



Communities
In Schools

Communities In Schools National Evaluation

Volume 4:

Randomized Controlled Trial Study

Jacksonville, Florida

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Table of Contents

Executive Summary	iv
1. Introduction	1
1.1 Communities in Schools Overview	1
1.2 The CIS National Evaluation	2
1.3 CIS of Jacksonville, Florida: Randomized Controlled Trial	3
1.4 Description of CIS Jacksonville	3
CIS Jacksonville – Program Services (All Levels).....	3
CIS Jacksonville – Middle School Programs.....	4
CIS of Jacksonville – RCT Sites	5
Typology of Implementation	7
2. Study Methodology	8
2.1 Orientation/Staff Training	8
2.2 Recruitment and Random Assignment	8
2.3 Data Sources	9
Student Survey.....	10
Non-CIS Services Survey	10
CIS Services Information	11
School Records.....	11
Interviews and Focus Group Protocols	11
2.4 Data Collection.....	12
3. Year 3 findings	13
3.1 Sample Size	13
3.2 Student Demographics.....	16
3.3 Service Data.....	16
CIS Services	16
Student Perceptions of Participation in the CIS SEP program.....	19
Non-CIS Services Survey	19
3.4 Value Added Impact of Case Management Services.....	20
Academic Outcomes	21
Behavioral Outcomes.....	26
Student Perceptions of Attitudes and Behaviors.....	32
3.5 Sub-Group Comparisons	37
3.6 Interviews and Focus Groups	38
Description of CIS	38
Strengths of CIS.....	39
Benefits of CIS	40
4. Conclusion.....	41
APPENDIX A: RANDOMIZATION LOOKUP TABLE	42

APPENDIX B: STUDENT SURVEY45
APPENDIX C: SURVEY CONSTRUCTS FOR STUDENT SURVEY55
APPENDIX D: NON-CIS SERVICES SURVEY60
APPENDIX E: RCT SERVICES FORM62
APPENDIX F: INTERVIEW/FOCUS GROUP PROTOCOLS64
APPENDIX G: STATISTICAL ANALYSIS MODEL F-SCORES82

Table of Exhibits

Exhibit 1: National Evaluation Design2
 Exhibit 2: CIS of Jacksonville RCT Schools6
 Exhibit 3: Student Survey Constructs – Scale Reliability 10
 Exhibit 4: Attrition Table 14
 Exhibit 5: Baseline Demographics 16
 Exhibit 6: Case Managed Services Provided per Cohort 2, Year 2, Fort Caroline Middle School
 Student (n=43) 17
 Exhibit 7: Overall Perceptions of CIS 19
 Exhibit 8: Percent of Students that Participated in Non-CIS Services20
 Exhibit 9: Year 1 and Year 2 GPA by Quarter22
 Exhibit 10: Year 1 and Year 2 Average GPA23
 Exhibit 11: Net Change and Effect Sizes for Average GPA23
 Exhibit 12: FCAT Scores for Reading by Year24
 Exhibit 13: FCAT Scores for Math by Year25
 Exhibit 14: Net Change and Effect Sizes for FCAT Reading and Math Scores25
 Exhibit 15: Percentage retained by Year26
 Exhibit 16: Net Change and Effect Sizes for Retention by Year26
 Exhibit 17: Year 1 and Year 2 Number of Referrals by Quarter27
 Exhibit 18: Total Referrals by Year28
 Exhibit 19: Net Change and Effect Sizes for Total Referrals by Year28
 Exhibit 20: Total Number of Days Absent by Year29
 Exhibit 21: Net Change and Effect Sizes for Attendance (number of days absent per year)29
 Exhibit 22: In School Suspensions by Year30
 Exhibit 23: Out of School Suspensions by Year31
 Exhibit 24: Net Change and Effect Sizes for Suspensions31
 Exhibit 25: Student Survey Results for Personal Responsibility32
 Exhibit 26: Student Survey Results for Self Worth33
 Exhibit 27: Student Survey Results for School and Community Involvement33
 Exhibit 28: Student Survey Results for Family Relationships/Parental Involvement33
 Exhibit 29: Student Survey Results for Negative Behaviors (downward slope is positive)34
 Exhibit 30: Student Survey Results for Future Aspirations34
 Exhibit 31: Net Change and Effect Sizes for Survey Constructs35
 Exhibit 32: Student Survey Items – Pair-Wise Comparisons Showing Significant Change over
 Time35
 Exhibit 33: Student Outcomes by Gender38
 Exhibit 34: Student Retention and Average GPA by Gender38

Executive Summary

Communities In Schools (CIS) is the nation's largest dropout prevention organization. For more than 30 years, CIS has connected needed community resources with schools to help students stay in school and make the right choices. By bringing resources, services, parents, and volunteers into schools, they create a community of caring adults who work hand-in-hand with educators. Rather than duplicating services or competing with other youth-serving organizations or agencies, CIS identifies and mobilizes existing community resources and fosters cooperative partnerships for the benefit of students and families.

In May 2005, The Atlantic Philanthropies funded a comprehensive national evaluation of Communities In Schools (CIS). The evaluation, designed and conducted by ICF International, can be envisioned as a three-level pyramid:

- **Organizational (Base-level) studies** provide for the identification of *Network-wide* findings.
- **School-level (Mid-level) studies** provide for the identification of CIS's effects at the *school-level*.
- **Student-level (Top-level) studies** provide for the identification of CIS's effects at the *student-level*.

This volume details recruitment activities, study procedures, data collection, and preliminary findings from CIS of Jacksonville's RCT student-level study.

CIS of Jacksonville, Florida: Randomized Controlled Trial

Year 5 of the National CIS Evaluation included the continued implementation of a randomized controlled trial (RCT) in Jacksonville, Florida. The experimental study focused on the following question about the efficacy of the program's services:

What is the impact of the valued added of CIS Case management services on student-level outcomes including school engagement, attitude toward school, relationship with a caring adult, commitment to school, prosocial behavior, academic performance, and involvement in the community?

"I have not seen a program as comprehensive as this one, it's not cookie cutter...The SEP program is truly accessible to the kids, not only that they don't wait for the kids to come to them, they go to the kids. They get the whole view of the kids including peers, friends, teachers, and parents."
Middle School Principal

CIS of Jacksonville is the largest local provider of in-school safety net and dropout prevention services. CIS Jacksonville's Student Enrichment Program (SEP) offers case management to students by partnering full-time CIS Student Advocates (case managers) with Duval County teachers and guidance counselors. For the current RCT study, the focus is on assessing the impact of case managed services provided through SEP to incoming 6th grade students at Butler Middle School and Fort Caroline Middle School, both in Duval County.

Study Methodology

The Jacksonville RCT began with an orientation and training of CIS Jacksonville staff regarding the background, purpose, and design of the study. The recruitment and random assignment process followed. Since the need for SEP is greater than the capacity to serve students, SEP-

eligible students were selected to receive or not received SEP services based upon their birth date. Recruitment of Cohort 1 and data collection began and continued through the 2007-2008 school year to include student surveys, school records data, and information regarding receipt of CIS and non-CIS services. In the 2008-2009 school year, recruitment of a second cohort (incoming sixth grade) began and random assignment of these students followed. Data collection continued throughout the school year to include student surveys, school records data, and information regarding receipt of both CIS and non-CIS services. During the 2009-2010 school year, data collection continued for cohort 2 students. One middle school dropped out of the study and data collection for those students was limited to school records. Additionally, site visits were conducted in all three school years.

For ease of reference, Cohort 1’s 2007/2008 and Cohort 2’s 2008/2009 (i.e., sixth grade) pooled data will be referred to as Year 1 of the study, while Cohort 1’s 2008/2009 and Cohort 2’s 2009-2010 (i.e., seventh grade) pooled data will be referred to as Year 2. Where possible, baseline information, taken from the previous year’s elementary school (i.e., Cohort 1’s 2006/2007 and Cohort 2’s 2007/2008), was also included.

Findings

Intent to treat analysis (i.e., including all students as originally assigned) were conducted to determine the value-added impact of case management services on student level outcomes. Three primary analysis approaches included; 1) simple treatment and control mean differences at each data collection time point, 2) the application of confirmatory statistical models such as univariate analysis of covariance (ANCOVA), repeated measures GLM models, t-tests, and generalized estimating equations, and 3) net changes and their corresponding effect sizes¹.

Over the course of the study, 332 participants consented to participate in the evaluation. Of these consenting students, 164 were part of the CIS group and 168 were part of the non-CIS group. Data collected through school records (GPA, attendance, behavior, suspensions, and FCATs) was available for most students as long as they remained in a county school. Student services and survey data is not complete due to the loss of access to Butler Middle School in Year 3.

“It means a whole lot to have that one extra person in their life. Someone just touching base, that someone just cares about them and it means a lot to the students – School Administrative Assistant

The full report includes information on sample size and attrition, demographics, services received by students, student perceptions and attitudes, academic outcomes, and behavioral outcomes.

Services Provided

Analysis of case notes and CISDM information showed that case managers are conducting home visits, having individual discussions with students, holding group sessions with students, and addressing individual problems with students throughout the year. Additionally, the case notes showed that monthly group sessions were held with students focused on good decisions, incentives and awards, team building, diversity, health information (conducted by a community service provider), goals, diversity, surviving disaster, community service, focusing on school, and nutrition.

¹ Effect sizes indicate strength of net changes between treatment and control students for the outcome variable. What Works Clearinghouse classifies effect sizes of .25 or above as “substantively important.”

Academic Outcomes

Information regarding student academic outcomes was examined using school records data. Academic outcomes were examined using GPA by quarter and Florida Comprehensive Assessment Test (FCAT) scores on Reading and Math. There were no significant differences between treatment and control students over time for GPA. There was a significant increase for scores on the Reading FCAT test from baseline to Year 1, $F(1,258)=3.107$, $p<.05$, such that treatment students had better scores than control students at the end of Year 1 for Reading. In terms of net changes and effect sizes, for Reading, FCAT scores increased .27 points (based on a 5 point scale) in Year 1 and .12 points from baseline to Year 2 as compared to control students with moderate effect sizes. For Math, FCAT scores increased .11 points in Year 2 and .19 points from baseline to Year 2 as compared to control students with moderate effect sizes. For retention outcomes, there were no significant differences in retention however net changes and effect sizes shows that there were 4% less treatment students retained than control with a large effect for Year 1. Year 2 net change shows that there were 2% less treatment students retained than control students with a moderate effect.

"Whoever created this program, knew what they were doing. Kids have to feel loved and cared about to participate. It is an excellent program with a lot of love, concern, and determination"
-Parent

Behavioral Outcomes

Information regarding student behavioral outcomes was also examined using school records data. Specifically, school records were pulled for discipline referrals (by quarter), attendance (number of days absent), and total numbers of in-school and out-of-school suspensions for the year. There were no significant differences in number of referrals between CIS and Non-CIS students over time. There were also no significant differences between CIS and non-CIS students for in-school or out of school suspensions.

Attendance data was captured through total number of days absent per school year. For attendance, there were no significant differences between treatment and control students, indicating that treatment and control students had similar trends in how many days they were absent. In Year 1, treatment students were absent 1.65 days more than control students; for Year 2, treatment students were absent 2.65 days less than control students and from Year 1 to Year 2, the difference was .09 days less absent for treatment students.

Student Perceptions of Attitudes and Behaviors

Prior to receiving SEP services, all study participants completed an 86 item student survey designed to examine student's perceptions of their peer, school, family, community and individual relationships. Students then completed a follow-on survey at the end of Year 1 and at the beginning and end of Year 2.

Average scores from the student survey show a positive trend for most of the attitudinal and behavioral constructs in the survey (i.e., personal responsibility, self-worth, school/community involvement, family relationships/parental involvement, negative behaviors, and future aspirations). Overall, the means show a trend for students in the SEP program to have improved attitudes and behaviors and for the control students to decline over time or stay the same. The construct of Personal Responsibility, $F(1,229) = 6.250$, $p<.05$ showed a significant improvement over time, such that treatment students increased their scores and control

students decreased their scores during Year 1 with a net change of .27 and an effect size of .34. Additionally, students improved their performance on the self-worth construct with a net change of -.27 and an effect of .34.

Conclusion

The randomized controlled trial in Jacksonville Florida showed promising positive trends with meaningful effect sizes for middle school age students in the CIS SEP program along with a few significant findings around student personal responsibility and state test scores showing that case managed students are doing well compared to their peers. The unique nature of the schools and the level of comprehensive services provided to students in these schools show that case management services are pushing students toward better outcomes and are adding an additional buffer for these students (keeping them slightly above their comparisons even if not statistically significant). However, given the amount of other CIS and non-CIS services in the school, it is not surprising that both groups are relatively similar on key outcomes. This whole school, wrap-around service approach, led predominantly by CIS as the provider highlights the need for better documentation of the frequency and dosage of services provided by SEP, in collaboration with other CIS and school programs, and leveraged services. Additionally, given that this is a study at the middle school level where the focus is on stabilizing students and improving their attitude and commitment toward school as well as better life choices, there is a highlighted need to track continued services to students over time and the extent to which one will see intermediate and long-term impacts as early as 8th grade and high school.

Communities In Schools National Evaluation Randomized Controlled Trial in Jacksonville, Florida Draft Final Report

1. Introduction

This volume details recruitment activities, study procedures, data collection, and final results from the CIS of Jacksonville, Florida RCT.

1.1 Communities in Schools Overview

Communities In Schools (CIS) is the nation's largest dropout prevention organization. For more than 30 years, CIS has connected needed community resources with schools to help students stay in school and make the right choices. By bringing resources, services, parents, and volunteers into schools, they create a community of caring adults who work hand-in-hand with educators. Rather than duplicating services or competing with other youth-serving organizations or agencies, CIS identifies and mobilizes existing community resources and fosters cooperative partnerships for the benefit of students and families.

In partnership with the local school system, CIS identifies the most critical needs of students and families – needs that are preventing children from succeeding in school, and in life. CIS then locates and coordinates community resources, dedicated volunteers, and agencies to serve in partnership with the public schools, both during the day and after school. In some schools, services are made available to all students and their families. In other schools, CIS connects services with particular students in need, either on a one-time basis or as part of a carefully monitored case management system. By creating comprehensive, locally controlled and owned support systems around schools, CIS ensures that the work of outside agencies and volunteers is interconnected and integrated to provide the support schools need the most. *Coordination of effort and accountability for results* are essential aspects of CIS.

The underlying principles of CIS are built into the “**Five Basics**”, which CIS uses to guide programs in meeting their goals. These principles are:

- **A one-on-one relationship with a caring adult:** mentors, tutors, parental involvement groups
- **A safe place to learn and grow:** after-school and extended-hours programs
- **A healthy start and a healthy future:** mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care and immunizations, help for teen parents
- **A marketable skill to use upon graduation:** technology training for the future, career counseling and employment skills, college preparation and scholarship opportunities
- **A chance to give back to peers and community:** community service opportunities, junior ROTC programs.

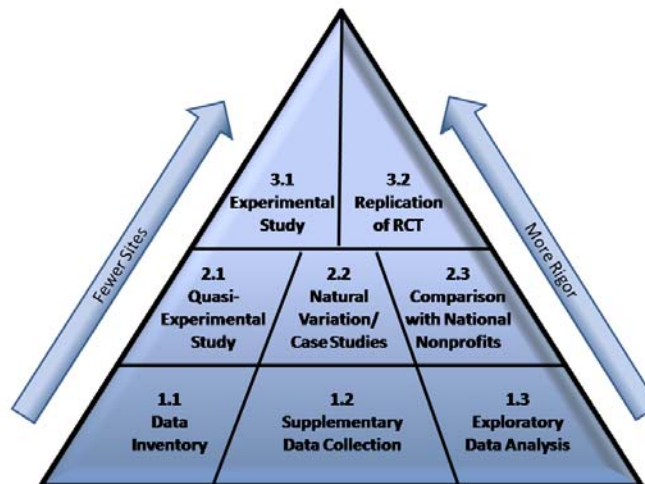
Each year, more than two million young people in 27 states and the District of Columbia have access to integrated student support services through Communities In Schools.

1.2 The CIS National Evaluation

In May 2005, The Atlantic Philanthropies funded a comprehensive national evaluation of CIS. The evaluation, designed and conducted by ICF International, can be envisioned as a three-level pyramid, shown in Exhibit 1:

- **Organizational (Base-level) studies** provide for the identification of *Network-wide* findings. These studies provide CIS National with a more in-depth understanding of the strategies used throughout the Network to help students in need. This component also provides for the development of strategies to ensure that CIS remains an organization dedicated to evidence-based practices. Information regarding these studies can be found in the Year 3 Annual Report.
- **School-level (Mid-level) studies** provide for the identification of CIS's effects at the *school-level*. These studies help discover not only how much of an impact CIS is having, but also how and why those impacts are being achieved. Information regarding these studies can be found in the Year 3 Annual Report.
- **Student-level (Top-level) studies** provide for the identification of CIS's effects at the *student-level*. Three experimental studies are currently underway in Texas, Florida, and Kansas. This report provides final results from the experimental study being conducted in Florida.

Exhibit 1: National Evaluation Design



As depicted in Exhibit 1, as we move up the pyramid, fewer sites are involved in each study, but the studies become more rigorous. The power in this design lies in the fact that each level of the pyramid informs the other, and by bringing the results of all studies together, we can gain a comprehensive understanding of how CIS is impacting students, schools, and communities.

1.3 CIS of Jacksonville, Florida: Randomized Controlled Trial

Year 5 of the National CIS Evaluation included the continued implementation of a randomized controlled trial (RCT) in Jacksonville, Florida. The experimental study, is primarily seeking to answer the following question about the efficacy of the program's services:

What is the impact of the valued added of CIS Case management services on student-level outcomes including school engagement, attitude toward school, relationship with a caring adult, commitment to school, prosocial behavior, academic performance, and involvement in the community?

For this study, "impact" is defined as the difference between the outcomes observed for CIS case management participants and what *would have been observed for these **same individuals** had they **not** participated in a CIS case management program.* The goal of this study is to use information from both CIS participants *and a statistically equivalent group of students who do not participate in CIS* to determine whether the program **caused** the observed student outcomes.

1.4 Description of CIS Jacksonville

CIS of Jacksonville, Inc. grew out of the concerns of community leaders about the high social and financial costs related to the problem of drop-outs in the local school system. Since its inception in 1990, CIS of Jacksonville has expanded from one site at Jefferson Davis Middle School to serving more than fifty schools and reaching more than 6,000 students annually.

CIS Jacksonville – Program Services (All Levels)

From its original initiative of dropout prevention to the development of after-school, mentoring, and literacy programs, CIS of Jacksonville continues to identify areas of need within the Duval County Public School System and successfully broker community resources directly into the schools to address those needs.

CIS of Jacksonville is the largest local provider of in-school safety net and dropout prevention services. The CIS of Jacksonville mission is to champion the connection of needed community resources and schools to help young people successfully learn, stay in school and prepare for life. Each year their programs reach 6,600 students through a wide range of in-school initiatives that include:

- Literacy tutoring
- After school programs
- Mentoring & scholarships
- Case Management & student enrichment

CIS of Jacksonville is supported by many public and private funding sources and works in partnership with the Duval County Public Schools, the Florida Department of Education, Jacksonville Children's Commission, United Way of Northeast Florida, Juvenile Justice, River Branch Foundation, volunteer and civic organizations, and the business community. These partnerships bring together schools and the community in a working relationship to benefit those children who are most at risk of being unsuccessful or dropping out of school.

Looking forward, Communities In Schools will positively impact the quality of life in Jacksonville by "Helping Students Choose Success." Through partnerships with local resources such as family/counseling services, community agencies, volunteers, mentors, tutors and local businesses, CIS is unique in its ability to link valuable resources with those students in danger of "falling through the cracks", enabling them to successfully learn, stay in school and prepare for life.

