



Evaluation of the Texas School Dropout Prevention and Reentry Program Grants

INTERIM REPORT • JULY 2009

SUBMITTED TO:
Texas Education Agency

SUBMITTED BY:
WestEd 

4665 Lampson Ave. • Los Alamitos, CA • 90720

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CREDITS

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WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

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The DIR mission is to provide the research, evaluation, technical assistance, and training that will help their clients make action-oriented decisions that result in improved performance and efficiency of programs, processes, and procedures. DIR researchers conducted the on-site data collection for this evaluation.

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EXECUTIVE OVERVIEW

This Interim Report covers the first of two years of the evaluation of the Texas School Dropout Prevention and Reentry Program (TSDPRP) Grants. TSDPRP is a statewide effort to reduce the dropout rate and improve student outcomes. Three tasks comprise TSDPRP: 1) Task A—Analysis of the impact of the Communities In Schools (CIS) model; 2) Task B—Assessment/content review of the *Dropout Recovery Resource Guide*; and 3) Task C—Examination of the impact of the statewide training of education professionals. The Executive Overview presents the project background, the evaluation plan, the methods for addressing each of the evaluation’s three objectives, and the findings as they relate to each objective.

Project Background

In today’s increasingly competitive “knowledge economy,” prospects are bleaker than ever for those without a high school diploma. Dropouts are more likely than high school or college graduates to experience unemployment, underemployment, poverty, health problems, and incarceration (Lehr, Clapper, & Thurlow, 2005). Because high school completion is so crucial to students’ future success, pressure is mounting to improve graduation rates.

At the federal level, the No Child Left Behind Act (NCLB) (U.S. Department of Education, 2002) has spurred high school reform by holding schools accountable for student progress using indicators of adequate yearly progress (AYP), including measures of academic performance and rates of school completion set by individual states. In Texas as well, keeping students on track to graduate and getting them back on track when they have fallen behind has become an urgent task—the statewide graduation rate for the class of 2007 was 78% (Texas Education Agency, 2008)¹.

As part of its effort to assist states in developing effective programs to address these challenges, in the fall of 2005, the U.S. Department of Education awarded the Texas Education Agency (TEA) a \$2.5 million School Dropout Prevention Program grant to fund the TSDPRP. This program was a statewide effort that spanned from the 2006-07 to the 2007-08 school years to create an effective, sustainable, and coordinated program to serve the needs of students at risk for not completing high school and those who dropped out of high school and reentered. TSDPRP was focused on four primary objectives that in turn were based on the priorities of the federal School Dropout Prevention Program grant:

¹ As reported by the TEA Department of Assessment, Accountability, and Data Quality, Division of Accountability Research, the graduation rate (i.e., the longitudinal completion rate) reflects the percentage of students from a class of beginning ninth graders who complete their high school education by their anticipated graduation date.

- 1) Expand personal graduation plans (PGPs) currently in use for at-risk, incoming ninth graders by replicating models that utilize eighth-grade assessment data and include both academic interventions and social supports.
- 2) Increase partnerships between high schools and government agencies, community-based organizations, and private entities to leverage resources for dropout prevention and reentering students.
- 3) Develop statewide capacity for implementing specific intervention strategies that address the needs of students most at risk of dropping out of high school and students who are reentering high school.
- 4) Evaluate the effectiveness of TSDPRP and continually improve its services and activities.

Addressing dropout prevention and recovery with a variety of strategies, one of the primary interventions of TSDPRP is the establishment of Communities In Schools (CIS) campus programs on selected high school campuses. CIS is a stay-in-school program administered by TEA that utilizes a case management, multidisciplinary approach to help students continue their education and improve academically. The CIS mission is to help young people stay in school, successfully learn, and prepare for life. CIS staff provides case management services to students through a number of campus-based programs that take place before, during (i.e., lunch time and during non-core classes), and after school. These various programs fall under the six CIS components – (1) supportive guidance and counseling, (2) health and human services, (3) parental and family involvement, (4) career awareness and employment, (5) enrichment, and (6) educational enhancement.

With TSDPRP funds, TEA contracted with local CIS programs to work with 10 high schools, with some of the highest annual dropout rates in the state, to develop and establish CIS campus programs. These local CIS programs contacted independent school districts and selected appropriate sites among the eligible high schools for the establishment of CIS campus programs. After finalizing the selection of high school campuses, the local CIS programs established the 10 CIS campus programs on the selected high school campuses. The newly established CIS campus programs used their allocated funds to support the delivery of CIS case management services to students. As part of TSDPRP, the focus of these 10 CIS campus programs was on the assessment of needs and the subsequent delivery of services to at-risk, incoming ninth-grade students, including expanding the development of comprehensive, personalized service plans and PGPs using eighth-grade assessment data—one of TSDPRP’s objectives.

Dropout prevention studies recommend wrap-around strategies (i.e., individualized case management) that address student problems in and outside of school. The CIS case management

model emphasizes both the direct delivery of services to students by CIS staff and the referral of students to other school-based service delivery systems. To accomplish the latter, CIS encourages the development of working relations with a wide variety of entities outside of the school (e.g., health services, employment services, drug prevention strategies, services to teen parents, mental health services). Thus, CIS campus staff effort involve both delivering direct services to students and brokering needed services through community agencies to provide services that campus-based CIS staff are not able to address directly. This coordination of connections between student needs and community resources is one of the hallmarks of the CIS model. As a result, the TSDPRP funding provides a means to address TSDPRP's second objective—increasing partnerships through CIS's coordinated community-based approach to case management services for at-risk students.

Recognizing the importance of such partnerships, the importance of mentoring relationships to at-risk students, and the recognized expertise of Big Brothers Big Sisters, TEA drew on TSDPRP funds to contract with Big Brothers Big Sisters of North Texas (BBBSNT) to provide mentoring services at six of the participating high schools in the North Dallas region. BBBSNT worked with the CIS campus programs to identify at-risk, ninth-grade students enrolled in CIS services at the participating high schools and match these students with mentors. CIS Dallas Region, Inc., had previously established CIS campus programs at these six high schools.

To fulfill the third TSDPRP objective—developing statewide capacity—the grant funding supported the development of a resource guide in dropout recovery strategies. For this, TEA contracted with an outside vendor to develop a resource guide to help educators interested in implementing dropout reentry strategies. The vendor worked to develop the *Dropout Recovery Resource Guide* to provide detailed information about effective dropout recovery programs, with materials, references, and resources to help institutions implement best practices in dropout recovery.

In another area of capacity building, the grant funding also supported an all-day training of professional educators in CIS's case management model; accessing, coordinating, and maintaining sustainable partnerships with community resources; and creating effective school-based mentoring initiatives and training mentors. In August 2007, a statewide CIS training took place to train education professionals on the CIS model and strategies, including the importance of school and community partnerships in dropout prevention and how to establish such partnerships.

In this report, all student-level CIS data and corresponding findings are related solely to the CIS programs on the 10 high school campuses participating in TSDPRP. As a result of TEA's grant from the U.S. Department of Education (i.e., TSDPRP), these 10 CIS campus programs are

implemented somewhat differently than other CIS campus programs in Texas. First, these 10 CIS campus programs are required to focus their service delivery on incoming ninth graders. Second, these CIS campus programs are required to work closely with their respective campus staff in developing PGPs for CIS case-managed students, using eighth-grade assessment data.

The Evaluation Plan

To effectively evaluate the impact of the TSDPRP activities on at-risk students at the 10 participating high schools, WestEd developed the following evaluation plan. The evaluation activities addressed the following three aspects of the TSDPRP:

- A) Analysis of the impact of the CIS case management model on student outcomes at the 10 campuses receiving CIS services, focusing on the degree to which: 1) eighth-grade assessment data were used in the development of PGPs for participating students; 2) the impact of BBBSNT mentoring services on students served; and 3) the effectiveness of the above and other academic and support services administered through CIS on student outcomes;
- B) Expert assessment/content review of the *Dropout Recovery Resource Guide* developed with grant funds; and
- C) Examination of the impact of statewide training on education professionals' perceptions of and attitudes toward the establishment of partnerships with community-based organizations.

