Student support	Theory Based	*	*	*	*		
Postsecondary Child Care Grant	<b>Description:</b> The Postsecondary Child Care Grant helps low income undergraduate and graduate students who have children pay for child care while the student attends class at an eligible institution. <b>Target population:</b> Lower-income college students with children <b>Scope:</b> Statewide	Financial support	Theory Based	*	*	*	*		Minnesota's postsecondary child care grant only provides funds to cover a portion of child care costs that students face.

Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
<b>Postsecondary Enrollment Options (PSEO)</b>	<p><b>Description:</b> The Post-Secondary Enrollment Options Act, which passed in 1985, allows juniors and seniors in Minnesota public, private, home, and charter schools to register concurrently for high school and post-secondary course work that occurs at post-secondary institutions. PSEO staff provide services to participants, their parents, and high schools, through the entire PSEO experience, including admission, orientation, academic advising, registration, and career, major, and college exploration.</p> <p><b>Target population:</b> High School Students</p> <p><b>Scope:</b> Campus specific - high prevalence</p>	Dual credit; College preparation	Proven Effective	Neutral (4-year colleges)	*	Favorable (4-year degree)	Favorable (GPA)	<a href="#">Washington State Institute for Public Policy</a>	
<b>Power of YOU</b>	<p><b>Description:</b> For eligible high school students, the Power of YOU program covers the cost of tuition and fees for two years through state and federal grants, and private scholarships. This last-dollar financial aid supports as many students as possible based on need and funds available. Additionally, it provides support services that include: advising, student success seminars, community service, and civic engagement.</p> <p><b>Target population:</b> Low Income High School Students from Minneapolis and Saint Paul</p> <p><b>Scope:</b> Specific population</p>	Financial support; Student support	Theory Based	*	*	*	*		Wilder Research has evaluated the program and shows positive results for Power of YOU participants. For more information visit: <a href="https://www.wilder.org/wilder-research/research-library/power-you#study-reports">https://www.wilder.org/wilder-research/research-library/power-you#study-reports</a> .
<b>President's Emerging Scholars (PES) Scholarship and Program</b>	<p><b>Description:</b> The University of Minnesota President's Emerging Scholars Program (PES) is a four-year opportunity for undergraduate students. Participants receive a number of benefits, including professional advising, peer mentoring, and opportunities for engagement. PES includes scholarships, programming, professional advising, and peer mentoring. There is also an optional five-day summer seminar prior to the freshman year.</p> <p><b>Target population:</b> College Students</p> <p><b>Scope:</b> Campus specific - low prevalence</p>	Financial support; Student support	Theory Based	*	*	*	*		
<b>Project Success Internship (pilot)</b>	<p><b>Description:</b> The U.S. Dept. of Education's Office of Federal Student Aid started Project Success in 2016 at Minority Serving Institutions (MSIs). Through Great Lakes Higher Education Corporation and Affiliates, Fond du Lac Tribal and Community College is testing a pilot internship program which pays \$15 per hour to student participants.</p> <p><b>Target population:</b> Students of color and American Indian students</p> <p><b>Scope:</b> Campus specific - low prevalence</p>	Student support	Theory Based (Culturally-informed intervention)	*	*	*	*		<a href="#">For more information see Great Lakes website.</a>
<b>Promise Scholarship (U Promise)</b>	<p><b>Description:</b> University of Minnesota Promise Scholarship (U Promise) targets new Minnesota resident undergraduates with a family income under \$120,000, who enroll at any of the University's five campuses. First, students must complete a Free Application for Federal Student Aid (FAFSA) to be considered for this award. Eligible students will be guaranteed a U Promise Scholarship, which covers any last dollar amount on tuition and fees.</p> <p><b>Target population:</b> Low and Middle Income College Students</p> <p><b>Scope:</b> Specific population</p>	Financial support	Theory Based	*	*	*	*		Washington State Institute for Public Policy (WSIPP) found changes in tuition price affects enrollment, persistence and graduation. For more information visit <a href="http://wsipp.wa.gov/BenefitCost/Program/792">http://wsipp.wa.gov/BenefitCost/Program/792</a> .