CIS Jacksonville – Middle School Programs

There are several key programs provided by CIS at middle schools in Duval County in Jacksonville, Florida:

- **TEAM UP** is a free program that provides a safe environment in which students can thrive during after-school hours. The program starts with a snack, finishes with a hot meal and provides a wealth of activities in between. Enhancing academic performance in language arts, science and math, the program features instruction by certified teachers for one hour each day. This is followed by a wide range of enrichment activities, including choir, dance, sports, cheerleading, band and much more. TEAM UP is available to all middle school students and represents a Level 1 or whole-school service. TEAM UP is not always offered by CIS and can be offered at the school by other organizations.
- **The Student Enrichment Program (SEP)** places full-time student advocates on campus in Duval County Schools. These advocates work with principals, teachers and guidance counselors to stabilize students who are at risk of falling behind or dropping out. Home visits and parent involvement are integral parts of the program, and the advocates connect students to needed community resources. Students are counseled individually and in group sessions throughout the school year to provide them with life skills that will help them learn and succeed in life. The SEP represents a Level 2 service
- **Take Stock in Children** is a mentoring/scholarship program administered by CIS that enrolls middle school, low income students and helps them succeed by providing college and vocational scholarships, volunteer mentors, student advocates, early intervention and long term support. Mentors meet with their student for an hour, once a week providing friendship, encouragement, academic and college prep support. Take Stock in Children is a public-private partnership of state government, businesses, school systems, social service agencies, civic and religious organizations, and private citizens. Students are referred to the program by counselors and teachers. Take Stock represents a Level 2 or intensive service to a targeted population of students. In an effort to reach those who may not yet qualify for Take Stock in Children, "Steps to Success" will match volunteer mentors with students participating in the CIS Student Enrichment Program who have been identified as potential Take Stock Scholars.
- **Achievers For Life** is a drop-out prevention program that targets sixth grade students who are at risk for academic failure. In partnership with United Way of Northeast Florida, CIS and Jewish Family Community Services, families and students receive integrated, safety-net services and guidance from a team of Family Advocates, Achievement Advocates, tutors and volunteer mentors. Achievers for Life addresses the challenges associated with keeping students on track to high school graduation. The short term goal of this program is to decrease the number of 6th grade students retained in these middle schools. The long term

goal is to increase the graduation rate and decrease the dropout rate at the high school level. This program is considered a Level 2 service.

For the current RCT study, the focus is on assessing the impact of case managed services provided through SEP to incoming 6th grade students.

CIS of Jacksonville – RCT Sites

Originally, CIS of Jacksonville was approached with the idea of including four middle schools in the RCT. Given the quick start-up of the evaluation, a decision was made to begin with two middle schools with more seasoned staff, Butler Middle School and Fort Caroline Middle School, and to possibly expand to more schools in subsequent years. Given the operation of the program in each middle school, the two middle schools that were originally selected to participate continued to be the only middle schools participating in the study. In addition to SEP, each of these schools offers Team UP, Take Stock in Children, and Achievers for Life, though the TEAM UP program was offered at both of the middle schools and only administered by CIS in Butler Middle. The focus of the RCT study, the SEP program was offered at both middle schools including a full-time on-site case manager at each school.

In the year three of the RCT, Butler Middle School was the recipient of a large private grant intended to provide comprehensive services to students. As a result, funding for CIS at Butler Middle School was pulled and sent to another school in the county. Therefore, CIS services were not offered during Year 3 of the study at Butler Middle School, though similar services were offered by other service providers, and CIS staff had no access to students for data collection. Additionally, funding for CIS services at Fort Caroline Middle was increased and CIS began administering the TEAM UP program. Ft. Caroline has every program offered by CIS including America's Promise volunteer tutors. Both schools have a multitude of service programs in the schools with many of those services provided by CIS. It is to be expected that all students (treatment and control) are receiving intensive service provision by other programs and services in the school, including CIS programs. Additionally, the SEP program in each of the middle schools focuses on incoming 6th grade students as that is a key transition year for students to be successful.

The two schools selected for the study are located in the heart of Jacksonville, FL and include grade 6 through grade 8. Each school has primarily a low income, at-risk population and failed to make adequate yearly progress on the NCLB for 2008. Exhibit 2 provides school-level descriptive information for each of the participating middle schools during the baseline years on state assessments, classroom profiles, enrollment percentages, and school facts as well as comparative information for the entire Duval County Public school system.

Exhibit 2: CIS of Jacksonville RCT Schools ²					
	2007 - 2008		2008 - 2009		
	Butler Middle School	Fort Caroline Middle School	Butler Middle School	Fort Caroline Middle School	Duval County Public Schools
Student Proficiency on State Tests					
Reading Proficiency (%)	29.2	42.5	31.0	46.3	56.8
Math Proficiency (%)	28.6	39.8	31.3	38.3	59.6
Reading and Math Proficiency (RaMP) (%)	28.9	41.1	31.2	42.3	n.a.
Reading Proficiency by Subgroup (%)					
All Students	29.2	42.5	31.0	46.3	57.0
White	n.a.	59.9	n.a.	60.3	71.0
Black	28.3	35.0	31.1	41.6	43.0
Hispanic	n.a.	29.2	n.a.	33.8	55.0
Asian/Pacific Islander	n.a.	n.a.	n.a.	n.a.	71.0
American Indian/Alaska Native	n.a.	n.a.	n.a.	n.a.	69.0
Multi-Racial	n.a.	39.0	n.a.	55.0	n.a.
Female	28.5	43.2	35.1	48.5	n.a.
Male	29.0	41.7	27.7	44.4	n.a.
Economically Disadvantaged	27.6	35.0	30.3	43.2	45.0
Non-Disadvantaged	37.4	51.5	31.5	50.5	n.a.
English Language Learners	n.a.	16.0	n.a.	14.2	33.0
Non-English Language Learners	n.a.	n.a.	n.a.	n.a.	n.a.
Students with Disabilities	6.8	18.3	8.4	17.6	33.0
Non-Disabled Students	35.0	46.4	37.6	51.6	n.a.
Migrant	n.a.	n.a.	n.a.	n.a.	n.a.
Math Proficiency by Subgroup (%)					
All Students	28.6	39.8	31.3	38.3	60.0
White	n.a.	59.1	n.a.	59.1	74.0
Black	27.9	31.3	30.	30.0	45.0
Hispanic	n.a.	32.1	n.a.	30.6	59.0
Asian/Pacific Islander	n.a.	n.a.	n.a.	n.a.	80.0
American Indian/Alaska Native	n.a.	n.a.	n.a.	n.a.	70.0
Multi-Racial	n.a.	31.8	n.a.	40.0	n.a.
Female	30.1	38.3	34.1	35.1	n.a.
Male	27.7	40.8	29.1	41.5	n.a.
Economically Disadvantaged	28.6	30.1	32.3	32.3	47.0
Non-Disadvantaged	30.0	51.4	18.0	48.0	n.a.
English Language Learners	n.a.	13.6	n.a.	15.1	42.0
Non-English Language Learners	n.a.	n.a.	n.a.	n.a.	n.a.

² Data downloaded from www.schooldatairect.org on April 25th, 2008 and August 31st, 2009.

Exhibit 2: CIS of Jacksonville RCT Schools ²					
	2007 - 2008		2008 - 2009		
	Butler Middle School	Fort Caroline Middle School	Butler Middle School	Fort Caroline Middle School	Duval County Public Schools
Students with Disabilities	5.4	14.9	10.7	11.0	33.0
Non-Disabled Students	35.0	44.0	37.3	43.1	n.a.
Migrant	n.a.	n.a.	n.a.	n.a.	n.a.
Classroom Profile –2007 only					
Enrollment	506	892	n.a.	n.a.	125,176
Students Per Teacher	14.1	17.8	n.a.	n.a.	16.1
Enrollment (%) – 2007 only					
White	2.0	29.2	n.a.	n.a.	42.3
Black	97.0	54.4	n.a.	n.a.	43.6
Hispanic	0.4	11.2	n.a.	n.a.	6.4
Asian/Pacific Islander	0.2	1.9	n.a.	n.a.	3.7
American Indian/Alaska Native	0.0	0.1	n.a.	n.a.	0.2
Economically Disadvantaged	85.6	54.0	n.a.	n.a.	41.4
NCLB Information					
Is this school making Adequate Yearly Progress (AYP)?	No	No	No	No	No

Typology of Implementation

As part of the National Evaluation of CIS, a typology of sites was developed to gain a broad and general understanding of site-level processes and to gain additional information about the diversity of programming. Data sources for the development of a typology of programs was obtained from the Critical Process Survey (CPS), administered to every site in the CIS network in January 2006, and the Site Coordinator Survey (SCS) administered in May 2007.^[1] From these surveys a common metric/typology scoring rubric was created that focused on services provided, needs assessment processes, brokered vs. direct services provided, locality, level 1 (school-wide) vs. level 2 (case managed) service mix, years in operation, and school type. Sites were then scored out of a possible 100 points and identified as partial implementers (defined as scoring less than 70 out of 100) and high implementers. In the final year of the National Evaluation it was decided to re-administer the SCS to all site coordinators participating in the RCT, to provide an up to date implementation score. Of the 2 sites participating in the Jacksonville RCT, only one site could participate in this effort due to the loss of CIS services at Butler Middle School. Fort Caroline Middle School was identified as a partial implementer with a

score of 63.33³. The primary reason for the low score was not lack of service provision but no reported needs assessment effort and no annual site operations plan.

2. Study Methodology

The Jacksonville RCT began with an orientation and training of CIS Jacksonville staff regarding the background, purpose, and design of the study. The recruitment/assignment process followed (including school staff training). Data collection began with recruitment of cohort one (incoming sixth grade) and continued through the 2007-2008 school year to include student surveys, school records data, and information regarding receipt of non-CIS services. During the 2008-2009 school year, recruitment of a second cohort (incoming sixth grade) began and random assignment of these students followed. Data collection continued throughout the school year to include student surveys, school records data, information regarding receipt of both CIS and non-CIS services. Data collection for Cohort 1 concluded at the end of the 2008-2009 school year. During the 2009-1010 school year, data collection continued for cohort 2 students. One middle school dropped out of the study and data collection for those students was limited. Additionally, site visits were conducted in all three school years.

For ease of reference, Cohort 1's 2007/2008 and Cohort 2's 2008/2009 (i.e., sixth grade) pooled data will be referred to as Year 1 of the study, while Cohort 1's 2008/2009 and Cohort 2's 2009-2010 (i.e., seventh grade) pooled data will be referred to as Year 2. Where possible, baseline information, taken from the previous year's elementary school (i.e., Cohort 1's 2006/2007 and Cohort 2's 2007/2008), was also included.

A description of each of the major aspects of the study methodology follows.

2.1 Orientation/Staff Training

National Evaluation staff provided an overview of the CIS National Evaluation and the RCT in Jacksonville in July 2007 at a CIS all-staff retreat. This meeting was followed up with a visit by the evaluation staff to CIS of Jacksonville in early October 2007 to meet with the Executive Director, Chief Operating Officer, Program Directors, and the case managers and CIS staff for the selected middle schools. The meeting included a review of the study design, procedures, and timeline along with a chance for staff to ask questions and clarify any concerns.

2.2 Recruitment and Random Assignment

Recruitment of Cohort 1 students at each middle school took place between November 2007 and January 2008. Recruitment of Cohort 2 students at each middle school took place between August 2008 and October 2008. All sixth grade students eligible for SEP services and their parents were contacted by SEP case managers to determine their interest in receiving services. There were more students eligible for services than there were available slots in SEP (case management program). Each student/parent was introduced to the SEP program and asked to sign a consent form indicating their interest in having their child receive SEP services. They were told that services were not guaranteed and that a random selection of students interested would be chosen for SEP services. Upon indicating their interest, students and parents were

³ Additional information regarding the typology of implementation and its results can be found in the following document: *Design and Development of a Typology of Sites in the Network*. Communities In Schools National Evaluation. December 2007.

introduced to the evaluation and asked to indicate their consent (yes/no) to participate in the evaluation. SEP case managers were clear to indicate that consent to participate in the study had no bearing on the student's chances for receiving services.

After contacting all SEP eligible students, a list was generated that included the student birth date, consent to receive/not receive SEP services, and consent to participate/not participate in the evaluation. A CIS of Jacksonville office staff member was then given a birth date lookup table which contained a random selection of dates for an entire year indicating the student's status as participating in SEP or not participating in SEP. Each Cohort was randomized with a different birthday lookup table to avoid selection bias in eligible students and to reach appropriate treatment/control sample numbers (Appendix A). The CIS staff member matched each student's birth date to the table to determine on a random basis whether the student would be receiving CIS services. Upon completion of the randomization, four groups were compiled:

- 1) CIS SEP student participating in the evaluation (hereafter referred to as the treatment group)
- 2) Non-CIS SEP student participating in the evaluation (hereafter referred to as the control group)
- 3) CIS SEP student not participating in the evaluation
- 4) Non-CIS SEP student not participating in the evaluation.

Students in group 1 (treatment) would receive CIS SEP services and participate in the evaluation as CIS SEP students and students in group 2 (control) would not receive CIS SEP services but would participate in the evaluation as control students. Groups three and four would not participate in the evaluation.

Given that the number of students needing services far exceeded the programs capacity to provide services, randomization was seen as a fair and equitable manner in which to distribute services. However, given the sensitive nature of the population under study, allowances were made for the provision of emergency services to students and the identification of high need students. The advantage of this research design is that if random assignment is properly implemented with a sufficient sample size, program participants should not differ in any systematic or unmeasured way from non-participants except through their access to the treatment or services.⁴ For this study, no students in the control group were moved to the treatment group to provide emergency services, however, periodically, CIS SEP case managers provided incidental support to control group students (e.g., provision of personal supplies, discussion in the hallway) when going about their work. This provision was not systematic in any way and was not documented by CIS SEP Case managers during years 1 and 2 of the study. During Year 3 of the study, CIS of Jacksonville did not provide services to any study participants in Butler Middle school including treatment students. Additionally, Fort Caroline SEP services were documented systematically at the student level and some services were provided to two students in the control group of Cohort 2.

2.3 Data Sources

⁴ More precisely, there will be differences between individuals in the two groups, but the expected or average value of these differences is zero except through the influence of the program (i.e., selection bias is removed by random assignment).

Data sources included a student survey, non-CIS Services Survey, CIS Services Information (CIS Case Notes, an RCT services form, and service documentation in Year 3 using CISDM), and student records. Interview and focus group protocols also were developed for use during site visits.

Student Survey

The student survey consisted of an 86 item survey (Appendix B) focusing on student perceptions of their peer, school, family, community and individual relationships. Each student was asked to respond to a statement using one of two five point scales. Statements regarding things the student thinks about, does, or has done required a response on a scale of 1 (never) to 5 (always). Statements regarding things the student may feel required a response on a scale of 1 (strongly disagree) to 5 (strongly agree). Exploratory factor analysis of baseline data received from the Austin RCT identified six constructs in the survey; personal responsibility (5 items), self-worth (6 items), school/community involvement (8 items), family relationships/ parental involvement (5 items), behavioral measures (9 items), and future aspirations (7 items) (Appendix C). Exhibit 3 lists the reliabilities for each scale as indicated by the original Austin baseline data and the reliabilities for each scale with the sixth grade Jacksonville baseline data. It is important to note that not all items on the survey were included in a construct.

Exhibit 3: Student Survey Constructs – Scale Reliability		
	Cronbach’s Alpha (Original Austin data)	Cronbach’s Alpha (Year 1 Jacksonville data)
Personal Responsibility	.64 (n=167)	.62 (n=277)
Self- Worth	.68 (n=162)	.5 (n=273)
School/Community Involvement	.78 (n=162)	.69 (n=270)
Family Relationships/Parental Involvement	.77 (n=168)	.65 (n=279)
Negative Behaviors	.85 (n=172)	.71 (n=293)
Future Aspirations	.77 (n=161)	.68 (n=271)

The survey was designed to be completed at the beginning and end of each of school year with the first administration occurring after recruitment. Seven additional items regarding student perceptions of CIS SEP are also included during each end of year administration.

Non-CIS Services Survey

It was expected that students randomized not to receive SEP services would then participate in other services that would be available to them. Therefore in an effort to better document the counterfactual, participants were asked several questions (Appendix D) regarding the non-CIS after-school programs, clubs, and sport activities they were involved in. This survey was administered at least one time per school year to all study participants, usually at the end of each semester.

CIS Services Information

The primary method of documenting SEP services provided to students is through case notes completed by case managers at the end of each day. To the extent possible, the case notes are collected and coded to identify the dates of certain types of services (e.g. group sessions focused on life skills). Each case manager documents services differently; therefore much of the service data is aggregated and summarized to create a snapshot of service provision at each school.

In addition to case manager's notes, each case manager completed an RCT Services form (Appendix E) to systematically document the primary services provided to each student and the level of services provided. This form was developed during the May 2009 site visit in conjunction with case managers with the intent being to better document in a systematic manner the type and amount of primary services provided to each student. The form was developed in a way to document what CIS Case Managers were already doing and not to impose a structure onto their work. The form includes information on the primary and secondary services (e.g. individual counseling, referrals for community resources, group sessions, etc) provided to each student, the number of home visits conducted, the level/amount of services provided according to the CIS Jacksonville three tier triage system, and the primary focus of student goals created (academic, behavioral, attendance). The three tier triage system includes Tier 1 (highest need), Tier 2 and Tier 3 (lowest need). Students in Tier 1 are highest need and as a result get the most services. This could include students with lots of problems, acting out, clothes torn, dirty, and incomplete, sleeping in class, health issues, and other severe issues. Tier 2 students would include moderate need students. They may have social issues at home, be suffering from abuse and/or poverty, need glasses, need therapy, and other needs. Tier 3 students are lowest needs students. These students come to school clean, have sleep, there are no bruises, no medical issues, have good affect, and are sleeping and talking fine. The case managers keep track of these students and provide services as needed but do not spend as much time reaching out to these students. Each case manager completed this form in May 2009.

Additionally, to provide further detail on services provided to students in SEP, the Fort Caroline Year 2 (i.e., seventh grade) Cohort 2 student services were documented using CISDM. CISDM is the management information system developed by Communities in Schools, Inc. to capture services to student at the case level. Each service contact is captured and coded by service category, individual or group service status, and the duration of service.

School Records

School Records data was pulled from the Duval County Public School data system. Only administrators at each school have permission to access the data system to pull the records for the students in the study. The information downloaded from the system includes demographics, GPA by quarter, attendance information (number of days present/absent), referrals, in-school and out of school suspensions, and Florida Comprehensive Assessment Test (FCAT) scores for Reading and Math. Data was accessible for most students who attend school within the county even if they transferred out of Butler Middle or Fort Caroline Middle.

Interviews and Focus Group Protocols

Protocols, interviews guides, and focus group guides used during site visits to each school and CIS Jacksonville focused on CIS processes and outcomes (see Appendix F). Stakeholder

protocols and interview guides asked specific questions regarding the roles and responsibilities of stakeholders, service coordination, relationships (i.e., among CIS staff, school personnel, partner organizations, and students), and the implementation of CIS. In addition parent and student focus group guides were designed around the following topic areas: 1) issues facing students; 2) availability of programs and services; 3) effectiveness of programs and services in meeting student needs; 4) knowledge of CIS; 5) impact of CIS on students; and 6) other comments.

2.4 Data Collection

Data collection included completion of student baseline surveys, service surveys, RCT Service forms, case notes, service information from CISDM, site visit interviews/focus groups, and student follow-on surveys. Additionally, school administrators at each school provided access to school records at the end of the school year. Each middle school has one school administrator and the CIS case manager to assist with data collection efforts, including survey administration, within the school.

The CIS case manager and the school administrator worked together to ensure all baseline surveys for both treatment and control students were completed in a timely manner prior to CIS service delivery with most baseline surveys for Cohort 1 being completed during the month of January 2008 and baseline surveys for Cohort 2 being completed during October 2008. The demographic information for all students was pulled from school records data. Non-CIS Service surveys for each student indicating any services received outside of SEP were completed during March and May of the 2007-2008 school year, in either December or March for the 2008-2009 school year, and in January or April of the 2009-2010 school year. Student follow-on surveys were completed in May 2008, October 2008, May 2009, October 2009, and May 2010 depending upon the student cohort.

Site visits took place from April 21st through April 24th 2008, May 4th through May 6th 2009, and May 3rd and 4th 2010 to gather more in-depth information regarding CIS programs and services. Interviews were conducted with CIS of Jacksonville staff, school administrators, teachers, guidance counselors, and CIS case managers. Focus groups were conducted with students and parents from the treatment group. Additionally, Case Managers completed the RCT Service Form for each student following the May 2009 site visit.

