# Communities In Schools National Evaluation

# Volume 6:

# Randomized Controlled Trial Study

# Wichita, Kansas

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# 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, it creates a community of caring adults who work hand-in-hand with educators.

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:

- **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.

## CIS of Wichita, Kansas: Randomized Controlled Trial

The experimental study conducted with CIS of Wichita focused on the following question about the efficacy of the program's services:

*What is the "value added" of CIS case-managed 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?*

## Description of CIS of Wichita, Kansas, Activities

CIS of Wichita implements a holistic approach, using multiple strategies, to create stability in the lives of at-risk students and their families. CIS believes that caring, one-on-one relationships between adults and young people make the crucial difference and it is through the creation of comprehensive, locally controlled and owned support systems with local school systems that CIS strives to create these relationships. In partnership with local school systems, CIS identifies the most critical needs of students and families, and then locates and coordinates community resources, dedicated volunteers, and various agencies.

## Study Methodology

This 2-year study was designed to test the impact of CIS case-managed services on high school student-level outcomes, and consists of two cohorts (i.e., the 2008/2009 tenth grade class and the 2009/2010 tenth grade class). While CIS of Wichita provides services across grades 9 through 12, the focus and intensity of high school services are predominantly on upperclassmen. As such, it was believed that implementing the study at the tenth grade level would allow for the most accurate assessment of case-managed services provided through CIS of Wichita. Incoming 2008/2009 and 2009/2010 tenth grade students were randomly assigned to either receive (i.e., the treatment group) or not receive (i.e., the control group) CIS services.

# Findings

The primary goal of all analyses was to determine the impact of CIS case-managed services on student-level outcomes. Specifically, the research question was considered via three different approaches: simple treatment and control mean differences, the application of univariate analysis of covariance (ANCOVA) models to assess whether these differences were statistically significant, and the calculation of net change scores and their corresponding effect sizes.

Three levels of impacts are also examined for each outcome of interest. Main impact analyses focus on baseline to Year 1 (i.e., tenth grade) impacts, while exploratory analyses focus on Year 1 to Year 2 (i.e., tenth grade to eleventh grade) impacts and baseline to Year 2 (i.e., the 2-year impact of CIS from the baseline to the eleventh grade).[1]

## Services Provided

Year 1 case-managed services for Cohort 1 and Cohort 2 ranged from 0 to 88 points of contact and 0 to 83.5 case-managed hours. On average, students received 18.76 points of contact and 18.47 hours of service through their tenth grade year, with the largest percentage of services provided by CIS staff in a group setting, focusing on enrichment/motivational activities. Year 2 case-managed services for Cohort 1 ranged from 0 to 121 points of contact and 0 to 136 hours of service. On average, treatment group students received 24.27 points of contact and 30.76 hours of service during their tenth grade year.[2]

## Academic Outcomes

The academic outcomes examined include student grade point average (GPA), credit completion, and Kansas State mathematics and reading assessments. While not significant, baseline to Year 1 (i.e., tenth grade) demonstrated negative trends for treatment group participant GPA, credit completion, and State assessments. However, the exploratory analyses of Year 1 to Year 2 (eleventh grade only) and baseline to Year 2 (2-year impacts) demonstrated a reversal of all academic outcomes with the exception of the State reading assessments. Moreover, significant positive findings were found for Year 1 to Year 2 analyses of the State mathematics assessments.

## Behavioral Outcomes

The behavioral outcomes examined include student attendance and the number of disciplinary referrals. Similar to the academic outcomes, baseline to Year 1 analyses found negative trends for treatment group participant attendance rates and the number of disciplinary referrals and a reversal of this trend when looking at Year 1 to Year 2 data. Specifically, a significant positive difference was found for Year 1 to Year 2 attendance rates. Net changes indicated that treatment group participant attendance rates were 8 percentage points higher than their counterparts. While not as large or significant, 2-year net changes for student attendance were also positive.

## Student Perceptions of Attitudes and Behaviors

[1] Variations in models exist based on the availability of data types, specifically with regard to unavailable baseline data.
[2] Averages and ranges are based on all treatment group participants, whether they received services or not.

Prior to receiving CIS services, all study participants completed an 86-item student survey designed to examine students' 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.

Individual analysis of survey items found numerous significant increases in student perceptions, including having positive ways to cope when they are upset, being better able to plan how to get things done, and finishing college. However, net changes for each of the six survey constructs (i.e., personal responsibility, self-worth, school/community involvement, family relationships/parental involvement, behavioral measures, and future aspirations) were relatively small.

### Interviews and Focus Groups

Interviews and focus groups were conducted with numerous stakeholders. The information gathered from these participants was meant to provide contextual information to supplement the findings of the experimental study. CIS of Wichita, Kansas, staff noted that CIS is an amazing program that provides students with the resources and support that they need to successfully navigate through high school and life after graduation. Students have the opportunity to take advantage of the programs afforded by CIS to keep them focused on their goals. CIS staff, school personnel, and parents all reported seeing positive changes in attendance, grades, and behavior as a result of the CIS program. Students specifically discussed feeling more comfortable at school knowing that they have a nonjudgmental adult with whom they can talk to one-on-one. Students also noted that the academic, social, medical, and behavioral supports provided by CIS were crucial aspects that encouraged their continued attendance and enrollment.

The key drivers of success that were repeatedly stressed by both parents and students were the individual counseling provided by CIS, as well as the new outlet that it provides to students (i.e., the ability to talk with other students who have similar issues in a safe setting).

## Conclusion

The 2-year impacts (baseline to Year 2) of the CIS of Wichita, Kansas, RCT showed promising positive trends for the student measures of personal responsibility, student attendance, GPA, credit completion, and Kansas State mathematics assessments. Moreover, Year 1 to Year 2 (eleventh grade only) demonstrated a significant positive impact on student attendance rates and Kansas State mathematics assessments, both of which had substantially important effect sizes.

Although not consistent, baseline to Year 1 trends were uniformly negative and in stark contrast to Year 1 to Year 2 and baseline to Year 2 trends. It is possible that the midyear replacement of the CIS Service Coordinator during Year 1 may have negatively impacted the findings. A review of the CIS services logs certainly supports this notion, given that the services provided during Year 2 were noticeably greater than in Year 1. Furthermore, during Year 1, not only was the Service Coordinator replaced, but the Executive Director of CIS resigned, providing additional support for the importance of stability of implementation, not only at the site level but also at the affiliate. Alternatively, given that CIS of Wichita typically focuses on the upper high school grades, these finding may just be a natural progression of their service model. Regardless,

given the change in trends in favor of CIS after the second year, these findings strongly encourage the continuation of the CIS of Wichita RCT to allow for the collection of Cohort 2's Year 2 outcomes. As such, Cohort 2 student records will continue to be collected during the 2010/2011 school year at which point a followup to this report will be provided.

# 1. Introduction

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. CIS helps students stay in school and make the right choices by connecting schools with needed community resources. By bringing resources, services, parents, and volunteers into schools, it creates a community of caring adults who work hand-in-hand with educators.

CIS helps communities assess the needs of their youth. It then designs plans for meeting those needs, using existing resources. It connects young people with services in a variety of ways. 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. CIS also brings community resources to students and families through after-school programs.

CIS accomplishes these tasks by bringing the **"Five Basics"** into the school:

- **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 the community:** Community service opportunities, junior ROTC programs

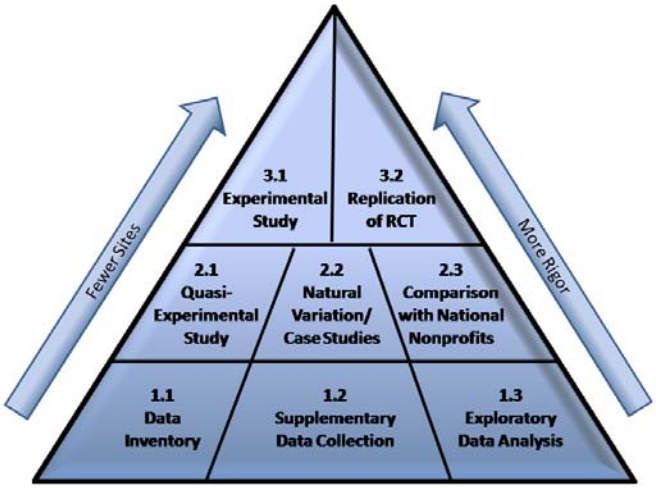
Each year, more than two million young people in 27 States and the District of Columbia have access to integrated student support services through CIS.

## 1.1 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, as shown in Exhibit 1:

- ***Base-level studies*** provide for the identification of *network-wide* findings. These studies will provide CIS National with a more indepth

**Exhibit 1: National Evaluation Design**



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 that is dedicated to evidence-based practices.

- ***Mid-level studies*** provide for the identification of CIS's effects at the *school level*. These studies will help discover not only how much of an impact CIS is having, but also how and why those effects are being achieved.
- ***Top-level studies*** provide for the identification of CIS's effects at the *student level*. Three experimental studies are currently underway in Florida, Kansas, and Texas.

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 of this design lies in the fact that each level of the pyramid informs the others, and by bringing the results of all of the studies together, we can gain a comprehensive understanding of how CIS is affecting students, schools, and communities.

## 1.2 CIS of Wichita, Kansas: Randomized Controlled Trial

The experimental study is primarily seeking to answer the following question:

*What is the "value added" of CIS case-managed 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?*

By "value added" we mean the difference between the outcomes observed for treatment group participants and what *would have been observed for these* ***same individuals*** *had they* ***not*** *participated in CIS case-managed services.* This focus on impacts distinguishes this study from many others that seek primarily to examine relationships among participant outcomes and between participant outcomes and one or more individual or program characteristics. Instead, the goal here is to use information from participants *and a statistically equivalent group of students who do not participate in CIS case-managed services* (i.e., the control group) to determine whether the program **caused** the observed student outcomes.

### Description of CIS of Wichita, Kansas

CIS of Wichita, Kansas, was established in 1990 by the United Way of the Plains, the Business Education Success Team of Wichita/Sedgewick County, USD 259, and the Boeing Company, and is currently in operation at 24 sites. Its current mission is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. Its goal is to help keep children in school/districts served by redirecting community services through the schools to serve at-risk students and their families. The risk factors served by CIS include the following:

- Extreme economic deprivation (82% of all CIS families live in poverty);
- Family management problems;

- Antisocial behavior;
- Academic failure, beginning in elementary school;
- Lack of commitment to school;
- Friends who engage in problem behavior; and
- Early initiation of the problem behavior.

CIS of Wichita implements a holistic approach, using multiple strategies, to create stability in the lives of at-risk students and their families. CIS believes that caring, one-on-one relationships between adults and young people make the crucial difference and it is through the creation of comprehensive, locally controlled and owned support systems with local school systems that CIS strives to create these relationships. In partnership with local school systems, CIS identifies the most critical needs of students and families, and then locates and coordinates community resources, dedicated volunteers, and various agencies. Thus, the coordination of efforts (i.e., the coordination of services) is a central aspect of the service that CIS provides and is generally overseen by a Service Coordinator[3] at each site. The Service Coordinator's duties include the following five job functions:

I. **Coordinate the Services Provided to Students and Families**
   - Initiate and follow through on the CIS selection/referral process at the site.
   - Complete home visit and intake on CIS referrals.
   - Prepare, implement, and monitor student/family service plans and case progress.
   - Facilitate and document student involvement in appropriate programs and activities.
   - Monitor, document, and evaluate student services and case progress.
   - Monitor and document parental involvement, including home visits.
   - Maintain CIS student case files and CIS Data Management (CISDM).

II. **Coordinate the CIS Program and Activities**
   - Facilitate, coordinate, and evaluate CIS programs and activities at the site.
   - Facilitate, coordinate, and evaluate outside agency programs offered at the site.
   - Communicate with the CIS administrative office regarding the Campus Plan, programs, and activities.
   - Ensure that the CIS program and activities meet the needs of students, families, and the school.
   - Promote positive relationships among the CIS school site, the administrative office, and community partners.
   - Facilitate mandatory participation in agency special events and fundraising.

III. **Coordinate the CIS Team at the Project Site**
   - Train, support, supervise, and evaluate all CIS team members and volunteers.
   - Promote the cooperation of the CIS team with school staff/administration and the CIS administrative office.

[3] A service coordinator is equivalent to a site coordinator as defined by the Total Quality System.

- Maintain communication with the CIS administrative office and school staff.
- Facilitate mandatory participation in school enrollment at the project site.

IV. **Coordinate the Volunteers and Repositioned Staff**
- Develop and implement a volunteer recruitment plan for the CIS site.
- Facilitate and monitor the assignment of volunteers/repositioned staff to CIS students.
- Recruit, support, and retain CIS volunteers and repositioned staff at the project site.

V. **Nonessential Job Functions**
- Other duties as assigned by the Program Director and the school principal.

Services are typically separated into *Level 1* (i.e., school-wide) and *Level 2* (i.e., case-managed) services. Level 1 includes widely accessible services and activities that are provided to help address the school's needs. Examples of Level 1 services include school-wide mentoring/life skills activities (e.g., Real Men Inc., Pathways In the Classroom); school-wide drives for food, school supplies, and clothing; and career and college awareness activities (e.g., career fairs, college fairs, financial literacy programs).

Level 2 services, which are the primary focus of this study, are long-term sustained interventions based on individualized plans for student improvement. As such, Level 2 services are reserved for students with the greatest needs. Services and activities include tutoring, mentoring, counseling, health services, parental involvement, case management, family learning programs, community service, and recreational and enrichment activities.

## 2. Methodology

This 2-year study is designed to test the impact of CIS case-managed services on high school student-level outcomes, and consists of two cohorts (i.e., the 2008/2009 tenth grade class and the 2009/2010 tenth grade class). While CIS of Wichita provides services across grades 9 through 12, the focus and intensity of the high school services are predominantly on upperclassmen. As such, it was believed that implementing the study at the tenth grade level would allow for the most accurate assessment of case-managed services provided through CIS of Wichita. Incoming 2008/2009 and 2009/2010 tenth grade students were randomly assigned to either receive (i.e., the treatment group) or not receive (i.e., the control group) CIS services. These students comprise Cohort 1 and Cohort 2, respectively, of CIS of Wichita's randomized controlled trial (RCT). Additionally, followup information on Cohort 1's eleventh grade (i.e., the 2008/2009 school year) was also obtained. For ease of reference, Cohort 1's 2008/2009 and Cohort 2's 2009/2010 (i.e., tenth grade) pooled data will be referred to as Year 1 of the study, while Cohort 1's 2009/2010 (i.e., eleventh grade) data will be referred to as Year 2. Where possible, baseline information, taken from the previous school year (i.e., Cohort 1's 2007/2008 and Cohort 2's 2008/2009 data), was also included.

Given that the number of students who needed services far exceeded the program's 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 nonparticipants except through their access to the treatment or services.[4]

## 2.1 Site Description

West High School is the current site of the Wichita, Kansas, RCT study. Currently in its 12th year of implementation, CIS at West High School has a dedicated Case Manager/CIS staff member on site to coordinate services. Given that CIS stresses relationship building and sustained interventions, it is important to note that midway through the first year of the study, the West High School Service Coordinator was replaced; however, there was no gap between when the previous Service Coordinator left and her replacement began.

West High School serves grades 9 through 12 and its current designated urban status is "large city." As of 2007, approximately 1,233 students were enrolled; 51.6% white, 24.7% black, 17.9% Hispanic, 1.5% Asian/Pacific Islander, and 4.2% American Indian/Alaskan Native.[5] Appendix A provides detailed school-level descriptive information.

### 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 were 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.[6] 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 who were participating in the RCT in order to provide an up-to-date implementation score. From their response, West High School was identified as a high implementer.

[4] More precisely, there will be differences among 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).
[5] Data obtained from www.schooldatadirect.com on July 27, 2009.
[6] Additional information regarding the typology of the 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.

### Orientation Training

Evaluation staff met with CIS of Wichita, Kansas, personnel in August and October 2008 to review the study design and recruitment procedures. At these meetings, the CIS National Evaluation and RCT were introduced and reviewed. Appendix B provides a copy of the materials presented at the August meeting.

## 2.2 Randomization Procedures

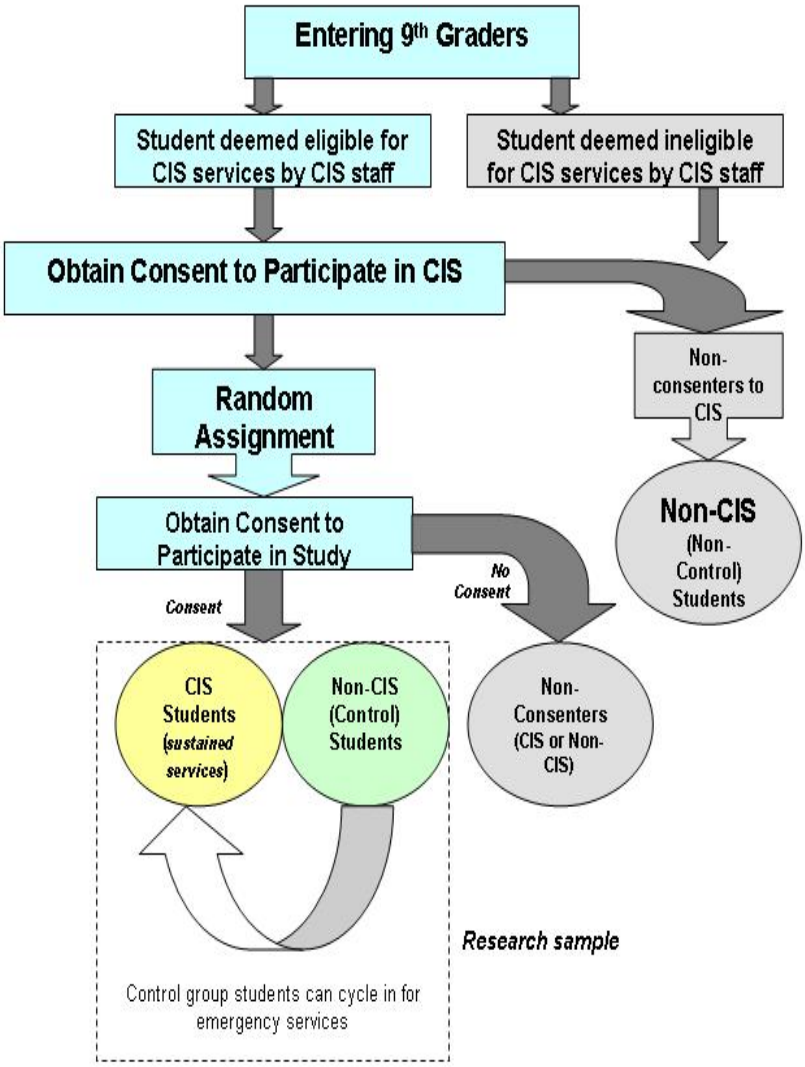
Students who were eligible for CIS services were referred to CIS Case Managers who then followed up to determine their interest in receiving services. Each student/parent was introduced to the CIS program and was then asked to sign a consent form indicating his or her interest in receiving CIS services. Interested persons were told that services were not guaranteed and that a random selection of interested students would be chosen to receive CIS services because there were more students who were eligible for services than there were available CIS slots. Upon indicating their interest in CIS services, students and parents were introduced to the evaluation and were asked to indicate their consent (yes/no) to participate in the evaluation. Appendix C provides copies of both CIS and study consent forms.