<b>Ramp-Up to Readiness</b>	<p><b>Description:</b> Ramp-Up to Readiness™ is a school-wide advisory program from the University of Minnesota for students in grades 6-12 that features an engaging and interactive series of Activities designed to help all students graduate from high school ready for postsecondary success.</p> <p><b>Target population:</b> High school students</p> <p><b>Scope:</b> Campus specific - low prevalence</p>	Student support; College Preparation	Theory Based	*	*	*	*		<a href="#">For more information see Ramp-Up to Readiness website.</a>

Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
SELF Loans	<p><b>Description:</b> The SELF Loan is a student loan administered by the Office of Higher Education (OHE), and is unique to Minnesota since it is funded through bonds. The program is structured to incentivize repayment. Borrowers must have credit-worthy co-signers on their loans. They must also pay interest on their loans while in school, which allows SELF Loans to carry lower interest rates than many other private or state educational loans. Minnesota residents attending eligible schools and non-residents physically attending Minnesota eligible schools are eligible for the program.</p> <p><b>Target population:</b> College Students</p> <p><b>Scope:</b> Statewide</p>	Loan Repayment	Theory Based	*	*	*	*		OHE states that research indicates access to federal loans generally increases the likelihood of enrollment, persistence and completion. However results are mixed depending on the student's loan aversion and the cumulative debt they carry at the time the outcome is measured. SELF loan in particular has a cumulative default rate of 2%, much lower than federal loan programs. For more information see the OHE website on SELF Loans: <a href="https://www.selfloan.state.mn.us/index.cfm">https://www.selfloan.state.mn.us/index.cfm</a>
SELF Refi	<p><b>Description:</b> Student loan refinancing program for MN postsecondary institution graduates. SELF Refi could reduce the amount of interest you pay and/or provide a more manageable monthly payment amount.</p> <p><b>Target population:</b> College graduates</p> <p><b>Scope:</b> Statewide</p>	Loan Repayment	Theory Based	*	*	*	*		This program is only available to college graduates and has been in operation for only two years.
State Work Study	<p><b>Description:</b> The State Work Study Program is designed to assist undergraduate and graduate students in meeting their financial need, and to provide students with work experiences</p> <p><b>Target population:</b> College students</p> <p><b>Scope:</b> Statewide</p>	Financial support	Theory Based	*	*	*	*		The work study award is set by the financial aid office. The actual amount depends on the student's financial need and the amount of money the school has available for the program.
Students of color and American Indian leadership development programs (Brother 2 Brother/SAAB etc.)	<p><b>Description:</b> Leadership development programs designed to improve the educational experience and promote successful college completion among African American, Latino, and Native American students.</p> <p><b>Target population:</b> Historically underrepresented college students</p> <p><b>Scope:</b> Specific population</p>	Student support	Theory Based (Culturally-informed intervention)	*	*	*	*		
Summer Academic Enrichment Programs	<p><b>Description:</b> Postsecondary educational institutions and nonprofits offer summer academic enrichment programs for students (grades 3-11). The Office of Higher Education approves programs and provides a stipend for low-income students. Many programs provide students exposure to the college environment.</p> <p><b>Target population:</b> Low Income Elementary, Middle, High School Students</p> <p><b>Scope:</b> Specific population</p>	Student support	Theory Based (Category of Services)	*	*	*	*		Stipend used for tuition, fees, and in some cases room and board.
Summer Bridge Programs	<p><b>Description:</b> A summer bridge program is targeted and enables students who need developmental education courses to complete them in the summer before their first year, so they can move right into college-level courses in the fall.</p> <p><b>Target population:</b> College students</p> <p><b>Scope:</b> Campus specific - high prevalence</p>	Student support	Proven Effective	Neutral	*	Favorable (Any degree)	Favorable (Less remedial credits earned)	<a href="#">Washington State Institute for Public Policy</a>	Includes Summer Scholars Academy at eight Minnesota State colleges.

Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
Summer Nudging	<p><b>Description:</b> Running January through December, text messages comprise anything from financial aid tips to possible bus routes to campus. The community it serves is primarily low-income, historically underrepresented, first-generation college students, but is available for any college intending high school graduate in Minnesota.</p> <p><b>Target population:</b> High School Students</p> <p><b>Scope:</b> Statewide</p>	Student support	No Effect	Neutral	*	*	*	<a href="#">Washington State Institute for Public Policy</a>	Summer Nudging is based on research to prevent "summer melt". Neutral outcomes for enrollment include 2-year and 4-year colleges, though evidence of effectiveness does vary for different target populations (e.g. enrolled 2-year students). OHE notes that summer nudging programs tend to focus on students who have already applied to and been admitted to college; therefore, effects may be masked.
Supplemental Instruction	<p><b>Description:</b> Regularly scheduled, supplemental class for a portion of students enrolled in a larger course section. Supplemental instruction may be taught by the class instructor or a trained assistant, often a former student who was successful in the class.</p> <p><b>Target population:</b> Historically underrepresented college students</p> <p><b>Scope:</b> Campus specific - medium prevalence</p>	Student support	Theory Based	*	*	*	*		
TRIO - Educational Opportunity Centers	<p><b>Description:</b> Educational Opportunity Centers provide counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants.</p> <p><b>Target population:</b> Adults</p> <p><b>Scope:</b> Specific population</p>	Student support; College Preparation	Theory Based (Category of Services)	*	*	*	*		The Federal TRIO Programs (TRIO) serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.
TRIO - Student Support Services (SSS)	<p><b>Description:</b> Through a federal grant competition, funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education.</p> <p><b>Target population:</b> Historically underrepresented and low-income high school students</p> <p><b>Scope:</b> Specific population</p>	Student support; College Preparation	Theory Based (Category of Services)	*	*	*	*		The Federal TRIO Programs (TRIO) serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. To access a national evaluation of SSS open the U.S. Dept. of Education report: <a href="https://bit.ly/2M6FG0H">https://bit.ly/2M6FG0H</a>

Program	Description	Category	Rating	Enrollment	Persistence	Graduation	Other outcomes	Source of evidence	Other evidence or expert opinion
<b>TRIO - Talent Search</b>	<p><b>Description:</b> The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education.</p> <p><b>Target population:</b> Historically underrepresented and low-income high school students</p> <p><b>Scope:</b> Specific population</p>	Student support; College Preparation	Promising (Category of Services)	Favorable	*	*	*	<a href="#">Institute of Education Sciences: What Works Clearinghouse</a>	The Federal TRIO Programs (TRIO) serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.
<b>TRIO - Upward Bound</b>	<p><b>Description:</b> The program serves high school students from low-income families and students from families in which neither parent holds a bachelor degree. Program components vary: academic instruction, tutoring, counseling, mentoring, cultural enrichment, work-study programs, financial and economic literacy skills, among others.</p> <p><b>Target population:</b> Historically underrepresented and low-income high school students</p> <p><b>Scope:</b> Specific population</p>	Student support; College Preparation	Promising (Category of Services)	Neutral	Neutral	Neutral	Favorable (Vocational certificate completion)	<a href="#">Institute of Education Sciences: What Works Clearinghouse</a>	The Federal TRIO Programs (TRIO) serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.
<b>TRIO - Upward Bound Math-Science</b>	<p><b>Description:</b> Programs help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, ultimately careers in both disciplines.</p> <p><b>Target population:</b> Historically underrepresented and low-income high school students</p> <p><b>Scope:</b> Specific population</p>	Student support; College Preparation	Theory Based (Category of Services)	*	*	*	*		The Federal TRIO Programs (TRIO) serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.
<b>TRIO - Veterans Upward Bound</b>	<p><b>Description:</b> Veterans Upward Bound is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in the core subject areas.</p> <p><b>Target population:</b> Veterans</p> <p><b>Scope:</b> Specific population</p>	Student support; College Preparation	Theory Based (Category of Services)	*	*	*	*		The Federal TRIO Programs (TRIO) serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.