Student school records data, including GPA, behavior referrals, suspensions, attendance, and standardized test scores, were pulled in July 2008, July 2009, and July 2010. The data for GPA and behavior referrals were provided in a quarterly format. Attendance was provided in a quarterly format for the 2007-2008 school year, by total days present for the 2008-2009 school year, and by total days present in the 2009-2010 school year. The suspensions were provided as total in school and out of school suspensions for the year. The Florida standardized test scores (FCAT) were provided for both reading and math. Once pulled by school administrators, the data were cleaned and compiled by CIS Jacksonville staff and sent to the national evaluation team for analysis. Fifth grade information was requested for each student and pulled in July 2010. Academic progress was provided by a code of meeting grade level per quarter and behavior information was provided by total detentions per quarter. Attendance was provided by days present quarterly and other data was provided in a similar format to Year 1 and Year 2 GPA data.

Finally, Case Manager's case notes were provided at the end of each school year. For the 2007-2008 school year, case notes were sparse with few details on services provided. For the 2008-2009 school year, case notes were provided for both schools. The case notes provided were much more detailed and outlined all of groups held with students. For the 2009-2010 school year, service information was provided through CISDM.

3. Year 3 findings

Cohort 1 year 1 data (2007-2008 school year) and Cohort 2 year 1 data (2008-2009 school year) have been combined to present the main impact of Year 1 results for the entire study. Cohort 1 year 2 data (2008-2009 school year) and Cohort 2 year 2 data (2009-2010 school year) have been combined to present Year 2 results for the entire study. Year 1 to Year 2 results are also presented which include data available from baseline through year 2 of the study. This section includes information on sample size, demographics, services received by students, academic outcomes, behavioral outcomes, and student perceptions and attitudes.

3.1 Sample Size

Over the course of the study, 332 participants consented to participate in the evaluation. Of these consenting students, 164 were part of the treatment group and 168 were part of the control group. Exhibit 4 shows the sample size and attrition rates for each of the key outcomes. Data collected through school records (GPA, attendance, behavior, suspensions, and FCATs) was available for most students as long as they remained in a county school. Student services and survey data is not complete due to the loss of access to Butler Middle School in Year 3.

Exhibit 4: Attrition Table												
	Year 1 (Main Impact)				Year 2				Year 1 to Year 2			
	Sample Size		Attrition		Sample Size		Attrition		Sample Size		Attrition	
	CIS	Non CIS	Overall Attrition	Differential Attrition	CIS	Non CIS	Overall Attrition	Differential Attrition	CIS	Non CIS	Overall Attrition	Differential Attrition
School Records												
Yearly GPA Average	149	144	11.7%	4.1%	138	137	17.2%	1.6%	137	134	18.4%	2.8%
Quarterly GPA	146	140	13.9%	4.7%	132	135	19.6%	0.8%	129	131	21.7%	0.3%
Yearly Total Behavior Referrals	132	132	20.5%	1.0%	121	123	26.5%	0.3%	118	120	28.3%	0.3%
Quarterly Behavior Referrals	132	132	20.5%	1.0%	121	123	26.5%	0.3%	118	120	28.3%	0.3%
In School Suspension	134	134	19.3%	1.0%	126	119	26.2%	5.1%	108	105	35.8%	2.6%
Out of School Suspension	134	134	19.3%	1.0%	128	129	22.6%	0.3%	110	115	32.2%	2.2%
Attendance	130	134	20.5%	1.5%	145	145	12.7%	1.1%	122	127	25.0%	2.1%
FCAT Math – level score	132	138	18.7%	2.6%	138	136	17.5%	2.2%	117	123	27.7%	2.7%
FCAT Reading – level score	132	130	21.1%	2.2%	138	135	17.8%	2.8%	118	121	28.0%	0.9%
Promotion	161	162	2.7%	1.7%	155	155	6.6%	2.3%	-	-	-	-
Student Survey Constructs												
Personal Relationships	104	130	29.5%	14.8%	63	53	65.7%	6.4%	65	68	59.9%	1.3%
Self-Worth	104	130	29.5%	14.8%	63	53	65.7%	6.4%	64	68	60.2%	1.9%
School/Community Involvement	103	130	29.8%	15.4%	63	53	65.7%	6.4%	64	68	60.2%	1.9%

Exhibit 4: Attrition Table												
	Year 1 (Main Impact)				Year 2				Year 1 to Year 2			
	Sample Size		Attrition		Sample Size		Attrition		Sample Size		Attrition	
	CIS	Non CIS	Overall Attrition	Differential Attrition	CIS	Non CIS	Overall Attrition	Differential Attrition	CIS	Non CIS	Overall Attrition	Differential Attrition
Family Relationships /Parental Involvement	101	125	31.9%	13.6%	63	53	65.7%	6.4%	64	68	60.2%	1.9%
Negative Behaviors	103	128	30.4%	14.2%	63	53	65.7%	6.4%	64	68	60.2%	1.9%
Future Aspirations	102	128	30.7%	14.8%	63	53	65.7%	6.4%	64	68	60.2%	1.9%

3.2 Student Demographics

Student demographic information was obtained from School Records. All students (100%) in both Cohorts 1 and 2 of the study are eligible for free/reduced lunch as this is a criterion for eligibility in the CIS SEP program. African-American students make up the majority of students for treatment (76.2%) and control (81.0%) groups. While percentages for other ethnicities varied, the treatment and control groups did not differ significantly overall as indicated by non-parametric tests ($U=12959, p>.05$; $K-S z=.788, p>.05$). There were similar results for gender with females making up the majority in each of the treatment (60.4%) and control (51.2%) groups (Exhibit 5). Non-Parametric tests confirmed no significant differences in gender between the treatment and control groups ($U=12512, p>.05$; $K-S z =.836, p>.05$).

Exhibit 5: Baseline Demographics			
	Treatment (n=164)	Control (n=168)	Total (n=332)
Gender			
Male	39.6%	48.8%	44.3%
Female	60.4%	51.2%	55.7%
Race/Ethnicity			
African American	76.2%	81.0%	78.6%
White	10.4%	14.3%	12.3%
Hispanic	8.5%	1.2%	4.8%
Asian	1.2%	0.6%	0.9%
Multi	2.4%	3.0%	2.7%
Other	1.2%	0.0%	0.6%

Additionally, the baseline student survey provided some information and context regarding student personal situations. Similar percentages of treatment (83.7%) and control (78.5%) youth have a responsibility to help take care of family members at home. Additionally, a minority of youth in the treatment (11.6%) and control (8.9%) groups have a job outside of school, though some of the students that work have a significant time commitment ranging from 1.5 hours to 35 hours a week.

3.3 Service Data

This section describes the services provided to students through the CIS SEP program and other services provided to students outside of CIS.

CIS Services

CIS Services are primarily documented through case manager case notes and during the 2009-2010 school year, Fort Caroline middle school documented services for Cohort 2 using CISDM, an on-line management information system created by CIS National. Additionally, due to the lack of systematic service information through year 2 of the study, an RCT Services form was collected from each case manager for each student in May 2009.

Case notes and CISDM data. Analysis of service information showed that case managers are conducting home visits, having individual discussions with students, holding group sessions with students, and addressing individual problems with students throughout the year. Detail on individual discussions through case notes and CISDM data indicated that case managers are assisting students with personal issues (with peers, teachers or parents), academic issues (e.g. assistance with math, poor grades, etc), and behavioral issues. This includes helping students individually with specific situations and grades including development of goals, addressing poor behavior, collaboratively developing action steps for change, and following up on personal situations and previous issues with each student. Additionally, the case notes and CISDM data showed that monthly group sessions were held with students focused on introducing CIS, good decisions, incentives and awards, team-building, diversity, health information (conducted by Community service provider), goals, red ribbon week, focusing on school, surviving disaster, community service, and nutrition. CIS case managers also are utilizing after school time to meet with students

More detailed information was provided in the 2009-2010 school year for seventh grade Cohort 2 students at Fort Caroline Middle School. While this data is not representative of the entire study sample, it does provide systematic information about CIS SEP program services in Jacksonville, Florida. Services provided to Cohort 2 seventh grade SEP students at Fort Caroline ranged from 0⁵ to 32 points of contact and from 0 to 34.2 hours. Exhibit 6 presents average number of case managed service contacts and hours of services per student activity type, service type, and overall. Averages include all students randomized to receive SEP services, regardless of whether they received SEP services. On average, Cohort 2 Year 2 SEP students at Fort Caroline received 10.98 points of contact and 12.19 hours of service through their seventh grade year, with the largest percentage of services focused on academic assistance and enrichment/motivation.

Exhibit 6: Case Managed Services Provided per Cohort 2, Year 2, Fort Caroline Middle School Student (n=43)		
	Average Number of Contacts	Average Number of Hours
Activity Type		
Academic Assistance	3.63	4.93
Basic Needs/Resources	.49	0.09
Behavior Interventions	.14	0.07
College/Career Preparation	.02	0.0
Community Service	1.07	0.79
Enrichment/Motivation	2.95	2.95
Family Engagement/Strengthening	.79	1.47
Life/Social Skills Development	1.88	1.90
Service Type		
Individual	9.19	0.78
Group	1.79	11.4
OVERALL	10.98	12.19

Additionally, two students randomized not to receive SEP services did receive SEP services with an average of 15 points of contact and 18.95 hours of service per student with a variety of service types.

⁵ Nine students from Cohort 2 Seventh Grade Fort Caroline Students did not receive any services.

RCT Form. Due to the lack of systematic data on services provided to each student through Year 2, the RCT services form was completed for each student. On the RCT form, case managers recorded information regarding the types of primary and secondary services provided to students during their sixth and/or seventh grade years, as well as the areas of improvement that case managers specifically targeted for each student. Life Skills Education (provided during monthly group sessions) was the primary service provided to the overwhelming majority of students (93%); the other primary services included personal support and personal/school supplies however these were secondary services provided to most students and only served as the primary service for seven percent of students. The top three secondary services provided to students were:

- Recognition for good academics and behavior - 74.9%
- Activities such as field trips, parties, games - 51.5%
- Personal/School Supplies - 50.9%

Case managers were also asked to indicate the level of need for each student as indicated by the triage system in use as part of the SEP program in Jacksonville. The majority of students (51.9%) were classified as Tier Three – Least Need, 35.8% of students were Tier Two – Moderate Need, and 12.3% of students were Tier One – Highest Need. Academic achievement was targeted most often (95.3% of the time), while attendance was targeted 58.5% of the time and Behavior was targeted 28.1% of the time. Of these areas, the highest need students were provided with services targeting behavior much more often than the lowest need students (65% vs. 1.2%, respectively).

Services to students were most often provided in group settings (75% of the time), compared to individually (1.2%) and both group and individual settings (23.8%). For other CIS services, 10% of SEP students participated in Achievers for Life (only available for sixth grade) and 1% participated in Take Stock in Children. For TEAM UP, 50% of treatment students participated and 79% of control students participated.

Information on home visits was provided for 60% of students. Of these students, slightly more than half had never received a home visit (56.7%). 17.3% of students received 1-2 home visits, 22.1% received 3-4 visits, and 3.9% received 5-6 visits. More seventh grade students received home visits than sixth grade students.

Leveraged Services. In addition to direct services provided to treatment students, treatment students are also provided with brokered/leveraged services (i.e., services for which CIS connects a partner agency/provided with a student to provide needed services). Typically these services are not tracked or logged by CIS. In an effort to better identify these types of services an additional study measure was implemented during the final of the evaluation. Each site participating in the RCT was ask to identify a sub-sample of treatment participants currently receiving brokered/leverage services and track the number and duration (in 15 minute increments) of such activities. While not conclusive and only on a small sub-sample, general findings indicated that brokered/leveraged services are not largely offered, instead the large majority of services are directly provided by CIS.

In Jacksonville, the CIS case manager may connect a student and family with a food bank, provide them with information on electrical service assistance, or refer families to health services. Case managers may have to provide extra assistance with transportation so they may

collect the food and deliver it to the family instead of just providing the referral. The schools in Jacksonville have resources available within the school for mental health services and CIS case managers work together with the Student Behavior Coordinator to identify students in need of services but do not refer students to the community for these services. Leveraged services in the community are also not generally tracked by CIS staff though case managers do follow-up with students and families to ensure needs are being met (e.g., asking parents if they were able to get assistance, etc) and provide other resources for referrals if the need still exists. Preliminary tracking of a sample of leveraged services for Cohort 2 treatment students in the 2009-2010 school year at Fort Caroline middle school showed six student referrals for community services. Some students and families took advantage of services such as a week of food from a food bank, enrollment in TEAM UP, or enrollment in the TRIO program for one year; others found services elsewhere (e.g., women’s health services) or the amount of service was unknown.

Student Perceptions of Participation in the CIS SEP Program

During the follow-on survey, treatment participants were asked seven additional questions regarding their perceptions of CIS and how CIS has helped them. Each student indicated their agreement with a statement on a scale of 1 (strongly disagree) to 5 (strongly agree). Overall, students in CIS had favorable perceptions of their participation. They indicated that being part of CIS had been a positive experience and that they have learned things they can use throughout life (Exhibit 7). Paired samples t-tests comparing perceptions of CIS after Year 1 and after Year 2 showed no significant changes in overall perceptions.

Exhibit 7: Overall Perceptions of CIS		
	End of Year 1 (Mean)	End of Year 2 (Mean)
CIS has helped me to feel better about myself.	4.27 (n=100)	4.16 (n=64)
CIS has taught me things I can use throughout my life.	4.36 (n=98)	4.22 (n=64)
I feel like my feelings and opinions are valued in CIS.	4.17 (n=98)	4.23 (n=64)
I enjoy participating in CIS.	4.40 (n=100)	4.35 (n=63)
I can count on CIS staff to help me when I have a problem.	4.26 (n=99)	4.40 (n=63)
I trust the CIS staff.	4.24 (n=101)	4.42 (n=64)
Participating in CIS has been a positive experience for me.	4.35 (n=101)	4.50 (n=64)

Non-CIS Services Survey

All study participants (treatment and control) completed a services survey at least once during each school year to gauge the non-CIS programs, services, and activities that students were involved in. Cohort 1 students responded to this survey a total of three times: twice in their year 1 and once in their year 2; Cohort 2 students responded to the survey once during each year. Participants were asked about the frequency in which they are involved in non-CIS after-school programs, clubs, and sport activities using a scale of one to six as follows: 1 = Never, 2 = Once a month, 3 = Every other week, 4 = Once a week, 5 = 2-3 days a week, and 6 = Almost every

day. Exhibit 8 shows the percent of students who reported participating in each non-CIS program, service, or activity during the school year. On average, students who were involved in non-CIS services tended to participate at least once a week.

Exhibit 8: Percent of Students that Participated in Non-CIS Services						
This semester, have you participated in the following:	Year 1		Year 2 Cohort 1		Ft. Caroline Cohort 2 Year 2 ⁶	
	Treatment	Control	Treatment	Control	Treatment	Control
After-school programs for help with school work (like tutoring or homework help program)?	60.4% (N=134)	70.6% (N=102)	38.9% (N=36)	60.0% (N=40)	47.1% (N=34)	37.1% (N=35)
School clubs or after-school activities (like student council, ethnic/cultural clubs, school newspaper, drama)?	48.9% (N=135)	52.5% (N=101)	36.1% (N=36)	59.5% (N=42)	26.5% (N=34)	11.4% (N=35)
Sports teams, either in school or out of school (while that sport is in season)?	48.1% (N=133)	54.9% (N=102)	52.8% (N=36)	64.3% (N=42)	38.2% (N=34)	51.4% (N=35)
Activities organized by groups OUTSIDE of school (like classes or programs at a Boys and Girls Club, community center, parks program, or church group)?	49.2% (N=132)	54.5% (N=101)	44.4% (N=36)	57.1% (N=42)	29.4% (N=34)	37.1% (N=34)

3.4 Value Added Impact of Case Management Services

The impact of CIS Case Management services on students was examined through investigation of academic performance, behavior, including school attendance, student attitudes, and student perception of negative behaviors. Three levels of impacts are examined for each outcome with variation in models based on the data types available. The main impact is the Year 1 impact which focuses on Cohort 1’s 2007/2008 and Cohort 2’s 2008-2009 data. The remaining results represent follow on impacts. Specifically, Year 2 impacts focus on Cohort 1’s 2008-2009 and Cohort 2’s 2009-2010 data. Year 1 to Year 2 impacts focus on baseline through Year 2 data. There are exceptions based upon the data types and availability in individual models which are reported throughout.

Impacts were estimated for the following short-term and intermediate student-level outcomes:

Academic Outcomes

- Grade Point Average
- State testing (Florida Comprehensive Assessment Tests (FCAT))
- Retention

⁶ Data is presented separately from Cohort 1 data due to the loss of Butler Middle School Cohort 2 Seventh grade students. Services for those students are unknown.

Behavioral Outcomes

- Disciplinary referrals
- School attendance
- In-school and Out of school suspensions

Student Perceptions of Attitudes and Behaviors

- Personal responsibility
- Self-worth
- School/community involvement
- Family relationships/parental involvement
- Student report of negative behaviors
- Future aspirations

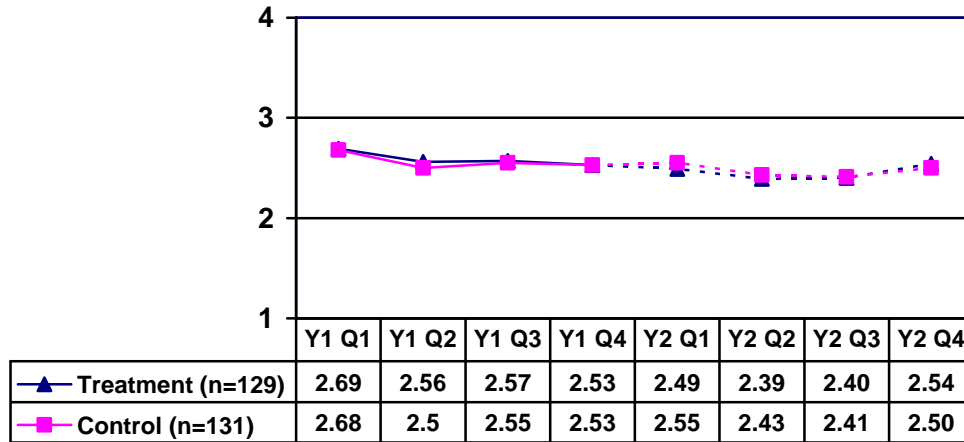
While no significant differences were noted between treatment and control student demographics, demographic variables (i.e., gender and ethnicity) were included in all appropriate analytic models as covariates. Free and Reduced lunch status was not included as all participants were eligible. A description of results including net changes and effect sizes is presented for each outcome and Appendix G contains detailed results of impact models for all school records data outcomes.

Academic Outcomes

Information regarding student academic outcomes was examined using school records data. Academic outcomes were examined using GPA by quarter, Florida Comprehensive Assessment Test (FCAT) scores on Reading and Math, and Promotion/Retention Records.

GPA. GPA was examined first using a Repeated Measures ANOVA for each of the three impacts (Year 1, Year 2, and Year 1 to Year 2). All models included covariates of gender, race, and baseline data indicating if students met grade level through all four quarters of fifth grade. If a student did not meet grade level for at least one quarter, the student was coded as not meeting grade level. The Year 1 to Year 2 impact was measured with eight GPA time points across the years and showed no significant differences between treatment and control students over time $F(7,249)=.534, p>.05$ with partial eta squared of .015 (Exhibit 9). The Year 1 impact $F(3,279) = .141, p>.05$, and Year 2 impact, $F(3,260)=1.183, p>.05$, were both tested using similar models with four time points each. No significant differences were found over time between treatment and control students with effect sizes (partial eta squared) of 0.002 and 0.01 respectively.

Exhibit 9: Year 1 and Year 2 GPA by Quarter⁷



A further examination of GPA included an analysis of average GPA for each of the three impacts. A univariate ANCOVA including baseline 5th grade level data, gender and race as covariates tested the Year 1 and Year 2 effects. The Year 1 impact showed no significant difference in Year 1 average GPA between treatment and control students, $F(1,288) = 1.152$, $p > .05$. The Year 2 impact showed no significant difference between treatment and control student average Year 2 GPA, $F(1,270) = 1.447$, $p > .05$. The Year 1 to Year 2 impact included both Year 1 and Year 2 average GPA and a repeated measures ANOVA showed no significant difference between treatment and control student average GPA over time, $F(1,266) = .212$, $p > .05$ with an effect size (partial eta squared) of .001 (Exhibit 10).