After obtaining their consent to receive CIS services, students were randomly assigned by their birth dates (see Appendix D for the randomization look-up table) to either treatment or control groups. Upon completion of the consent and randomization process, four groups were created:

- CIS students participating in the evaluation (the treatment group),
- Control group students participating in the evaluation (the control group),
- CIS students not participating in the evaluation, and
- Control group students not participating in the evaluation.

Students in the first group would receive CIS services and participate in the evaluation as treatment group students and students in the second group would not receive CIS services but would participate in the evaluation as control group students. Exhibit 2 provides a flow diagram of the recruitment process.

**Exhibit 2: RCT Recruitment Flowchart**




It was also determined that if a student needed emergency services at any time, the student would received whatever was needed regardless of group membership, and such services would be documented. Service Coordinators were also given leniency to provide services to a student designated as high need (e.g., a pregnant teen). Students designated as high risk were removed prior to randomization.

## 2.3 Recruitment

Two tenth grade cohorts were recruited to participate in this study. Recruitment efforts consisted of classroom announcements, several call-nights, open houses, and home visits.

Study recruitment for Cohort 1 took place from October 2008 to January 2009. During that time, 72 tenth grade students indicated their interest in CIS, 68 of whom assented to participate in the study; of these students, 37 were randomized to the treatment group and 31 were randomized to the control group. Study recruitment for Cohort 2 took place from October 2009 to December 2009. During that time, 25 tenth grade students indicated their interest in CIS, 22 of whom assented to participate in the study; of these students, 13 were randomized to the treatment group and 9 were randomized to the control group.

Across the two cohorts, 90 students participated in CIS of Wichita's RCT; 50 students were randomized to receive CIS services (the treatment group), while 40 were randomized to not receive treatment (the control group).

## 2.4 Data Sources

Data sources included a student survey, a services survey, student records, and CIS services logs. Interview and focus group protocols were also developed for site visits.

### CIS Services Logs

CIS of Wichita, Kansas, requires that all Program Managers complete individual student services logs. These logs document the services provided to individual CIS students. Services logs provide a history of both group and individual services provided, the dates of service, the duration of case-managed services, the service providers, and the types of activities. The types of services and activities included the following:

- **Academic Assistance:** Homework assistance, tutoring, conferences with staff/volunteers, and referrals
- **Basic Needs/Resources:** Goods or services, student contact
- **Behavior Intervention:** Crisis prevention, student contact, conferences with staff/volunteers
- **College/Career Preparation:** Reality store, student contact
- **Community Service:** Community service activities, after-school groups, referrals, and student contact
- **Enrichment/Motivation:** Mentoring, student contact, groups, incentive programs, Girl Power, recreation/sports, and awards or recognition
- **Family Engagement/Strengthening:** Parent contact, parent–teacher conferences, and home visits

- **Life Skills/Social Development:** Group sessions, Girl Power, student contact
- **Professional Health:** Physical/mental health, CIS events, screening, care and/or treatment

In addition to direct services provided to treatment group students, CIS students are also provided with brokered/leveraged services (i.e., services for which CIS connects a student with a partner agency that will provide the student with the 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 year of the study. Each site participating in the RCT was asked to identify a subsample of CIS participants currently receiving brokered/leveraged services and to track the number and duration (in 15-minute increments) of such activities. The general findings, while not conclusive and only containing a small subsample, indicated that students are, in fact, receiving additional services and, in some instances, are receiving substantial brokered/leveraged services that are not being tracked or monitored by CIS's current efforts.

## School Records

West High School also provided an end-of-year transcript for each study participant. School records included student attendance, credit completion, GPA, and disciplinary records. Kansas State mathematics and reading assessment scores were also collected.

## Student Survey

The student survey consisted of 86 items (see Appendix E) focusing on student perceptions of their peer, school, family, community, and individual relationships. Exploratory factor analysis conducted with a sample of CIS high school students from Austin, Texas (see Appendix F) identified six constructs based on this survey: (1) personal responsibility (five items), (2) self-worth (six items), (3) school/community involvement (eight items), (4) family relationships/parental involvement (five items), (5) behavioral measures (nine items), and (6) future aspirations (seven items). Reliability analyses conducted on this sample's baseline (i.e., start of Year 1, tenth grade) also yielded positive results (i.e., $\alpha$ = .59, .75, .80, .82, .83, .77, respectively).

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

## Services Survey

It was expected that students randomized to the control group would then participate in other services that would be available to them. Therefore, in an effort to better document the counterfactual aspects, participants were asked several questions (see Appendix E) regarding the control group after-school programs, clubs, and sports activities that they were involved in; this occurred several times throughout the evaluation.

### Interview and Focus Group Protocols

Protocols, interview guides, and focus group guides highlighted the CIS processes and outcomes (see Appendix G). Stakeholder protocols and interview guides asked specific questions regarding the roles and responsibilities of the stakeholders, service coordination, relationships (e.g., 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 topics: (1) issues facing students, (2) the availability of programs and services, (3) the effectiveness of programs and services in meeting student needs, (4) knowledge of CIS, (5) the impact of CIS on students, and (6) other issues.

## 2.5 Data Collection

Data collection efforts included a student survey administered at the start and the end of each school year, a services survey collected midyear, and a request for student records. CIS services logs and student records were also obtained. Midyear site visits were conducted to gather indepth information regarding CIS programs and services. In addition, onsite evaluation staff were used to ensure that data collection was completed in a timely and consistent manner.

### 2008/2009 Study Year

Student surveys were administered online at the completion of student recruitment and at the end of the school year (February/March and April/May 2009, respectively). Annual student records were requested in May 2009, along with CIS services logs. Site visits were also conducted in March 2009 to gather indepth information regarding CIS programs and services received through February 2009.

### 2009/2010 Study Year

Unlike the previous year, student surveys were administered throughout student recruitment (i.e., September to December 2009) and at the end of the school year (i.e., April/May 2010). An additional services survey was also administered. Similarly, site visits were conducted midyear. Annual school records and CIS services logs were again collected at the end of the school year.

## 2.6 Analysis Description

The primary focus of all analyses was to conduct an intent-to-treat analysis (i.e., including all students as originally assigned) for the purpose of determining the impact of CIS case-managed services on student-level outcomes. Specifically, the confirmatory question was considered via three different approaches: (1) simple treatment and control mean differences, (2) the application of univariate analysis of covariance (ANCOVA) models to assess whether these

differences were statistically significant, and (3) the calculation of net change scores and their corresponding effect sizes.[7]

Three levels of impacts were also examined for each outcome of interest. Main impact analyses focused on baseline to Year 1 (i.e., tenth grade) impacts as the only complete data set, while exploratory analyses focused on Year 1 to Year 2 (i.e., tenth grade to eleventh grade) impacts and baseline to Year 2 (i.e., the 2-year impact of CIS case-managed services from baseline to eleventh grade).[8]

# 3. Findings

This section presents findings from the CIS of Wichita, Kansas, RCT.

## 3.1 Sample Size

Over the course of the study, 90 students assented to participate in the evaluation. Exhibit 3 shows the sample size and attrition rates for each of the key outcomes.

**Exhibit 3: Sample Sizes and Attrition**

| | Sample Size | | Attrition | |
|---|---|---|---|---|
| | Treatment | Control | Overall | Differential |
| Student Surveys | 37 | 26 | 30.0% | 9.0% |
| **School Records** | | | | |
| Attendance | 44 | 34 | 13.3% | 3.0% |
| GPA | 46 | 39 | 5.6% | 5.5% |
| Credit Completion | 46 | 39 | 5.6% | 5.5% |
| Disciplinary Referrals | 47 | 38 | 5.6% | 1.0% |
| **Kansas State Assessments** | | | | |
| Mathematics | 38 | 30 | 24.4% | 1.0% |
| Reading | 42 | 34 | 15.6% | 1.0% |

## 3.2 Demographics

Exhibit 4 displays demographic characteristics for the study sample. Nonparametric tests (i.e., Mann-Whitney and Kolmogorov) conducted on the overall sample found no statistically significant differences between treatment and control students based on gender, ethnicity, special education, English as a Second Language (ESL), or free/reduced lunch status. Overall, the majority of the students were receiving free/reduced lunches, with Caucasians being the largest ethnicity represented.

[7] Effect sizes indicate the strength of the net changes between students receiving and not receiving CIS services for the outcome variable. The What Works Clearinghouse classifies effect sizes of .25 or greater as "substantively important."
[8] Variations in models exist based on the availability of data types, specifically with regard to unavailable baseline data.

| Exhibit 4: Baseline Participant Demographics | | | | | | |
|---|---|---|---|---|---|---|
| | Cohort 1 | | Cohort 2 | | Overall | |
| | Treatment (*n* = 37) | Control (*n* = 31) | Treatment (*n* = 13) | Control (*n* = 9) | Treatment (*n* = 50) | Control (*n* = 40) |
| **Gender** | | | | | | |
| Male | 45.90% | 38.70% | 23.10% | 33.30% | 40.00% | 37.50% |
| Female | 54.10% | 61.30% | 76.90% | 66.70% | 60.00% | 62.50% |
| **Ethnicity** | | | | | | |
| African American | 21.60% | 12.90% | 38.50% | 33.30% | 26.00% | 17.50% |
| American Indian/Alaskan Native | 2.70% | 6.50% | 7.50% | 11.10% | 4.00% | 7.50% |
| Asian | 0.00% | 0.00% | 0.00% | 11.10% | 0.00% | 2.50% |
| Caucasian | 45.90% | 51.60% | 38.50% | 33.30% | 44.00% | 47.50% |
| Hispanic | 16.20% | 19.40% | 15.40% | 11.10% | 16.00% | 17.50% |
| Multiracial | 13.50% | 9.70% | 0.00% | 0.00% | 10.00% | 7.50% |
| **Special Education** | 2.70% | 0.00% | 15.40% | 0.00% | 6.00% | 0.00% |
| **Physical Disability** | 2.70% | 0.00% | 15.40% | 0.00% | 6.00% | 0.00% |
| **ESL** | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| **Free/Reduced Lunch** | 91.90% | 83.90% | 69.20% | 100.00% | 86.50% | 87.50% |

## 3.3 Services Data

This section of the report presents the results from three types of services data collected: CIS services logs, student services surveys, and several items on student perceptions of CIS from the end-of-year student survey. Together, these data provide a descriptive analysis of the CIS services provided, a better understanding of the counterfactual aspects, and documentation of the study participants' perceptions of the CIS program.

### CIS Services Logs

Year 1 services provided to treatment group participants ranged from 0 to 88 points of contact and 0 to 83.5 hours of service. Year 2 services provided to Cohort 1's eleventh grade ranged from 0 to 121 points of contact and 0 to 136 hours of service.[9]

Exhibit 5 presents the average services per treatment group student by activity type, setting (i.e., individual/group), provider, and overall. On average, students received 18.76 points of contact and 18.47 hours of service, with the largest number of activities and hours of service focused on enrichment and motivational activities. Typically, activities were provided by CIS staff in a group format. It is important to note that the majority of services were provided at the completion of the recruitment process; this is even more true for Cohort 1, for whom the majority

[9] Eight students from Year 1 Cohort 2 and five students from Year 2 Cohort 1 did not receive any CIS services. When removed from the mean calculations, Year 1 averaged 22.33 points of contact and 22.0 hours of service; Year 2 averaged 28.06 points of contact and 35.56 hours of service.

of services were provided from February to June (approximately 77%, or 664 out of 861 points of contact).

| Exhibit 5: Averaged CIS Case-Managed Services Provided per Treatment Group Student | | | | |
|---|---|---|---|---|
| | Year 1 Tenth Grade (*n* = 50) | | Year 2 Eleventh Grade (*n* = 37) | |
| | No. | Hours | No. | Hours |
| **Service by Provider** | | | | |
| CIS Staff | 16.02 | 16.18 | 20.70 | 25.52 |
| Community Partner | 2.52 | 1.96 | 2.76 | 4.11 |
| School Staff | 0.22 | 0.34 | 0.00 | 0.00 |
| Volunteer | 0.00 | 0.00 | 0.81 | 1.13 |
| **Service by Setting** | | | | |
| Individual | 2.54 | 1.82 | 2.97 | 2.25 |
| Group | 16.22 | 16.65 | 21.30 | 28.51 |
| **Service by Activity Type** | | | | |
| Academic Assistance | 0.76 | 0.43 | 0.73 | 1.08 |
| Basic Needs/Resources | 2.78 | 2.45 | 6.92 | 7.99 |
| Behavior Intervention | 0.88 | 0.81 | 0.32 | 0.30 |
| College/Career Preparation | 0.04 | 0.07 | 0.41 | 0.41 |
| Community Service | 1.14 | 0.79 | 1.05 | 0.86 |
| Enrichment/Motivation | 10.12 | 10.02 | 13.11 | 17.11 |
| Family Engagement/Strengthening | 1.06 | 2.30 | 1.41 | 2.61 |
| Life Skills/Social Development | 1.90 | 1.49 | 0.24 | 0.24 |
| Professional Health | 0.02 | 0.01 | 0.03 | 0.03 |
| **Overall** | 18.76 | 18.47 | 24.27 | 30.76 |

Two students randomized not to receive CIS services did, in fact, receive CIS services. Services provided to these control group students reflected 9 and 12 points of contact and 10.5 and 13 hours of service, respectively. Exhibit 6 presents the average services provided per control group student across all students randomized not to receive CIS services.

| Exhibit 6: Averaged CIS Case-Managed Services Provided per Control Group Student | | | | |
|---|---|---|---|---|
| | Year 1 Tenth Grade (*n* = 40) | | Year 2 Eleventh Grade (*n* = 31) | |
| | No. | Hours | No. | Hours |
| **Service by Provider** | | | | |
| CIS Staff | 0.48 | 0.49 | 0.00 | 0.00 |
| Community Partner | 0.00 | 0.00 | 0.00 | 0.00 |
| School Staff | 0.00 | 0.00 | 0.00 | 0.00 |
| Volunteer | 0.00 | 0.00 | 0.00 | 0.00 |
| **Service by Setting** | | | | |
| Individual | 0.23 | 0.23 | 0.00 | 0.00 |
| Group | 0.30 | 0.36 | 0.00 | 0.00 |
| **Service by Activity Type** | | | | |
| Academic Assistance | 0.05 | 0.02 | 0.00 | 0.00 |
| Basic Needs/Resources | 0.08 | 0.03 | 0.00 | 0.00 |
| Behavior Intervention | 0.10 | 0.16 | 0.00 | 0.00 |
| College/Career Preparation | 0.00 | 0.00 | 0.00 | 0.00 |
| Community Service | 0.00 | 0.00 | 0.00 | 0.00 |
| Enrichment/Motivation | 0.23 | 0.27 | 0.00 | 0.00 |
| Family Engagement/Strengthening | 0.05 | 0.10 | 0.00 | 0.00 |
| Life Skills/Social Development | 0.03 | 0.01 | 0.00 | 0.00 |
| Professional Health | 0.00 | 0.00 | 0.00 | 0.00 |
| **Overall** | 0.53 | 0.59 | 0.00 | 0.00 |

## Services Survey

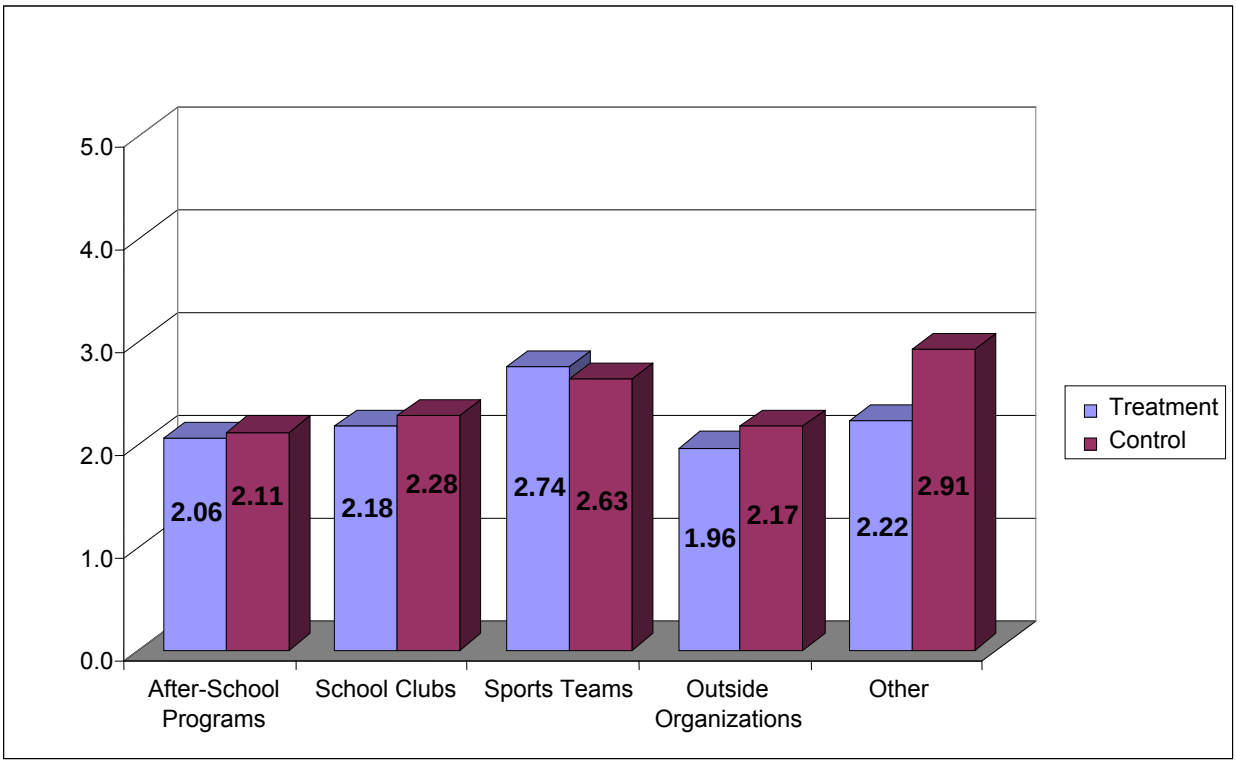
To better document the counterfactual aspects, study participants were asked questions regarding non-CIS services several times throughout the evaluation.[10] Participants were asked how often they participated in after-school programs for help with school work, school clubs or after-school activities, sports teams, activities organized by groups outside of school (e.g., Boys and Girls Clubs), or in other types of activities.