Using a quasi-experimental design with multiple methods and sources to triangulate findings, WestEd and its subcontractor, Decision Information Resources, Inc. (DIR) planned to evaluate the impact of TSDPRP on student outcomes. To assess the various aspects of TSDPRP, WestEd developed related evaluation questions, which are juxtaposed with TSDPRP's central tasks in the following table:

Study Tasks and Corresponding Evaluation Questions

<i>Study Tasks</i>	<i>Evaluation Question</i>
A) Analysis of the impact of the CIS model	1. How does the expansion of the CIS case management model affect student outcomes?
B) Assessment/content review of the <i>Dropout Recovery Resource Guide</i>	2. Does the <i>Dropout Recovery Resource Guide</i> include research-based practices and a comprehensive range of services?
	3. How are leaders from diverse campuses using the <i>Dropout Recovery Resource Guide</i> to improve student outcomes?
C) Examination of the impact of the statewide training	4. How is the statewide training changing education professionals' understanding of the value and process of community-based partnerships?
	5. How are education professionals cultivating existing and new partnerships?

Since the campus programs were established along a timeline ranging from October 2006 through February 2008, it is premature at this juncture to conduct outcomes analyses associated with TSDPRP. The 10 CIS campus programs were in various stages of implementation during the time this report was being prepared. Chen (2005) noted the importance of allowing time for full program implementation, as conducting performance assessments too early in a program's growth can produce unreliable results. As a result, the first round of data collection and analyses, conducted in year one of the evaluation, sought to develop insight into program implementation and describe student demographic information at the 10 CIS campus programs.

These formative data are presented in this report to inform program development and implementation. Presentation of the summative data and outcome analyses are planned for inclusion in the Final Report to be published in July 2009.

Task A: Impact of the Expansion of the CIS Case Management Model

This section begins with a presentation of the evaluation questions for Task A—Analysis of the impact of the CIS case management model, and a brief description of the methods used to answer the research questions. Following this is background information on the 10 participating CIS high school campuses and the findings of the evaluation activities.

The evaluation plan involved assessing the impact during the grant period of the expansion of the CIS case management model with the use of site visit data and secondary student-level data. To address Task A, the following central evaluation questions and sub-questions were developed:²

² Due to implementation delays and data availability (as discussed in more detail further in the report), evaluation question 1 and sub-question 1.4 will be addressed in the Final Report to be published in July 2009.

1. How does the expansion of the CIS case management model affect student outcomes?
 - 1.1 What aspects of the CIS model are the schools implementing? How?
 - 1.2 How are campuses using the 8th grade assessment data in PGPs?
4. What students are participating in the CIS program? What students are participating in the BBBSNT mentoring program?
5. How does the level of implementation of the expansion affect student outcomes?

TEA supplied student-level data for this evaluation from the Communities In Schools Tracking Management System (CISTMS), the CIS data collection and management system. However, delays in establishing the CIS program on three campuses resulted in delays in data entry. As a result, CISTMS data were available for only 7 of the 10 CIS campuses included in this evaluation. Therefore, any analyses conducted on CISTMS data included only the seven campuses for which data were available.³ The site visit data to address these questions derived from interviews, focus groups and document reviews conducted at the 10 CIS campus sites. Each site visit contained interviews with CIS executive directors, school administration or leadership most knowledgeable about CIS (i.e., school principal, guidance counselor, disciplinary dean), school-level CIS staff, teachers, and students. In addition, the data collection plan included a document review of 10 randomly selected PGPs at each high school campus.

School Background Information

As previously noted, TEA contracted with local CIS programs to work with independent school districts to develop CIS campus programs on eligible high school campuses that had some of the highest annual dropout rates in the state. Eligible high schools were required to meet two main criteria: 1) the high schools could not be currently receiving CIS services, and 2) the high schools had to fulfill the requirements of the federal grant (e.g., making a commitment to secure additional funding to sustain the program after grant funding ceased). In addition to high schools needing to meet the specified criteria, school selection was also dependent on the campus being willing to collaborate with local CIS programs. Based on eligibility and willingness to participate, local CIS programs narrowed the list to 10 specific campuses to receive the funding, which began in September 2006 and extended through August 2008.

³ CISTMS data for the 2007-08 school year were not available at the time of this report but will be available for the Final Report (July 2009).

The majority of the schools ($n = 6$) are located in Dallas. The remaining schools are located in Houston, Texas City, San Antonio, and Corpus Christi. According to the TEA's Academic Excellence Indicator System (AEIS)⁴, the number of students the schools enrolled ranged from 536 to 2,228 students, with an average of 1,624 students. Among the 10 high schools, the percentage of students at risk of dropping out ranged from approximately 60% to 87%. The dropout rate reported for these schools ranged from 1.7% to 12.2%. The ethnicity of students at all 10 schools was predominantly Hispanic or Hispanic and African American. Finally, at the start of the intervention, 4 of the 10 schools were considered academically unacceptable based on the AEIS rating scale.⁵

Evaluation Question #1: How does the expansion of the CIS case management model affect student outcomes?

To answer the first evaluation question, a comparison will be made between students in the CIS campus programs with students at the same school who are not enrolled in CIS, but who have been matched on other variables, to assess the effects of the CIS program expansion on student outcomes. Due to the implementation timeline, it is premature at this point to try to determine impact of the CIS program on student outcomes, as delays in the implementation of a number of the 10 participating CIS campus programs limit any potential impact of the program activities and the ability to detect differences between students in the program and those not enrolled in the program.

Sub-question #1.1: What aspects of the CIS model are the schools implementing? How?

This section sets the stage by describing implementation at the 10 CIS campus sites. Specifically, this section begins by describing the student issues identified by CIS campus program staff and how these issues are addressed in student service plans. Following this is a discussion of the implementation of CIS services (the six CIS components) based on the qualitative findings from the site visits to the 10 CIS campuses.

⁴ The AEIS presents information on the performance of students in each school and district in Texas every year. The information is put into the annual AEIS reports, available each year in the fall.

⁵ For definitions of *at-risk*, *dropout*, and *academically unacceptable*, see the footnotes corresponding to this section in the main body of the report.

Student Issues and Service Plan Development

CIS campus program staff identified barriers to student success in the students' service delivery plans (i.e., lack of college readiness, need for academic support, delinquent conduct, low self esteem, need for employment, and lack of basic needs). These barriers fell into four main categories of concern: (a) academic, (b) behavioral, (c) mental health, and (d) social service. Barriers that were categorized into behavioral concerns ($n = 556$) represented the most frequently identified area of concern, with academic ($n = 410$) and mental health ($n = 380$) concerns also being identified at high frequencies. A smaller number of issues were classified as social service concerns ($n = 53$).

The behavioral concerns category included a range of student issues both inside and outside the classroom. Of the behavioral concerns, social skills (31%) and absences (26%) represented the largest proportions. These two concerns were considered especially significant because, according to the dropout literature, reduced social competence and high absenteeism are considered to be key indicators that a student is at risk of dropping out (Jimerson et al., 2006; Suh & Suh, 2007). Classroom conduct (14%) and tardiness (14%) were also frequently reported concerns.

Student grades (51%) and scores on the Texas Assessment of Knowledge and Skills (TAKS) (23%) are the primary academic concerns; other barriers include homework completion (7%), the need for more academic support (7%), college readiness (7%), and English language proficiency (5%). Mental health concerns include a variety of barriers, with the highest proportions of barriers being concerns about self-esteem (36%), students' overall mental health (22%), and family conflict (17%). Socio-emotional problems and disabilities, including reduced confidence and mental health issues, are included in the assortment of status variables that are often difficult to change through prevention and intervention efforts (Jimerson et al., 2006; Lehr, Clapper, & Thurlow, 2005). However, CIS attempts to mitigate these challenges by coordinating and specializing resources for each student.

Among the social service concerns, students' employment needs and career planning (74%) overwhelmingly represented the largest proportion. Other social service concerns included basic needs (20%), health needs (4%), and housing (2%).

Once CIS campus staff assessed referred students and identified their barriers to success, they made a decision about whether or not to target each issue for services. If an issue was to be targeted for services, CIS staff then decided if the student's issue would be addressed directly by CIS campus program staff or referred to another service provider on campus or in the community. CIS campus staff provided services for over 90% of the behavioral, mental health,

and social service issues students experienced. However, they directly provided a smaller percentage (63%) of services for academic issues, as CIS campus program staff determined that for some students, these issues were best targeted by others. As a result, CIS campus staff coordinated the delivery of these services to the students by tutors or other available educational providers.

Descriptive analyses of service plan data illustrated that CIS campus staff selected the services students received based on the targeted issues. Because most student issues were categorized as behavioral (40%) or academic (29%), the majority of service plans (65%) provided supportive guidance and counseling and/or educational enhancement activities. In most cases, students received services in multiple categories.

CIS Services

To provide the necessary services for the students, the 10 CIS campus programs implement all six CIS components – (1) supportive guidance and counseling, (2) educational enhancement, (3) health and human services, (4) parental and family involvement, (5) career awareness and employment, and (6) enrichment. This section describes the various types of activities (i.e., outreach activity, event, etc.) that the site visit data indicate the CIS campus programs implement for each of the six CIS components.