⁷ Means presented are pulled from the Year 1 to Year 2 repeated measures analysis of quarterly GPA with eight time points.

Exhibit 10: Year 1 and Year 2 Average GPA⁸

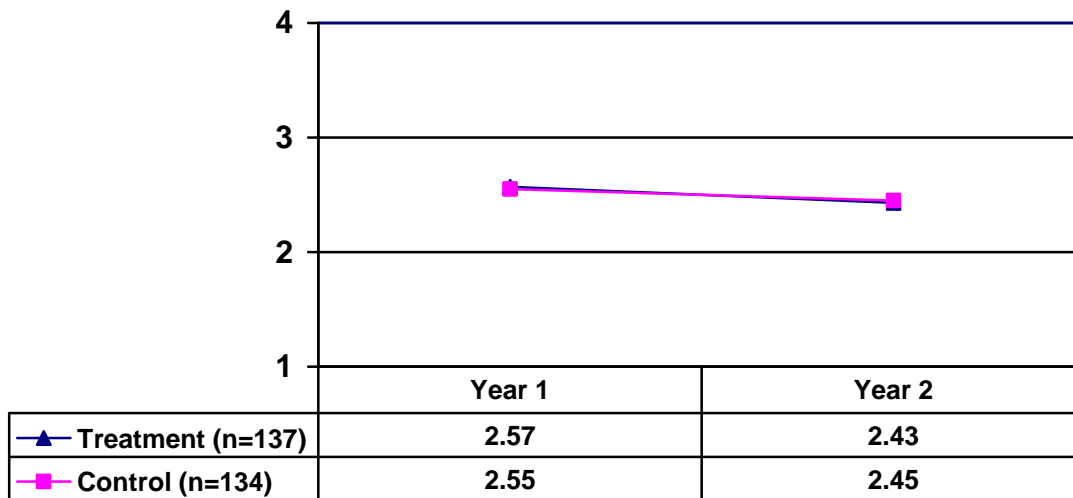


Exhibit 11 provides average GPA net change scores and effect sizes. These findings show very small differences between students participating in SEP (treatment) and control students. For Year 1, annual GPA is 0.02 points (based on a 4 point scale) higher for treatment students compared to control. Year 2 data shows annual GPA also .02 points higher compared to control. Year 1 to Year 2 GPA showed a decrease of .04 points for treatment students as compared to control students.

Exhibit 11: Net Change and Effect Sizes for Average GPA ⁹					
Year 1 – Main Impact (Treatment vs. Control)		Year 2-Follow On (Treatment vs. Control)		Year 1 to Year 2- Follow On (Sixth Grade to Seventh Grade)	
Net Change	Effect Size	Net Change	Effect Size	Net Change	Effect Size
0.02 (n=321)	0.04	0.02 (n=297)	0.00	-0.04 (n=292)	-0.08

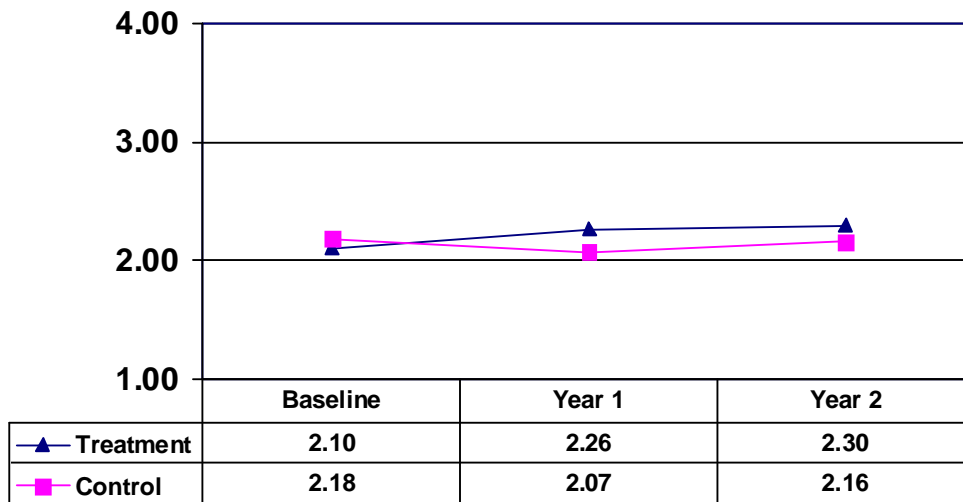
FCAT Scores. Each year, students in Florida take standardized tests focused on reading and math called the Florida Comprehensive Assessment Test (FCAT). Students can score between 1 and 5 on the test. FCAT scores were examined for each of the three impacts on both Reading and Math using univariate ANCOVAs with Gender and Race as demographic covariates. The Year 1 Reading impact included baseline (fifth grade) through year 1 (sixth grade) scores and showed a significant difference between treatment and control students, $F(1,258)=3.107, p<.05$, such that treatment students had better scores than control students at the end of Year 1 for

⁸ Means presented are from the Year 1 to Year 2 repeated measures analysis comparing Year 1 average GPA to Year 2 average GPA

⁹ Sample sizes for each impact in the effect size table are different than the overall attrition and ANCOVA analysis sample sizes due to the addition of the binary variable of meeting 5th grade level in the main analyses. Impacts in the effect size table are based on paired t-tests of Year 1 (treatment (n=161) vs. control (n=160)); Year 2 (treatment (n=149) vs. control (n=148)); and Year 1 to Year 2 paired differences between treatment (n=147) and control (n=145).

Reading. The Year 2 Reading impact included Year 1 through Year 2 scores and showed no significant difference between treatment and control students, $F(1,268)=.011$, $p>.05$. The Year 1 to Year 2 Reading impact included baseline (fifth grade) through year 2 (seventh grade) scores and showed no significant differences between treatment and control students, $F(1,234)=1.157$, $p>.05$. Exhibit 12 displays the average Reading score for students receiving and not receiving SEP services.

Exhibit 12: FCAT Scores for Reading by Year¹⁰



The Year 1 Math impact included baseline (fifth grade) through year 1 (sixth grade) scores and showed no significant difference between treatment and control students, $F(1,257)=.004$, $p>.05$. The Year 2 Math impact included Year 1 (sixth grade) through Year 2 (seventh grade) scores and showed no significant difference between treatment and control students, $F(1,269)=.311$, $p>.05$. The Year 1 to Year 2 Math impact included baseline (fifth grade) through year 2 (seventh grade) scores and showed no significant differences between treatment and control students, $F(1,235)=1.911$, $p>.05$. Exhibit 13 displays the average Math score for students receiving and not receiving SEP services.

¹⁰ Reported baseline and Year 1 means are based on matched baseline to Year 1 FCAT Reading scores, reported Year 2 means are based on matched baseline to Year 2 FCAT Reading Scores. Year 1 to Year 2 net changes cannot be calculated from the reported means.

Exhibit 13: FCAT Scores for Math by Year¹¹

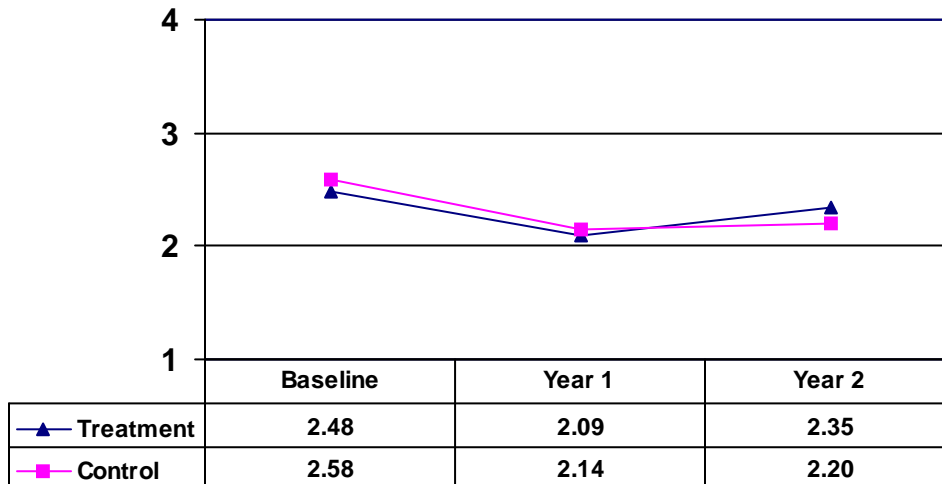


Exhibit 14 presents net changes and effect sizes for math and reading FCAT assessments between students receiving and not receiving SEP services. For Reading, FCAT scores increased .27 points (based on a 5 point scale) in Year 1 and .12 points from baseline to Year 2 as compared to control students with moderate effect sizes. Year 2 data shows annual GPA also increasing .02 points compared to control students. Year 1 to Year 2 GPA showed a decrease of .04 points for treatment students as compared to control students. For Math, FCAT scores increased .11 points in Year 2 and .19 points from baseline to Year 2 as compared to control students.

Exhibit 14: Net Change and Effect Sizes for FCAT Reading and Math Scores						
	Year 1 – Main Effect (baseline to Year 1)		Year 2 (Year 1 to Year 2)		Year 1 to Year 2 (Baseline to Year 2)	
	Net Change	Effect Size	Net Change	Effect Size	Net Change	Effect Size
FCAT Reading	0.27 (n=263)	0.26	-0.03 (n=273)	-0.04	0.12 (n=239)	0.13
FCAT Math	0.06 (n=262)	0.06	0.11 (n=274)	0.13	.19 (n=240)	0.18

Retention. Promotion to the next grade level was collected for baseline (fifth grade), Year 1, and Year 2 in a binary fashion such that each student was coded as being promoted or retained. All students coded as being retained at baseline were promoted into sixth grade before the start of the study at Year 1. A Generalized Estimating Equation model, including gender and

¹¹ Reported baseline and Year 1 means are based on matched baseline to Year 1 FCAT Math scores, reported Year 2 means are based on matched baseline to Year 2 FCAT Math Scores. Year 1 to Year 2 net changes cannot be calculated from the reported means.

race as covariates, with a Wald Chi-Square test indicated no significant differences over time ($\chi^2(1, N = 937) = 0.393, p > .05$ (Exhibit 15).

Exhibit 15: Percentage retained by Year¹²

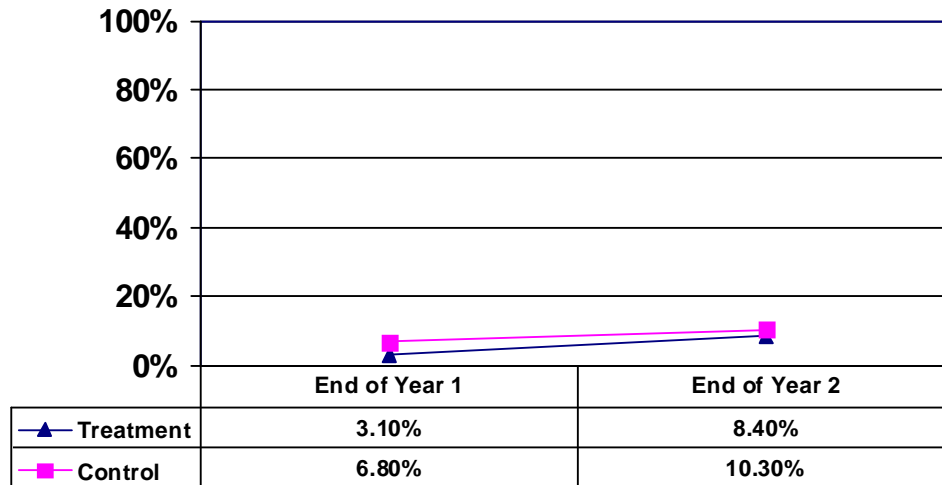


Exhibit 16 shows net changes and effect sizes for Year 1 retention and Year 2 retention calculated from frequencies. Year 1 net change shows that there were 4% less treatment students retained than control with a large effect. Year 2 net change shows that there were 2% less treatment students retained than control with a moderate effect.

Exhibit 16: Net Change and Effect Sizes for Retention by Year ¹³				
	Year 1 – Main Effect (Treatment vs. Control)		Year 2 (Treatment vs. Control)	
	Net Change	Effect Size	Net Change	Effect Size
Percent Retained	-0.04 (n=323)	.50	-0.02 (n=310)	0.14

Behavioral Outcomes

Information regarding student behavioral outcomes was examined using school records data. Specifically, school records were pulled for discipline referrals, attendance, and total numbers of in-school and out-of-school suspensions for the year. Referrals were provided by quarter for years 1 and 2 along with detentions provided by quarter for fifth grade. Attendance information

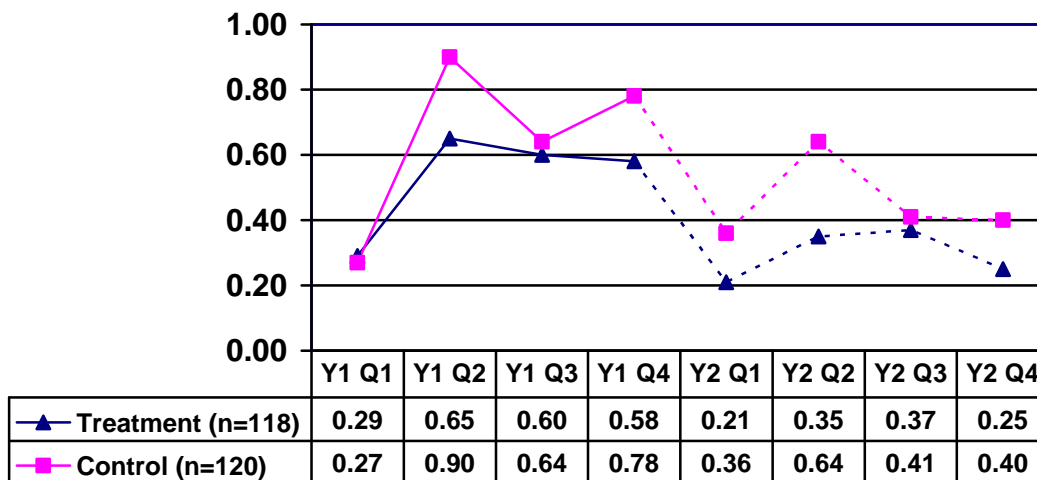
¹² Means presented are based on frequencies of Year 1 (treatment (n=161) vs. control (n=162) and Year 2 (treatment (n=155) vs. Non CIS (n=155)).

¹³ Net changes and effect sizes are based on independent samples t-tests of Year 1 (Treatment (n=161) vs. Control (n=162) and Year 2 (Treatment (n=155) vs. Control (n=155)).

was provided by days absent within the school year. In School Suspensions and Out of School Suspensions were provided by total number per year.

Behavior Referrals. Referrals were examined first using a Repeated Measures ANOVA for each of the three impacts (Year 1, Year 2, and Year 1 to Year 2). All models included the number of referrals per quarter with covariates of gender, race, and fifth grade data indicating total number of detentions in fifth grade. The Year 1 to Year 2 impact was measured across eight time points over year 1 and year 2 and showed no significant differences between treatment and control students over time $F(7,227)=.1.116$, $p>.05$ with partial eta squared of .033 (Exhibit 17). The Year 1 impact $F(3,257) = .760$, $p>.05$, and Year 2 impact, $F(3,237)=.918$, $p>.05$, were both tested using similar models with four time points each. No significant differences were found over time between treatment and control students with effect sizes (partial eta squared) of 0.009 and 0.011 respectively.

Exhibit 17: Year 1 and Year 2 Number of Referrals by Quarter¹⁴



A further examination of Behavior referrals included analysis of cumulative referrals by year for each of the three impacts. A univariate ANCOVA including total fifth grade detentions, gender and race as covariates tested the Year 1 and the Year 2 impacts. The Year 1 impact included Year 1 total referrals and showed no significant difference between treatment and control student total Year 1 referrals, $F(1,259) = .098$, $p>.05$. The Year 2 impact included Year 2 total referrals and showed no significant difference between treatment and control student total Year 2 grade referrals, $F(1,239) = 1.823$, $p>.05$. The Year 1 to Year 2 impact included both Year 1 and Year 2 total referrals and a repeated measures ANOVA showed no significant difference between treatment and control student total referrals by year, $F(1,233) = .230$, $p>.05$ with an effect size (partial eta squared) of .001 (Exhibit 18).

¹⁴ Means presented are pulled from the Year 1 to Year 2 repeated measures analysis of quarterly referrals with eight time points.

Exhibit 18: Total Referrals by Year¹⁵

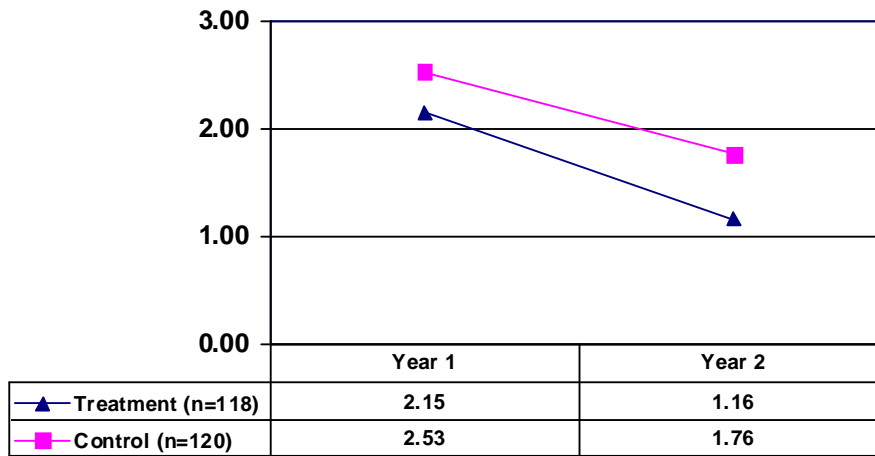


Exhibit 19 provides annual referral net change scores and effect sizes. These findings show very small differences between students participating in SEP and those not. Annual referrals for treatment were lower by .38 than control students for Year 1 and lower by .44 for Year 1 to Year 2 than control students. For Year 2, the trend was reversed and treatment students had .29 more referrals for the year than control students.

Exhibit 19: Net Change and Effect Sizes for Total Referrals by Year						
	Year 1- Main Effect (baseline to end of year 1)		Year 2 (year 1 to end of year 2)		Year 1 to Year 2 (baseline to end of year 2)	
	Net Change	Effect Size	Net Change	Effect Size	Net Change	Effect Size
Total Referrals	-0.38 (n=264)	0.09	0.29 (n=280)	-0.06	-0.44 (n=244)	0.13

Attendance. Attendance data was captured through total number of days absent per school year (Exhibit 20). Attendance was examined for each of the three impacts using univariate ANCOVAs with Gender and Race as covariates. The Year 1 attendance impact included baseline (fifth grade) through year 1 (sixth grade) days absent and showed no significant difference between treatment and control students, $F(1,259)=.417, p>.05$. The Year 2 attendance impact included Year 1 (sixth grade) through Year 2 (seventh grade) days absent and showed no significant difference between treatment and control students, $F(1,285)=.790, p>.05$. The Year 1 to Year 2 attendance impact included baseline (fifth grade) through year 2 (seventh grade) days absent and showed no significant differences between treatment and control students, $F(1,244)=.182, p>.05$.

¹⁵ Means presented are from the Year 1 to Year 2 repeated measures analysis comparing Year 1 total referrals to Year 2 total referrals.