Exhibit 7 provides item[11] averages across each administration of the services survey for treatment and control students. The services survey was administered with each student survey and one midyear administration was conducted in February 2010, for a total of five possible administrations. An independent sample *t*-test found no significant differences between treatment and control students' participation in non-CIS activities. It appears that regardless of the treatment condition, students participated in non-CIS after-school programs, school clubs,

[10] The services survey was administered with each student survey and one midyear administration was conducted in February 2010.
[11] Items are scaled 1 to 6; 1 = Never, 2 = Once a month, 3 = Every other week, 4 = Once a week, 5 = 2–3 days a week, and 6 = almost everyday.

sports teams, and outside organizations somewhere between once a month and every other week.

**Exhibit 7: Control Services**




## Perceptions of CIS

As part of the end-of-year survey, treatment group participants were asked several questions regarding their overall perceptions of CIS. Exhibit 8 provides a complete list of these items and student mean responses.[12] Overall, Year 1 students most strongly agreed that they trusted CIS staff and that they enjoyed participating in CIS; these sentiments were also encountered in Cohort 1's eleventh grade end-of-year survey. Moreover, it appears that overall positive perceptions of CIS increased during Cohort 1's second year of service. Specifically, the paired-samples *t*-test indicated that Cohort 1's eleventh grade perceptions of CIS were significantly more positive than their tenth grade perceptions for the following items: (1) CIS has helped me to feel better about myself ($t(14) = 2.477$, $p < .05$), (2) I feel like my feelings and opinions are valued in CIS ($t(14) = 2.201$, $p < .05$), (3) Participating in CIS has been a positive experience for me ($t(14) = 2.477$, $p < .05$), and (4) I enjoy participating in CIS ($t(14) = 2.432$, $p < .05$).

[12] Items are scaled 1 to 5; 1 = Strongly Disagree, 3 = Neutral, 5 = Strongly Agree.

| Exhibit 8: Overall Perceptions of CIS | | |
|---|---|---|
| | Mean | |
| | Year 1 Pooled Tenth Grade (*n* = 24) | Year 2 Cohort 1 Eleventh Grade (*n* = 18) |
| I trust the CIS staff. | 4.29 | 4.61 |
| I enjoy participating in CIS. | 4.08 | 4.56 |
| I can count on CIS staff to help me when I have a problem. | 4.00 | 4.44 |
| Participating in CIS has been a positive experience for me. | 3.96 | 4.44 |
| CIS has helped me to feel better about myself. | 3.79 | 4.22 |
| CIS has taught me things I can use throughout my life. | 3.79 | 4.11 |
| I feel like my feelings and opinions are valued in CIS. | 3.75 | 4.28 |

## 3.4 Impact of CIS on Student-Level Outcomes

Main impact analyses focus on Year 1 data (i.e., Cohort 1's 2007/2008 data and Cohort 2's 2008/2009 pooled tenth grade data). Exploratory analyses were also conducted using Cohort 1's 2008/2009 data to examine Year 2 impacts (i.e., eleventh grade or second year of CIS only), as well as Cohort 1's 2-year impact (i.e., from baseline to eleventh grade). While no significant differences were noted between CIS and control group student demographics, demographic variables with effect sizes greater than 0.05 (i.e., gender, ethnicity, and free/reduced lunch) were included in all analytic models as covariates. In addition, cohort membership was also included in baseline to Year 1 univariate models (see Appendix G for detailed results of school record models).

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

- School attendance
- Academic performance
- Credit completion
- Disciplinary referrals
- State testing
- Personal responsibility
- Self-worth
- School/community involvement
- Family relationships/parental involvement
- Behavioral measures

- Future aspirations

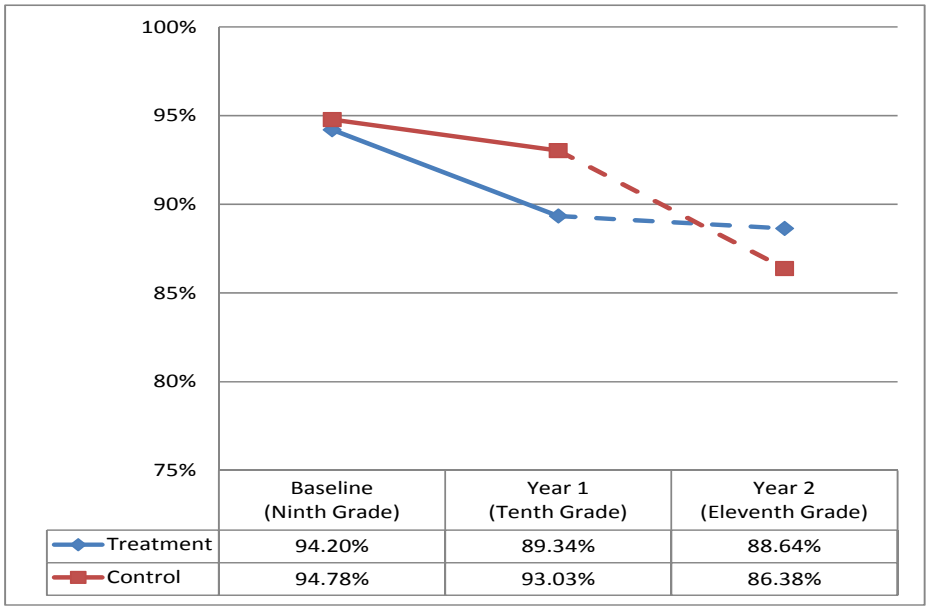
The long-term student outcomes, such as graduation, employment following graduation, enrollment in higher education, contributions to community, and family stability are beyond the scope of the current experimental design. In the event that future funding becomes available, these long-term outcomes will be examined through an expansion of the experimental design component of the overall CIS evaluation.

## West High School Student Records

## Attendance

Exhibit 9 displays baseline (i.e., ninth grade), Year 1, and Year 2 annual attendance rates for treatment and control students.[13] Analysis[14] revealed no significant differences between treatment group students and control group students after the first year of CIS services. However, exploratory analyses of Year 2 impacts did find a significant difference between the two groups (in favor of the treatment group students) when looking solely at Year 2 attendance data[15] (i.e., eleventh grade only).

**Exhibit 9: Participant Attendance Rates**




| | Baseline (Ninth Grade) | Year 1 (Tenth Grade) | Year 2 (Eleventh Grade) |
|---|---|---|---|
| Treatment | 94.20% | 89.34% | 88.64% |
| Control | 94.78% | 93.03% | 86.38% |

[13] Reported baseline and Year 1 means are based on matched baseline to Year 1 attendance rates; reported Year 2 means are based on matched baseline to Year 2 attendance rates.
[14] Year 1 attendance rates by condition with baseline attendance rate, gender, ethnicity, special education status, physical disability status, free/reduced lunch status, and cohort membership ($n$ = 68, $F$ = 2.400, $p$ > .05).
[15] Year 2 attendance rates by condition with Year 1 attendance rate, gender, ethnicity, special education status, physical disability status, free/reduced lunch status, and cohort membership ($n$ = 54, $F$ = 6.31, $p$ < .05).

Exhibit 10 provides net change scores and effect sizes between treatment and control students' attendance rates. These effect sizes demonstrate findings both in favor and against treatment group students. While baseline to Year 1 net changes indicated a negative trend in attendance for treatment group participants, Year 1 to Year 2 net changes demonstrated a strong effect (8 percentage points on average) in favor of treatment group participants. Additionally, baseline to Year 2 (i.e., the overall 2-year impact of CIS) found a small but positive effect (3 percentage points on average).

**Exhibit 10: Attendance Rate Net Change and Effect Sizes[16]**

| | Net Change | Effect Size |
|---|---|---|
| Year 1 to Year 2 (Eleventh Grade Only) Cohort 1 Only (*n* = 54) | 0.08 | 0.72* |
| Baseline to Year 2 Cohort 1 Only (*n* = 49 ) | 0.03 | 0.20 |
| **Baseline to Year 1 (Tenth Grade Only) Cohorts 1 and 2 (*n* = 78)** | **-0.03** | **-0.40** |

* $p < .05$

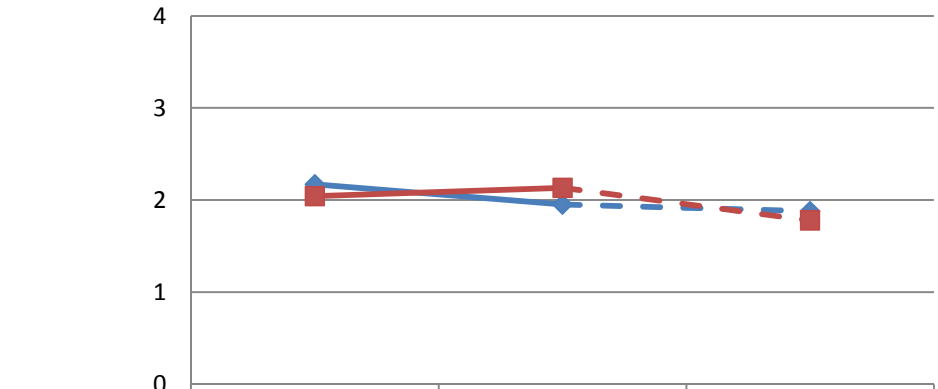
## Grade Point Average (GPA)

West High School student records only provided cumulative GPA. Therefore, it was necessary to calculate annual GPA from individual student course grades. Depending on the letter grade, a specific number of points (i.e., A = 4, B = 3, C = 2, D = 1, F = 0) were awarded and then multiplied by the number of credit hours associated with that course to obtain the total amount of grade points earned. Total grade points earned were then divided by the total number of credit hours attempted.

Exhibit 11 presents students' baseline, Year 1, and Year 2 annual GPA by condition.[17] Analysis[18] indicated no significant difference between the treatment group and the control group annual GPA. Similarly, exploratory analyses of Year 2 data found no significant differences between the two groups.

[16] Year 1 to Year 2 net changes cannot be calculated from the means reported in Exhibit 17.
[17] Reported baseline and Year 1 means are based on matched baseline to Year 1 attendance rates; reported Year 2 means are based on matched baseline to Year 2 attendance rates.
[18] Year 1 annual GPA by condition with baseline annual GPA, gender, ethnicity, special education status, physical disability status, free/reduced lunch status, and cohort membership ($n = 85$, $F = 3.030$, $p > .05$).

**Exhibit 11: Participant Annual GPA**




| | Baseline (Ninth Grade) | Year 1 (Tenth Grade) | Year 2 (Eleventh Grade) |
|---|---|---|---|
| Treatment | 2.17 | 1.95 | 1.88 |
| Control | 2.04 | 2.13 | 1.78 |

Exhibit 12 provides annual GPA net change scores and effect sizes. These findings show a large negative effect between treatment and control students' Year 1 data. On average, treatment group students' annual GPA decreased 0.31 points (based on a 4-point scale) compared to control group students. In contrast, Year 2 data demonstrated a reversal of this trend, both when looking at Year 2 only and at the 2-year effect of CIS (i.e., baseline to Year 2). On average, treatment group students' annual eleventh grade GPA increased 0.28 points, and 0.03 points from baseline to Year 2 compared to the control group students.

| Exhibit 12: Overall GPA Net Change and Effect Sizes[19] | | |
|---|---|---|
| | **Net Change** | **Effect Size** |
| Year 1 to Year 2 (Eleventh Grade Only) Cohort 1 Only (*n* = 52) | 0.28 | 0.45 |
| Baseline to Year 2 Cohort 1 Only (*n* = 51) | 0.03 | 0.04 |
| **Baseline to Year 1 (Tenth Grade Only) Cohorts 1 and 2 (*n* = 85)** | -0.31 | -0.42 |

## Credit Completion

Exhibit 13 presents the average number of credits attained at baseline (i.e., ninth grade), Year 1, and Year 2, by treatment and control participants.[20] Analysis[21] found no significant difference in total credit completion between treatment and control students after the first year of CIS services. However, exploratory analyses of Year 2 impacts did find a significant difference

[19] Year 1 to Year 2 net changes cannot be calculated from the means reported in Exhibit 19.
[20] Reported baseline and Year 1 means are based on matched baseline to Year 1 credit completion; reported Year 2 means are based on matched baseline to Year 2 credit completion.
[21] Year 1 total credit completion by condition with baseline total credit completion, gender, ethnicity, special education status, physical disability status, free/reduced lunch status, and cohort membership ($n$ = 85, $F$ = 0.028, $p$ > .05).

between the two groups when looking solely at students' Year 2 credit completion data[22] (i.e., eleventh grade only) in favor of the treatment group students.

**Exhibit 13: Credit Completion**

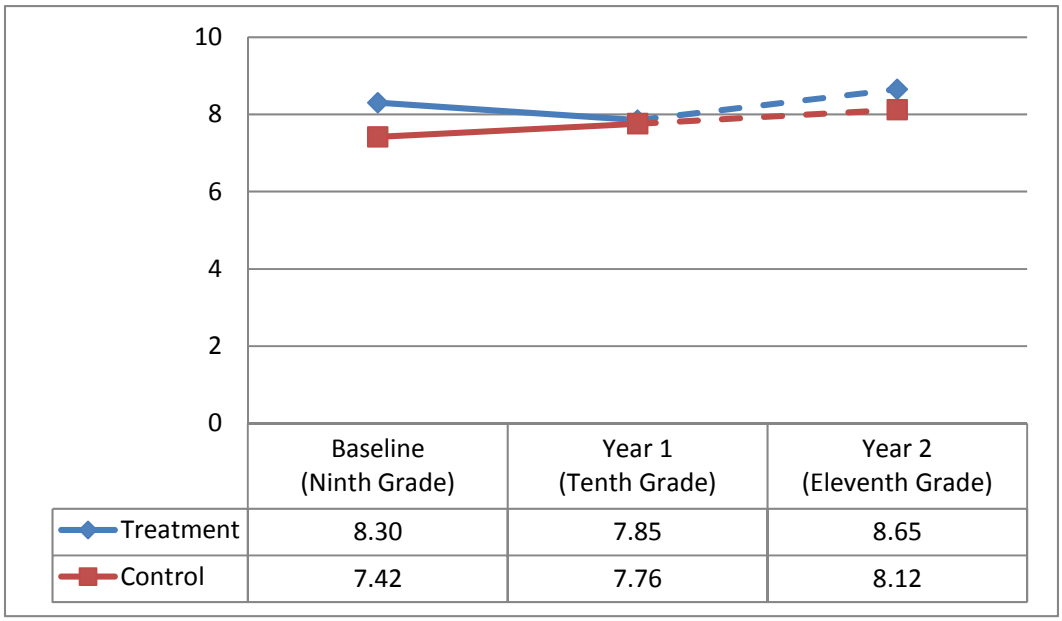



Exhibit 14 provides credit completion net change scores and effect sizes. Baseline to Year 1 findings show a negative effect on total credit completion after receiving CIS services. However, similar to attendance, a reversal is found when looking at Year 2 data. Year 1 to Year 2 effect sizes demonstrate a strong effect of the treatment on participants' eleventh grade annual credit completion, corresponding approximately to 0.42 credits, and a positive 2-year effect of approximately 0.19 credits.

| Exhibit 14: Credit Completion Net Change and Effect Sizes[23] | | |
|---|---|---|
| | Net Change | Effect Size |
| Year 1 to Year 2 (Eleventh Grade Only) Cohort 1 Only (*n* = 52) | 0.42 | 0.47 |
| Baseline to Year 2 Cohort 1 Only (*n* = 51) | 0.19 | 0.15 |
| **Baseline to Year 1 (Tenth Grade Only) Cohorts 1 and 2 (*n* = 85)** | -0.79 | -0.22 |

[22] Year 2 credit completion by condition with Year 1 credit completion, gender, ethnicity, special education status, physical disability status, free/reduced lunch status, and cohort membership ($n = 52$, $F = 4.05$, $p < .05$).
[23] Year 1 to Year 2 net changes cannot be calculated from the means reported in Exhibit 21.