- **Supportive Guidance and Counseling Component:** 10 CIS campus programs implemented seven primary types of activities (i.e., seven campuses implementing each)—scheduled support groups, individual assistance, on-campus presence, student monitoring, mentoring, student referrals, and childcare support.
- **Educational Enhancement Component:** Types of activities among the 10 CIS campus programs spanned four main areas—academic support, academic monitoring, college preparation, and advocacy.
- **Health and Human Service Component:** Among the 10 CIS campus programs, 13 different types of activities were employed to provide services—physical health, mental health, academic needs, basic needs, prenatal/parenting, substance abuse treatment, guest speakers, female-specific, financial support, holiday support, mentoring, nutrition, and social interaction.
- **Parental and Family Involvement Component:** Seven types of activities emerged among the 10 CIS campus programs for services provided—direct communication, mailings, events, parent-initiated communication, advertising, CIS-school collaboration, and parent services.

- Career Awareness and Employment Component: Among the 10 CIS campus programs, two primary types of activities (i.e., seven schools implementing each)—employment readiness and finding employment; and three secondary types of activities (i.e., 1-2 schools implementing each)—advocacy, special programming, and internships/externships, were employed.
- Enrichment Component: Six types of activities were employed by the 10 CIS campus programs—field trips, social activities, summer programming, community services, student support, and mentoring.

The following bullets are the key findings from the site visits involving the implementation of the six CIS components. Further details regarding these findings are presented in the main report.

- The difference in start date had a major impact on implementation. CIS campus programs were more established for those schools that started in the 2006-07 academic year compared with those that began during the 2007-08 academic year (see Table 3). Differences included the experience level of CIS personnel, the level of familiarity of campus staff and students with the CIS campus program and staff, the number of partnerships established with external service providers, and the number of activities initiated, as well as other programming efforts.
- A major finding of the site visits was the discrepancy between the responsibility of CIS campus program staff to achieve their stated goals (i.e., keeping students in school and helping them improve academically) and their lack of authority on campus. As described in more depth in the full report, CIS campus program staff reported several barriers to their work. Many of these barriers were school-based issues that CIS program staff lacked influence to change, including need for space and facilities, difficulty accessing student data, and teacher reluctance to refer at-risk students to the CIS program. These school-based barriers directly interfered with CIS campus program staff's work in achieving the expectations of the CIS program.
- When CIS campus staff were not fluent in Spanish, it was difficult for them to aid certain students or communicate with parents who only spoke Spanish. While CIS campus staff reported that there were Spanish-speaking staff members on the Mobile Services Teams (a team of two or more bilingual staff members who assisted with recruiting, providing services, conducting home visits, making referrals to community agencies, and working with students on drug-abuse prevention and treatment), these CIS campus staff members were not always on campus. Schools with bilingual CIS staff on campus full-time reported that communication with non-English speaking students and parents was not a problem.

- Only one of the six Dallas-based CIS campus programs mentioned BBBSNT during the interviews. In addition, only one of the four other (non-Dallas-based) schools reported mentoring activities had been established (i.e., through a school-based program) by the time of the visit.
- Many of the CIS campus staff reported delays in matching their students with BBBSNT mentors. A number of interviewees thought that it would take several months for their students to be matched.
- A total of 28 types of services (e.g., food, clothing, shelter; mentors; employment/job readiness assistance) were reported being provided by 97 different partner organizations among the 10 CIS campus programs.
- Of the 97 different organizations working with the 10 CIS campus programs, there were: 41 non-profit organizations, 15 government agencies or programs, 15 medical and mental health clinics, 10 colleges and universities, 10 social service agencies, and 6 local businesses/corporations.
- On an anecdotal basis, school administrators, teachers, and students at all 10 high school campuses with CIS programs reported that they generally believed that CIS campus program effectiveness was strong.

In summary, common barriers to student success were identified and categorized into four main areas of concern: (a) academic, (b) behavioral, (c) mental health, and (d) social service. The majority of the student issues were classified as behavioral concerns. In response to these identified issues, CIS campus staff developed service plans to target each student's identified needs. To provide the necessary services for the students, the CIS staff at all 10 campus programs implemented the six CIS components: (1) supportive guidance and counseling, (2) educational enhancement, (3) health and human services, (4) parental and family involvement, (5) career awareness and employment, and (6) enrichment. Data collected indicated that the level of implementation of each CIS campus program varied according to the CIS campus program's start date, in addition to other contextual factors. One of these contextual factors was the lack of authority on campus by CIS staff that, in some cases, prevented them from achieving the expectations of the CIS program.

Sub-question #1.2: How are campuses using the 8th grade assessment data in Personal Graduation Plans (PGPs)?

One of the primary objectives of the TSDPRP was for CIS campus program staff on the 10 participating high school campuses to work with their respective school personnel to expand the use of PGPs for at-risk, incoming ninth-grade students by using eighth-grade assessment data

and including both academic interventions and social supports. While it was noted that it was the responsibility of school personnel for the development and maintenance of the PGPs, this aspect of TSDPRP was an attempt to improve the PGP development process. It was originally thought that the collaboration of the CIS campus program staff with school personnel in the development of the PGPs, including the use of eighth-grade assessment data, would result in improvements in the development and use of PGPs (i.e., quantity and quality of PGPs).⁶

For those students who have PGPs, the district designs and places students in an intensive instruction program that is intended to enable the student to be able to perform at grade level by the end of the next academic term or to attain a standard of annual growth specified by the district. The district then tracks improvements in the student's performance. The staff member designated to develop the PGPs is expected to also create a timeframe for monitoring and providing intervention activities and other evaluation strategies for each student. In addition, the PGP must address parent/guardian participation, including the parent/guardian's educational expectations for the student. To ensure the overall agreement of all stakeholders, each person involved in the process must sign the PGP.

During the site visits, the evaluation team found that overall the use of eighth-grade assessment data in the development of PGPs was minimal. When interviewing the CIS campus program staff, the on-site evaluation team discovered that only 2 of the 10 CIS campus programs completed PGPs. When the CIS campus program staff were asked by the evaluation team about the use of eighth-grade assessment data in developing PGPs, none of the CIS campus program staff at the 10 participating high school campuses indicated any familiarity with or use of eighth-grade assessment data in the development of the PGPs. Note that there may have been some confusion among CIS campus staff regarding what constitutes eighth-grade assessment data (i.e., TAKS results, course grades/credit accrual, benchmark assessment and other assessment or student data).⁷

Sub-question #1.3: What students are participating in the CIS program? What students are participating in the Big Brothers Big Sisters of North Texas (BBBSNT) mentoring program?

⁶ PGP development will be explored further in the second year of the evaluation.

⁷ Some of the CIS campus staff indicated that eighth-grade assessment data were not available to them. However, when TEA was informed about reports from CIS campus staff that eighth-grade assessment data were not available to them, TEA provided WestEd with information about the assessment data that had been entered by CIS campus staff into CISTMS. While not all ten of the participating campuses had entered assessment data into CISTMS, this information seems to support the possibility that when the site visit team asked CIS campus staff about eighth-grade assessment data, there was some confusion about what they were asking.

There were 400 students (62% female, 38% male) participating in the CIS program across the seven campuses for which data were available. The majority of students participating in the CIS program were either Hispanic (61%) or African American (31%). A small percentage of students were White, not of Hispanic origin (8%) and Asian/Pacific Islander (1%). In addition, most students in the CIS program on these campuses were in ninth-grade (87%), which aligned with the focus on ninth-grade students outlined as a priority of the CIS campus programs under TSDPRP.

The vast majority of CIS students lived at home with members of their immediate family (92%). In smaller numbers, CIS students lived in the homes of other relatives (4%) and non-relatives (2%), or in a motel (1%). For most of these students, the immediate family member they lived with was either their single parent mother (45%) or both biological or adoptive parents (32%), while other CIS students lived with a parent and step-parent (4%), other relatives (4%), grandparents (3%), or a legal guardian (2%). For the majority of CIS students, the language spoken in the home was English (80%). Spanish was the second most commonly spoken language in the home (19%).

The data indicated that 25% of the CIS students did not receive any public assistance services. However, 38% of CIS students received at least one public assistance service, which, for the majority, was free or reduced-price lunch. The remaining 37% of students received two or more public assistance services.

Big Brothers Big Sisters of North Texas

As previously noted, TEA used a portion of TSDPRP funds to contract with BBBSNT to provide mentoring services at six of the participating high schools in the North Dallas region. TEA reported data that provided descriptive information about those CIS students who participated in the BBBSNT mentoring initiative. A total of 35 CIS students participated, at various stages, in mentoring activities among the six Dallas-based CIS campus programs.