Exhibit 20: Total Number of Days Absent by Year¹⁶

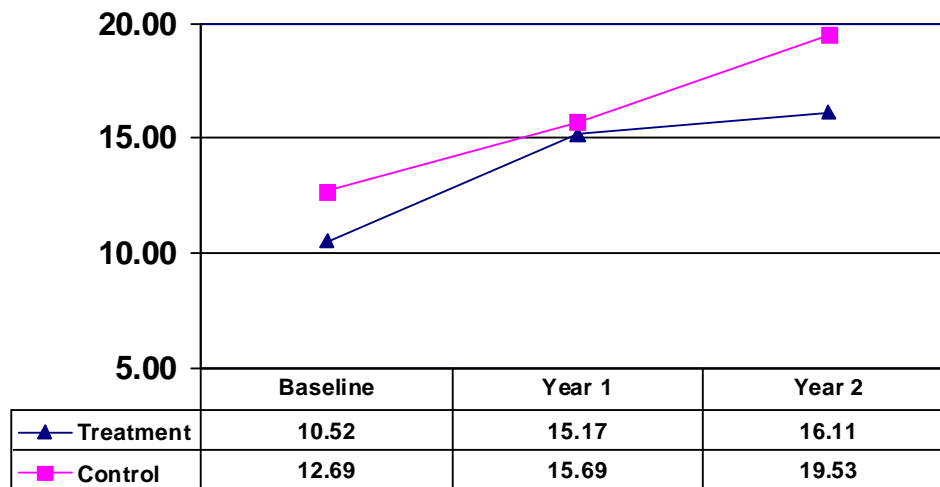


Exhibit 21 shows net changes and effect sizes for attendance coded as number of days absent per year. Year 1 net change shows that treatment students had 1.65 more days absent than control students. Year 2 net change shows the reversal of that trend with treatment students having 2.64 less days absent than control students. The Year 1 to Year 2 net change shows that treatment students had .09 days less absent than control students with no effect.

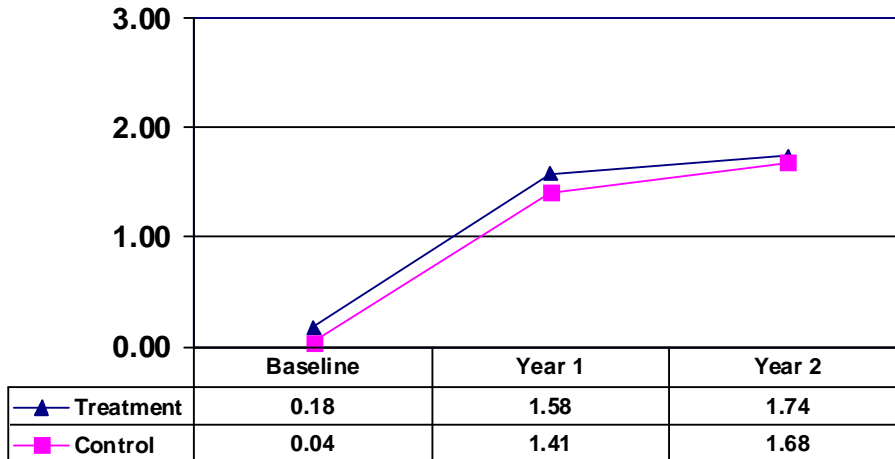
Exhibit 21: Net Change and Effect Sizes for Attendance (number of days absent per year)						
	Year 1 – Main Effect (baseline to year 1)		Year 2 (year 1 to year 2)		Year 1 to Year 2 (baseline to year 2)	
	Net Change	Effect Size	Net Change	Effect Size	Net Change	Effect Size
Attendance (days absent)	1.65 (n=264)	-0.11	-2.64 (n=290)	0.12	-0.09 (n=249)	0.00

Suspensions. A further examination of behavior included an analysis of number of in school suspensions (ISS) and out of school suspensions (OSS) by year for each of the three impacts with gender and race as covariates. The Year 1 impact for in school suspensions included baseline (fifth grade) through year 1 (sixth grade) suspensions and showed no significant differences between treatment and control students, $F(1,263)=1.177, p>.05$. The Year 2 impact for in school suspensions included year 1 (sixth grade) through year 2 (seventh grade) suspensions and showed no significant difference between treatment and control students, $F(1,240)=.360, p>.05$. The Year 1 to Year 2 impact for in school suspensions included baseline (fifth grade) through year 2 (seventh grade) suspensions and showed no significant differences between treatment and control students, $F(1,208)=.718, p>.05$. Exhibit .. shows the mean

¹⁶ Reported baseline and Year 1 means are based on matched baseline to Year 1 number of days absent, reported Year 2 means are based on matched baseline to Year 2 number of days absent. Year 1 to Year 2 net changes cannot be calculated from the reported means.

number of in school suspensions by year for students receiving and not receiving SEP case management services.

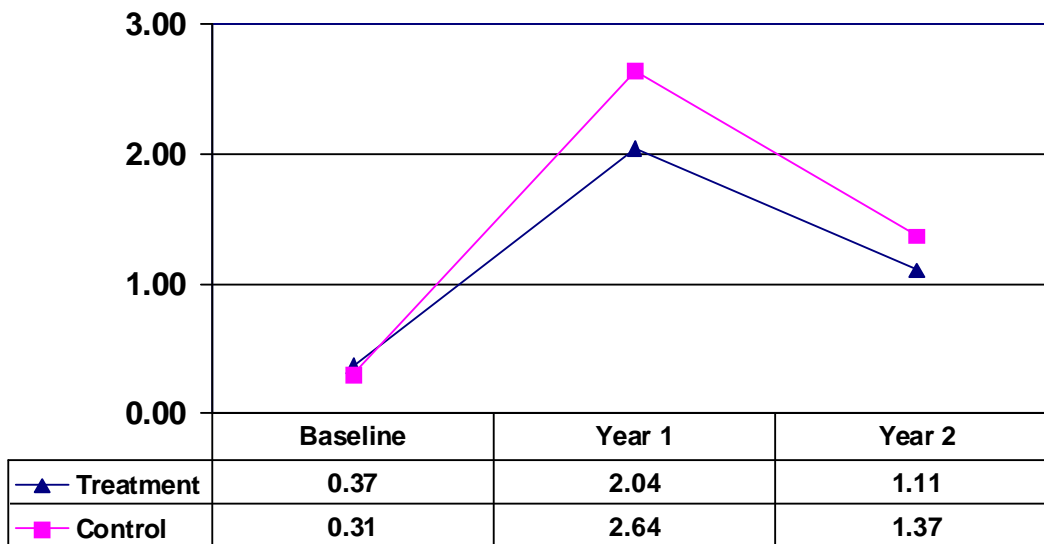
Exhibit 22: In School Suspensions by Year¹⁷



The Year 1 impact for out of school suspensions included baseline (fifth grade) through year 1 (sixth grade) suspensions and showed no significant differences between treatment and control students, $F(1,263)=1.078$, $p>.05$. The Year 2 impact for out of school suspensions included Year 1 (sixth grade) through year 2 (seventh grade) suspensions and showed no significant difference between treatment and control students, $F(1,252)=.361$, $p>.05$. The Year 1 to Year 2 out of school suspensions impact included baseline (fifth grade) through year 2 (seventh grade) suspensions and showed no significant differences between treatment and control students, $F(1,220)=.361$, $p>.05$. Exhibit 23 shows the mean number of out of school suspensions by year for students receiving and not receiving SEP case management services.

¹⁷ Reported baseline and Year 1 means are based on matched baseline to Year 1 number of in school suspensions. Reported Year 2 means are based on matched baseline to Year 2 in school suspensions. Year 1 to Year 2 net changes cannot be calculated from the reported means.

Exhibit 23: Out of School Suspensions by Year¹⁸



Net changes and effect sizes for both in school and out of school suspensions were small and are shown in Exhibit 24. Treatment students had .04 more in school suspensions in Year 1, .17 more in Year 2 and .01 more for baseline through year 2 than control students with small to zero effect sizes. For out of school suspensions, treatment students had .65 out of school suspensions less than control students in Year 1 and .20 less from baseline to year 2 with small effect sizes. In Year 2, the trend was opposite with treatment students having .53 more out of school suspensions than control students.

Exhibit 24: Net Change and Effect Sizes for Suspensions						
	Year 1 – Main Effect (baseline to year 1)		Year 2 (year 1 to year 2)		Year 1 to Year 2 (baseline to year 2)	
	Net Change	Effect Size	Net Change	Effect Size	Net Change	Effect Size
In School Suspensions	.04 (n=268)	-0.01	0.17 (n=245)	-0.06	.01 (n=213)	0.00
Out of School Suspensions	-0.65 (n=268)	0.15	.53 (n=257)	-0.13	-0.20 (n=225)	0.10

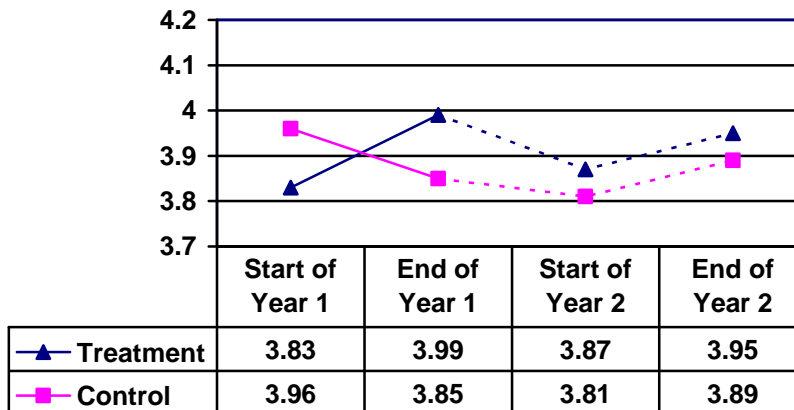
¹⁸ Reported baseline and Year 1 means are based on matched baseline to Year 1 number of out of school suspensions, reported Year 2 means are based on matched baseline to Year 2 out of school suspensions. Year 1 to Year 2 net changes cannot be calculated from the reported means.

Student Perceptions of Attitudes and Behaviors

Prior to receiving CIS services, all study participants completed an 86 item student survey designed to examine student’s perceptions of their peer, school, family, community and individual relationships (baseline). Students then completed a follow-on survey at the end of year 1, the beginning of the year 2, and the end of year 2.

Attitude/Behavior Change by Construct. Exhibits 25 through 30, display start and end of year student survey means¹⁹ for both Year 1 and Year 2 of the study, by condition, for each of the six survey constructs²⁰. Overall, the means show a positive trend for students in the SEP program to have improved attitudes and behaviors. To further examine this change in attitudes and behavior over time, univariate ANCOVAs were conducted for each survey construct for the three levels of impacts with gender and race as covariates. The Year 1 impact included baseline through end of year 1 student surveys. The construct of Personal Responsibility was marginally significant, $F(1,229) = 6.250, p = .051$, such that treatment students increased their scores and control students decreased their scores from the start of year 1 to the end of year 1. The Year 2 impact (beginning of Year 2 surveys to end of year 2 surveys) showed no significant differences by construct. The Year 1 to Year 2 impact (beginning of year 1 to end of year 2) also showed no significant differences by construct. The Year 2 impact and the Year 1 to Year 2 impact analysis also showed higher levels of attrition which may be impacting the analysis.

Exhibit 25: Student Survey Results for Personal Responsibility



¹⁹ Means reported here are based on matched (i.e., students completed both sets) start of Year 1 and end of Year 1 surveys, and match start of Year 2 and end of Year 2 surveys.

²⁰ Items are scaled 1 to 5; 1 = Never/Strongly Disagree, 5 = Always/Strongly Agree.

Exhibit 26: Student Survey Results for Self Worth

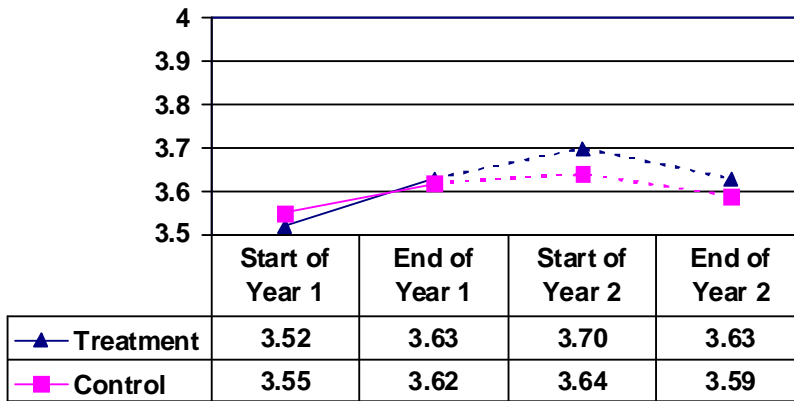


Exhibit 27: Student Survey Results for School and Community Involvement

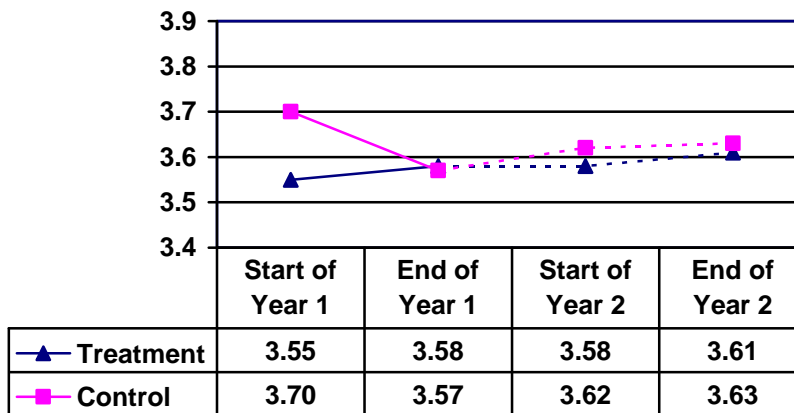


Exhibit 28: Student Survey Results for Family Relationships/Parental Involvement

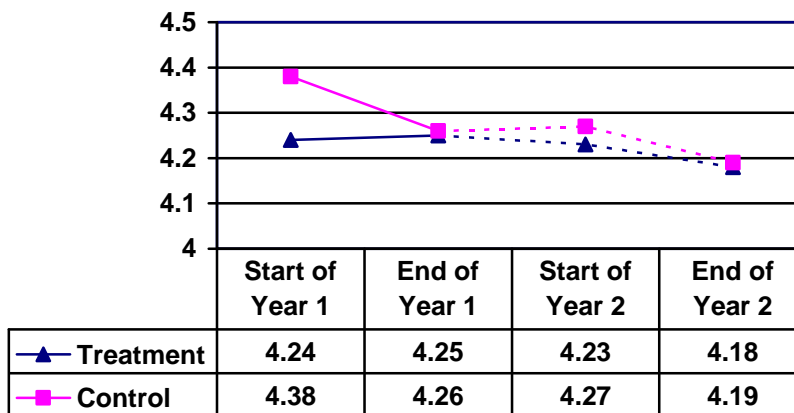


Exhibit 29: Student Survey Results for Negative Behaviors (downward slope is positive)

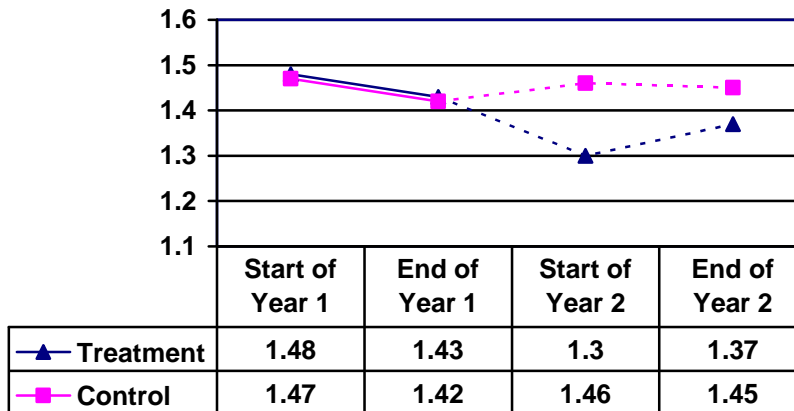
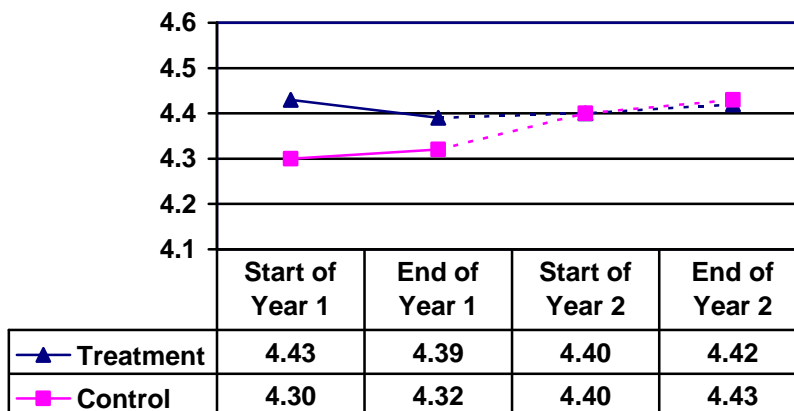


Exhibit 30: Student Survey Results for Future Aspirations



Net changes and effect sizes were calculated for each survey construct for each of the three levels of impact, Year 1, Year 2 and Year 1 to Year 2. Net changes are calculated by subtracting the difference in year one end and start (baseline) of year surveys of treatment participants from the difference in year one end and start of year surveys of control participants. Positive net change indicates an increase whereas a negative net change indicates a decrease on the given construct, with behavioral measures and self worth constructs being negatively scaled. Net changes and effect sizes were small to moderate depending upon the analysis year and the survey construct (Exhibit 31). Year 1 analysis showed treatment students increase .27 points (based on a five point scale), for personal responsibility, .17 points for school/community Involvement, and .14 points for family relationships/parental relationships as compared to non-CIS participants. For Year 2, treatment students had similar scores as control students with net changes of .02 or less for each construct. For Year 1 to Year 2, treatment students increase .05 for personal responsibility and .09 for school/community involvement compared to control students and decrease .27 points for self-worth, .03 points for family relationships/parental involvement, and .17 points for future aspirations. Additionally, perceptions of negative

behaviors increase .06 compared to control students indicating that students are involved in slightly more negative behaviors.

Exhibit 31: Net Change and Effect Sizes for Survey Constructs						
Survey Construct	Year 1 – Main Effect (Start of Year 1 to end of Year 1)		Year 2 (Start of Year 2 to end of Year 2)		Year 1 to Year 2 (Start of year 1 to end of year 2)	
	Net Change	Effect Size	Net Change	Effect Size	Net Change	Effect Size
Personal Responsibility	0.27 (n=234)	0.33	-0.01 (n=116)	-0.02	0.05 (n=133)	0.07
Self-Worth	0.04 (n=233)	-0.05	-0.02 (n=116)	0.03	-.27 (n=132)	0.34
School/Community Involvement	0.17 (n=233)	0.24	0.02 (n=116)	0.03	0.09 (n=132)	0.15
Family Relationships/Parental Involvement	0.14 (n=226)	0.18	0.01 (n=116)	0.01	-0.03 (n=132)	-0.04
Behavioral Measures ²¹	0.00 (n=231)	0.00	-0.01 (n=116)	0.02	0.06 (n=132)	-0.13
Future Aspirations	-0.07 (n=230)	-0.09	0.00 (n=116)	0.00	-0.17 (n=132)	-0.28

Attitude/Behavior Change by Item. In addition to examining each of the six attitudinal/behavioral constructs, an analysis of the mean scores for each survey item using paired t-tests illustrated similar trend results for each of the three impact levels. Within-group analyses revealed individual items with statistical significant changes ($p < .05$) for Year 1 (baseline to end of year survey), Year 2 (Year 2 start to end of year survey), and Year 1 to Year 2 (baseline to end of Year 2 survey). While some items were reverse coded for construct analysis, Exhibit 32 presents actual means.

Exhibit 32: Student Survey Items – Pair-Wise Comparisons Showing Significant Change over Time ^{22 23}			
Year 1 (Sixth Grade) – Main Effect			
Item	Baseline	End of Year 1	Difference
Treatment Students			
People at school make me mad. (n=103)	3.36	3.08	-0.28
I disobeyed my parent/guardian (did something they told me not to do) (n=103)	2.11	1.83	-0.27
I will finish college. (n=101)	4.79	4.61	0.18

²¹ Behavioral measure items and self-worth items are negatively scaled, so that a decrease indicates a decrease in negative behaviors and an increase in self-worth.

²² Items are scale 1 to 5; 1 = Never/Strongly Disagree, 5 = Always/ Strongly Agree. While some items are reverse coded for impact analysis, pair-wise comparison means presented are actual means.

²³ Behavioral measure items are negatively scaled, so that a decrease indicates a decrease in negative behaviors.