## Disciplinary Referrals

Exhibit 15 presents the average number of disciplinary referrals during Year 1 and Year 2 by condition. Because of a rollover process in the school database system, baseline disciplinary referral data were not available. The total number of disciplinary referrals for Year 1 treatment group students ranged from 0 to 45, with an average of 6.87 referrals per student; Year 2 disciplinary referrals ranged from 0 to 4, with an average of 0.57. For control group students, Year 1 disciplinary referrals ranged from 0 to 42, with an average of 3.61; Year 2 disciplinary referrals ranged from 0 to 3, with an average of 0.32. Analysis[24] found no significant differences in the number of disciplinary referrals between treatment and control students when looking at Year 1, Year 2, or Year 1 to Year 2 data.

**Exhibit 15: Participant Average Disciplinary Referrals**

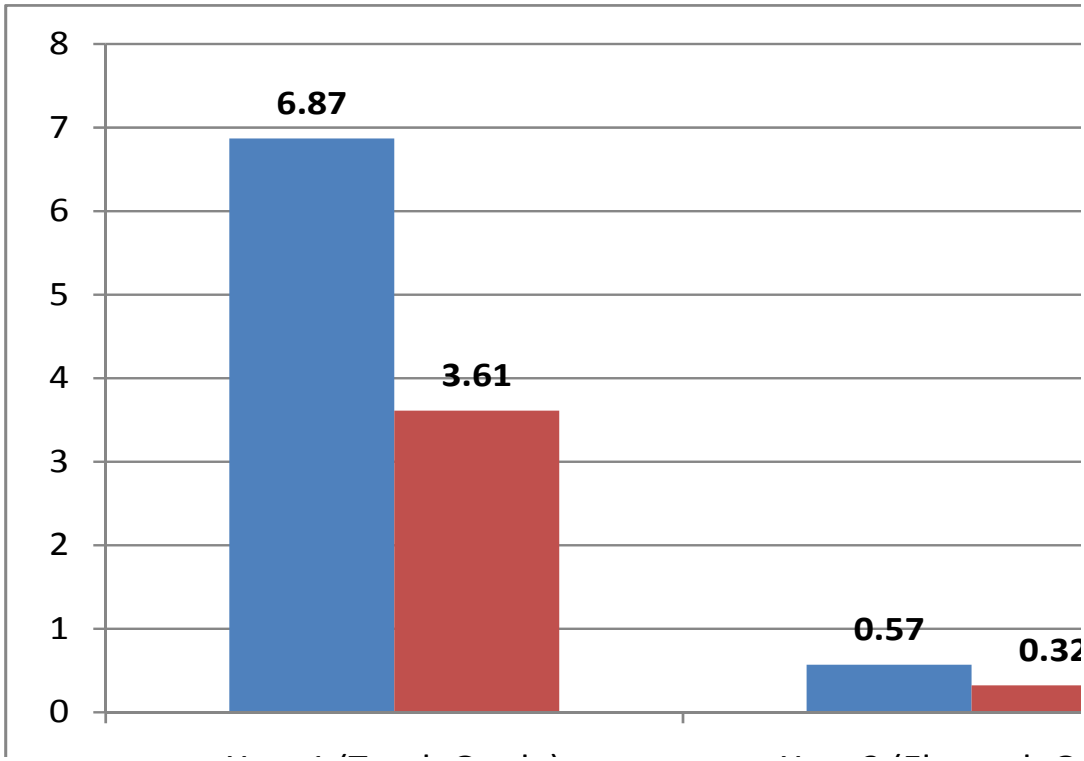



Exhibit 16 provides the mean difference and corresponding effect sizes for the total number of disciplinary referrals. These findings show a moderate negative effect of treatment for Year 1 and Year 2 with no baseline analyses, in that, on average, treatment group students received more disciplinary referrals. However, when looking at the impact on only eleventh grade, using Year 1 data as a baseline, a different picture emerges. When looking solely at participants'

[24] Year 1 number of disciplinary referrals by condition with gender, ethnicity, special education status, physical disability status, free/reduced lunch status, and cohort membership ($n$ = 85, $F$ = 2.780, $p$ > .05).

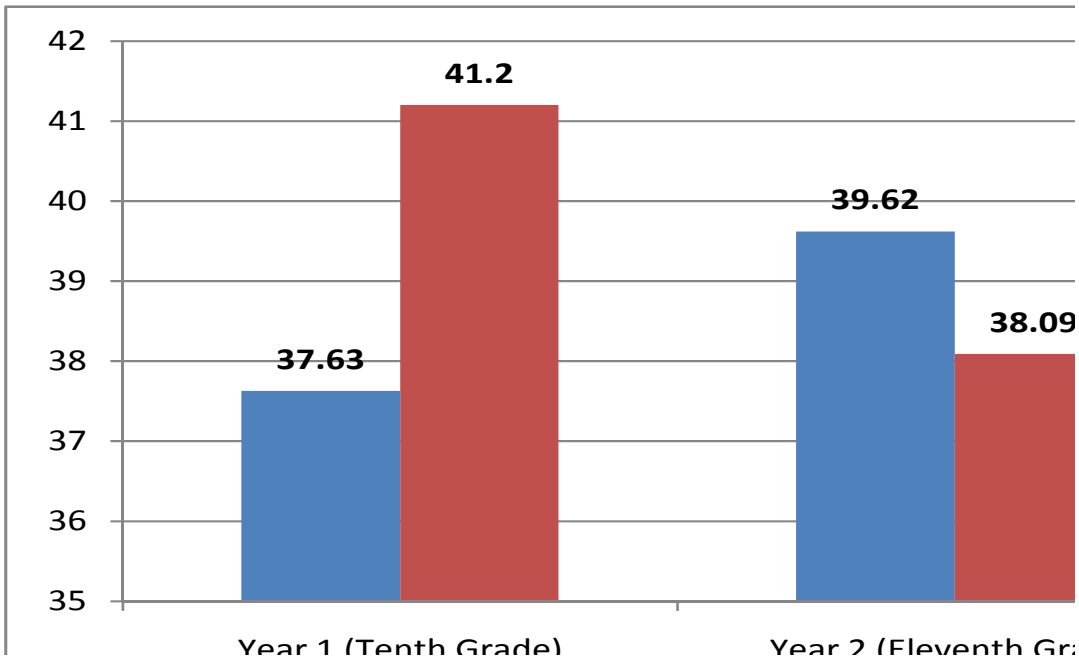
eleventh grade disciplinary referrals, treatment group participants saw a moderate drop in the number of disciplinary referrals.

| Exhibit 16: Disciplinary Net Change and Effect Sizes | | |
|---|---|---|
| | Net Change | Effect Size |
| Year 1 to Year 2 (Eleventh Grade Only) Cohort 1 Only (*n* = 54)[25] | -4.68 | 0.49 |
| Year 2 Cohort 1 Only, no baseline (*n* = 55) | 0.25 | -0.27 |
| **Year 1 Cohorts 1 and 2, no baseline (*n* = 85)** | 3.26 | -0.34 |

## Kansas State Assessments

Exhibit 17 displays the average mathematics score for treatment and control students. Analysis of State mathematics assessment scores[26] revealed no significant difference in Year 1 Kansas State mathematics assessment scores between the two groups. However, exploratory analyses[27] of eleventh grade only impacts did reveal statistically significant differences in favor of treatment group students for the Kansas State mathematics assessment.

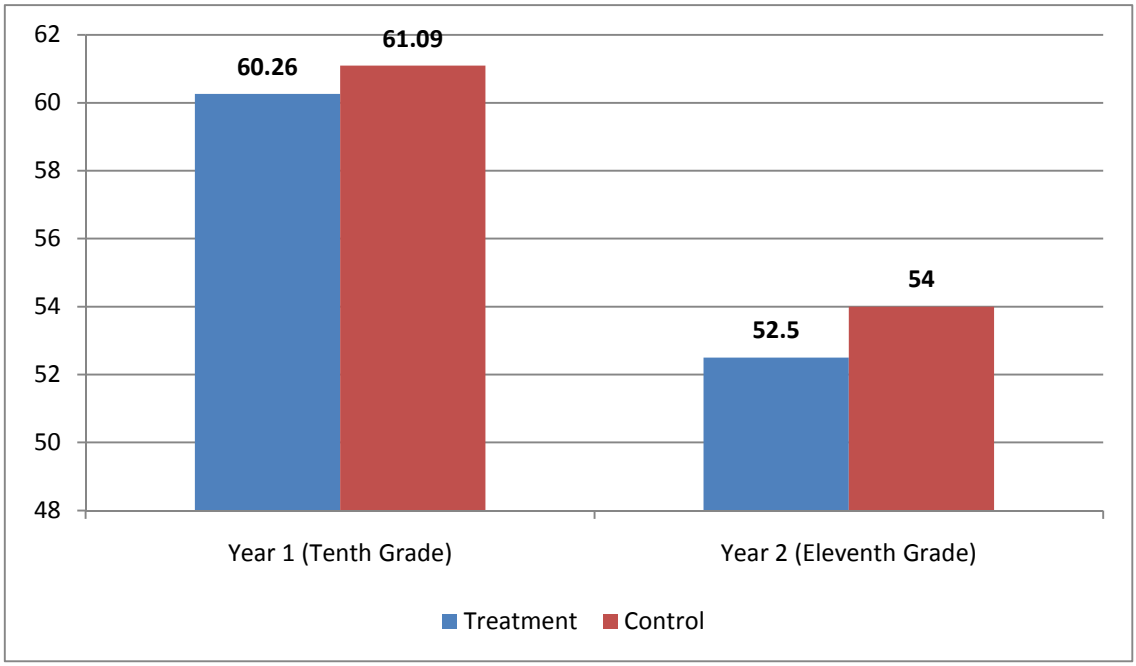
**Exhibit 17: Kansas State Mathematics Test**




[25] Matched analysis, including tenth grade Cohort 1's number of disciplinary referrals as a covariate. The difference represents a net change (i.e., a difference in the difference measure).
[26] Year 1 State mathematics assessment score by condition with baseline State mathematics assessment score ($n = 68$, $F = 0.423$, $p > .05$).
[27] Year 2 State mathematics assessment score by condition with Year 1 baseline State mathematics assessment score ($n = 40$, $F = 4.519$, $p < .05$).

Exhibit 18 displays the average State reading assessment score for treatment and control students. Analysis of State reading assessment scores[28] revealed no significant difference between the two groups.

**Exhibit 18: Kansas State Reading Test**




Exhibits 19 and 20 present the net changes and effect sizes for the mathematics and reading assessments, respectively, between treatment and control students. Year 1 net changes indicate a negative effect for treatment group students on State mathematics assessment scores; Year 1 to Year 2 and Year 2 analyses indicate the exact opposite, denoting an increase in the treatment group students' State mathematics assessment scores. In contrast, State reading assessment scores indicated small negative effects across all years.

[28] Year 1 State reading assessment score by condition with baseline State reading assessment score ($n$ = 76, $F$ = 0.044, $p$ > .05).

| Exhibit 19: Kansas State Mathematics Assessments Net Change and Effect Sizes | | |
|---|---|---|
| **Kansas State Mathematics Assessments** | **Net Change** | **Effect Size** |
| Year 1 to Year 2 (Eleventh Grade Only) Cohort 1 Only (*n* = 40) | 5.58 | 0.55* |
| Year 2 Cohort 1 Only, no baseline (*n* = 49)[29] | 1.53 | 0.11 |
| **Year 1 Cohorts 1 and 2, no baseline (*n* = *68*)** | -3.57 | -0.29 |

* *p* < .05

| Exhibit 20: Kansas State Reading Assessments Net Change and Effect Sizes | | |
|---|---|---|
| **Kansas State Reading Assessments** | **Net Change** | **Effect Size** |
| Year 1 to Year 2 (Eleventh Grade Only) Cohort 1 Only (*n* = 28) | -2.27 | -0.20 |
| Year 2 Cohort 1 Only, no baseline (*n* = 33)[30] | -1.50 | -0.09 |
| **Year 1 Cohorts 1 and 2, no baseline (*n* = *76*)** | -0.83 | -0.05 |

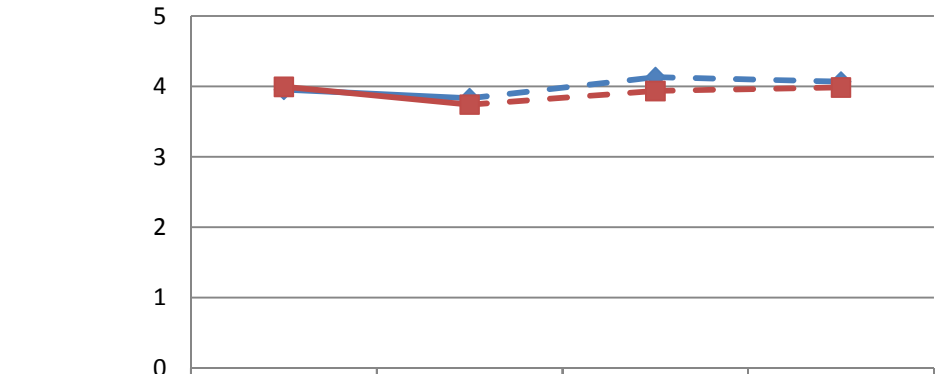
* *p* < .05

## Student Surveys

Exhibits 21 through 26 display start-of-year and end-of-year student survey means[31] for both Year 1 and Year 2 of the study, by condition, for each of the six survey constructs.[32] Year 1 (i.e., pooled tenth grade) data revealed no significant differences[33] between treatment and control students on any of the six student survey constructs after the first year of CIS services. Exploratory analyses also found no significant differences between the two groups with regard to the second year of CIS services, when looking at Year 2 alone or in combination with Year 1.

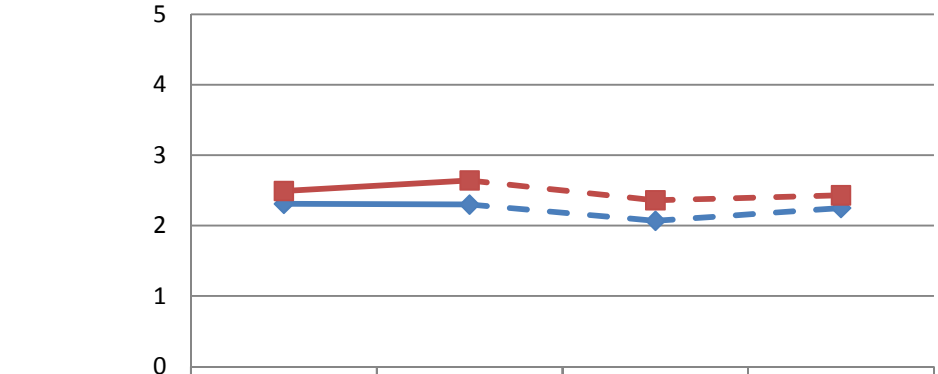
[29] Matched analysis, including the tenth grade Cohort 1 State mathematics assessment scores as a covariate. The difference represents a net change (i.e., a difference in the difference measure).
[30] Matched analysis, including the tenth grade Cohort 1 State reading assessment scores as a covariate. The difference represents a net change (i.e., a difference in the difference measure).
[31] The means reported here are based on matched (i.e., students completed both sets) start of Year 1 and end of Year 1 surveys, and matched start of Year 2 and end of Year 2 surveys.
[32] Items are scaled 1 to 5; 1 = Never/Strongly Disagree, 3 = Neutral, 5 = Always/Strongly Agree.
[33] Year 1 survey construct by condition with baseline survey construct, gender, ethnicity, special education status, physical disability status, free/reduced lunch status, and cohort membership.