According to TEA, the focus of the BBBSNT mentoring program was to be on ninth graders, with the idea of having sufficient time during the life of the contract for student-mentor matches to occur and for the mentorship period to be maintained throughout the student's remaining years in high school. However, the data showed that approximately half of the students ready to be matched were not ninth graders (47.8%). Among the students who had been matched with a mentor, nearly half were tenth or eleventh graders (41.7%). The data also revealed that only four of the six CIS campus programs participating in the BBBSNT mentoring program had referred students to BBBSNT for matching. In addition, of the total number of

students participating in BBBSNT ($N = 35$), there were almost twice as many students waiting to be matched ($n = 23$), as there were students who had already been matched ($n = 12$).

Through the BBBS initiative, a challenge was identified in creating effective lines of communication among different service entities on campuses (i.e., CIS and BBBS). While BBBS was responsible for the low rate of matching the students, CIS was responsible for the low level of referrals to BBBS. CIS staff noted the time it took for a student to be matched, which could have been a reason they were not referring many students to BBBS, becoming a circular argument. It is important to note that no data were collected from BBBS staff to understand their perspective on why CIS was not making the referrals and why the matches were not occurring.

Sub-question #1.4: How does the level of implementation of the expansion affect student outcomes?

To answer this evaluation question, researchers will compare students in the CIS campus programs across participating high school campuses based on level of campus implementation to assess the effects of the program expansion on student outcomes. However, it is premature at this point to try to assess the impact of the CIS program on student outcomes, as delays in implementation limit any potential impact of the program activities and the ability to detect differences between students in the program based on level of implementation.

Task B: Assessment of the Dropout Recovery Resource Guide

An important objective of the TSDPRP was the development of statewide capacity for implementing specific intervention strategies that address the needs of students who are reentering high school. In order to achieve this program objective, TEA contracted with an outside vendor to develop a resource guide to help educators interested in implementing dropout reentry strategies. The vendor worked to develop the *Dropout Recovery Resource Guide* (Guide) to provide detailed information about effective dropout recovery programs, with materials, references, and resources to help institutions implement best practices in dropout recovery.

As part of this evaluation, researchers will conduct an assessment of the Guide to assess its comprehensiveness and the extent to which the Guide includes relevant research. Evaluation questions 2 and 3 address the assessment/content review of the Guide:

2. Does the *Dropout Recovery Resource Guide* include research-based practices and a comprehensive range of services?

3. How are leaders from diverse campuses using the *Dropout Recovery Resource Guide* to improve student outcomes?

The evaluation will rely on an inventory of promising practices developed as a tool to review the Guide to answer these research questions. In addition, interviews with 10 campus leaders will gauge their use of the Guide and any changes in their respective policy and practice afterwards. The campus leaders will be screened prior to their interviews to make sure they have used the Guide sufficiently to respond to interview questions.

TEA plans to launch the Guide in January 2009 and then conduct forums at regional education service centers (ESCs) to gain additional feedback from users that will be used to refine the Guide, as well as to generally promote the use of the Guide among education professionals. The evaluation of the Guide, relying on the approved inventory and interviews with Guide users, will occur after the Guide has been finalized and posted on TEA's website. The Final Report (July 2009) will present the findings from the evaluation of the Guide.

Task C: Impact of the Statewide Training

To fulfill the TSDPRP objective of developing statewide capacity, grant funding supported a statewide training for education professionals. In August 2007, ESC staff participated in the statewide training. The training included information on the CIS model, how to access and coordinate relevant community resources, and how to develop and maintain sustainable partnerships with community organizations.

The establishment of partnerships between public schools and organizations, such as private businesses, state and local government agencies, community-based organizations, and private entities to facilitate the delivery of services to at-risk students is an important aspect of the CIS model. The emphasis of such a community-based approach is to provide comprehensive support (e.g., tutoring programs, drug prevention activities, teen parent services, gang and youth violence prevention activities) for students at risk of dropping out.

The evaluation objective for Task C was to examine the impact of the August 2007 statewide training on education professionals' perceptions of and attitudes toward the establishment of partnerships with community-based organizations. Evaluation questions 4 and 5 addressed this objective:

4. How is the statewide training changing education professionals' understanding of the value and process of community-based partnerships?
5. How are education professionals cultivating existing and new partnerships?

A survey of education professionals (i.e., ESC staff) who participated in the August 2007 statewide training provided the information to address these questions. In writing the original evaluation questions, establishing partnerships was emphasized to address the stated needs of TEA. However, the agenda and materials for the training from TEA made clear that the topic of establishing partnerships was only a portion of the training content. Therefore, the survey questionnaires were aligned with the topics relative to the entire content of the training.

Findings

The survey respondents included 30 ESC staff (6 males, 24 females) with various titles, such as education specialists, consultants, and directors. With regard to their overall opinion of the training, participants rated the quality, comprehensiveness, and usefulness of the information presented at the training on the following five-point scale: 1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = excellent. In general, participants gave the training good to excellent ratings for quality ($M = 4.4$), comprehensiveness ($M = 4.4$), and usefulness ($M = 4.1$) of the information presented.

Overwhelmingly, participants noted that the most essential information from the training were the statistics regarding the dropout problem and impact on society. One participant noted, “The statistics provided by the presenters regarding number of dropouts per school year, the cost to society, the impact on society, etc., were profound. This demands the attention of all school personnel, parents, and most importantly, the community.” Several respondents were planning to use the statistics from the training to inform teachers and administration of the significance of the dropout problem. Other participants thought that the most essential information presented was the various features of the CIS model, specifically the campus needs assessment and the campus service delivery plan. All of the respondents indicated that they would recommend two of the CIS strategies to district and campus leaders, i.e., conducting a needs assessment for campus dropout prevention services and developing a campus service delivery plan to meet the identified needs of students at risk of dropping out.

A total of 11 of the 30 participants reported that they had conducted training on dropout prevention strategies in their ESC region prior to attending the August 2007 training. Of these participants, eight (73%) indicated that they have altered (or plan to alter) their training sessions on dropout prevention strategies as a result of what they learned at the statewide training on the CIS model. Generally, training participants reported that they planned to train others in their ESC region on the various aspects of the CIS model, including how to recognize potential dropouts, how to conduct a needs assessment, and how to implement a case management model for dropout prevention. Participants reported that they would use the training modules and manual

that were provided at the statewide training in future training activities they conduct in their regions. Participants also indicated that they included (or planned to include) more information about (1) meeting the needs of the whole person (i.e., the student), not just the student's academic needs; (2) strategies for working with at-risk students; and (3) practical strategies for campuses to use to enhance their dropout prevention efforts.

With regard to the information on establishing school and community partnerships, training participants rated the quality, comprehensiveness, and usefulness of the information presented at the training on the following five-point scale: 1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = excellent. Participants generally rated the quality ($M = 4.0$), comprehensiveness ($M = 4.0$), and usefulness ($M = 4.1$) of the information on establishing school and community partnerships to provide dropout prevention services as good. Participants noted that the most important element in the training concerning establishing partnerships was the knowledge that support from the community is a valuable resource for schools and that establishing partnerships with community organizations is a key strategy in assisting districts and campuses with dropout prevention. All respondents noted that they would recommend to district and campus leaders that they establish school and community partnerships as a dropout prevention strategy. One respondent noted, "The dropout problem is not a school problem, it's a community problem, therefore, it is vital that we work systemically to get the community involved with the school to connect them to kids."

Some participants thought the information on establishing partnerships was interesting but not necessarily applicable to their region's circumstances. For example, one respondent wrote, "I already knew the need for partnerships. I've worked in a large district for 15 years. The issue for me now, however, is that almost all of the region's districts are small, rural districts and the community partnerships are very hard to develop because the resources in the community are so limited."

In summary, the August 2007 training seemed to increase participant awareness of the importance of establishing partnerships with entities outside of the school environment and how such partnerships could be a key element in a dropout prevention program. However, participants were not adequately prepared to connect with partners and utilize resources available in their communities and schools or to teach others in their school system how to establish partnerships and then work effectively with their new partners.

Next Steps

The next round of evaluation activities will provide both process and outcome data to inform TSDPRP program services and activities. For Task A—Analysis of the impact of the CIS

model, researchers will build on the data collection and analysis methods employed for the Interim Report, but will also collect more in-depth information about implementation, report on any program changes or developments since the first round of data collection, and conduct longitudinal analyses on student outcome data. For Task B—Assessment/content review of the *Dropout Recovery Resource Guide*, evaluators will assess the Guide using the prepared inventory and telephone interviews with Guide users.⁸ The Final Report will be available in July 2009.