Exhibit 32: Student Survey Items – Pair-Wise Comparisons Showing Significant Change over Time^{22 23}			
Control Students			
I think about the things that may happen as a result of my decisions (n=125)	3.22	3.66	.45
I have no way to control whether people like me or not (n=115)	2.51	3.03	.51
I can solve problems without using violence (n=123)	3.87	3.54	-.32
I feel positive about my future (n=119)	4.52	4.26	-.26
I try to do my best in school (n=118)	4.62	4.33	-.28
I feel like I am part of my school. I fit in. (n=118)	3.61	3.89	-.28
I use drugs and/or alcohol to make me feel better (n=119)	1.17	1.45	.29
I look forward to going to school (n=123)	4.37	4.07	-.30
I feel all alone (n=123)	2.05	1.78	-.27
If I don't do well on a test, I try harder next time (n=127)	4.43	4.17	-.25
I got in a fight where I hit or was hit by someone. (n=127)	2.59	2.30	-.28
I am confident in my ability to stay out of fights (n=124)	3.86	4.19	.32
If I work really hard, I will do well in school (n=125)	4.71	4.49	-.22
I don't like school (n=120)	2.13	2.43	.30
I'd rather work and make money than go to school (n=97)	1.87	2.38	.52
Fighting usually solves problems (n=126)	1.85	2.21	.37
Year 2 (Seventh Grade)			
Item	Start of Year 2	End of Year 2	Difference
Treatment Students			
I get sick a lot and have to miss or leave school. (n=61)	1.84	2.20	0.13
My parents/guardians encourage me to do well in school (n=61)	4.38	4.62	0.12
I used drugs (marijuana, pills, inhalants, etc.) (n=63)	1.00	1.11	0.11
I disobeyed my parent/guardian (did something they told me not to do) (n=63)	1.59	1.94	.35
I can get along well with other people (n=61)	3.90	4.30	.39
Control Students			
I feel positive about my future (n=51)	4.24	4.51	.27
My friends skip class without permission. (n=115)	2.08	2.42	.34
I can't help the way I feel or behave. (n=52)	2.44	2.98	.54
Year 1 to Year 2 (Start of Year 1 to End of Year 2)			
Item	Start of Year 1	End of Year 2	Difference
Treatment Students			
My parents/guardians feel that I will be successful in life.	4.77	4.53	-.24
My parents/guardians encourage me to do well in school.	4.73	4.32	-.41
I like who I am as a person.	4.65	4.21	-.44
I try to do my best in school	4.59	4.25	-.33
I use drugs and/or alcohol to feel better.	1.08	1.56	.48
I do things to be more popular with my friends.	2.00	1.67	-.32

Exhibit 32: Student Survey Items – Pair-Wise Comparisons Showing Significant Change over Time^{22 23}			
I can change the way I behave/act if I want to.	4.5	4.16	-.34
I used drugs (marijuana, pills, inhalants, etc.)	1.02	1.14	.13
I go to school only because my parents/guardians make me.	1.87	2.35	.47
Fighting usually solves problems.	1.70	2.17	.47
Control Students			
I think about the things that may happen as a result of my decisions (n=125)	3.24	3.81	.57
I have no way to control whether people like me or not (n=115)	2.39	3.08	.68
I feel like I can never do anything right. (n=65)	2.68	1.98	-.69
I think it is my responsibility to help solve problems in my community. (n =65)	2.91	2.49	-.41
I am good at planning how to get things done. (n=65)	4.03	3.69	-.33
I often feel sad or unhappy. (n=66)	3.02	2.58	-.44
I share my thoughts and feelings with my parents. (n=66)	3.52	3.11	-.41
I feel like I am part of my school. I fit in. (n=67)	3.40	3.93	.52
I have a hard time making friends. (n=66)	2.15	1.79	-.36
I am able to do things as well as most people. (n=66)	3.58	4.03	.45
I look forward to going to school (n=67)	4.27	3.94	-.32
I worry about things that have happened in the past. (n=66)	3.29	2.67	-.62
I can get along well with other people. (n=62)	3.76	4.24	.48

3.5 Sub-Group Comparisons

To further examine the impact of CIS SEP case management on students, additional sub-group analysis were conducted to understand how case management effected girls and boys differently. Exhibit 33 presents net change scores and effect sizes on student outcomes by gender for average GPA, referrals, suspensions, FCAT reading and math scores, and attendance. Net changes for each outcome were calculated by taking the difference in female pre/post measures and subtracting the difference in male pre/post measures. In this way a positive net change denotes that females demonstrated larger improvements from pre to post, while a negative net change indicates that males demonstrated larger improvements. For example, for GPA a positive net change indicates that females increased their GPA more than males, while for referrals, a positive net change indicates that females increased their referrals more than males. While some outcomes had reasonable effect sizes the direction of the effect for girls or for boys tended to switch from the baseline to year 1 analysis to the year 1 to year 2 analysis. For the baseline to year 2 analysis, effect sizes were minimal. There are no clear trends for girls or boys to do better overall.

Exhibit 34 presents the outcomes of average GPA and retention, net changes were calculated by subtracting the male GPA or retention percentage from the female GPA/retention percentage. In this way a positive net change denotes that females had higher GPA or were retained at a higher percentage, while a negative net change indicates that males had a higher gpa or were retained at a higher percentage. For GPA, girls did better than boys in year 1 with the effect being minimal in year 2. For retention, girls were retained less than boys in both years.

Exhibit 33: Student Outcomes by Gender									
	Baseline to Year 1			Year 1 to Year 2			Baseline to Year 2		
	<i>n</i>	Net Change	Effect Size	<i>n</i>	Net Change	Effect Size	<i>n</i>	Net Change	Effect Size
Student Outcomes									
Attendance	130	-1.19	-0.08	145	0.61	0.03	122	5.29	0.27
GPA	--	--	--	147	-0.16	-0.37	--	--	--
Disciplinary Referrals	132	-1.22	-0.29	139	0.95	0.23	121	-0.08	-0.03
In-School Suspensions	134	-0.72	-0.27	126	0.17	0.06	108	-0.17	-0.07
Out-of-School Suspensions	134	-1.41	-0.38	128	1.95	0.56	110	0.13	0.06
FCAT Math	132	0.13	0.12	138	-0.19	-0.22	117	0.10	0.09
FCAT Reading	132	-0.12	-0.11	138	-0.11	-0.12	118	-0.03	-0.04

Exhibit 34: Student Retention and Average GPA by Gender						
	Year 1			Year 2		
	<i>n</i>	Net Change	Effect Size	<i>n</i>	Net Change	Effect Size
Student Outcomes						
Average GPA	161	0.26	0.46	149	0.06	0.00
Retention (% retained)	161	-0.05	-1.14	155	-0.02	-0.19

3.6 Interviews and Focus Groups

In order to ensure a complete understanding of CIS of Jacksonville, specifically the SEP program within each school, and to provide context for interpreting future findings from the RCT, initial interviews and focus groups were conducted with key stakeholders, including parents and students in April 2008. Additional interviews and focus groups were conducted in May 2009 and May 2010. The information gathered from these participants was meant to provide contextual information to supplement the findings of the experimental study.

Description of CIS

When asked how to describe CIS, there were several responses provided across stakeholders. However, they all used similar terms or phrases to characterize CIS. These included:

- CIS as a safety net program that is holistic and considers the whole child's needs
- CIS as a community oriented, school based, and student focused program that can supplement what schools offer
- CIS as a program designed to fill gaps in services for students and families
- CIS as a program designed to remove barriers to learning.

Strengths of CIS

When asked to identify the strengths of CIS, similar themes emerged across stakeholder groups. Responses included:

- **Supportive management [from CIS of Jacksonville]** – School personnel say that the CIS support is incredible. Stakeholders report that it is very unusual to not find an organization that just comes and tries to fix things, but rather complements what you are doing and has a conversation and dialogue about what is needed.
- **Promotion from within the organization and staff retention** – CIS staff indicate that many have been at CIS for multiple years and that most CIS Jacksonville staff were promoted from within. Some staff move from being on the front-line to management which can be a challenge but there is a lot of support provided (e.g. time off at the holidays, mileage reimbursements, etc).
- **Knowledge and understanding of the schools and communities that CIS is working in** – It is important to have someone in the school who can take the time to get to know the school and be part of the community. There must be a level of trust between the students, staff, counselors, and CIS.
- **Full-time case managers and staff on-site at each school with experience working with children** – Being on-site at the school allows case managers to get to know the students, talk with them, be there for them, notice when something isn't right, and serve as a liaison for teachers, staff and students (helping them work together and support the goal of education). Being on-site allows them to serve the whole school and CIS students at the same time
- **Team approach to providing services to students with the team made up of CIS staff, teachers, guidance counselors, school administrators, community partners, parents and students** – All stakeholders work together and CIS case managers help make that happen through engaging parents, linking students and families with community resources, and bringing community resources into the school environment
- **Respect for school leadership** – Relationships with the school and community are important. The principals know that CIS is in the field and they are willing to be flexible, versatile, speak to students, meet with principals, meet with business and advocate for the students.
- **Engagement of parents and getting them reconnected to the schools.** – CIS staff conduct home visits, invite parents to the school for events, call parents and assist them in working

"We try to work very closely together, as a family, for our kids. We know our kids need a lot. I can't say there are any challenges we haven't overcome as a team." Middle School Principal

"I like that they [case managers] go around and check the grades. She checks the attendance. She just checks on them, not just sitting in a room and waiting for them to come to her. I like that." Parent

"I have not seen a program as comprehensive as this one, it's not cookie cutter...The SEP program is truly accessible to the kids, not only that they don't wait for the kids to come to them, they go to the kids. They get the whole view of the kids including peers, friends, teachers, and parents." Middle School Principal

"Our job is to be that investigator and determine why a child is not succeeding and if they aren't succeeding, how we can motivate them" Case Manager

"It means a whole lot to have that one extra person in their life. Someone just touching base, that someone just cares about them and it means a lot to the students – School Administrative Assistant

"Whoever created this program, knew what they were doing. Kids have to feel loved and cared about to participate. It is an excellent program with a lot of love, concern, and determination" –Parent

"It is very valuable to the student. Sometimes they know the needs of the child before I do and they are involved with the child better than I do. – Middle School Guidance Counselor

with their children, bring parents information about community resources, and follow-up with parents about student issues.

Benefits of CIS

During the interviews and focus groups, we asked respondents to share with us what they felt were important benefits of having CIS available to schools, students, and families. Below are direct quotes from different sources:

From school personnel:

- *"The sense of belonging is really important, especially in the 6th grade. 6th grade students can't join sports so older kids pull them into activities that they shouldn't and CIS offers them something positive that they can belong to. Having this organization is essential at the 6th grade level. It helps keep students in school which is most important"*
- *"It's crucial we have an excellent program in a community where we're trying to lift spirits and give hope and give students and families a world view outside their community."*
- *"I call it the peephole into the future. These children are locked behind doors because of their limited exposure, limited world view, and this gives them a chance to see and experience something else; it gives them opportunities."*
- *"With these [CIS] programs, we're able to give kids more experience than they would have, and to keep them in the building as long as possible to keep them safe and off the streets."*
- *Kids in CIS do well. Period. They just do! It's not just a splash in the pan, it's long lasting, and when you talk to them years later, the spark is still there."*
- *"The parents respond to an SEP call – that's impressive"*

From parents:

- *"<CIS> has helped with the 6th grade transition"*
- *"My daughter comes home with less attitude, less mouth, less talking back. She didn't want to come to this school, but I have seen the difference. CIS is benefiting her."*
- *"I've seen a change in attitude, [specifically] wanting to do the homework – before they didn't want to do that. Now my daughter comes home and picks up a book and reads."*
- *"My grandson went from being a D student to Honor roll. He was doing bad things to fit in but because of this program, he's doing better. I've seen change."*
- *"My daughter is more cooperative. Better respect for herself. Her self esteem shot through the roof."*
- *"I would say [CIS] is an all around program. It serves students with peer pressure problems, issues at home, problems period, life in general. I think it's a safe haven. When they're in a situation and you can't talk to mom and dad, there's someone they can go to. It's a quicker way to deal with issues without waiting till I get home."*

From students:

- *“Middle school is when you have to find yourself. CIS helps.”*
- *“CIS helps you to be true to yourself.”*
- *“You can express your feelings.”*
- *“It keeps me off the streets. There are a lot of bullets in the air”*

Across the board, the sentiment was that CIS works. However, many noted the need for more case managers and more funding so that the case managers would have more opportunities to do things with the students. Students and parents felt that CIS had helped tremendously with the transition to 6th grade and had a positive impact on keeping students involved and on the right track. School personnel were impressed with the CIS case manager’s ability to connect with parents and to connect students with resources to meet their needs. Parents in the focus groups would like even more communication from CIS case managers and felt that the case managers were a positive influence for their students, filling gaps that may exist due to work, etc. All stakeholders were impressed with the holistic approach of CIS and the ability of CIS case managers to connect students, teachers, parents, administrators, and the community to better the lives of children.

4. Conclusion

The randomized controlled trial in Jacksonville Florida showed promising positive trends with meaningful effect sizes for middle school age students in the CIS SEP program along with a few significant findings around student personal responsibility and state test scores showing that case managed students are doing well compared to their peers. The unique nature of the schools and the level of comprehensive services provided to students in these schools show that case management services are pushing students toward better outcomes and are adding an additional buffer for these students (keeping them slightly above their comparisons even if not statistically significant). However, given the amount of other CIS and non-CIS services in the school, it is not surprising that both groups are relatively similar on key outcomes. This whole school, wrap-around service approach, led predominantly by CIS as the provider highlights the need for better documentation of the frequency and dosage of services provided by SEP, in collaboration with other CIS and school programs, and leveraged services. Additionally, given that this is a study at the middle school level where the focus is on stabilizing students and improving their attitude and commitment toward school as well as better life choices, there is a highlighted need to track continued services to students over time and the extent to which one will see intermediate and long-term impacts as early as 8th grade and high school.

APPENDIX A: RANDOMIZATION LOOKUP TABLE

Cohort 1 Randomization Lookup Table

Random Assignment Table

Participants with Birthdays Underlined are to be included in the CIS program.

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
8	9	10	11	12	13	14	5	6	7	8	9	10	11	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	19	20	21	22	23	24	25	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
<u>29</u>	<u>30</u>	<u>31</u>					<u>26</u>	<u>27</u>	<u>28</u>					26	27	28	29	30	31	

April							May							June							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1		1	2	3	4	5	6						<u>1</u>	<u>2</u>	<u>3</u>
<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	
16	17	18	19	20	21	22	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	
23	24	25	26	27	28	29	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>				<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>		
30																					

July							August							September							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						<u>1</u>														<u>1</u>	<u>2</u>
<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
23	24	25	26	27	28	29	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>			<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	
30	31																				

October							November							December							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>							<u>1</u>	<u>2</u>
8	9	10	11	12	13	14	5	6	7	8	9	10	11	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	
<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	10	11	12	13	14	15	16	
<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	19	20	21	22	23	24	25	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	
<u>29</u>	<u>30</u>	<u>31</u>					<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>			24	25	26	27	28	29	30	
														31							

Cohort 2 Randomization Lookup Table

Random Assignment Table

Participants with Birthdays Underlined are to be included in the CIS program.

January						
S	M	T	W	T	F	S
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>
<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>
<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>
29	30	31				

February						
S	M	T	W	T	F	S
			1	2	3	4
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>
<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
<u>26</u>	<u>27</u>	<u>28</u>				

March						
S	M	T	W	T	F	S
			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>
<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
26	27	28	29	30	31	

April						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>
23	24	25	26	27	28	29
<u>30</u>						

May						
S	M	T	W	T	F	S
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
7	8	9	10	11	12	13
14	15	16	17	18	19	20
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>
28	29	30	31			

June						
S	M	T	W	T	F	S
				1	2	3
<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>
<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
25	26	27	28	29	30	

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>
30	31					

August						
S	M	T	W	T	F	S
		1	2	3	4	5
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
S	M	T	W	T	F	S
					1	2
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
10	11	12	13	14	15	16
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>

October						
S	M	T	W	T	F	S
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
8	9	10	11	12	13	14
<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>
<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>
<u>29</u>	<u>30</u>	<u>31</u>				

November						
S	M	T	W	T	F	S
			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>
<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
26	27	28	29	30		

December						
S	M	T	W	T	F	S
					1	2
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
10	11	12	13	14	15	16
17	18	19	20	21	22	23
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>
<u>31</u>						

APPENDIX B: STUDENT SURVEY



STUDENT BASELINE SURVEY

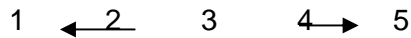
Name: _____ **Date:** _____

Birth Date: _____ **Student ID:** _____

THANK YOU for taking part in this survey. The purpose of this survey is to find out about you! Your survey is confidential and your responses will not be presented to anyone in a way that can identify you with your answers. Please answer the questions truthfully. This is not a test. There are no right or wrong answers.

Please do your best to answer all of the questions. If you need help understanding a question, ask the person who gave you the survey. This person is there to help you.

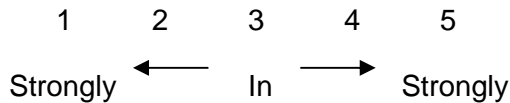
For **Part One**, please mark in the cell the number that describes how often the statements are true for you. The numbers represent a scale from 1 to 5 where each of the numbers represents a different amount of time (for example, the number 3 means the statement is true more often than the numbers 2 or 1).



The number 3 means that you are in between always and never.

For **Part Two**, please mark in the cell the number that describes how often in the past month you have done each of the things listed. Like Part One, the numbers represent a scale from 1 to 5 where each of the numbers represents a different amount of time, with 1 being the least amount of time and 5 being the most.

For **Part Three**, please fill in the cell for the number that would best describe how much you agree or disagree with the statements. The numbers represent a scale from 1 to 5 where each of the numbers means a different level of agreement (for example, the number 3 means you agree more than the number 1, but less than the number 5).



For **Part Four**, please mark the answer to each question that is true for you.

PART ONE: WHAT I DO PLEASE FILL IN THE CIRCLE OF THE NUMBER THAT DESCRIBES HOW OFTEN EACH STATEMENT IS TRUE FOR YOU.	Never		Sometimes		Always
	1	2	3	4	5
1. I think about the things that may happen as a result of my decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have friends I can talk to if I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My parents know who my friends are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. There are adults in my life other than my parents that I can talk to if I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have the ability to succeed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I have no way to control whether people like me or not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My parents/guardians do not understand me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My parents/guardians notice when I do something good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My parents/guardians feel that I will be successful in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My school classes are interesting to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My friends skip class without permission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I feel like I can never do anything right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I like to help other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I always try my best in whatever I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I try to avoid thinking about bad things that have happened in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I think it is my responsibility to help solve problems in my <u>school</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I think it is my responsibility to help solve problems in my <u>community</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I can solve problems without using violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I feel positive about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I volunteer in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I am good at planning how to get things done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I am committed to my education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I feel unwanted at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I often feel sad or unhappy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I think through a situation before acting on it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I get sick a lot and have to miss or leave school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My parents/guardians listen to what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. My parents/guardians encourage me to do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I like who I am as a person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I can say no to activities that I know are wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I share my thoughts and feelings with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I try to do my best in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I feel like I am part of my school. I fit in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I have a hard time making friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I use drugs and/or alcohol to feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I have not control over my future. It is what it is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART ONE: WHAT I DO (Continued) PLEASE FILL IN THE CIRCLE OF THE NUMBER THAT DESCRIBES HOW OFTEN EACH STATEMENT IS TRUE FOR YOU.	Never		Sometimes		Always
	1	2	3	4	5
37. I do things to be more popular with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I find it difficult to be myself when I am with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Teachers generally like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. My parents/guardians help me with my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I can change the way I behave/act if I want to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I am able to do things as well as most people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I daydream a lot in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I look forward to learning new things at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I get enough food to eat at home and school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I get medical care whenever I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I worry about things that have happened in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. People at school make me mad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. If I get upset, I have healthy ways to make myself feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I feel all alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. I can't help the way I feel or behave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. If you set realistic goals, you can succeed no matter what.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. If I don't do well on a test, I try harder the next time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. I ask my teacher for help when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. I set aside time to do my homework and study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PART TWO: WHAT I'VE DONE PLEASE FILL IN THE CIRCLE OF THE NUMBER THAT DESCRIBES HOW OFTEN <u>IN THE PAST MONTH</u> YOU HAVE DONE THE FOLLOWING THINGS.	Never		Sometimes		Always
	1	2	3	4	5
57. I carried a weapon (knife or gun) for protection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. I got in a fight where I hit or was hit by someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. I smoked cigarettes or chewed tobacco.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. I drank alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. I used drugs (marijuana, pills, inhalants, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. I cheated on a test or assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. I skipped a day of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. I used force to get money or things from someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. I disobeyed my parent/guardian (did something they told me not to do).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART THREE: HOW I FEEL FILL IN THE CELL FOR THE NUMBER THAT WOULD BEST DESCRIBE HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENTS.	Strongly Disagree		Neutral		Strongly Agree
	1	2	3	4	5
66. I will graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. I will finish college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. I will get a job I really want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. I am confident in my ability to stay out of fights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. I can get along well with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. What I do with my life won't make a difference one way or another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. If I work really hard, I will do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. I don't like school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. I go to school only because my parents/guardians make me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. I'd rather work and make money than go to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. I have many skills that will help me succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. I go to school because education is important to getting a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. It is okay to walk away from a fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Fighting usually solves problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART FOUR: Educational Information (CHECK THE BOX OF THE ANSWER THAT IS TRUE FOR YOU.)