**Exhibit 21: Personal Responsibility**



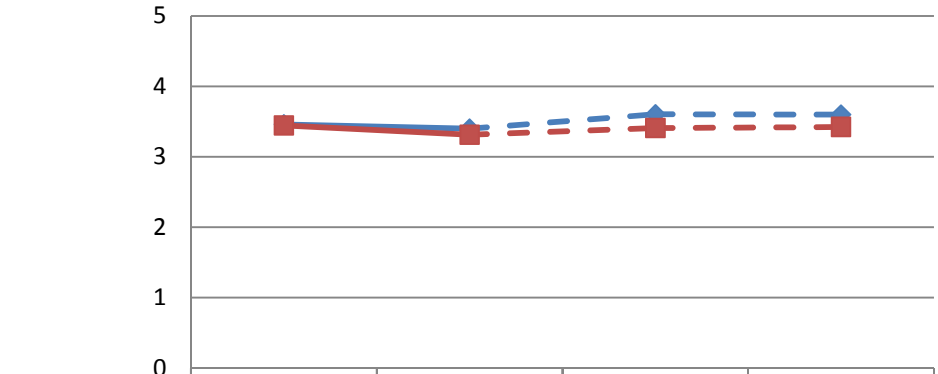

| | Start of Year 1 | End of Year 1 | Start of Year 2 | End of Year 2 |
|---|---|---|---|---|
| | Tenth Grade | | Eleventh Grade | |
| Treatment | 3.95 | 3.83 | 4.13 | 4.07 |
| Control | 3.99 | 3.74 | 3.93 | 3.98 |

**Exhibit 22: Self-Worth**



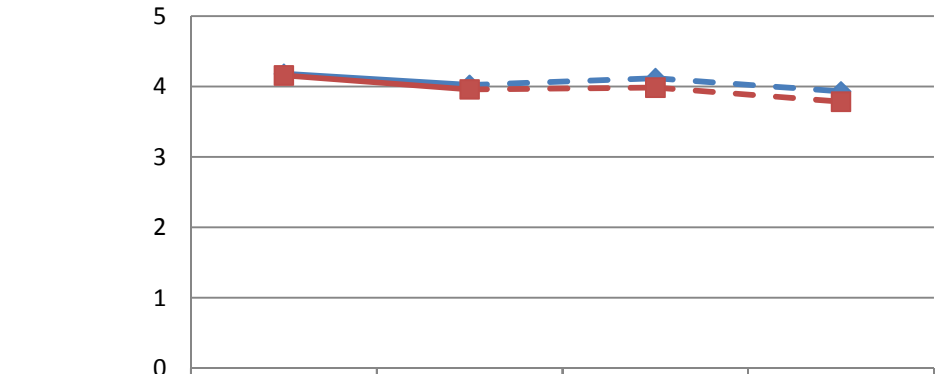

| | Start of Year 1 | End of Year 1 | Start of Year 2 | End of Year 2 |
|---|---|---|---|---|
| | Tenth Grade | | Eleventh Grade | |
| Treatment | 2.31 | 2.30 | 2.07 | 2.25 |
| Control | 2.49 | 2.64 | 2.36 | 2.43 |

**Exhibit 23: School/Community Involvement**



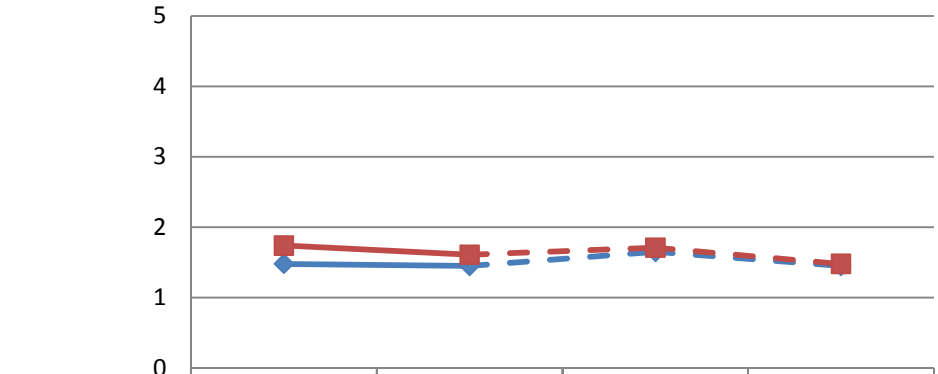

| | Start of Year 1 | End of Year 1 | Start of Year 2 | End of Year 2 |
|---|---|---|---|---|
| | Tenth Grade | | Eleventh Grade | |
| Treatment | 3.46 | 3.40 | 3.60 | 3.60 |
| Control | 3.44 | 3.31 | 3.41 | 3.42 |

**Exhibit 24: Family Relationship/Parental Involvement**



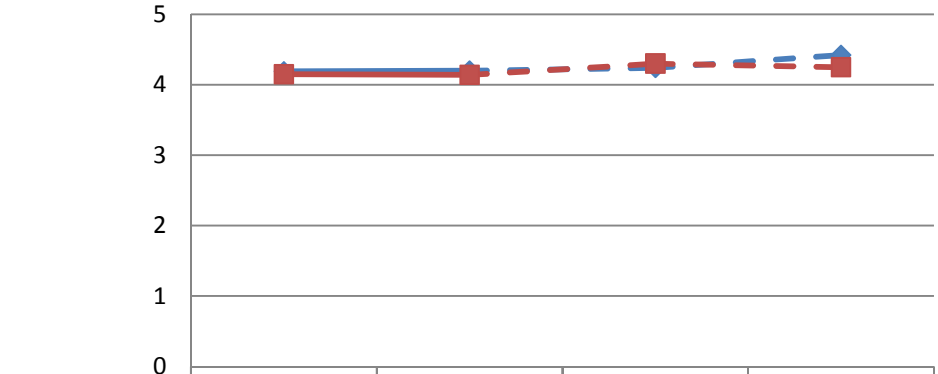

| | Start of Year 1 | End of Year 1 | Start of Year 2 | End of Year 2 |
|---|---|---|---|---|
| | Tenth Grade | | Eleventh Grade | |
| Treatment | 4.18 | 4.02 | 4.12 | 3.93 |
| Control | 4.16 | 3.96 | 3.98 | 3.78 |

**Exhibit 25: Behavioral Measures**




| | Start of Year 1 | End of Year 1 | Start of Year 2 | End of Year 2 |
|---|---|---|---|---|
| | Tenth Grade | | Eleventh Grade | |
| Treatment | 1.48 | 1.45 | 1.65 | 1.45 |
| Control | 1.74 | 1.61 | 1.71 | 1.48 |

**Exhibit 26: Future Aspirations**




| | Start of Year 1 | End of Year 1 | Start of Year 2 | End of Year 2 |
|---|---|---|---|---|
| | Tenth Grade | | Eleventh Grade | |
| Treatment | 4.19 | 4.20 | 4.24 | 4.42 |
| Control | 4.15 | 4.14 | 4.30 | 4.25 |

Exhibit 27 presents net changes[34] and effect sizes by survey construct for the main impact analysis (i.e., pooled 2007/2008 Cohort 1 tenth grade data and 2008/2009 Cohort 2 tenth grade data), as well as findings from the exploratory analyses of the 2008/2009 Cohort 1 eleventh grade data. A positive net change indicates an increase, whereas a negative net change indicates a decrease on the given construct, with the exception of behavioral measures. The net changes for each of the six survey constructs were relatively small.

**Exhibit 27: Survey Constructs of Net Change and Effect Sizes[35]**

| | Exploratory Analyses *(Second year of CIS)* | | | | Main Impact *(One year of CIS)* | |
|---|---|---|---|---|---|---|
| | Year 1 to Year 2 Cohort 1 Only (*n* = 31) | | Baseline to Year 2 Cohort 1 Only (*n* = 32) | | Baseline to Year 1 Cohorts 1 and 2 (*n* = 63) | |
| **Survey Constructs** | **Net Change** | **Effect Size** | **Net Change** | **Effect Size** | **Net Change** | **Effect Size** |
| Personal Responsibility | -0.11 | -0.22 | 0.26 | 0.45 | **0.13** | **0.21** |
| Self-Worth | 0.11 | 0.23 | 0.08 | 0.13 | **-0.16** | **0.25** |
| School/Community Involvement | -0.02 | -0.03 | 0.00 | 0.00 | **0.07** | **0.16** |
| Family Relationships/Parental Involvement | 0.02 | 0.02 | 0.20 | 0.29 | **0.04** | **0.09** |
| Behavioral Measures[36] | 0.00 | -0.01 | 0.19 | 0.38 | **0.10** | **-0.26** |
| Future Aspirations | 0.23 | 0.41 | 0.06 | 0.08 | **0.03** | **0.05** |

Within-group analyses revealed individual items with statistically significant changes ($p < .05$) from baseline to post-survey for the Year 1 start to end of year survey, the Year 2 start to end of year survey, and the Year 1 start-of-year survey to Year 2 end-of-year survey. Exhibit 28 presents these items, along with their means at baseline and post-survey. Significant differences were found for four survey items for treatment group students between the start of tenth grade and the end of eleventh grade: (1) more likely to finish college, (2) having healthy alternatives when they are upset, (3) being better at planning how to get things done, and (4) more positive attitudes about completing college.

[34] Net changes are calculated by subtracting the difference in the Year 1 end (Post 1) and start (baseline) surveys of CIS participants from the difference in Year 1 end-of-year and start-of-year surveys for the control group participants.
[35] Baseline to Year 2 net changes cannot be calculated from the means reported in Exhibits 9 through 14 because they are based on matched start of Year 1 to end of Year 2 surveys.
[36] Behavioral measure items are negatively scaled so that an increase indicates an increase in negative behaviors.

| Exhibit 28: Significant Survey Item Differences for CIS Participants[37] | | | |
|---|---|---|---|
| **Item** | **Baseline** | **Post 1** | **Difference** |
| **Year 1 Start to End of Year Survey** | | | |
| I try to do my best in school. | 4.27 | 3.81 | -0.46 |
| My friends skip class without permission. | 2.46 | 2.84 | 0.38 |
| I volunteer in my community. | 2.30 | 2.65 | 0.35 |
| I don't like school. | 2.43 | 2.78 | 0.35 |
| I always try my best in whatever I do. | 4.30 | 4.03 | -0.27 |
| I disobeyed my parent/guardian (did something they told me not to do). | 2.16 | 1.89 | -0.27 |
| **Year 2 Start to End of Year Survey** | | | |
| If I get upset, I have healthy ways to make myself feel better. | 3.68 | 4.21 | 0.53 |
| I drank alcohol. | 1.79 | 1.26 | -0.53 |
| People at school make me mad. | 2.79 | 3.26 | 0.47 |
| I smoked cigarettes or chewed tobacco. | 1.63 | 1.21 | -0.42 |
| I will get a job I really want. | 4.00 | 4.37 | 0.37 |
| **Year 1 Start-of-Year Survey to Year 2 End-of-Year Survey** | | | |
| If I get upset, I have healthy ways to make myself feel better. | 3.55 | 4.25 | 0.70 |
| My parents/guardians do not understand me. | 2.20 | 2.85 | 0.65 |
| I am good at planning how to get things done. | 3.48 | 3.95 | 0.47 |
| I will finish college. | 4.05 | 4.52 | 0.47 |

## 3.5 Within-Group Correlations

Within-group analyses of students receiving CIS services were also conducted on the basis of the activity type, setting, and total duration of services provided. Within-group comparisons were only conducted on the Year 1 data from Cohorts 1 and 2. Because CIS provides targeted services based on student needs, caution is advised in interpreting reported correlations.

### Activity Type

Exhibit 29 provides bivariate correlations between the total duration of services, in hours, by activity type and the net difference (Year 1 minus baseline) for each of the outcome measures, with the exception of disciplinary referrals and State assessments because no baseline measure was available. While no significant correlations were found, some notable correlations include credit completion with life skills/social development, personal responsibility with college/career preparation, and family relationships with community service.

[37] Items are scaled 1 to 5; 1 = Never/Strongly Disagree, 3 = Neutral, 5 = Always/Strongly Agree.

| Exhibit 29: Within-Group Analyses by Activity Type | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ***Measures*** | **Academic Assistance** | **Basic Needs/ Resources** | **Behavior Intervention** | **College/Career Preparation** | **Community Service** | **Enrichment/ Motivation** | **Family Engagement/ Strengthening** | **Life Skills/Social Development** | **Professional Health** |
| | ***r*** | ***r*** | ***r*** | ***r*** | ***r*** | ***r*** | ***r*** | ***r*** | ***r*** |
| **Student Records** | | | | | | | | | |
| GPA | -0.268 | -0.071 | -0.180 | -0.042 | -0.128 | -0.003 | -0.086 | -0.169 | -0.101 |
| Credit Completion | 0.124 | 0.201 | 0.216 | 0.053 | 0.074 | -0.204 | 0.122 | 0.249 | 0.140 |
| Attendance | -0.182 | -0.065 | -0.134 | -0.146 | -0.076 | -0.030 | -0.328* | -0.097 | 0.033 |
| Disciplinary Referrals | -0.051 | -0.203 | 0.027 | -0.074 | -0.135 | -0.168 | 0.240 | -0.005 | -0.093 |
| **Kansas State Assessments** | | | | | | | | | |
| Mathematics | 0.074 | -0.240 | -0.343 | -0.045 | -0.026 | -0.157 | -0.229 | -0.121 | – |
| Reading | 0.064 | -0.068 | -0.229 | -0.001 | 0.027 | -0.026 | -0.097 | 0.027 | 0.150 |
| **Student Surveys** | | | | | | | | | |
| Personal Responsibility | 0.045 | 0.139 | 0.070 | 0.302 | -0.027 | 0.188 | -0.099 | 0.075 | – |
| Self-Worth | -0.153 | -0.110 | 0.096 | 0.049 | -0.205 | 0.056 | 0.204 | 0.000 | – |
| School/Community Involvement | -0.182 | 0.255 | -0.003 | 0.065 | 0.172 | 0.039 | 0.223 | 0.031 | – |
| Family Relationships/ Parental Involvement | 0.127 | 0.163 | -0.059 | -0.010 | 0.229 | -0.044 | -0.186 | 0.042 | – |
| Behavioral Measures | 0.037 | 0.082 | -0.100 | 0.197 | -0.019 | 0.121 | 0.099 | -0.130 | – |
| Future Aspirations | -0.224 | 0.174 | -0.263 | -0.267 | 0.239 | -0.044 | 0.061 | -0.178 | – |

## Setting and Total Duration of Case-Managed Services

Exhibit 30 provides bivariate correlations between the setting (i.e., individual/group) and the total duration of services, in hours, and the net difference (Year 1 minus baseline) for each of the outcome measures, with the exception of disciplinary referrals and State assessments because no baseline measure was available. Again, no significant correlations were found. However, total services and group services were most positively correlated with credit completion, while services conducted in an individual setting were most positively correlated with measures of personal responsibility.

| Exhibit 30: Within-Group Analyses by Setting and Total Duration of Services | | | |
|---|---|---|---|
| ***Measures*** | **Total Services** | **Individual** | **Group** |
| | ***r*** | ***r*** | ***r*** |
| **Student Records** | | | |
| GPA | -0.061 | -0.057 | -0.080 |
| Credit Completion | 0.230 | 0.018 | 0.231 |
| Attendance | -0.105 | 0.153 | -0.110 |
| Disciplinary Referrals | -0.132 | -0.186 | -0.101 |
| **Kansas State Assessments** | | | |
| Mathematics | -0.043 | 0.002 | -0.054 |
| Reading | -0.209 | -0.127 | -0.216 |
| **Student Surveys** | | | |
| Personal Responsibility | 0.172 | 0.267 | 0.129 |
| Self-Worth | 0.031 | -0.014 | 0.042 |
| School/Community Involvement | 0.106 | 0.022 | 0.123 |
| Family Relationships/Parental Involvement | -0.006 | 0.015 | -0.012 |
| Behavioral Measures | 0.106 | 0.179 | 0.074 |
| Future Aspirations | -0.019 | -0.174 | 0.030 |

## 3.6 Subgroup Comparisons

Subgroup comparisons were conducted to determine whether Year 1 services and outcomes differed by gender. Exhibit 31 presents net change scores and effect sizes on student services by setting and activity type. Net changes for service type were calculated by taking female service averages and subtracting them from male service averages. In this way, a positive net change denotes that females received more services, while a negative net change indicates that males received more services.

| Exhibit 31: Year 1 Student Services by Gender | | | |
|---|---|---|---|
| ***Measures*** | ***n*** | **Net Change** | **Effect Size** |
| Overall Service Duration | 50 | 10.64* | 0.58 |
| **Setting** | | | |
| Individual | 50 | 0.91 | 0.18 |
| Group | 50 | 9.73* | 0.65 |
| **Activity Type** | | | |
| Academic Assistance | 50 | -0.06 | -0.08 |
| Basic Needs/Resources | 50 | 1.60* | 0.63 |
| Behavior Intervention | 50 | 0.00 | -0.01 |
| College/Career Preparation | 50 | 0.11 | 0.25 |
| Community Service | 50 | 0.91* | 0.63 |
| Enrichment/Motivation | 50 | 7.12* | 0.54 |
| Family Engagement/Strengthening | 50 | 0.78 | 0.29 |
| Life Skills/Social Development | 50 | -0.02 | -0.01 |
| Professional Health | 50 | -0.01 | -0.35 |

* $p < .05$

Overall, females received greater amounts of services in comparison to males. An independent *t*-test revealed significant differences between males and females in the duration of overall services ($t(45.634) = 2.291$, $p < .05$), basic needs/resources ($t(48) = 2.386$, $p < .05$), community service ($t(32.519) = 2.687$, $p < .05$), and enrichment/motivation activities ($t(42.409) = 2.206$, $p < .05$). In each of these instances, females were receiving greater amounts of services in comparison to males. While not statistically significant, males did receive greater amounts of services in the categories of academic assistance, behavior intervention, life skills/social development, and professional health activities.

Exhibit 32 presents net change scores and effect sizes for Year 1 student records outcomes by gender. Net changes for student outcomes were calculated by taking the difference[38] in female pre/post-measures minus the difference in male pre/post-measures. A positive net change denotes that females demonstrated greater improvement from pre- to post-measure, while a negative net change indicates that males demonstrated greater improvement.[39]

[38] Post-measures only were used for disciplinary referrals; State mathematics and reading assessments as pre-measures were not available.
[39] With the exception of student survey behavioral measures and disciplinary referrals, where an increase is associated with greater improvement for males.

| Exhibit 32: Year 1 Student Outcomes by Gender | | | |
|---|---|---|---|
| ***Measures*** | ***n*** | **Net Change** | **Effect Size** |
| **Student Records** | | | |
| GPA | 44 | -0.03 | -0.37 |
| Credit Completion | 46 | -0.14 | -0.20 |
| Attendance | 46 | 1.99 | 0.41 |
| Disciplinary Referrals | 47 | -9.40* | -0.92 |
| **Kansas State Assessments** | | | |
| Mathematics | 38 | 1.41 | 0.10 |
| Reading | 42 | 6.78 | 0.40 |
| **Student Surveys** | | | |
| Personal Responsibility | 37 | 0.15 | 0.21 |
| Self-Worth | 37 | -0.01 | -0.02 |
| School/Community Involvement | 37 | 0.25 | 0.53 |
| Family Relationships/Parental Involvement | 37 | 0.21 | 0.40 |
| Behavioral Measures | 37 | -0.05 | -0.15 |
| Future Aspirations | 37 | 0.29 | 0.63 |

* $p < .05$

Year 1 student outcomes by gender were mixed. Females demonstrated greater improvement on the student survey measures of personal responsibility, school/community involvement, family relationships/parental involvement, and future aspirations; on annual student attendance; and on both Kansas State mathematics and reading assessments. In contrast, males demonstrated greater improvement on GPA and credit completion, and significantly greater amounts of disciplinary referrals ($t(20.183) = -2.671$, $p < .05$).