⁸ The Final Report will only address Tasks A and B, as work on Task C is complete.

INTRODUCTION

This Interim Report covers the first of two years of the evaluation of the Texas School Dropout Prevention and Reentry Program (TSDPRP) Grants. TSDPRP is a comprehensive effort to decrease the dropout rate in Texas and improve student outcomes. Three tasks comprise TSDPRP: 1) Task A—Analysis of the impact of the Communities In Schools (CIS) model; 2) Task B—Assessment/content review of the *Dropout Recovery Resource Guide*; and 3) Task C—Examination of the impact of the statewide training of education professionals.

The report begins by presenting project background details, including a description of the dropout problem, TSDPRP, and the evaluation plan. Next, the report presents a summary of program objectives, evaluation objectives, data collection methods, data analyses, and findings as they relate to each objective. To conclude, the report presents key findings and recommendations, organized by evaluation question, as well as planned next steps, organized by evaluation task.

The Dropout Problem

The promise of education is to prepare students for future opportunities and the adult world of work, study, and citizenship. A high school diploma signals this preparation is complete. In today's increasingly competitive "knowledge economy," prospects are bleaker than ever for those without a high school diploma. Dropouts are more likely than high school or college graduates to experience unemployment, underemployment, poverty, health problems, and incarceration (Lehr, Clapper, & Thurlow, 2005). Because high school completion is so crucial to students' future success, pressure is mounting to improve graduation rates.

At the federal level, the No Child Left Behind Act (NCLB) (U.S. Department of Education, 2002) has spurred high school reform by holding schools accountable for student progress using indicators of adequate yearly progress (AYP), including measures of academic performance and rates of school completion set by individual states. In 2005-06, an estimated 1.2 million American students did not complete high school with their classmates (Edwards, 2006). Comparing the number who graduated that year with the total number of students enrolled in high school four years earlier yields stark results: roughly 30% of the class of 2006 failed to earn a diploma. In Texas, keeping students on track to graduate and getting them back on track when

they have fallen behind has become an urgent task—the statewide graduation rate for the class of 2007 was 78% (Texas Education Agency, 2008)⁹.

The Texas School Dropout Prevention and Reentry Program¹⁰

In an effort to assist states in developing effective programs to address the dropout problem, in the fall of 2005, the U.S. Department of Education awarded TEA a \$2.5 million School Dropout Prevention Program grant to fund the TSDPRP. State agencies that received School Dropout Prevention Program funding were guided by two priorities. The first priority involved the state education agency (SEA) partnering with other public or private agencies in implementing a customized set of services and interventions to students identified at-risk early in their high school careers. The second priority involved SEAs working with local education agencies (LEAs) to use eighth-grade assessment and other data to identify students who could benefit from a school dropout prevention program (U.S. Department of Education, 2005).

Beginning in the 2006-07 academic year and concluding with the close of the 2007-08 academic year, TEA implemented TSDPRP as a statewide effort to create an effective, sustainable, and coordinated program to serve the needs of students who are at risk for not completing high school and those who have dropped out of high school and are reentering. By expanding the state’s extensive programs aimed at improving high schools and ensuring student completion, TSDPRP leveraged existing resources, partnerships, and networks to form an even more comprehensive approach to dropout prevention and reentry assistance. TSDPRP focused on the following four primary objectives that in turn were based on the priorities of the federal School Dropout Prevention Program grant:

- 1) Expand personal graduation plans (PGPs) currently in use for at-risk, incoming ninth graders by replicating models that utilize eighth-grade assessment data and include both academic interventions and social supports.
- 2) Increase partnerships among high schools and government agencies, community-based organizations, and private entities to leverage resources for dropout prevention and reentering students.
- 3) Develop statewide capacity for implementing specific intervention strategies that address the needs of students most at risk of dropping out of high school and students who are reentering high school.

⁹ As reported by the TEA Department of Assessment, Accountability, and Data Quality, Division of Accountability Research, the graduation rate (i.e., the longitudinal completion rate) reflects the percentage of students from a class of beginning ninth graders who complete their high school education by their anticipated graduation date.

¹⁰ Background information about TSDPRP was gathered from TEA documents provided to WestEd.

- 4) Evaluate the effectiveness of TSDPRP and continually improve its services and activities.

Addressing dropout prevention and recovery with a variety of strategies, one of the primary interventions of TSDPRP is the establishment of CIS campus programs on selected high school campuses. CIS is a stay-in-school program administered by TEA that utilizes a case management, multidisciplinary approach to help students continue their education and improve academically. The CIS mission is to help young people stay in school, successfully learn, and prepare for life. CIS staff provides case management services to students through a number of campus-based programs that take place before, during (i.e., lunch time and during non-core classes), and after school. These various programs fall under the six CIS components – (1) supportive guidance and counseling, (2) health and human services, (3) parental and family involvement, (4) career awareness and employment, (5) enrichment, and (6) educational enhancement.

Through the TSDPRP initiative, TEA provided funding to local CIS programs to replicate the CIS case management model on 10 campuses. TEA identified eligible high schools (i.e., 40 regular instruction Texas high schools identified by TEA with some of the highest annual dropout rates) and contracted with local CIS programs to identify those schools that were both not currently receiving CIS services and could fulfill the requirements of the federal grant (e.g., making a commitment to secure additional funding to sustain the program after grant funding ceased). In addition to schools needing to meet the specified criteria, school selection was also dependent on the campus being willing to collaborate with local CIS programs, as bringing a CIS program on campus required the school to make certain commitments (e.g., providing space for CIS staff, working with CIS campus staff). Based on eligibility and willingness to participate, local CIS programs narrowed the list to 10 campuses to receive the funding, which spanned from September 2006 through August 2008.

With support from their respective local CIS programs, these 10 schools were to use the funding to support the expansion of CIS services to target at-risk, incoming ninth-grade students through the development of CIS campus programs, which included addressing the first TSDPRP objective – expanding PGPs. In addition, the funding was to address the second TSDPRP objective – increasing partnerships – through CIS’s coordinated community-based approach to increase the types of services (e.g., tutoring, drug prevention strategies, services to teen parents) available to at-risk students in high-need high schools. To fulfill the third TSDPRP objective – developing statewide capacity – the grant funding was to support training district and high school personnel in CIS’s case management model; accessing, coordinating, and maintaining

sustainable partnerships with community resources; and creating effective school-based mentoring initiatives and training mentors.

The Evaluation Plan

To address the fourth TSDPRP objective – evaluating program effectiveness – TEA released a Request for Proposals (RFP) on February 27, 2007, for an independent third-party evaluation of the state’s school dropout prevention and reentry program. In mid-May 2007, TEA awarded WestEd with the two-year evaluation contract, which ends on July 31, 2009. As specified by TEA, three aspects (Tasks A, B, and C) of the TSDPRP effort were addressed in the evaluation:

- A) Analysis of the impact of the CIS case management model on student outcomes at the 10 campuses receiving CIS services, focusing on the degree to which: 1) eighth-grade assessment data were used in the development of PGP’s for participating students; 2) the impact of BBBSNT mentoring services on students served; and 3) the effectiveness of the above and other academic and support services administered through CIS on student outcomes;
- B) Expert assessment/content review of the *Dropout Recovery Resource Guide* developed with grant funds; and
- C) Examination of the impact of statewide training on education professionals’ perceptions of and attitudes toward the establishment of partnerships with community-based organizations.

Using a quasi-experimental design with multiple methods and sources to triangulate findings, WestEd and its subcontractor, Decision Information Resources, Inc. (DIR), planned to evaluate the impact of TSDPRP on student outcomes. To assess the various aspects of TSDPRP, WestEd developed related evaluation questions, which are juxtaposed with TSDPRP’s central tasks in the following table:

Table 1
Study Tasks and Corresponding Evaluation Questions

<i>Study Tasks</i>	<i>Evaluation Question</i>
A) Analysis of the impact of the CIS model	1. How does the expansion of the CIS case management model affect student outcomes?
B) Assessment/content review of the <i>Dropout Recovery Resource Guide</i>	2. Does the <i>Dropout Recovery Resource Guide</i> include research-based practices and a comprehensive range of services?
	3. How are leaders from diverse campuses using the <i>Dropout Recovery Resource Guide</i> to improve student outcomes?
C) Examination of the impact of	4. How is the statewide training changing education professionals’

the statewide training

understanding of the value and process of community-based partnerships?