80. How important are good grades to you?
 Not important Somewhat important Important Very important
81. How important to you are the things you learn in class?
 Not important Somewhat important Important Very important
82. What is the highest level of education YOU plan to complete?
 Less than high school graduation Two-year college degree-AA
 GED Four-year college degree/BA/BS
 High school diploma Graduate degree-MA/PhD/MBA
 Technical/vocational school certificate
83. My father graduated from high school. Yes No Don't Know
My mother graduated from high school. Yes No Don't Know
84. Do you care for brothers/sisters at home? Yes No
85. Do you have a job during the school year? Yes No
If yes, how many hours do you work per week? _____
86. How many of your close friends have dropped out or plan to drop out of school before graduating?
 None of them Some of them Most of them All of them

Thank you for completing this survey. Please return your completed survey to the person who gave it to you.

*Communities In Schools (CIS) Evaluation***STUDENT FOLLOW-ON SURVEY**

Name: _____ Date: _____

Birth Date: _____ Student ID: _____

THANK YOU for taking part in this survey. The purpose of this survey is to find out about you! Your survey is confidential and your responses will not be presented to anyone in a way that can identify you with your answers. Please answer the questions truthfully. This is not a test. There are no right or wrong answers.

Please do your best to answer all of the questions. If you need help understanding a question, ask the person who gave you the survey. This person is there to help you.

For **Part One**, please mark in the cell the number that describes how often the statements are true for you. The numbers represent a scale from 1 to 5 where each of the numbers represents a different amount of time (for example, the number 3 means the statement is true more often than the numbers 2 or 1).

1 ← 2 → 3 4 → 5

The number 3 means that you are in between always and never.

For **Part Two**, please mark in the cell the number that describes how often in the past month you have done each of the things listed. Like Part One, the numbers represent a scale from 1 to 5 where each of the numbers represents a different amount of time, with 1 being the least amount of time and 5 being the most.

For **Part Three**, please fill in the cell for the number that would best describe how much you agree or disagree with the statements. The numbers represent a scale from 1 to 5 where each of the numbers means a different level of agreement (for example, the number 3 means you agree more than the number 1, but less than the number 5).

1 2 3 4 5

Strongly In Strongly

For **Part Four**, please mark the answer to each question that is true for you.

← →

PART ONE: WHAT I DO PLEASE FILL IN THE CIRCLE OF THE NUMBER THAT DESCRIBES HOW OFTEN EACH STATEMENT IS TRUE FOR YOU.	Never		Sometimes		Always
	1	2	3	4	5
1. I think about the things that may happen as a result of my decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have friends I can talk to if I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My parents know who my friends are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. There are adults in my life other than my parents that I can talk to if I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have the ability to succeed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I have no way to control whether people like me or not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My parents/guardians do not understand me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My parents/guardians notice when I do something good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My parents/guardians feel that I will be successful in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My school classes are interesting to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My friends skip class without permission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I feel like I can never do anything right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I like to help other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I always try my best in whatever I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I try to avoid thinking about bad things that have happened in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I think it is my responsibility to help solve problems in my <u>school</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I think it is my responsibility to help solve problems in my <u>community</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I can solve problems without using violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I feel positive about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I volunteer in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I am good at planning how to get things done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I am committed to my education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I feel unwanted at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I often feel sad or unhappy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I think through a situation before acting on it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I get sick a lot and have to miss or leave school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My parents/guardians listen to what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. My parents/guardians encourage me to do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I like who I am as a person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I can say no to activities that I know are wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I share my thoughts and feelings with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I try to do my best in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I feel like I am part of my school. I fit in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I have a hard time making friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I use drugs and/or alcohol to feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I have not control over my future. It is what it is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART ONE: WHAT I DO (Continued) PLEASE FILL IN THE CIRCLE OF THE NUMBER THAT DESCRIBES HOW OFTEN EACH STATEMENT IS TRUE FOR YOU.	Never		Sometimes		Always
	1	2	3	4	5
37. I do things to be more popular with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I find it difficult to be myself when I am with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Teachers generally like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. My parents/guardians help me with my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I can change the way I behave/act if I want to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I am able to do things as well as most people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I daydream a lot in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I look forward to learning new things at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I get enough food to eat at home and school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I get medical care whenever I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I worry about things that have happened in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. People at school make me mad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. If I get upset, I have healthy ways to make myself feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I feel all alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. I can't help the way I feel or behave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. If you set realistic goals, you can succeed no matter what.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. If I don't do well on a test, I try harder the next time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. I ask my teacher for help when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. I set aside time to do my homework and study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART TWO: WHAT I'VE DONE PLEASE FILL IN THE CIRCLE OF THE NUMBER THAT DESCRIBES HOW OFTEN <u>IN THE PAST MONTH</u> YOU HAVE DONE THE FOLLOWING THINGS.	Never		Sometimes		Always
	1	2	3	4	5
57. I carried a weapon (knife or gun) for protection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. I got in a fight where I hit or was hit by someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. I smoked cigarettes or chewed tobacco.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. I drank alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. I used drugs (marijuana, pills, inhalants, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. I cheated on a test or assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. I skipped a day of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. I used force to get money or things from someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. I disobeyed my parent/guardian (did something they told me not to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

do).

PART THREE: HOW I FEEL FILL IN THE CELL FOR THE NUMBER THAT WOULD BEST DESCRIBE HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENTS.	Strongly Disagree		Neutral		Strongly Agree
	1	2	3	4	5
66. I will graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. I will finish college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. I will get a job I really want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. I am confident in my ability to stay out of fights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. I can get along well with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. What I do with my life won't make a difference one way or another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. If I work really hard, I will do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. I don't like school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. I go to school only because my parents/guardians make me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. I'd rather work and make money than go to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. I have many skills that will help me succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. I go to school because education is important to getting a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. It is okay to walk away from a fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Fighting usually solves problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART FOUR: Educational Information (CHECK THE BOX OF THE ANSWER THAT IS TRUE FOR YOU.)

80. How important are good grades to you?
 Not important Somewhat important Important Very important
81. How important to you are the things you learn in class?
 Not important Somewhat important Important Very important
82. What is the highest level of education YOU plan to complete?
 Less than high school graduation Two-year college degree-AA
 GED Four-year college degree/BA/BS
 High school diploma Graduate degree-MA/PhD/MBA
 Technical/vocational school certificate
83. My father graduated from high school. Yes No Don't Know
My mother graduated from high school. Yes No Don't Know
84. Do you care for brothers/sisters at home? Yes No
85. Do you have a job during the school year? Yes No
If yes, how many hours do you work per week? _____
86. How many of your close friends have dropped out or plan to drop out of school before graduating?
 None of them Some of them Most of them All of them

CIS PARTICIPANTS ONLY FILL IN THE CELL FOR THE NUMBER THAT WOULD BEST DESCRIBE HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENTS (ONLY COMPLETE IF YOU ARE A CIS PARTICIPANT).	Strongly Disagree		Neutral		Strongly Agree
	1	2	3	4	5
87. CIS has helped me to feel better about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. CIS has taught me things I can use throughout my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. I feel like my feelings and opinions are valued in CIS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. I enjoy participating in CIS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. I can count on CIS staff to help me when I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. I trust the CIS staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Participating in CIS has been a positive experience for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this survey. Please return your completed survey to the person who gave it to you.

APPENDIX C: SURVEY CONSTRUCTS FOR STUDENT SURVEY

Exploratory Factor Analysis of Communities in School Survey Items

This appendix summarizes results from factor analyses conducted on survey items and also presents reliability and descriptive summary information for all scales used in analyses. Items for the Communities in Schools (CIS) survey were selected from a number of major surveys on youth and adolescent development. Existing surveys were selected to identify important outcome variables that may be impacted by participation in CIS and there were three sections to the survey: (1) what I do, (2) what I've done, and (3) how I feel. Since the items selected for the evaluation were from a number of pre-existing scales, factor analysis was used to identify which items comprised overarching scales in each of the three survey sections.

Exploratory factor analysis was used since this procedure only analyzes shared variance among items and is therefore useful in identifying theoretical relationships among data. As recommended, scree plot analysis was used to identify the number of factors or scales for each section. Analyses were conducted separately for each section of the survey given the large number of items and different nature of items across sections. For section one (i.e., what I do), the scree plot indicated there were four factors while analyses only indicated one scale for section two (i.e., what I've done). For section three (i.e., how I feel), the factor analyses revealed three factors, although one factor contained three items and another factor contained two items. As typically a minimum of three items is recommended for a scale, and to increase confidence in the scale for this section, one scale was used in analyses.

Factor loadings for each item in section one are listed in Exhibit C-1. Maximum likelihood estimation was used with oblimin rotation given the correlated nature of youth developmental scales. Bartlett's test of sphericity demonstrated the sample was adequate. Items that clearly loaded on one factor and were theoretically compatible were retained for the final scales. A conservative cutoff value of .45 was used.

Personal responsibility contains five items that ask if the student is committed to their education, if they set realistic goals, can solve problems without resorting to violence, and if adults available (other than parents) to discuss problems. Self-worth, the second scale, asks a number of items about how the student feels, including whether or not they often feel sad or unhappy. This scale was recoded to indicate a positive self-worth. School and community involvement ask if the student feels responsible for solving problems in these contexts and if they do their homework and do their best in school. The final scale, family relations and parent involvement, asks items regarding students' relationships with their parents/guardians and whether or not parents encourage them to do well in school.

Exhibit C-1: Factor Loadings for Section One: What I do				
	Factor 1	Factor 2	Factor 3	Factor 4
22) I am committed to my education.	.629	-.040	.427	-.434
53) If you set realistic goals, you can succeed no matter what.	.608	-.148	.258	-.377
25) I think through a situation before acting on it.	.589	-.302	.194	.116
4) There are adults in my life other than my parents that I can talk to if I have a problem.	.569	-.221	.255	-.350
18) I can solve problems without using violence.	.560	.058	.214	-.120
51) I feel all alone.	-.310	-.675	.223	-.277
24) I often feel sad or unhappy.	.160	-.612	.027	-.227
12) I feel like I can never do anything right.	.255	-.590	.227	-.213
52) I can't help the way I feel or behave.	.134	-.541	.162	-.181
29) I like who I am as a person.	.281	-.540	.142	-.243
49) People at school make me mad.	.209	-.488	.111	-.181
55) I ask my teacher for help when I need it.	.252	-.188	.726	-.004
16) I think it is my responsibility to help solve problems in my <u>school</u> .	.131	-.139	.673	-.170
17) I think it is my responsibility to help solve problems in my <u>community</u> .	.130	-.041	.621	-.044
56) I set aside time to do my homework and study.	.030	-.142	.620	-.002
32) I try to do my best in school.	.148	.187	.595	-.250
44) I look forward to learning new things at school.	.313	-.056	.556	-.128
45) I look forward to going to school.	.383	-.090	.524	-.079
39) Teachers generally like me.	.328	-.110	.517	-.213
9) My parents/guardians feel that I will be successful in life.	.438	-.214	.115	-.683
8) My parents/guardians notice when I do something good.	.348	-.206	.175	-.669
23) I feel unwanted at home.	-.214	-.427	.067	-.645
27) My parents/guardians listen to what I have to say.	.248	-.201	.235	-.626
28) My parents/guardians encourage me to do well in school.	.263	-.125	.324	-.591
Eigenvalues	5.92	4.67	5.72	4.70

Note. Since the factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Reliability and Descriptive Analyses of Community in Schools Survey Scales

Factor analysis results for section two (i.e., what I've done) and section three (i.e., how I feel) indicated that these sections should be treated as a single factor or scale. Because of this, reliability analysis was conducted on these scales and all others to ensure that the items are measuring the same theoretical concept or scale. Section one contains four scales and is described in detail above. Section two contains items that ask about "delinquent" activities, such as drinking alcohol, cheating on a test and getting into a fight. Section three, labeled future aspirations, asks students about their hopes and expectations of the future, such as graduating from high school and finishing college. Reliability and descriptive information is presented in Exhibit C-2. All scales demonstrated adequate reliability, although a couple scales are slightly below .70. The final survey constructs are listed below.

Exhibit C-2: Reliability and Descriptive Information for Community in School Survey Scales						
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Number of Items	5	6	8	5	9	7
Mean	18.32	21.38	26.44	19.83	37.28	28.16
Standard Deviation	3.48	4.19	5.59	3.81	7.09	4.84
Alpha	.64	.68	.78	.77	.85	.77

Final Survey Constructs

Part One: What I Do

Factor 1 (*Personal Responsibility*): alpha = .644 (n = 167)

- 4. There are adults in my life other than my parents that I can talk to if I have a problem.
- 18. I can solve problems without using violence.
- 22. I am committed to my education.
- 25. I think through a situation before acting on it.
- 53. If you set realistic goals, you can succeed no matter what.

Factor 2 (*Self-Worth*): alpha = .681 (n = 162)

- 12. I feel like I can never do anything right.
- 24. I often feel sad or unhappy.
- 29. I like who I am as a person.
- 49. People at school make me mad.
- 51. I feel all alone.
- 52. I can't help the way I feel or behave.

Factor 3 (*School/Community Involvement*): alpha = .781 (n = 162)

- 16. I think it is my responsibility to help solve problems in my school.
- 17. I think it is my responsibility to help solve problems in my community.
- 32. I try to do my best in school.
- 39. Teachers generally like me.
- 44. I look forward to learning new things at school.
- 45. I look forward to going to school.
- 55. I ask my teacher for help when I need it.
- 56. I set aside time to do my homework and study.

Factor 4 (*Family Relationships/Parental Involvement*): alpha = .769 (n = 168)

- 8. My parents/guardians notice when I do something good.
- 9. My parents/guardians feel that I will be successful in life.
- 23. I feel unwanted at home.
- 27. My parents/guardians listen to what I have to say.
- 28. My parents/guardians encourage me to do well in school.

Part Two: What I've Done

Factor 1 (*Behavioral Measures*): alpha = .854 (n = 172)

- 57. I carried a weapon (knife or gun) for protection.
- 58. I got in a fight where I hit or was hit by someone.
- 59. I smoked cigarettes or chewed tobacco.
- 60. I drank alcohol.
- 61. I used drugs (marijuana, pills, inhalants, etc.)
- 62. I cheated on a test or assignment.
- 63. I skipped a day of school.
- 64. I used force to get money or things from someone.
- 65. I disobeyed my parent/guardian (did something they told me not to do).

Part Three: How I Feel

Factor 1 (*Future Aspirations*): alpha = .768 (n = 161)

- 66. I will graduate from high school.
- 67. I will finish college.
- 68. I will get a job I really want.
- 69. I am confident in my ability to stay out of fights.
- 70. I can get along well with other people.
- 74. I go to school only because my parents/guardians make me.
- 76. I have many skills that will help me succeed.

APPENDIX D: NON-CIS SERVICES SURVEY

Student ID#: _____ [Pre-printed] Date: _____

**Communities In Schools (CIS) Evaluation
STUDENT SERVICES SURVEY**

As part of the evaluation of the Communities in Schools (CIS) program, we are interested in learning about the non-CIS programs, services, and activities that you have been involved in during the past semester. It is important that you only respond based on your participation in activities that are not part of the CIS program at your school. Remember, your responses to these questions will only be seen by members of the evaluation team and will not be presented in any way that will identify you.

If you have any questions about this survey, please contact Daytha Rueger at 316-250-7825, Terry Calloway, Program Director at 316-973-5114, or Allan Porowski, Evaluation Project Manager, at 1-866-9CISRCT.

This semester, how often have you participated in the following:	Never	Once a month	Every other week	Once a week	2 – 3 days a week	Almost every day
After-school programs for help with school work (like tutoring or homework help program)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School clubs or after-school activities (like student council, ethnic/cultural clubs, school newspaper, drama)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports teams, either in school or out of school (while that sport is in season)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities organized by groups OUTSIDE of school (like classes or programs at a Boys and Girls Club, community center, parks program, or church group)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please do not forget to check and make sure the Student ID# at the top of the survey is the one assigned to you at the start of the evaluation. Also, make sure to put today's date on the top of the form.

Thank you for completing this survey.

APPENDIX E: RCT SERVICES FORM

**CIS Evaluation – Service Provided to Students
Jacksonville RCT**

Child's Name:
School:
Grade:

Please check **the** primary service that you provided to this student:

<input type="checkbox"/>	Personal support (individual meetings, help with personal issues)
<input type="checkbox"/>	Personal/School Supplies (hygiene, paper, etc)
<input type="checkbox"/>	Life Skills Education (Group sessions)

Please check **up to three** secondary services that you provided to this student:

<input type="checkbox"/>	Mentoring (a formal mentor): Please circle inside school outside school
<input type="checkbox"/>	Social Services (clothing, food, etc)
<input type="checkbox"/>	Tutoring
<input type="checkbox"/>	Personal support (individual meetings, help with personal issues)
<input type="checkbox"/>	Personal/School Supplies (hygiene, paper, etc)
<input type="checkbox"/>	Assistance with teachers
<input type="checkbox"/>	Assistance with peers (mediation, bullying, etc)
<input type="checkbox"/>	Activities (e.g. field trips, parties, games)
<input type="checkbox"/>	Recognition for good academics and behavior (incentives for grades, etc)
<input type="checkbox"/>	Parent Contacts
<input type="checkbox"/>	Life Skills Education (Group sessions)

Were most of the services provided to this student in a group setting or individual? _____

How many home visits did you have with this student: _____

Other CIS services utilized in your school: Mentoring (TSIC) ___ After School (TEAM UP) ___ Achievers for Life (6th graders) ___

Which level of tiered services did this student receive:

Tier one: (highest need) ___ Tier two (moderate need) ___ Tier three (least need) ___

Which of the following did you primarily target with this student?

Academics ___ Attendance ___ Behavior ___

Additional Comments:

APPENDIX F: INTERVIEW/FOCUS GROUP PROTOCOLS

**RCT Case Study Interview Guide
PROGRAM COORDINATOR (OR EQUIVALENT)**

Date: _____

Affiliate: _____

Name: _____

Interviewed by: _____

My name is (introduce self and note-taker). Thank you for agreeing to participate in today's interview regarding Communities In Schools of [insert name of affiliate]. We greatly appreciate you taking time out of your busy schedule to assist with the national CIS evaluation that Caliber, an ICF International company, is conducting. You were selected to participate in an interview because your individual perspective represents important issues relevant to this evaluation. We are conducting case studies with eight affiliates nationwide to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential.

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. CIS National will not have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of CIS National at any time during or after the contract period.

Are there any questions before we begin?

Demographics

1. What is your level of education? What degrees do you hold?
2. How long have you been a Site Coordinator (or equivalent)?
3. How long have you been with CIS? What was your previous position(s)?