## 3.7 Treatment on the Treated (TOT) Analyses

While the intent of this study was to conduct an intent-to-treat analysis, an exploratory treatment on the treated analysis was also conducted. Only baseline to Year 1 main impacts were explored, and all treatment group students who did not receive CIS services or, conversely, all control group students who did receive services were removed from the analysis. Exhibit 33 presents the results of this analysis. No major differences were found in the pattern of results during the baseline to Year 1 intent-to-treat analysis.

| Exhibit 33: Treatment on the Treated (TOT) Analysis | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Measures* | | Main Impact *(One year of CIS)* Tenth Grade | | | | | |
| | | Means | | | | Net Change/ Difference[40] | Effect Size |
| | | Baseline | | Post 1 | | | |
| | *n* | Treatment | Control | Treatment | Control | | |
| **Student Records** | | | | | | | |
| Attendance | 70 | 95.50% | 94.71% | 90.49% | 93.00% | -3.00% | -0.08 |
| Grade Point Average (GPA) | 77 | 2.25 | 2.05 | 2.01 | 2.14 | -0.32 | -0.43 |
| Credit Completion | 77 | 7.53 | 7.42 | 7.73 | 7.75 | -0.13 | -0.11 |
| Disciplinary referrals | 77 | – | – | 7.90 | 3.59 | 4.31 | -0.43 |
| **Kansas State Assessments** | | | | | | | |
| Reading | 68 | – | – | 58.74 | 62.12 | -3.38 | -0.20 |
| Mathematics* | 61 | – | – | 36.03 | 41.52 | -5.49* | -0.51 |
| **Survey Constructs** | | | | | | | |
| Personal Responsibility | 57 | 3.98 | 4.00 | 3.85 | 3.78 | 0.09 | 0.15 |
| Self-Worth | 57 | 2.29 | 2.43 | 2.33 | 2.59 | -0.11 | 0.17 |
| School/Community Involvement | 57 | 3.45 | 3.46 | 3.42 | 3.33 | 0.10 | 0.23 |
| Family Relationships/Parental Involvement | 57 | 4.23 | 4.15 | 4.06 | 3.96 | 0.02 | 0.04 |
| Behavioral Measures | 57 | 1.47 | 1.76 | 1.42 | 1.63 | 0.08 | -0.20 |
| Future Aspirations | 57 | 4.18 | 4.17 | 4.15 | 4.14 | 0.00 | -0.01 |

* $p < .05$

## 3.8 Interviews and Focus Groups

Interviews and focus groups were conducted with program staff, school personnel, parents, and students. During spring 2009, seven interviews with program staff, school staff, and students, and one focus group with parents were conducted. Interview and focus group guides highlighted the CIS processes and outcomes, including descriptions of CIS, the strengths of CIS, and the benefits of CIS. Highlights from the initial interviews and focus groups are presented below.

### Description of CIS

CIS of Wichita, Kansas, staff noted that CIS is an amazing program that provides students with the resources and support they need to successfully navigate through high school and life after graduation. Students have the opportunity to take advantage of the programs afforded by CIS to keep them focused on their goals.

[40] For disciplinary referrals and Kansas State assessments, data are only available for Post 1. Therefore, the differences were calculated by subtracting the control numbers from the CIS numbers.

## Strengths of CIS

When asked to identify the strengths of CIS, several similar responses emerged across the stakeholder groups:

- **Support from the campus/school administration:** CIS staff and the school administration have teamed up to get the word out about CIS. Meetings, referrals from teachers, the bulletin boards in the hallway with CIS information, and pamphlets sent to parents have been the main resources for getting the word out. Everyone in the school has been involved in stressing the importance of CIS.
- **Full-time presence on campus:** It takes time to build relationships with students, parents, school staff, and community partners. Many students stated that having access to a CIS staff member on campus, during school hours, makes them feel safe and supported. Relationships between students and CIS staff have grown quickly and significantly because of this accessibility. This kind of confidential relationship is an important contribution toward the success of students.
- **Strong reputation in the community:** CIS of Wichita has been around for 18 years and has developed more than 400 partnerships. These community programs provide food, clothing, and mental health services to CIS students. They also provide incentives for students, mentors, tutors, and guest speakers. These resources are a result of both large and small partnerships. Large partnerships include the Mental Health Association, the Kansas Children's Service League, Wichita State University, Big Brothers Big Sisters, and Friends University (mentoring and tutoring). Small partnerships include district partnerships, churches, and other local organizations.
- **Provide advocacy for students; offer a place where students feel cared for and appreciated:** The CIS counselor on site has a confidential relationship with the students in the program. The one-on-one relationship is focused on helping students in all areas of their life, both at home and at school. CIS counselors offer friendship, guidance, and a positive perspective. Students mentioned that they feel safe knowing that there is always someone they can talk to who can provide them with the resources and supplies necessary

When asked how to describe CIS, there were several responses provided across stakeholders. Some of these descriptions are reflected below in the quotes from different respondents:

- *"CIS is a helpful and good way to learn about responsibility. Everyone involved works so hard to prevent dropout and keep students motivated."*
- *"Our school is a part of our community and we need to work together to pull the resources in to help these students become successful in school, [in] their lives, and for their future."*
- *"We provide many different services to provide for the needs of all students; we have clubs, after-school tutoring, a mayor's council (student government), community service programs, and mentoring."*
- *"We have a CIS Case Manager available to the students at all times during the day who acts as a friend, a support system, and a mentor to the students."*
- *"The CIS counselor acts as a sounding board to talk things through with the students so that they do not make bad choices."*

to be successful in school.

- **Mutual respect among CIS staff and school personnel:** Ongoing and open communication between CIS staff and school personnel was mentioned as the most important aspect of CIS's continued prosperity. Teachers know where to send students who are in need of resources and/or support. This growing respect has created a safe and nurturing environment for students and helps to ensure that the goals of CIS and the school are met.

## Benefits of CIS

CIS staff, school personnel, and parents all stated that they saw positive changes in attendance, grades, and behavior as a result of the CIS program. Students, in particular, reported feeling more comfortable at school knowing that there is a nonjudgmental adult with whom they can talk one-on-one. Students also noted that the academic, social, medical, and behavioral supports provided by CIS were crucial toward encouraging their continued attendance and enrollment.

*"We are here to foster a safe environment for the students to learn and grow, and provide them with the opportunities to focus on achieving what they never had before."*
*- CIS Case Manager*

*"All of the support CIS offers reinforces the improvement of the kids' grades and attendance."*
*- High School Principal*

*"CIS is a second chance for students to brighten their future and have a chance to give back to the community."*
*- High School Principal*

*"We feel safe knowing that we can talk to a person without others knowing. All of the information CIS provides us with is useful, especially because you know that you are not being judged."*
*- CIS High School Student*

Key drivers of success that were repeatedly stressed by both parents and students included the individual counseling provided by CIS, as well as the new outlet that it provides to students (i.e., the ability to talk with other students who have similar issues in a safe setting).

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 impact CIS has had on our school and our students is unbelievable. Students are staying busy during and after school with CIS-run programs."*
- *"The environment of the school feels more positive just by walking down the hallways."*
- *"CIS is a huge support system for all school staff as well; they handle the personal needs of the students while we handle the academics."*
- *"This program [Food 4 Kids] helps students focus in class during the week, allowing them to do better on schoolwork."*

From students:

- *"I go to the CIS counselor for advice. I ask her what I can do to help out my mom and do well in school."*
- *"CIS is a helpful and good way to learn about responsibility. They want to help keep kids in school."*
- *"My attitude has changed towards other students; I am not as angry anymore."*
- *"I'm able to know that I have someone to talk to if I'm having issues inside and outside of school."*
- *"CIS helps me to be successful in life and know what choices to make and what choices not to make."*

## 4. Conclusion

The 2-year impacts (baseline to Year 2) of the CIS of Wichita, Kansas, RCT showed promising positive trends for the student measures of personal responsibility, student attendance, GPA, credit completion, and Kansas State mathematics assessments. Moreover, Year 1 to Year 2 (eleventh grade only) demonstrated a significant positive impact on student attendance rates and Kansas State mathematics assessments, both of which had substantially important effect sizes.

Although not consistent, baseline to Year 1 trends were uniformly negative and in stark contrast to Year 1 to Year 2 and baseline to Year 2 trends. It is possible that the midyear replacement of the CIS Service Coordinator during Year 1 may have negatively impacted the findings. A review of the CIS services logs certainly supports this notion, given that the services provided during Year 2 were noticeably greater than in Year 1. Furthermore, during Year 1, not only was the

Service Coordinator replaced, but the Executive Director of CIS resigned, providing additional support for the importance of stability of implementation, not only at the site level but also at the affiliate. Alternatively, given that CIS of Wichita typically focuses on the upper high school grades, these finding may just be a natural progression of their service model. Regardless, given the change in trends in favor of CIS after the second year, these findings strongly encourage the continuation of the CIS of Wichita RCT to allow for the collection of Cohort 2's Year 2 outcomes. As such, Cohort 2 student records will continue to be collected during the 2010/2011 school year at which point a followup to this report will be provided.

# Appendix A: School-Level Descriptives

| Appendix A: School Level Descriptives[41] | |
|---|---|
| | West High School |
| Student Proficiency on State Tests - 2007 | |
| Reading Proficiency (%) | 45.4 |
| Math Proficiency (%) | 35.9 |
| Reading and Math Proficiency (RaMP) (%) | 40.3 |
| Reading Proficiency by Subgroup (%) - 2007 | |
| All Students | 45.4 |
| White | 55.8 |
| Black | 28.6 |
| Hispanic | 30.8 |
| Asian/Pacific Islander | 50.0 |
| American Indian/Alaska Native | 71.4 |
| Female | 44.7 |
| Male | 46.0 |
| Economically Disadvantaged | 38.1 |
| English Language Learners | 0.0 |
| Non-English Language Learners | 45.8 |
| Students with Disabilities | 44.4 |
| Non-Disabled Students | 45.6 |
| Migrant | 30.8 |
| Math Proficiency by Subgroup (%) - 2007 | |
| All Students | 35.9 |
| White | 44.4 |
| Black | 23.3 |
| Hispanic | 27.9 |
| Asian/Pacific Islander | 50.0 |
| American Indian/Alaska Native | 25.0 |
| Female | 34.9 |
| Male | 36.8 |
| Economically Disadvantaged | 32.1 |
| English Language Learners | 0.0 |
| Non-English Language Learners | 36.0 |
| Students with Disabilities | 14.6 |
| Non-Disabled Students | 41.7 |
| Migrant | 20.0 |
| College Prep - 2008 | |
| ACT - Average Score | n.a. |
| ACT - Participation Rate (%) | n.a. |
| SAT Reasoning Test - Average Combined Score - Critical Reading, Mathematics and Writing | n.a. |
| SAT Reasoning Test - Combined Participation Rate (%) | n.a. |
| PSAT/NMSQT - Average Score | n.a. |
| PSAT/NMSQT - Participation Rate (%) | 5.2 |

[41] Data downloaded from www.schooldatadirect.com on July 27, 2009.

| | |
|---|---|
| AP - Scores 3 or Above (%) | 25.7 |
| AP - Participation Rate (%) | 11.2 |
| Classroom Profile - 2007 | |
| Enrollment | 1,233 |
| Students Per Teacher | 13.4 |
| Enrollment (%) - 2007 | |
| White | 51.6 |
| Black | 24.7 |
| Hispanic | 17.9 |
| Asian/Pacific Islander | 1.5 |
| American Indian/Alaska Native | 4.2 |
| Economically Disadvantaged | 79.6 |
| NCLB Information - 2007 | |
| Is this school making Adequate Yearly Progress (AYP)? | No |
| NCLB Information - 2007 | |
| Address | 820 South Osage |
| City or Town | Wichita |
| County | Sedgwick |
| District | Wichita |
| Telephone Number | (316)973-3600 |
| Urban Status | Large City |
| Grade Levels Served | 9-12 |

# Appendix B: Wichita, Kansas, Orientation Materials

# OVERVIEW OF THE COMMUNITIES IN SCHOOLS NATIONAL EVALUATION EXPERIMENTAL STUDY

**Communities In Schools**

Communities In Schools (CIS) is one of the nation's top community-building organizations helping young people stay in school and prepare for life. Communities In Schools helps students to *choose success* by providing them the "Five Basics":

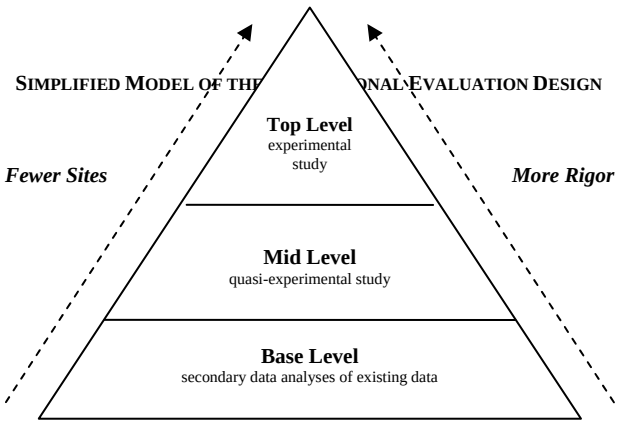
A one-on-one relationship with a caring adult;
A safe place to learn and grow;
A healthy start and a healthy future;
A marketable skill to use upon graduation; and
A chance to give back to peers and community.

For more than 25 years, CIS has connected community resources with schools and students needing extra support. By bringing caring adults into the schools to address children's unmet needs, CIS provides the link between educators and the community. The result is that teachers are free to teach, and students—many in jeopardy of dropping out—finally have the opportunity to focus on learning. Each year, more than two million young people in 27 States and the District of Columbia have access to services through local CIS programs.

**The CIS National Evaluation**

In July 2005, Atlantic Philanthropies awarded the Communities In Schools national office a three-year grant to support a rigorous evaluation of its network. In June 2008, Atlantic Philanthropies added two additional years of funding for evaluation activities, which will include the implementation of an additional experimental study. This evaluation, led by ICF International, will:

Demonstrate the effectiveness of and recommend overall improvements in the CIS network and specific program components; and
Help the national office enhance its strategies for supporting State offices and local affiliates.




The framework for the national evaluation is best depicted as a three-level pyramid. *The base-level* of this pyramid is a comprehensive assessment of local programs' services and operations at more than 3,000 school sites served by CIS. *The mid-level study* will measure CIS impact at the school level, and it will determine where CIS is having the most substantial impact, what is being done at successful sites, and how positive outcomes are achieved. At *the top level* is the **experimental study**, the most rigorous component of the evaluation, that will provide evidence regarding student-level outcomes. The experimental study will firmly establish the causality, or the "value added," of CIS strategies and processes with respect to specific student outcomes, such as academic progress and

graduation rates. The results of this ground-breaking study will provide the first body of evidence on how collaboration between communities and their local schools affects students' success in school.

**What is an experimental study?**

Experimental studies are widely considered the "gold standard" in research. These studies involve the random assignment of students to a treatment or control group. Through random assignment, researchers are able to make the two groups as similar in composition as possible and therefore minimize differences between the groups. Thus, any difference in outcomes between groups can be attributed to the "treatment," which in this case is participation in the CIS program.

**Who will participate?**

CIS of Wichita/Sedgwick County was one of only five affiliates in the country to be approached by CIS national to participate in this study. Assuming that Wichita schools have more students in the district who need services than CIS can currently serve, we have an opportunity to conduct a study using random assignment, which is one of the most impartial ways to assign students to limited spaces in the CIS program. All students entering 9th grade—and their parents—will be asked to consent to participate in the study. Eligible students will be put into a "pool" of participants: half will be randomly assigned to receive CIS services, and half will not receive CIS services. Students who are identified by program staff as having *acute needs* will automatically be enrolled in CIS and removed from the study. In this way, the experiment will not interfere with CIS providing services to students who have the greatest needs. ICF expects to study a total of approximately 300 students in both groups over a 2-year period. The schools that have conditions most favorable for this study are North High School and West High School in Wichita. We are also considering implementing the study at a school with a new CIS program.

**How will data be collected?**

ICF will assign an on-site data collector to administer two surveys. One survey, covering key academic, behavior, and attitude measures, will be administered to study participants at the beginning and end of the two school years in the study period. The second survey, administered quarterly, will ask students to identify any involvement in Control activities. To encourage participation, students will be given a small incentive (e.g., a $20 Target gift card) for each survey they fill out completely. Additional student data will be extracted from school records, and interviews will be conducted with key school personnel, CIS staff, and teachers. Focus groups will be held with students and parents to discuss their impressions of the CIS program.

**What are the advantages of participating in this study?**

CIS of Wichita/Sedgwick County and the CIS national network will benefit from participating in this study. Findings will be used to open opportunities for continuous improvement, to replicate best practices, and to gather conclusive evidence of the effectiveness of an integrated services model. In addition, many funders require evidence of impact before making a substantial investment in a program. Assuming positive impacts are demonstrated, the ultimate result of this evaluation will likely be substantially increased funding opportunities that will enable CIS of Wichita/Sedgwick County to serve more students.

**Are there any risks involved?**

There are no substantial risks involved with the study. This experimental study will not reduce the number of students receiving CIS services, and the students most in need will have access to CIS services. We only need to adjust the way students are selected for program participation to conduct this study. All study procedures and data collection forms will be reviewed by ICF's

Institutional Review Board (IRB) to ensure that all necessary human subjects' protections are in place.

**How will study findings be used?**

This study will not only pay dividends for CIS of Wichita/Sedgwick County, but will also help CIS affiliates nationwide. At the local level, ICF will work with Wichita Public Schools and CIS of Wichita/Sedgwick County to develop products that will be useful for informational and fundraising purposes. At the national level, the results of this study will be published in academic journals and presented at conferences. Findings of this study will also be used by CIS to improve its programs across the country.

**What's next?**

ICF and CIS national staff will be available to visit Wichita in the coming weeks to finalize plans for the experimental study. Assuming we obtain school district and principals' approval to proceed, the first large-scale randomization process could begin as early as September 2008.

# Appendix C: Kansas RCT Consent Forms

November 5, 2008

Dear Parent/Guardian:

As many of you may know, Communities In Schools (CIS) is a national program that connects community resources with schools to help young people successfully learn, stay in school and prepare for life. This year the CIS program at West High School has been fortunate enough to be asked to participate in a national research study to determine how CIS impacts students at West High School.