5. How are education professionals cultivating existing and new partnerships?
-

This Interim Report addresses Tasks A, B, and C. Details regarding methodology, first round data collection, data analysis, and findings are in each sub-section of the report – Task A– Analysis of the impact of the CIS model, Task B–Assessment/content review of the *Dropout Recovery Resource Guide*, and Task C–Examination of the impact of the statewide training of education professionals.

With regards to Task A data collection, analysis, and reporting, the evaluation will not address student outcome or achievement data until the second year of the evaluation, as implementation of CIS across the schools is still too new to determine any attributable findings. As was mentioned previously, the national CIS office allows Developing Affiliates three years (with the option of a fourth provisional year) to meet their organizational standards. In addition, CIS does not consider permanent institutional change to have been achieved until a student support service such as CIS is no longer considered to be an “extra” or special program within a school, but rather a full, seamless component of a school-system strategy (Communities In Schools, 2008b). Research suggests that full implementation of a program does not occur quickly. According to Chen’s taxonomy of program evaluation, there exist four stages of a program’s growth – 1) program planning stage, 2) initial implementation stage, 3) mature implementation stage, and 4) outcome stage (Chen, 2005). He explains that it is not until the mature implementation stage that an evaluator can conduct performance assessment and performance monitoring. The mature implementation state is the “point when implementation of the program has settled into routine activities. Rules and procedures for conducting program activities are now well established.” He goes on to warn that conducting performance assessments too early in a program’s growth can produce unreliable results (Chen, 2005).

Because the 10 CIS campuses were in different stages of implementation (i.e., program initiation dates range from October 2006 to February 2008), the first round of data collection and analyses, conducted in year one of the evaluation, focused on gaining insight into program implementation and student demographic information on the 10 CIS campuses.

The Final Report, that is to be published in July 2009, will provide more in-depth information about implementation, describe any program changes or developments since the first round of data collection, and present longitudinal analyses on student outcome data. The contents of the Final Report, including associated second round data collection and analysis, will be addressed in the *Next Steps* section of this report.

TASK A: IMPACT OF THE EXPANSION OF THE CIS CASE MANAGEMENT MODEL

Program Objective

By expanding the state of Texas's extensive network of programs, which are aimed at improving high schools and ensuring student completion, TSDPRP designed the expansion of the CIS case management model to leverage existing resources, partnerships, and networks to form an even more comprehensive approach to dropout prevention and reentry assistance. Starting in 2006, TEA contracted with local CIS programs to serve 10 high schools with some of the highest annual dropout rates in the state. The funds from TEA were intended to be used to support the expansion of CIS's comprehensive service delivery model.

The following section presents background information on the CIS model and the establishment of CIS on campuses. This is followed by a brief description of the role of Big Brothers Big Sisters (BBBS) in TSDPRP.

Communities In Schools¹¹

The CIS mission is to help young people stay in school, successfully learn, and prepare for life by coordinating the connection of community resources in the school setting. Based on the findings of dropout prevention research, which recommend wrap-around strategies (i.e., individualized case management) to address student problems in and outside of school, CIS provides services and resources through community partnerships to ensure a comprehensive case management approach. CIS creates a comprehensive service plan for each student in the program that considers the student's academic profile, attendance patterns, behavioral issues, social service issues, higher education and career goals, and available family resources and support.

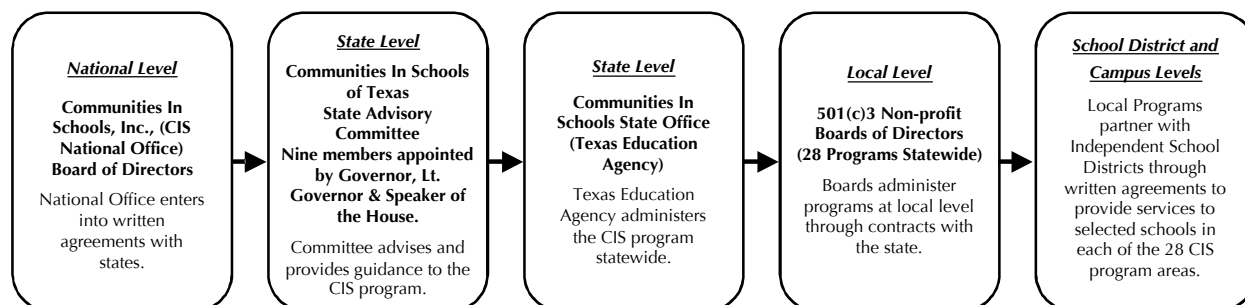
As part of a national CIS network, TEA administers CIS of Texas, with funding from the Texas Legislature since 1989. Through 28 local CIS programs, students in Texas receive a variety of services on more than 600 elementary, middle, and high school campuses.

The establishment of CIS campus programs is a collaborative and comprehensive effort on the part of CIS at the local and state levels. The CIS State Office provides many layers of support to local CIS programs, which then partner with independent school districts to establish on-campus CIS programs. Support from the State Office includes providing technical assistance to develop a work plan, monitoring progress, and conducting annual reviews of the local CIS programs to determine to what extent their work plan goals were met (Figure 1).

¹¹ Background information about CIS was gathered from TEA documents distributed to WestEd by TEA.

Figure 1

CIS Organizational Chart



Data Source: Communities In Schools, 2008b

Each CIS campus program hosts a case manager, who delivers services to students and coordinates resources to ensure the program successfully helps at-risk students improve in academics, attendance, and/or behavior. CIS staff members are full-time professionals and employees of the local CIS programs. CIS staff members are based on the school campus, which allows them to establish familiar relationships with the students and better address their individual needs. The staff members are also able to act as the school's "safety net" of social service providers in a crisis situation because they are always on campus (Communities In Schools, 2005).

Upon beginning a program on campus, CIS personnel acquire students for their caseload based on a referral system – the school can refer students according to student data (e.g., attendance rate, achievement scores), teachers can refer students, and students can refer their peers or themselves. CIS offers a number of campus-based programs that take place before, during (i.e., lunch time, during non-core classes), and after school that fall under six CIS components – (1) supportive guidance and counseling, (2) health and human services, (3) parental and family involvement, (4) career awareness and employment, (5) enrichment, and (6) educational enhancement. CIS also partners with and refers students to community agencies to provide services that campus-based CIS staff cannot adequately address.

In this report, all student-level CIS data and corresponding findings relate solely to the CIS programs on the 10 identified campuses, which are slightly different from other CIS campuses throughout Texas in that they emphasize service provision to ninth graders and identify specific requirements and interventions regarding working with school personnel to develop PGP. These additional areas of emphasis are requirements of the TSDPRP grant.

Big Brothers Big Sisters of North Texas

The second aspect of the TSDPRP effort was to use funds to support school-based mentoring initiatives for incoming ninth graders. BBBSNT worked with CIS staff and school personnel on 6 of the 10 high school campuses to identify students most likely to benefit from mentoring services. This initiative focused specifically on matching a child with a BBBSNT mentor and providing educational and enrichment activities. In addition, the BBBSNT staff intended to train school staff to create a school-based mentoring program, as well as train mentors (more detail on BBBSNT is presented further in this section).

TEA hopes to learn how the development and use of PGPs, the partnership with BBBSNT, and the implementation of other support services affect student outcomes at each school. Researchers will analyze how student outcomes are impacted by the above program characteristics in the Final Report that is to be published in July 2009. The *Evaluation Objective* section further describes how the evaluation addresses the objectives for Task A.

Evaluation Objective

The impact during the grant period of the expansion of the CIS case management model will be assessed with the use of site visit data and secondary student-level data. To address Task A—Analysis of the impact of the CIS model – the following central evaluation question and sub-questions were developed:¹²

1. How does the expansion of the CIS case management model affect student outcomes?
 - 1.1 What aspects of the CIS model are the schools implementing? How?
 - 1.2 How are campuses using the 8th grade assessment data in PGPs?
 - 1.3 What students are participating in the CIS program? What students are participating in the BBBSNT mentoring program?
 - 1.4 How does the level of implementation of the expansion affect student outcomes?

¹² Due to implementation delays and data availability (as discussed in more detail later in the report), evaluation question 1 and sub-question 1.4 will be addressed in the Final Report that is to be published in July 2009.

Data Collection Methods

Next is a presentation of the data collection methods. The section first presents the data collection activities involved with gathering the student-level secondary data. Following this is a description of the data collection activities related to the site visit interviews and PGP review.