Your Role

4. What are your primary responsibilities as a Program Coordinator (or equivalent)?

Implementation

5. What does it take to successfully implement CIS? What are your best practices regarding:
 - a. Building relationships with schools? Community? Partner organizations? (what relationships or support need to be in place)?
 - b. Securing resources (money, supplies, etc. – what are needed)?
 - c. Establishing policies and procedures (what are needed)?
 - d. Hiring and retaining staffing?
6. How do you identify the services/programs you offer to CIS schools/sites?
 - a. What type of needs assessment is done? How often? By whom?
 - b. If you use evidence-based practices, what are examples of these and how are they selected?
7. How do you adjust services to ensure that the desired outcomes are met?
8. How do you assess/monitor the success of CIS (how often, by whom?)
 - a. How is this information used?
9. What other agencies/organizations are providing services to CIS sites/schools that are not part of CIS?
 - a. What services do they provide?
 - b. Why isn't CIS providing these services (why aren't they a CIS partner)?
10. What training, technical assistance, and resources are available to support staff and programming?
 - a. Who provides these services?
 - b. How do you assess/monitor the effectiveness of these services?
11. What are the characteristics of an effective Case Manager (staff that provide case managed services to students at a CIS site/school) regarding:
 - a. Education?
 - b. Experience?
 - c. Responsibilities (someone who can...)?

Relationships

12. Explain your relationship with the CIS case managers (staff that provide case managed services to students at a CIS site/school).
 - a. What are some benefits/challenges of working with the case managers?
 - b. What makes for a successful relationship with the case managers?
 - c. How do the case managers contribute to/hinder the success of CIS?

13. How would you describe the relationship between the case managers and the students they serve (strengths and limitations to these relationships)?

14. What interactions do you have with the local community and businesses?
 - a. What are some benefits/challenges of working with the local community and businesses?
 - b. What makes for a successful relationship/partnership with the local community and businesses?
 - c. How do relationships with local community and businesses contribute to/hinder the success of CIS?

15. What interactions do you have with the schools and school boards?
 - a. What are some benefits/challenges of working with the schools and school boards?
 - b. What makes for a successful relationship/partnership with the schools and school boards?
 - c. How do relationships with schools/school boards contribute to/hinder the success of CIS?

Summary

16. What is the most valuable type of support you can receive to help you as a Program Coordinator (or equivalent)?

17. What is your vision for the future of CIS [insert name of affiliate]?

19. Other comments.

**RCT Case Study Interview Guide
CASE MANAGER (OR EQUIVALENT)**

Date: _____

Affiliate: _____

Name: _____

Interviewed by: _____

My name is (introduce self and note-taker). Thank you for agreeing to participate in today's interview regarding Communities In Schools of [insert name of affiliate]. We greatly appreciate you taking time out of your busy schedule to assist with the national CIS evaluation that ICF International is conducting. You were selected to participate in an interview because your individual perspective represents important issues relevant to this evaluation. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential.

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. CIS National will not have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of CIS National at any time during or after the contract period.

Are there any questions before we begin?

Demographics

1. What is your level of education? What degrees do you hold?
2. How long have you been a Case Manager (or equivalent)?
3. How long have you been with CIS? What was your previous position(s)?
4. Did you participate in similar interviews with us last year as part of the CIS evaluation?

Your Role

5. What are your primary responsibilities as a Case Manager (or equivalent)?

Service Delivery

We're interested in knowing more about what kinds of services you can refer students to within your school and in your community. We want to know more about how this process works.

6. What kinds of services are available for CIS students who need academic assistance?
 - a. Who (indicate in school or in community) provides this services?
 - i. Are services provided by a CIS case manager? Another program in the school? a program in the community?
 - ii. How often, on average, does a student receive academic support services (weekly for X minutes? Several times / week for X minutes)
7. What kinds of behavioral support services are available for CIS students?
 - b. Who provides behavioral support services?
 - i. Are services provided by a CIS case manager? Another program in the school? a program in the community?
 - ii. How often, on average, does a student receive behavioral support services (weekly for X minutes? Several times / week for X minutes)
8. What kinds of other social services are available for CIS students?
 - c. Who provides other social services?
 - i. Are services provided by a CIS case manager? Another program in the school? a program in the community?
 - ii. How often, on average, does a student receive other social services (weekly for X minutes? Several times / week for X minutes)
9. What kinds of mentoring/coaching services are available for CIS students?
 - d. Who provides mentoring/coaching?
 - i. Are services provided by a CIS case manager? Another program in the school? a program in the community?
 - ii. How often, on average, does a student receive academic mentoring/coaching services (weekly for X minutes? Several times / week for X minutes)
10. Are there other types of services that CIS provides to students?
11. How do you identify the services/programs you offer to students at your school?
 - e. How do you identify the needs of students at your school? What data do you collect?

- f. How is this information used? What is the value of this information to case management?
12. How are students referred to CIS for Level 2 services (services provided on a targeted and sustained basis to those with identified need) at your school?
13. What Level 2 services (services provided on a targeted and sustained basis to those with identified need) are offered at your school?
- g. How are these services identified?
 - h. Who provides these services?
 - i. What are the strengths/limitations to these services?
14. What Level 1 services (services for the whole school regardless of need) are offered at your school?
- j. How are these services identified?
 - k. Who provides these services?
 - l. What are the strengths/limitations to these services?
15. How do you adjust services to ensure that the desired outcomes are met?
16. How do you assess/monitor the success of CIS?
- m. What do you use to measure success? What data do you collect?
 - n. How is this information used?
17. What training, technical assistance, and resources are available to support you?
- o. Who provides these services?
 - p. In what ways are these services of value to your role as Case Manager (or equivalent)?
 - q. What additional support do you need?

Relationships

18. What is your average case load? How many students do you case manage?

For the next few questions, we'd like you think about students who have been very **successful** after joining your CIS program.

19. Can you describe things these students have in common?
(Alternate: Can you list characteristics these students shared?) Prompts could include attitude, attendance patterns, peers in the program, etc.
20. For these students, what were the first signs that the program was having an influence on them?

21. Can you describe a pattern of change from the time they started the program to when you recognized significant change in their attitude or behavior?
22. What events or conditions are likely to support the success of a student who has entered the program?

For the next few questions, we'd like you to think about students who joined CIS, but who were dropped for non-attendance, chose to leave the program, or left school.

23. Can you describe things these students have in common?
(Alternate: Can you list characteristics these students shared?) Prompts could include attitude, attendance patterns, peers in the program, etc.
24. For these students, what were the first signs that the program was failing to have an influence on them?
(Alternate: For these students, what were the first signs that they were unable to make use of program tools or activities?)
25. Can you describe a pattern of participation from the time they started the program to when they left?
26. What events or conditions are likely to derail a student who has entered the program?

Summary

27. Based on your experience, what do you think is the most important service that your CIS affiliate provides to CIS case managed students to:
 - a. Keep students in school
 - b. Reduce a student's behavioral problems
 - c. Help a student improve academic performance
28. Other comments.

**RCT Case Study Interview Guide
SCHOOL PRINCIPAL/VICE PRINCIPAL**

Date: _____

Affiliate/School: _____

Name: _____

Interviewed by: _____

My name is (introduce self and note-taker). Thank you for agreeing to participate in today's interview regarding Communities In Schools of [insert name of affiliate]. We greatly appreciate you taking time out of your busy schedule to assist with the national CIS evaluation that ICF International is conducting. You were selected to participate in an interview because your individual perspective represents important issues relevant to this evaluation. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential.

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. CIS National will not have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of CIS National at any time during or after the contract period.

Are there any questions before we begin?

Demographics

1. What is your level of education? What degrees do you hold?
2. How long have you been the principal/vice principal at (insert school name)?
3. How long has your school implemented CIS?
4. What is your role or level of involvement in CIS?

CIS Implementation

5. How do you identify the services/programs you offer to students at your school (all programs, not just CIS)?
 - r. How do you identify the needs of students at your school?
 - s. In what ways does CIS help meet the needs of students at your school?

6. What has your role been in bringing in/keeping CIS at your school?
7. What value or benefit does CIS bring to your school? In what ways does CIS help you achieve your educational goals for the school/students?
8. What are the challenges or limitations of CIS for your school/students?
9. What kind of feedback have you received about CIS from students or parents? What were their reactions?
10. What kind of feedback have you received about CIS from teachers or other school personnel? What were their reactions?
11. How do you determine the success of CIS at your school? How is CIS assessed/monitored? What do you use as measures of success (e.g., academics, behavior, etc.)?

Relationships

12. How would you describe the relationship between CIS staff and your students (strengths and limitations of relationships)?
13. How would you describe the relationship between CIS staff and the personnel at your school (i.e. vice principal, administrators, teachers, etc.) (strengths and limitations of relationships)?

Summary

14. What does it/will it take to ensure you are able to continue to offer CIS at your school?
15. What is your vision for the future of CIS in your school?
16. Other comments.

**RCT Case Study Interview Guide
TEACHER**

Date: _____

Affiliate/School: _____

Name: _____

Interviewed by: _____

My name is (introduce self and note-taker). Thank you for agreeing to participate in today's interview regarding Communities In Schools of [insert name of affiliate]. We greatly appreciate you taking time out of your busy schedule to assist with the national CIS evaluation that ICF International is conducting. You were selected to participate in an interview because your individual perspective represents important issues relevant to this evaluation. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential.

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. CIS National will not have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of CIS National at any time during or after the contract period.

Are there any questions before we begin?

Demographics

1. What is your level of education? What degrees do you hold?
2. How long have you been a teacher at (insert school name)?
3. How long has your school implemented CIS?
4. What is your role or level of involvement in CIS?

CIS Implementation

5. What are currently your goals for the students you teach?
 - t. In what ways does CIS help you achieve these goals?
6. How do you identify the needs of the students you teach?

- a. In what ways does CIS help address the needs of the students you teach?
 - b. What value or benefit does CIS bring to your students?
7. What changes – positive or negative – have you noticed in your students that participate in CIS?
 - a. Would you attribute this change to CIS? Why or why not?
 8. What are the challenges or limitations of CIS for you/your students?
 9. What kind of feedback have you received about CIS from students or parents? What were their reactions?
 10. What kind of feedback have you received about CIS from other teachers or other school personnel? What were their reactions?

Relationships

11. How would you describe the relationship between CIS staff and your students (strengths and limitations of relationships)?
12. How would you describe the relationship between CIS staff and the personnel at your school (i.e. principal, administrators, teachers, etc.) (strengths and limitations of relationships)?

Summary

13. What additional information/support do you need to help you continue your involvement with CIS?
14. What one thing would you change about CIS? What suggestions/recommendations do you have for CIS?
15. What is your vision for the future of CIS in your school?
16. Other comments.

**RCT Case Study
PARENT FOCUS GROUP GUIDE**

Welcome. My name is [insert name of facilitator] and this is [insert name of note-taker]. We want to thank you for taking the time today to meet with us to discuss Communities In Schools at [insert name of school]. Your participation in this focus group is part of a larger evaluation of CIS. We are very interested in your experiences with CIS and your feedback will help inform the evaluation. Before we begin we want to remind each of you that your participation in this focus group is voluntary and the information you share with us will be kept confidential. That means we will not report or present the information you share with us in any way that will identify you or your child. We ask that each member of the group today respect the confidentiality of others and that you do not discuss the contents of what you hear today outside of this group.

With your permission, we would like to record the audio of this focus group so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. CIS will not have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records.

Are there any questions before we begin?

To help get us started, we would like each of you to complete a brief questionnaire containing questions about CIS. Please use the rating scale provided to respond to each question. If you are unclear about a questions meaning, please ask for assistance. If you do not know the answer to a question, please mark DK for don't know or if a question does not apply to you, please mark NA for not applicable.

Hand out questionnaire and allow 5 minutes for completion.

We will use your answers to these questions to help facilitate our discussion.

Number of participants: _____

Relationship to child: Parent/Step-Parent _____
Legal Guardian _____
Grandparent _____
Other family member _____

ISSUES FACING STUDENTS (risk factors/problem behaviors)

1. First, what did you identify as the greatest challenge or issue facing your child and other students at [insert name of school]. Why did you pick these?

AVAILABLE PROGRAMS AND SERVICES

- 2a. Based on your responses, what programs and services are available in the school to help students with these problems? Does your child participate in them (other than CIS)? If so, what have been your experiences with them?
- 2b. How did you learn about these programs/services?
- 3a. What programs/services are available in the community? Does your child participate in them? If so, what have been your experiences with them?
- 3b. How did you learn about these programs/services?

EFFECTIVENESS OF PROGRAMS AND SERVICES

- 4a. Looking at your ratings of these programs, how successful do you think the programs/services within the school have been at addressing these problems?
- 4b. What do you think makes them successful? What do you think makes them unsuccessful?
- 5a. Looking at your ratings, how successful do you think the programs/services outside of the school have been in addressing these problems?
- 5b. What do you think makes them successful? What do you think makes them unsuccessful?
6. What programs/services do you think are missing? That is, what programs/services does your child or do you think other students need but currently are not available for them?

KNOWLEDGE OF CIS

- 7a. What rating did you give for your knowledge of CIS? That is how familiar are you with CIS at [insert name of school]?
- 7b. How did you learn about CIS at [insert name of school]?
- 8a. What information have you received on CIS?
- 8b. How did you rate the usefulness of the information you have received on CIS? How informative has the information been?
9. How would you describe CIS to someone who is not familiar with the program?

IMPACT OF CIS ON STUDENTS

- 10a. What rating did you give for the impact/influence of CIS on your child? Why did you choose that rating?
- 10b. What have been some of the positive changes you have seen in your child as a result of participating in CIS? Have you seen any negative changes as a result of participating in CIS?
- 10c. How will participating in CIS impact/influence your child's future?
- 11a. What do you think are the strengths of CIS?
- 11b. What are the weaknesses? What can be done to improve CIS at [insert name of school]?
- 12. Overall, how important do you think CIS is to the students at [insert name of school]? Why?
- 13a. How many of you would like to see your child continue to participate in CIS? Why or why not?
- 13b. How many of you would recommend CIS to other parents/guardians?

OTHER COMMENTS

Are there other comments you would like to share with us regarding CIS at [insert name of school]?

We want to thank you for participating in this focus group and for contributing to the evaluation of CIS.

**Communities In Schools (CIS) Evaluation
PARENT FOCUS GROUP QUESTIONNAIRE**

1. List the three greatest challenges or issues currently facing your child and his/her friends at school:
 - 1.
 - 2.
 - 3.

2. On a scale from 1 to 5, with 1 meaning not at all and 5 meaning very well, **how well** do you think programs/services offered within the school have done at addressing the problems/issues faced by your child and his/her friends (circle your response)?

1 2 3 4 5

3. On a scale from 1 to 5, with 1 meaning not at all and 5 meaning very well, **how well** do you think programs/services offered outside of school have done at addressing the problems/issues faced by your child and his/her friends (circle your response)?

1 2 3 4 5

4. On a scale from 1 to 5, with 1 meaning not at all familiar and 5 meaning very familiar, **how familiar** are you with the CIS program at your child's school (circle your response)?

1 2 3 4 5

5. On a scale from 1 to 5, with 1 meaning not at all informative and 5 meaning very informative, **how informative** was the information you received about the CIS program at your child's school (circle your response)?

1 2 3 4 5

6. On a scale from 1 to 5, with 1 meaning not at all and 5 meaning very well, **how well** do you think CIS has done at addressing your child's problems/issues (circle your response)?

1 2 3 4 5

7. On a scale from 1 to 5, with 1 meaning no impact and 5 meaning a significant impact, **how much of an impact** has CIS had on your child (circle your response)?

1 2 3 4 5

8. On a scale from 1 to 5, with 1 meaning no involvement and 5 meaning significant involvement, **how involved** have you been with CIS at your child's school (circle your response)?

1 2 3 4 5

9. On a scale from 1 to 5, with 1 meaning not at all important and 5 meaning very important, **how important** do you think CIS is to your child and the other students at their school (circle your response)?

1 2 3 4 5

10. How long has your child been involved with CIS? _____(years)

**Case Study Focus Group Guide
ELEMENTARY AND MIDDLE SCHOOL STUDENTS**

Welcome. My name is [insert name of facilitator] and this is [insert name of note-taker]. We want to thank you for taking the time today to meet with us to discuss Communities In Schools at [insert name of middle/high school]. Your participation in this focus group is part of a larger evaluation of CIS. We are very interested in your experiences with CIS and your feedback will help inform the overall evaluation. Before we begin we want to remind each of you that your participation in this focus group is voluntary and the information you share with us will be kept confidential. That means we will not report or present the information you share with us in any way that will identify you. We ask that each member of the group today respect the confidentiality of others and that you do not discuss the contents of what you hear today outside of this group.

With your permission, we would like to record the audio of this focus group so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. CIS will not have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records.

Are there any questions before we begin?

Number of participants: _____

Males: _____

Females: _____

AVAILABLE PROGRAMS AND SERVICES

1. First, what type of things do you like to do outside of the classroom (e.g., sports, clubs, study, etc.)?
- 2a. What type of programs/activities are there at your school that you and your friends participate in? (LIST ON TEAR SHEETS or WHITE BOARD)
- 2b. What type of things do you do as part of CIS?

KNOWLEDGE OF PROGRAMS/SERVICES AND CIS

- 3a. How did you learn about CIS? What were you told about CIS?
- 3b. How and why did you start participating in CIS?

IMPACT OF CIS ON STUDENTS

- 2b. What do you like about CIS?
- 2a. What don't you like about CIS?
3. What have you learned from CIS? How has CIS helped you in school? With your friends? At home/with your family?
- 4a. How many of you would like to continue to participate in CIS? Why or why not?
- 4b. How many of you would tell a friend about CIS?

SUMMARY

5. If you could change one thing about the CIS program, what would it be? Why?

OTHER COMMENTS

Is there anything else you think we should know about the CIS program at [insert name of school]?

We want to thank you for participating in this focus group and for contributing to the evaluation of CIS.

APPENDIX G: STATISTICAL ANALYSIS MODEL F-SCORES

Exhibit G-1: Test of Between-Subject Effects <i>F</i>-scores for Univariate ANCOVAs						
	<i>df</i>	Intercept	Pre-Measure	Ethnicity	Gender	CIS Group
Attendance						
Baseline – Year 1	1, 259	64.437*	41.240*	.943	4.331*	.417
Year 1 – Year 2	1, 285	3.689	62.792*	.040	.386	.790
Baseline – Year 2	1, 244	43.349*	29.342*	.577	.142	.182
Average GPA						
Year 1	1, 288	361.086*	31.529*	2.247	9.918*	1.152
Year 2	1, 270	256.701*	28.135*	1.300	1.894	1.447
Total Referrals						
Year 1	1, 259	25.421*	1.869	3.972*	4.430*	.098
Year 2	1, 239	9.058*	.426	2.235	.259	1.823
FCAT Reading						
Baseline – Year 1	1, 258	36.990*	50.228*	4.355*	1.440	4.281*
Year 1 – Year 2	1, 268	11.560*	165.374*	3.055	.484	.011
Baseline – Year 2	1, 234	15.730*	94.620*	.209	2.137	1.157
FCAT Math						
Baseline – Year 1	1, 257	10.584*	75.042*	.033	1.077	.004
Year 1 – Year 2	1, 269	22.130*	190.102*	6.367*	.389	.311
Baseline – Year 2	1, 235	20.242*	55.791*	3.135*	.104	1.911
In-school Suspensions						
Baseline – Year 1	1, 263	43.083*	.078	5.904*	11.440*	1.177
Year 1 – Year 2	1, 240	10.934*	86.736*	5.565*	.319	.360
Baseline – Year 2	1, 208	20.921*	3.473	10.691*	0.397	0.123
Out of school Suspensions						
Baseline – Year 1	1, 263	16.030*	59.150*	3.887*	2.871	1.078
Year 1 – Year 2	1, 252	4.208*	195.299*	1.553	.089	.361
Baseline – Year 2	1, 220	8.689*	61.851*	3.113	0.258	0.361

Exhibit G-2: GLM Repeated Measures Multi-variate Interaction Models (time by condition)			
	<i>df</i>	F	Partial Eta Squared
Quarterly GPA (with fifth grade meeting grade level, gender, and ethnicity as covariates)			
Year 1 (4 quarters)	3,279	.141	.002
Year 2 (4 quarters)	3,260	1.183	.013
Year 1 – Year 2 (8 quarters)	7,249	.534	.015
Average GPA (with fifth grade meeting grade level, gender, and ethnicity as covariates)			
Year 1 – Year 2	1,266	.212	.001
Quarterly Referrals (with fifth grade detentions, gender, and ethnicity as covariates)			
Year 1 (4 quarters)	3,257	.760	.009
Year 2 (4 quarters)	3,237	.918	.011
Year 1 – Year 2 (8 quarters)	7,227	1.116	.033
Total Yearly Referrals (with fifth grade detentions, gender, and ethnicity as covariates)			
Year 1 – Year 2	1,233	.230	.001