Please read the attached information which explains the study in more detail. Following the letter is a parent/guardian consent form, student consent form, and CIS consent form. Please remember to indicate on each study consent form whether or not you allow your child to participate in this study. (Please be aware that permission to participate in the study does not guarantee CIS services to your child, it only provides your child a 50/50 chance of receiving services.) Once these forms are completed it would be greatly appreciated if you would return the forms to Ms. KC Wakefield, CIS Site Coordinator no later than Friday, November 28, 2008.

**If you return the consent forms to West High by the specified date, you will be provided with a Wal-Mart gift card. (You do not have to agree to participate in order to qualify for this gift card.)**

If you have any questions regarding this study or the paperwork you have received, please contact Daytha Rueger, On-Site Data Collector, at (316) 973-5119 or Ms. KC Wakefield West High CIS Site Coordinator at (316) 973-3726.

Sincerely,

Ms. KC Wakefield
CIS Site Coordinator, West High School

## Communities In Schools

Parental Consent Form

My Child, _____ has my permission to take part in all Communities In Schools (CIS) activities.

**Information Release:** I authorize representatives of USD 259/USD 260/USD 261 and/or other service providers (including Juvenile Intake & Assessment Center, and/or S.R.S.) to release information about his/her grades, school attendance, behavior, and family management to CIS staff, and for the CIS staff to share this information with school personnel and other persons who need it because of their work with my child as a part of a CIS project.
**Interviews/Surveys:** I give permission for my child and family to periodically take part in interviews or to respond to surveys or questionnaires relevant to CIS projects.
**Transportation:** I authorize the CIS coordinator or another representative of CIS to provide transportation for my child, if necessary. I understand that an attempt will be made to contact me first, if feasible.
**Publicity:** Photos and/or audio or video tapes of my child may be used by CIS for media, educational and/or publicity purposes.
**Health Information:** In the event of a medical emergency, I understand that an attempt will be made to contact me immediately. However, if CIS is unable to contact me, I authorize and request that medical treatment be given as necessary.

Does the student have health insurance? Yes___ No ___ Prescription Card? Yes___ No ___

Does the student have a medical card? Yes___ No ___ Healthwave? Yes___ No ___

Family's Medical Doctor/Clinic _____ Telephone _____

Emergency Contact: Name_____ Relation _____ Telephone_____

**Ethnic Background: Please "X" one.**

__White __Black/African American __Native Hawaiian/Pacific Islander __Asian __Hispanic/Latino
__Some other race __Two or more races __American Indian /Alaskan __Race unknown
Total number of persons living in the home: _____

**Please list each family member's name and information (including student) below:**

Name Age Relationship School & Grade High School Graduate? Employer

Communities In Schools is a non-profit agency funded, in part, by United Way of the Plains. Please help us provide statistical information regarding students served by sharing your annual household income. Thank you.
**This information is confidential.**

- ❑ Under $10,000 per year (less than $833 per month)
- ❑ $10,000 to $19,999 per year ($833 to $1,666 per month)
- ❑ $20,000 to $29,999 per year ($1,677 to $2,499 per month)
- ❑ $30,000 to $49,999 per year ($2,500 to $4,166 per month)
- ❑ Over $50,000 per year (more than $4,167 per month)
- ❑ I prefer not to share this information.

My Child receives:

- ❑ Free Lunch
- ❑ Reduced Lunch
- ❑ Paid Lunch

This consent continues until specifically revoked in writing by me.

Signed _____ Date _____
(Parent or Guardian)

**PARENTAL CONSENT FOR PARTICIPATION IN COMMUNITIES IN SCHOOLS (CIS) EXTERNAL EVALUATION WEST HIGH SCHOOL**

Dear Parent/Guardian:

We would like your consent for your child to participate in the external evaluation of Communities in Schools (CIS). This study was designed to determine whether CIS has an impact on students from West High School. By giving consent, you are agreeing to have your child participate in the following evaluation activities beyond regular CIS data collection:

**Completion of a Student Survey** at the start of his/her participation in CIS, at the end of the first school year, at the beginning of the second school year, and again at the end of the second school year. This survey will include questions on relationships with parents and friends, attitudes toward school, satisfaction with CIS, and behaviors. For example:

I share my thoughts and feelings with my parents.
I feel all alone.
I smoked cigarettes or chewed tobacco.

This survey should take about 30 minutes each time it is given.

**Completion of a Student Services Survey** at the end of each semester during the two-year evaluation period. This survey will include questions on other Control services and programs your child received during the semester. This survey should take about 5 minutes each time it is given.

If selected, **participation in a Student Focus Group** ***twice during*** the first school year and possibly again ***during*** the second school year. Focus groups will consist of a small number of students (typically 5-8 students) in the CIS program that discuss and answer questions from evaluators. These groups involve informal discussions and typically last an hour. Not everyone will be asked to participate. The purpose of the focus group is to find out students' opinions and feelings about the CIS program. It will include questions on your child's participation in CIS services, knowledge of CIS, and his/her satisfaction with CIS in general.

Additional information collected by CIS of Wichita/Sedgwick County, which is required in order to receive CIS services, will be made available to the evaluation team as part of the external evaluation. If you consent to let your child participate in the evaluation, then the evaluation staff will have access to the data collected by the CIS program. The information that would be released includes: grade reports, attendance records, standardized test scores, disciplinary referrals, and free/reduced lunch status. This information will be linked to school performance data and will be used to determine whether students who were enrolled in the CIS program had better outcomes than students who were not in CIS. This information will also help us determine which students were helped most by CIS and why. If you do not consent to let your child participate in the evaluation, then this information will only be available to CIS staff and will not be seen or used by the evaluation team.

**Confidentiality**

All information obtained from or about your child for the evaluation will be protected by the evaluation team to the extent allowable by law and no information will be reported that can identify you, your family, or your child. We will not tell anyone else – including you -- about what your child writes on the surveys or shares during the focus groups. However, if we find out that your child is being hurt, planning to hurt him or herself, or planning to hurt someone else, the law requires that we share this information with someone who can help.

**Study Procedures**

If your child is picked by chance for the CIS group, he/she will be enrolled in CIS for two years. If your child is randomly selected for the Control study group, he/she will not have access to full and regular CIS services for a period of two years, but may receive emergency services as needed.

Consent to participate in the CIS program is separate from consent to participate in the evaluation. Your decision to allow your child to participate in the evaluation will not increase or decrease his/her chances of receiving CIS services. We cannot guarantee that your child will receive CIS services: we can only guarantee that he or she has a fair chance of receiving services.

**Benefits and Risks**

The results of our study will add to our knowledge about the effectiveness of CIS. Although your child will receive no *direct* benefit from the evaluation, he or she may enjoy participating in evaluation activities or take pride in being involved on a research project that could have an impact on over a million CIS students nationwide.

While we are taking steps to ensure your child's confidentiality, we do not have control over every situation that might occur. For example, there is a possibility that CIS staff or teachers may inadvertently see your child's answers to surveys as he/she fills them out.

**Withdrawal from the Study**

You are free to withdraw your consent and to discontinue your child's participation in this study at any time without affecting further services that your child might receive from CIS.

If you need further information about CIS or how a child becomes eligible please contact Allan Porowski, Evaluation Project Manager, at 1-866-9-CISRCT (toll-free), or Daytha Rueger, the on-site data collector at (316) 9735119. All surveys and forms that will be given to your child will be available for review in the principal's office at West High School.

***Please check one of the boxes below; fill in complete name information and sign the consent form.***

***I hereby:***

- ❑ ***<u>Give</u> my permission for my son/daughter _____ to participate in the external evaluation of Communities in Schools (CIS) at West High School.***

- ❑ ***<u>Do Not</u> give permission for my son/daughter_____ to participate in the external evaluation of Communities in Schools (CIS) at West High School.***

Parent/Guardian Name (Please print): _____

Parent/Guardian Signature: _____ Date: _____
(signature must be in ink)

***Please return the signed consent forms in the envelope provided.***

**FOR EVALUATION USE ONLY**

| | | |
|---|---|---|
| CIS Consent: | ____YES | ____No |
| Evaluation Consent: | ____YES | ____No |
| Assignment: | ____TREATMENT | ____CONTROL |

**MINOR ASSENT STATEMENT FOR PARTICIPATION IN COMMUNITIES IN SCHOOLS (CIS) EXTERNAL EVALUATION**
**WEST HIGH SCHOOL**

***What is this about?*** You are being asked to take part in a research study designed to tell us more about the CIS program at your school. We want to know what makes these programs work. We are asking you to participate because you may soon be in the CIS program.

***What is CIS?*** The CIS program joins your school together with you, your classmates, your parents, and your community to help you succeed.

***Why are they doing this study?*** This study is being done to learn more about what kids like and don't like about CIS and about what – if anything – they are doing differently because of the program (for example, how they feel about themselves and how they are behaving). We are talking with kids from West High School.

***What will I be asked to do?*** If you (and your parent/guardian) agree for you to participate in the evaluation, you will be asked to complete the following activities over the next two years: Complete a survey asking questions about your attitudes, opinions, and behaviors at the start of the evaluation, at the end of the first school year, at the beginning of the second school year, and again at the end of the second school year covered by the evaluation. This survey should take about 30 minutes each time it is given.

Complete a survey that asks questions about Control programs, services, and activities that you participate in at the end of each semester during the two-year evaluation period. This survey should take about 5 minutes each time it is given.

If selected, participate in a one-hour focus group or discussion with other students participating in CIS at the end of the first school year and possibly again at the end of the second school year.

***Do my parents/guardians know about this?*** We are also asking your parents/guardians if it is okay for you to participate in this evaluation. You can talk this over with them before you decide.

***Will the study help me?*** We hope the results of the evaluation will help to create better programs for other kids just like you.

***Can participation in the study be harmful to me in any way?*** Participating in the evaluation won't harm you. You might find it fun and interesting to answer the questions, but you might also find them to be boring.

***Will anyone find out about what I tell you during the evaluation?*** We will not tell anyone else – even your parents – about what you write on the surveys or share during the focus groups. However, if we find out that you are being hurt, planning to hurt yourself, or planning to hurt someone else, the law requires that we share this information with someone who could help you.

***What if I have any questions?*** If you have any questions about the evaluation, you can contact Ms. KC Wakefield, West High School CIS Site Coordinator in Library Conference Room #3 or at (316) 973-3726. You can also talk to your schools principal, if you have any concerns about the study.

***Do I have to be in the study?*** You do not have to be in the evaluation. No one will be upset if you don't want to do this. If you decide not to participate in the study, you can still be in the CIS program. You can also say yes now and change your mind later. If you decide to leave the study, you just have to tell Daytha Rueger, the on-site data collector, by calling (316) 973-5119 or Ms. KC Wakefield, West High School CIS Site Coordinator at (316) 973-3726. It's up to you.

## Authorization

I have read (or someone has read to me) this form and I have decided to:

- ❑ **Participate in the evaluation described above.**
- ❑ **NOT participate in the evaluation described above.**

I understand why and how the evaluation is being conducted. The study and any possible risks have also been explained to me and I have received a copy of this form to keep.

Student Name (Please print): _____ Birth Date: _____

Student Signature: Date:

**FOR EVALUATION USE ONLY**

**CIS Consent: ___YES ___NO**

**Parental Evaluation Consent: ___YES ____NO**

**Assignment: ____TREATMENT ____CONTROL ____CIS NON-CONSENTER**

# Appendix D: Randomization Look-up Table

# Random Assignment Table

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

**January**

| 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 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**February**

| 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 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

**March**

| 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 | 23 | 24 | 25 |
| 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 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

**May**

| 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 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**June**

| 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 | 23 | 24 |
| 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 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**August**

| 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 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**September**

| 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 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**October**

| 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 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**November**

| 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 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

**December**

| 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 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

# Appendix E: Kansas RCT Surveys

***Communities In Schools (CIS) Evaluation***

**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).

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<br>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. | ○ | ○ | ○ | ○ | ○ |
| 2. I have friends I can talk to if I have a problem. | ○ | ○ | ○ | ○ | ○ |
| 3. My parents know who my friends are. | ○ | ○ | ○ | ○ | ○ |
| 4. There are adults in my life other than my parents that I can talk to if I have a problem. | ○ | ○ | ○ | ○ | ○ |
| 5. I have the ability to succeed at school. | ○ | ○ | ○ | ○ | ○ |
| 6. I have no way to control whether people like me or not. | ○ | ○ | ○ | ○ | ○ |
| 7. My parents/guardians do not understand me. | ○ | ○ | ○ | ○ | ○ |
| 8. My parents/guardians notice when I do something good. | ○ | ○ | ○ | ○ | ○ |
| 9. My parents/guardians feel that I will be successful in life. | ○ | ○ | ○ | ○ | ○ |
| 10. My school classes are interesting to me. | ○ | ○ | ○ | ○ | ○ |
| 11. My friends skip class without permission. | ○ | ○ | ○ | ○ | ○ |
| 12. I feel like I can never do anything right. | ○ | ○ | ○ | ○ | ○ |
| 13. I like to help other people. | ○ | ○ | ○ | ○ | ○ |
| 14. I always try my best in whatever I do. | ○ | ○ | ○ | ○ | ○ |
| 15. I try to avoid thinking about bad things that have happened in the past. | ○ | ○ | ○ | ○ | ○ |
| 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. | ○ | ○ | ○ | ○ | ○ |
| 18. I can solve problems without using violence. | ○ | ○ | ○ | ○ | ○ |
| 19. I feel positive about my future. | ○ | ○ | ○ | ○ | ○ |
| 20. I volunteer in my community. | ○ | ○ | ○ | ○ | ○ |
| 21. I am good at planning how to get things done. | ○ | ○ | ○ | ○ | ○ |
| 22. I am committed to my education. | ○ | ○ | ○ | ○ | ○ |
| 23. I feel unwanted at home. | ○ | ○ | ○ | ○ | ○ |
| 24. I often feel sad or unhappy. | ○ | ○ | ○ | ○ | ○ |
| 25. I think through a situation before acting on it. | ○ | ○ | ○ | ○ | ○ |
| 26. I get sick a lot and have to miss or leave school. | ○ | ○ | ○ | ○ | ○ |
| 27. My parents/guardians listen to what I have to say. | ○ | ○ | ○ | ○ | ○ |
| 28. My parents/guardians encourage me to do well in school. | ○ | ○ | ○ | ○ | ○ |
| 29. I like who I am as a person. | ○ | ○ | ○ | ○ | ○ |
| 30. I can say no to activities that I know are wrong. | ○ | ○ | ○ | ○ | ○ |
| 31. I share my thoughts and feelings with my parents. | ○ | ○ | ○ | ○ | ○ |
| 32. I try to do my best in school. | ○ | ○ | ○ | ○ | ○ |
| 33. I feel like I am part of my school. I fit in. | ○ | ○ | ○ | ○ | ○ |
| 34. I have a hard time making friends. | ○ | ○ | ○ | ○ | ○ |
| 35. I use drugs and/or alcohol to feel better. | ○ | ○ | ○ | ○ | ○ |
| 36. I have not control over my future. It is what it is. | ○ | ○ | ○ | ○ | ○ |

| PART ONE: WHAT I DO (Continued)<br>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. | O | O | O | O | O |
| 38. I find it difficult to be myself when I am with my friends. | O | O | O | O | O |
| 39. Teachers generally like me. | O | O | O | O | O |
| 40. My parents/guardians help me with my homework. | O | O | O | O | O |
| 41. I can change the way I behave/act if I want to. | O | O | O | O | O |
| 42. I am able to do things as well as most people. | O | O | O | O | O |
| 43. I daydream a lot in class. | O | O | O | O | O |
| 44. I look forward to learning new things at school. | O | O | O | O | O |
| 45. I look forward to going to school. | O | O | O | O | O |
| 46. I get enough food to eat at home and school. | O | O | O | O | O |
| 47. I get medical care whenever I need it. | O | O | O | O | O |
| 48. I worry about things that have happened in the past. | O | O | O | O | O |
| 49. People at school make me mad. | O | O | O | O | O |
| 50. If I get upset, I have healthy ways to make myself feel better. | O | O | O | O | O |
| 51. I feel all alone. | O | O | O | O | O |
| 52. I can't help the way I feel or behave. | O | O | O | O | O |
| 53. If you set realistic goals, you can succeed no matter what. | O | O | O | O | O |
| 54. If I don't do well on a test, I try harder the next time. | O | O | O | O | O |
| 55. I ask my teacher for help when I need it. | O | O | O | O | O |
| 56. I set aside time to do my homework and study. | O | O | O | O | O |

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

| PART THREE: HOW I FEEL<br>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. | ○ | ○ | ○ | ○ | ○ |
| 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. | ○ | ○ | ○ | ○ | ○ |
| 71. What I do with my life won't make a difference one way or another. | ○ | ○ | ○ | ○ | ○ |
| 72. If I work really hard, I will do well in school. | ○ | ○ | ○ | ○ | ○ |
| 73. I don't like school. | ○ | ○ | ○ | ○ | ○ |
| 74. I go to school only because my parents/guardians make me. | ○ | ○ | ○ | ○ | ○ |
| 75. I'd rather work and make money than go to school. | ○ | ○ | ○ | ○ | ○ |
| 76. I have many skills that will help me succeed. | ○ | ○ | ○ | ○ | ○ |
| 77. I go to school because education is important to getting a job. | ○ | ○ | ○ | ○ | ○ |
| 78. It is okay to walk away from a fight. | ○ | ○ | ○ | ○ | ○ |
| 79. Fighting usually solves problems. | ○ | ○ | ○ | ○ | ○ |

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).