Student-level Secondary Data

TEA data personnel supplied the student-level data for this evaluation. Specific variables were chosen from the Communities In Schools Tracking Management System (CISTMS - the CIS data collection and management system) that would provide information to answer the outlined research questions.¹³

Delays in establishing the CIS program on three campuses resulted in delays in data entry; therefore, CISTMS data were available for only 7 of the 10 CIS campuses included in this evaluation. Consequently, any analyses conducted on CISTMS data included only the seven campuses for which data were available.¹⁴

Site Visit Interviews and PGP Review

WestEd collaborated with its subcontractor, DIR, to prepare for and conduct the qualitative data collection associated with Task A. Researchers drafted the interview protocols and consulted with TEA to finalize the documents. There were five groups of stakeholders identified with whom to conduct interviews: regional CIS executive director, school administration or leadership most knowledgeable about CIS (i.e., school principal, guidance counselor, disciplinary dean), school-level CIS staff, teachers, and students. In addition, the data collection plan included a document review of 10 randomly selected PGPs at each school.

The regional CIS executive director protocol inquired into how the CIS model was implemented at various sites through the district(s), how the regional CIS office worked with the school(s), and how accountability was ensured among the various CIS sites, among other questions. Questions on the school leadership protocol included the individual's knowledge and involvement in the CIS program, other dropout prevention activities, and opinion of CIS's impact. CIS staff members were asked about their role on campus, the aspects of CIS implemented at the school, and their opinion of their program's strengths and weaknesses. Teacher-based questions included descriptions of their involvement with CIS and students in the

¹³ The formal data request to TEA is located in Appendix A.

¹⁴ CISTMS data for the 2007-08 school year were not available at the time of the writing, but will be available for the Final Report.

program and their opinion of whether CIS impacted student engagement and achievement. Finally, students were asked about their level of participation in CIS, whether they think the CIS services were helping them, and their post-high school aspirations.

The purpose of the PGP review protocol was to determine the extent to which CIS campus program staff, working with local campus staff, systematically used eighth-grade assessment data to develop student PGPs, as well as to determine the type of information found in the PGP and how often it was updated. While the development of PGPs was the responsibility of the local campus staff, it was thought that having the CIS campus program staff and the local campus staff work collaboratively on the development of the PGP would improve the process.¹⁵

The evaluation team conducted site visits in January and February of 2008. Site visit reports relied on a report outline to ensure findings were presented consistently for each individual school site. The primary sections of the outline were: *School Context*, *CIS Implementation (the six CIS components)*, *Partnerships*, *Program Effectiveness*, *Funding and Sustainability*, and *Strengths/Areas for Improvement*.¹⁶

Data Analysis

In this section, data analytic methods are presented for both the descriptive analysis of student-level data and the analysis of the site visit interviews and PGP review. Together, these quantitative and qualitative analyses provide information regarding implementation, including a description of the students in the CIS program and what implementation of the program looks like across the 10 high school campuses.

Analysis of Student-level Data

Descriptive analyses of students-level data addressed the outlined evaluation questions for Task A. Sub-question 1.1: *What aspects of the CIS model are the schools implementing? How?*, relied on descriptive information on CIS student needs and service plans developed to meet the needs. Sub-question 1.3: *What students are participating in the CIS program? What students are participating in the BBBSNT mentoring program?*, relied on descriptive information of students enrolled in the CIS program and in the BBBSNT program. These analyses were conducted with the available student-level data for 7 of the 10 TSDPRP campuses.

¹⁵ The protocols for each of these six data collection efforts can be found in Appendix A.

¹⁶ The report outline can be found in Appendix A. In addition, the Crosswalk of Reporting Concepts and Instrument Questions Table in Appendix A demonstrates how each of the six data collection instruments informs various sections of the individual site visit reports.

Site Visit Interviews and PGP Review

To conduct the cross-site analysis for the site visit interviews and PGP review for Task A, researchers utilized the constant comparative method (CCM) in the analysis of qualitative data. Glaser and Strauss (as cited in Dye, Schatz, Rosenberg, & Coleman, 2000) simplified the steps of the CCM into four distinct stages: 1) comparing incidents applicable to each category; 2) integrating categories and their properties; 3) delimiting the theory; and 4) writing the theory.

The CCM was employed to inform Sub-questions 1.1: *What aspects of the CIS model are the schools implementing? How?*, and 1.2: *How are campuses using the 8th grade assessment data in PGPs?* To accomplish this analysis, each of the site visit reports were first reviewed to gain an understanding of the general context and activities of each site. Next, each report was broken down by section, reviewed by category, and all significant trends, or lack thereof, were identified.

Background on the CIS Schools

This section contains demographic and other background information on the 10 CIS high schools as context for the evaluation findings. Table 2 outlines six characteristics of each school – location, number of students, percentage of student population considered at risk of dropping out, the drop out rate, student ethnic background, and school performance.

The majority of the schools ($n = 6$) are located in Dallas. The remaining schools are located in Houston, Texas City, San Antonio, and Corpus Christi. According to the TEA's Academic Excellence Indicator System (AEIS)¹⁷, the number of students the schools enrolled ranged from 536 to 2,228 students, with an average of 1,624 students. Among the 10 high schools, the

¹⁷ The AEIS presents information on the performance of students in each school and district in Texas every year. The information is put into the annual AEIS reports, available each year in the fall.

percentage of students at risk of dropping out ranged from approximately 60% to 87%¹⁸. The dropout rate reported for these schools ranged from 1.7% to 12.2%¹⁹. The ethnicity of students at all 10 schools was predominantly Hispanic or Hispanic and African American. Finally, at the start of the intervention, 4 of the 10 schools were considered academically unacceptable based on the AEIS rating scale.²⁰

¹⁸ A student is identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

¹⁹ The annual dropout rate is calculated by dividing the number of dropouts in grades 9 through 12 by the number of grade 9-12 students who were in attendance at any time during the school year.

²⁰ Based on the school's performance on the Texas Assessment of Knowledge and Skills (TAKS), the State-Developed Alternative Assessment II (SDAA II), the completion rate, and the annual dropout rate, the schools were identified as *academically unacceptable*, and required a plan for corrective action.

Table 2**Characteristics of Each of the 10 CIS High Schools**

<i>School</i>	<i>Location</i>	<i># of Students</i>	<i>% At-risk</i>	<i>Drop Out Rate</i>	<i>Student Ethnic Background</i>		<i>School Performance</i>
A)	Dallas	2,228	76.4%	9.0%	2.5% 0.1% 95.1% 0.7% 1.7%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable
B)	Dallas	2,104	78.4%	7.8%	31.1% 2.2% 55.0% 0.6% 11.1%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable
C)	Dallas	1,905	87.2%	10.8%	40.4% 0.3% 56.7% 0.2% 2.3%	African American Asian/Pacific Islander Hispanic Native American White	Academically Unacceptable
D)	San Antonio	1,732	74.7%	6.2%	1.8% 0.2% 94.9% 0.2% 2.8%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable
E)	Texas City	1,704	59.9%	5.7%	20.8% 0.6% 31.5% 0.2% 46.8%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable
F)	Houston	1,679	78.6%	8.3%	33.8% 5.1% 57.5% 0.1% 3.6 %	African American Asian/Pacific Islander Hispanic Native American White	Academically Unacceptable
G)	Dallas	1,534	86.8%	12.2%	37.7% 0.1% 59.6% 0.0% 2.6%	African American Asian/Pacific Islander Hispanic Native American White	Academically Unacceptable
H)	Dallas	1,421	83.5%	10.7%	4.4% 0.2% 94.4% 0.0% 0.9%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable

<i>School</i>	<i>Location</i>	<i># of Students</i>	<i>% At-risk</i>	<i>Drop Out Rate</i>	<i>Student Ethnic Background</i>		<i>School Performance</i>
I)	Dallas	1,398	70.5%	5.9%	12.1%	African American	Academically Unacceptable
					1.3%	Asian/Pacific Islander	
					67.5%	Hispanic	
					0.9%	Native American	
					18.2%	White	
J)	Corpus Christi	536	63.4%	1.7%	0.0%	African American	Academically Acceptable
					0.2%	Asian/Pacific Islander	
					96.3%	Hispanic	
					0.0%	Native American	
					3.5%	White	

Data Source: TEA 2007 AEIS Reports

In addition to these characteristics, the CIS programs had to consider contextual conditions when developing and executing their programming. Interviewees cited unique circumstances such as large immigrant and refugee populations, enrollment of students from New Orleans after Hurricane Katrina, overcrowding, and severe drug problems. Other circumstances such as poverty, crime, gangs, and teen parenting were found across the campuses. On the other hand, staff from other schools shared contextual circumstances that were more positive, such as their students generally felt safe on campus and that one school was named by Newsweek magazine as among the top five percent of public high schools in the U.S. based on Advanced Placement and International Baccalaureate tests. These positive and negative factors provided context for CIS staff as they established CIS programs on these campuses and worked to address any already-existing concerns.