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<br>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. | ○ | ○ | ○ | ○ | ○ |
| 2. I have friends I can talk to if I have a problem. | ○ | ○ | ○ | ○ | ○ |
| 3. My parents know who my friends are. | ○ | ○ | ○ | ○ | ○ |
| 4. There are adults in my life other than my parents that I can talk to if I have a problem. | ○ | ○ | ○ | ○ | ○ |
| 5. I have the ability to succeed at school. | ○ | ○ | ○ | ○ | ○ |
| 6. I have no way to control whether people like me or not. | ○ | ○ | ○ | ○ | ○ |
| 7. My parents/guardians do not understand me. | ○ | ○ | ○ | ○ | ○ |
| 8. My parents/guardians notice when I do something good. | ○ | ○ | ○ | ○ | ○ |
| 9. My parents/guardians feel that I will be successful in life. | ○ | ○ | ○ | ○ | ○ |
| 10. My school classes are interesting to me. | ○ | ○ | ○ | ○ | ○ |
| 11. My friends skip class without permission. | ○ | ○ | ○ | ○ | ○ |
| 12. I feel like I can never do anything right. | ○ | ○ | ○ | ○ | ○ |
| 13. I like to help other people. | ○ | ○ | ○ | ○ | ○ |
| 14. I always try my best in whatever I do. | ○ | ○ | ○ | ○ | ○ |
| 15. I try to avoid thinking about bad things that have happened in the past. | ○ | ○ | ○ | ○ | ○ |
| 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. | ○ | ○ | ○ | ○ | ○ |
| 18. I can solve problems without using violence. | ○ | ○ | ○ | ○ | ○ |
| 19. I feel positive about my future. | ○ | ○ | ○ | ○ | ○ |
| 20. I volunteer in my community. | ○ | ○ | ○ | ○ | ○ |
| 21. I am good at planning how to get things done. | ○ | ○ | ○ | ○ | ○ |
| 22. I am committed to my education. | ○ | ○ | ○ | ○ | ○ |
| 23. I feel unwanted at home. | ○ | ○ | ○ | ○ | ○ |
| 24. I often feel sad or unhappy. | ○ | ○ | ○ | ○ | ○ |
| 25. I think through a situation before acting on it. | ○ | ○ | ○ | ○ | ○ |
| 26. I get sick a lot and have to miss or leave school. | ○ | ○ | ○ | ○ | ○ |
| 27. My parents/guardians listen to what I have to say. | ○ | ○ | ○ | ○ | ○ |
| 28. My parents/guardians encourage me to do well in school. | ○ | ○ | ○ | ○ | ○ |
| 29. I like who I am as a person. | ○ | ○ | ○ | ○ | ○ |
| 30. I can say no to activities that I know are wrong. | ○ | ○ | ○ | ○ | ○ |
| 31. I share my thoughts and feelings with my parents. | ○ | ○ | ○ | ○ | ○ |
| 32. I try to do my best in school. | ○ | ○ | ○ | ○ | ○ |
| 33. I feel like I am part of my school. I fit in. | ○ | ○ | ○ | ○ | ○ |
| 34. I have a hard time making friends. | ○ | ○ | ○ | ○ | ○ |
| 35. I use drugs and/or alcohol to feel better. | ○ | ○ | ○ | ○ | ○ |
| 36. I have not control over my future. It is what it is. | ○ | ○ | ○ | ○ | ○ |

| PART ONE: WHAT I DO (Continued)<br>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. | O | O | O | O | O |
| 38. I find it difficult to be myself when I am with my friends. | O | O | O | O | O |
| 39. Teachers generally like me. | O | O | O | O | O |
| 40. My parents/guardians help me with my homework. | O | O | O | O | O |
| 41. I can change the way I behave/act if I want to. | O | O | O | O | O |
| 42. I am able to do things as well as most people. | O | O | O | O | O |
| 43. I daydream a lot in class. | O | O | O | O | O |
| 44. I look forward to learning new things at school. | O | O | O | O | O |
| 45. I look forward to going to school. | O | O | O | O | O |
| 46. I get enough food to eat at home and school. | O | O | O | O | O |
| 47. I get medical care whenever I need it. | O | O | O | O | O |
| 48. I worry about things that have happened in the past. | O | O | O | O | O |
| 49. People at school make me mad. | O | O | O | O | O |
| 50. If I get upset, I have healthy ways to make myself feel better. | O | O | O | O | O |
| 51. I feel all alone. | O | O | O | O | O |
| 52. I can't help the way I feel or behave. | O | O | O | O | O |
| 53. If you set realistic goals, you can succeed no matter what. | O | O | O | O | O |
| 54. If I don't do well on a test, I try harder the next time. | O | O | O | O | O |
| 55. I ask my teacher for help when I need it. | O | O | O | O | O |
| 56. I set aside time to do my homework and study. | O | O | O | O | O |

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

| PART THREE: HOW I FEEL<br>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. | ○ | ○ | ○ | ○ | ○ |
| 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. | ○ | ○ | ○ | ○ | ○ |
| 71. What I do with my life won't make a difference one way or another. | ○ | ○ | ○ | ○ | ○ |
| 72. If I work really hard, I will do well in school. | ○ | ○ | ○ | ○ | ○ |
| 73. I don't like school. | ○ | ○ | ○ | ○ | ○ |
| 74. I go to school only because my parents/guardians make me. | ○ | ○ | ○ | ○ | ○ |
| 75. I'd rather work and make money than go to school. | ○ | ○ | ○ | ○ | ○ |
| 76. I have many skills that will help me succeed. | ○ | ○ | ○ | ○ | ○ |
| 77. I go to school because education is important to getting a job. | ○ | ○ | ○ | ○ | ○ |
| 78. It is okay to walk away from a fight. | ○ | ○ | ○ | ○ | ○ |
| 79. Fighting usually solves problems. | ○ | ○ | ○ | ○ | ○ |

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**<br>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. | ○ | ○ | ○ | ○ | ○ |
| 88. CIS has taught me things I can use throughout my life. | ○ | ○ | ○ | ○ | ○ |
| 89. I feel like my feelings and opinions are valued in CIS. | ○ | ○ | ○ | ○ | ○ |
| 90. I enjoy participating in CIS. | ○ | ○ | ○ | ○ | ○ |
| 91. I can count on CIS staff to help me when I have a problem. | ○ | ○ | ○ | ○ | ○ |
| 92. I trust the CIS staff. | ○ | ○ | ○ | ○ | ○ |
| 93. Participating in CIS has been a positive experience for me. | ○ | ○ | ○ | ○ | ○ |

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

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 Control 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)? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| School clubs or after-school activities (like student council, ethnic/cultural clubs, school newspaper, drama)? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Sports teams, either in school or out of school (while that sport is in season)? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Activities organized by groups OUTSIDE of school (like classes or programs at a Boys and Girls Club, community center, parks program, or church group)? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (please describe): | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (please describe): | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (please describe): | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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 F: Survey Constructs

## 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 F-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 F-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 school. | .131 | -.139 | **.673** | -.170 |
| 17) I think it is my responsibility to help solve problems in my community. | .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 F-2. All scales demonstrated adequate reliability, although a couple scales are slightly below .70.

| Exhibit F-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 |

## 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 G: Interview and Focus Group Protocols

**RCT Case Study Interview Guide**
**EXECUTIVE DIRECTOR**

**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

What is your level of education? What degrees do you hold?

How long have you been the Executive Director?

How long have you been with CIS? What was your previous position(s)?

Your Role

What are your primary responsibilities as Executive Director?

Partner Organizations:

Does your CIS affiliate partner with any other organizations to deliver CIS services to schools (e.g., Big Brothers Big Sisters)? (This does not include brokered/referral services from community organizations.)
How was this organization(s) identified as a partner?
How are they engaged in CIS [insert name of affiliate]?

How would you characterize your relationship with your partner organization(s)?
What are the benefits of working with partner organization(s)?
What are the challenges/limitations to working with partner organization(s)?
How do these partner organizations contribute to the success of CIS [insert name of affiliate]?

Implementation

Based on your experience, how would you describe CIS to someone new to CIS? What does CIS mean to you?

What does it take to be a successful CIS affiliate?

What is your planning process?
How do you determine what sites/schools you go to?
How do you determine where to invest resources?

What do you consider to be your best practices in relation to:
Securing funding/resources
Attracting/retaining qualified staff
Providing effective programming (needs assessment, service type/delivery)
Monitoring and evaluation
Marketing

Summary

What is the most valuable type of support you can receive to help you sustain the work of CIS [insert name of affiliate]?

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

Other comments.

**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?

<u>Demographics</u>

What is your level of education? What degrees do you hold?

How long have you been a Site Coordinator (or equivalent)?

How long have you been with CIS? What was your previous position(s)?

Your Role

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

Implementation

What does it take to successfully implement CIS? What are your best practices regarding:
Building relationships with schools? Community? Partner organizations? (what relationships or support need to be in place)?
Securing resources (money, supplies, etc. – what are needed)?
Establishing policies and procedures (what are needed)?
Hiring and retaining staffing?

How do you identify the services/programs you offer to CIS schools/sites?
What type of needs assessment is done? How often? By whom?
If you use evidence-based practices, what are examples of these and how are they selected?

How do you adjust services to ensure that the desired outcomes are met?

How do you assess/monitor the success of CIS (how often, by whom?)
How is this information used?

What other agencies/organizations are providing services to CIS sites/schools that are not part of CIS?
What services do they provide?
Why isn't CIS providing these services (why aren't they a CIS partner)?

What training, technical assistance, and resources are available to support staff and programming?
Who provides these services?
How do you assess/monitor the effectiveness of these services?

What are the characteristics of an effective Case Manager (staff that provide case managed services to students at a CIS site/school) regarding:
Education?

Experience?
Responsibilities (someone who can…)?

Relationships

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

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

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

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

Summary

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

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

What is your level of education? What degrees do you hold?

How long have you been a Case Manager (or equivalent)?

How long have you been with CIS? What was your previous position(s)?

Did you participate in similar interviews with us last year as part of the CIS evaluation?

Your Role

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.

What kinds of services are available for CIS students who need academic assistance?

Who (indicate in school or in community) provides this services?
Are services provided by a CIS case manager? Another program in the school? a program in the community?
How often, on average, does a student receive academic support services (weekly for X minutes? Several times / week for X minutes)

What kinds of behavioral support services are available for CIS students?

Who provides behavioral support services?
Are services provided by a CIS case manager? Another program in the school? a program in the community?
How often, on average, does a student receive behavioral support services (weekly for X minutes? Several times / week for X minutes)

What kinds of other social services are available for CIS students?

Who provides other social services?
Are services provided by a CIS case manager? Another program in the school? a program in the community?
How often, on average, does a student receive other social services (weekly for X minutes? Several times / week for X minutes)

What kinds of mentoring/coaching services are available for CIS students?

Who provides mentoring/coaching?
Are services provided by a CIS case manager? Another program in the school? a program in the community?
How often, on average, does a student receive academic mentoring/coaching services (weekly for X minutes? Several times / week for X minutes)

Are there other types of services that CIS provides to students?

How do you identify the services/programs you offer to students at your school?
How do you identify the needs of students at your school? What data do you collect?
How is this information used? What is the value of this information to case management?

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?

What Level 2 services (services provided on a targeted and sustained basis to those with identified need) are offered at your school?
How are these services identified?
Who provides these services?
What are the strengths/limitations to these services?

What Level 1 services (services for the whole school regardless of need) are offered at your school?
How are these services identified?
Who provides these services?
What are the strengths/limitations to these services?

How do you adjust services to ensure that the desired outcomes are met?

How do you assess/monitor the success of CIS?
What do you use to measure success? What data do you collect?
How is this information used?

What training, technical assistance, and resources are available to support you?
Who provides these services?
In what ways are these services of value to your role as Case Manager (or equivalent)?
What additional support do you need?

Relationships

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

Based on your experience, what do you think is the most important service that your CIS affiliate provides to CIS case managed students to:
Keep students in school
Reduce a student's behavioral problems
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

What is your level of education? What degrees do you hold?

How long have you been the principal/vice principal at (insert school name)?

How long has your school implemented CIS?

What is your role or level of involvement in CIS?

CIS Implementation

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

What has your role been in bringing in/keeping CIS at your school?

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?

What are the challenges or limitations of CIS for your school/students?

What kind of feedback have you received about CIS from students or parents? What were their reactions?

What kind of feedback have you received about CIS from teachers or other school personnel? What were their reactions?

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

How would you describe the relationship between CIS staff and your students (strengths and limitations of relationships)?

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

What does it/will it take to ensure you are able to continue to offer CIS at your school?

What is your vision for the future of CIS in your school?

Other comments.

**RCT Case Study Interview Guide**
**TEACHER**

**Date:_____**

**Name:_____**

**Affiliate/School:_____**

**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

What is your level of education? What degrees do you hold?

How long have you been a teacher at (insert school name)?

How long has your school implemented CIS?

What is your role or level of involvement in CIS?

CIS Implementation

What are currently your goals for the students you teach?
In what ways does CIS help you achieve these goals?

6. How do you identify the needs of the students you teach?
In what ways does CIS help address the needs of the students you teach?
What value or benefit does CIS bring to your students?

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?

What are the challenges or limitations of CIS for you/your students?

What kind of feedback have you received about CIS from students or parents? What were their reactions?

What kind of feedback have you received about CIS from other teachers or other school personnel? What were their reactions?

Relationships

How would you describe the relationship between CIS staff and your students (strengths and limitations of relationships)?

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

What additional information/support do you need to help you continue your involvement with CIS?

What one thing would you change about CIS? What suggestions/recommendations do you have for CIS?

What is your vision for the future of CIS in your school?

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?

**AVAILABILE 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**

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)

**RCT Case Study**
**HIGH SCHOOL STUDENT 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 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?

To help get us started, we would like each of you to complete a brief questionnaire containing questions related to the CIS program. 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:_____

Males: _____
Females: _____

**ISSUES FACING STUDENTS (risk factors/problem behaviors)**

1. First, what did you identify as the greatest challenges or issues facing you and your friends at [insert name of high school]. Why did you pick these?

**AVAILABILE PROGRAMS AND SERVICES**

2a. What programs and services are available in the school to help you and your friends with your problems or issues? Do you participate in them (other than CIS)? If so, what have been your experiences with them?

[Probe for specific services for : homework, classwork, difficulties with a teacher, being late for school, family issues, etc.]

2b. How did you learn about these programs/services?

3a. What programs/services are available in YOUR community? Do you 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 your 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 your 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 do you need or would you like to participate in that are currently not available to you?

**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 high school]?

7b. How did you learn about CIS at [insert name of high school]?

8a. What information have you received on CIS? What have you been told about 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 you? Why did you choose that rating?

10b. What have been some of the positive changes you have seen in yourself as a result of participating in CIS?

10c. How will participating in CIS impact/influence your 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 high school]?

12. Overall, how important do you think CIS is to you and other students at [insert name of high school]? Why?

13a. How many of you would like to continue to participate in CIS? Why or why not?

13b. How many of you would recommend CIS to a friend?

**OTHER COMMENTS**

Are there other comments you would like to share with us regarding CIS at [insert name of high 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*
**HIGH SCHOOL STUDENT FOCUS GROUP QUESTIONNAIRE**

List the three greatest challenges or issues currently facing you and your friends at your 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 your problems/issues (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 your problems/issues (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 school (circle your response)?

1 2 3 4 5

5. 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 you (circle your response)?

1 2 3 4 5

6. 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 you and the other students at your school (circle your response)?

1 2 3 4 5

7. How long have you been involved with CIS? _____(years)

Appendix H: Test of Between-Subject Effects *F*-scores

| Appendix H: Test of Between-Subject Effects *F*-scores | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *df* | Intercept | Pre-Measure | Gender | Ethnicity | Free/ Reduced Lunch | Cohort | Condition |
| **Attendance** | | | | | | | | |
| Baseline – Year 1 | 1, 78 | 1.987 | 54.187* | 2.755 | 1.465 | .274 | 2.961 | 3.036 |
| Year 1 – Year 2 (Cohort 1 Only) | 1, 54 | 2.482 | 47.343* | 1.276 | .100 | .251 | | 6.655* |
| Baseline – Year 2 (Cohort 1 Only) | 1, 49 | 12.284* | 26.743* | 1.317 | .083 | .489 | | .530 |
| **GPA** | | | | | | | | |
| Baseline – Year 1 | 1, 85 | 1.743 | 74.755* | .343 | 1.392 | .480 | .021 | 3.431 |
| Year 1 – Year 2 (Cohort 1 Only) | 1, 52 | .236 | 85.827* | 1.486 | .006 | .243 | | 2.229 |
| Baseline – Year 2 (Cohort 1 Only) | 1, 51 | .069 | 44.486* | .001 | 1.908 | .912 | | .001 |
| **Credit Completion** | | | | | | | | |
| Baseline – Year 1 | 1, 85 | 158.898* | .347 | .192 | .081 | 1.591 | 5.761* | .087 |
| Year 1 – Year 2 (Cohort 1 Only) | 1, 52 | 11.944* | 8.531* | 1.215 | .055 | .803 | | 3.984 |
| Baseline – Year 2 (Cohort 1 Only) | 1, 51 | 37.831* | 1.452 | 1.402 | .589 | .634 | | 3.228 |
| **Disciplinary Referrals** | | | | | | | | |
| Year 1 | 1, 85 | .885 | | 2.880 | .015 | .745 | 5.844* | 2.794 |
| Year 1 – Year 2 (Cohort 1 Only) | 1, 54 | .573 | 2.068 | 1.456 | 7.038* | .834 | | 1.263 |
| Year 2 (Cohort 1 Only) | 1, 55 | .543 | | 1.423 | 5.657* | 1.304 | | .722 |
| **Kansas State Mathematics Assessments** | | | | | | | | |
| Year 1 | 1, 68 | 9.428* | | .050 | 1.801 | .338 | 4.872* | 1.069 |
| Year 1 – Year 2 (Cohort 1 Only) | 1, 40 | 1.742 | 18.563* | .919 | .004 | 3.354 | | 4.920* |
| Year 2 (Cohort 1 Only) | 1, 49 | 17.202* | | .060 | .286 | 2.073 | | .623 |
| **Kansas State Reading Assessments** | | | | | | | | |
| Year 1 | 1, 76 | 15.908* | | .026 | 3.053 | .173 | 3.076 | .033 |
| Year 1 – Year 2 (Cohort 1 Only) | 1, 28 | 5.509* | 22.523* | .733 | .500 | 1.540 | | .000 |
| Year 2 (Cohort 1 Only) | 1, 33 | 16.519* | | 2.487 | 1.000 | .026 | | .000 |

* $p < .05$