Findings

Evaluation Question #1: How does the expansion of the CIS case management model affect student outcomes?

Since the campus programs were established along a timeline ranging from October 2006 through February 2008, it would be premature at this juncture to conduct outcomes analyses associated with TSDPRP. The 10 CIS campus programs were in various stages of implementation during the time this report was being prepared. In addition, CISTMS data for the 2007-08 school year were not available for this report.

During the second year of the evaluation, when these data are available, researchers will conduct these analyses and assess program outcomes. To answer the first evaluation question,

researchers will compare students in the CIS program with matched students at the same schools who are not enrolled in CIS to assess the effects of the program expansion on student outcomes.

Sub-question #1.1: What aspects of the CIS model are the schools implementing? How?

The section presents information on how the CIS model is being implemented across the 10 high school campuses. This in-depth look at implementation begins by describing the processes undertaken to establish the CIS programs on the campuses in their initial stages of CIS implementation. This is followed by a description of staffing across the campus programs to clarify how CIS team members worked together to provide services. Then, quantitative data on student issues identified by CIS staff and how these issues are addressed in student service plans are provided.

In addition to looking at initial program start-up, staffing, and the students served, it is important to consider other phases or elements of implementation (i.e., publicity, barriers, effectiveness, stability), so a complete picture of CIS implementation “on the ground” can be considered and understood. Therefore, this section also addresses the CIS services provided (the six CIS components), school resources and support, partnerships, program effectiveness, and funding and stability. This section concludes with a presentation of overall strengths and challenges shared by the stakeholders interviewed.

Initial Stages of CIS Implementation

According to the site visit reports, the date of initial implementation of the CIS program varied greatly among the 10 schools. As presented in Table 3, schools began CIS programs between October 2006 and February 2008.

Table 3
The Number of Schools and Date when CIS Programs were Launched

<i># of Schools</i>	<i>Date CIS Began</i>
2	October 2006
2	January 2007
1	February 2007
2	August 2007
2	September 2007
1	February 2008

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

The difference in start date had a major impact on implementation. In general, programs that started in the 2006-07 academic year were more established compared to those that began a

year later (2007-08). Differences included the experience level of CIS personnel, familiarity of campus students and staff with CIS, the establishment of partnerships with external service providers, and activities and other programs initiated. At the newer CIS campuses, the CIS staff members were still in the process of understanding the school population and planning outreach activities accordingly. In addition, none of the newer programs had direct access to their school's data systems and none of them had an ideal office space (e.g., one CIS office was located in a "closet," shared space with other school programs). Experiences at more established CIS campuses indicated that, at some schools, it took time to gain the trust and respect of both school staff and students. Some school staff members were unwilling to collaborate with CIS staff until they increased their understanding and were able to see the benefits of the program. Also, many students only made the effort to participate in CIS upon the recommendation of their peers or after they knew what the programming entailed. Often, newer sites had fewer outside service providers than the more established schools. CIS staff members were careful about identifying and establishing partnerships so they could make the highest quality and suitable referrals.

To encourage school staff and students to make referrals to the program, CIS first had to make stakeholders aware of CIS on campus. Among the 10 schools, seven techniques were employed to publicize the CIS program and its services among various stakeholders (Table 4). The most commonly conducted activities were presentations to the teachers and students on the CIS program. CIS staff made presentations to teachers, usually during staff meetings. CIS staff most often introduced students to CIS during freshman orientation or another student event at the beginning of the academic year. Presentations to parents occurred either during a school-sponsored "parent academy," where parents were introduced to the school in general, or through individual meetings scheduled to discuss issues a student was having in school.

Table 4
Activities Employed to Publicize CIS Among Stakeholders

<i>Activities</i>	<i># of Schools that Employed Activities</i>
Presentation(s) to Teachers	7
Presentation(s) to Students	5
Presentation(s) to Parents	2
Newspaper Article	1
Letters/Emails to School Staff	1
Post Flyers on Campus	1
Make Announcements to the School	1

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Most of the school-based CIS staff ($n = 9$) reported being told by their respective local CIS program to recruit a cohort of 100 students, while one CIS campus program's CIS staff was

instructed by its local CIS program to only recruit a cohort of 85 students.²¹ In addition, the CIS campus program’s CIS staff were told by their local CIS programs to focus on students in grade nine in their service provision, as long as the students were identified as at-risk using state-defined criteria (see footnote 18 for the full definition of *at-risk*; Texas Legislative Council, 2008a and 2008b). Students enrolled in CIS on in the ninth-grade then proceeded to receive CIS services throughout their high school careers. Aside from reviewing student files, which was conducted at all the schools, there were six additional referral methods employed by campus-based CIS staff to increase student enrollment (Table 5).

Table 5
Referral Methods Employed by the Schools to Enroll Students into CIS

<i>Referral Method</i>	<i># of Schools that Employed Method</i>
Administrators refer students	8
Teachers/Counselors refer students	8
Students refer their peers	7
Students refer themselves	7
Parents refer their child	5
Truancy Court refers students	1

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Administrator and teacher/counselor referrals were the most commonly used methods to enroll students in the CIS program on the 10 high school campuses. In some cases, school staff reported that they would refer a group of students. In other instances, students were referred individually. The next most frequently used methods were students referring their peers or referring themselves. Under these circumstances, students often heard about the CIS program either from school-based CIS staff or their friends. These students were generally interested in participating or having their friends participate in CIS activities. Five schools noted that parents often referred their own child to the CIS staff. In these situations, the parents heard of CIS either through a presentation by CIS staff or from a school staff member during a conversation about their child.

Despite these efforts, some campus-based CIS staff reported experiencing difficulties with recruiting 100 students. CIS staff at 6 of the 10 campuses reported that they had met their 100 student target, while staff at the other 4 campus programs were still trying to meet their target number at the time of the site visits (i.e., January-February 2008). CIS staff on one of these CIS campus programs, which was implemented in October 2006, attributed their low numbers to a highly fluctuating student population. Both CIS campus programs that began their CIS programs

²¹ TEA noted that this was an interim target and at a later point their target was increased to 100.

in August 2007 were below their target; however, one of these programs was just three students under their targeted caseload. The other CIS campus program's staff members did not report a specific reason for their low caseload. The fourth CIS campus program was one of two that began in September 2007. This CIS campus program also did not cite a specific reason for not having met their target and only responded that its campus-based CIS staff members were making efforts to reach their 100-student target (Table 6).

Table 6
Number of CIS Students at Each Campus²²

<i>School</i>	<i>Number of CIS Students</i>
High School 1	99
High School 2	82
High School 3	64
High School 4	59
High School 5	57
High School 6	33
High School 7	6
Total	400

Data Source: 2006-07 CISTMS

CIS campus program staff cited a number of factors to explicate current recruitment concerns and those challenges experienced by CIS campus programs that have since enrolled a full caseload (Table 7). Campus-based CIS staff from six CIS campus programs indicated that gaining a signed parent consent form was a barrier to student enrollment in CIS. Campus-based CIS staff from four CIS campus programs cited gaining the student paperwork necessary for participation in the program was also a barrier. Staff from these programs stated they sent the forms home on multiple occasions but students did not submit a completed form.

Table 7
Barriers to Enrollment and Participation in the CIS Program

<i>Recruitment/Retention Barriers</i>	<i># of Schools that Cited Barrier</i>
Submission of parent consent form	6
Submission of student paperwork	4
Students' other after school obligations	2
Student reluctance to participate	2
Parent reluctance to participate	2
Teachers not referring or publicizing CIS	2
Language barriers	2

²² This table presents data on the seven campuses for which data were available.

Identifying students eligible for CIS	2
No 8 th grade assessment data to identify students	1
Publicizing CIS on campus	1
CIS staff turnover	1

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Additional barriers included students having other after school obligations, such as caring for family members or employment, which hindered them from participating in any CIS activities hosted after regular school hours. There also was feedback from CIS staff on two CIS campuses that experienced reluctance by both students and parents to participate in CIS. According to the interviewees, students at their schools were concerned CIS would serve in a “policing” function (i.e., not on campus to help them, but to track their actions and activities). Reasons given for parent reluctance to participate (i.e., complete consent forms, attend meetings) included concerns about providing personal information, such as family income, and concerns involving citizenship status. Campus-based CIS staff from another two CIS campus programs cited that teachers were less than helpful about publicizing the program or informing students of CIS’s services. CIS campus program staff on these two campuses reported that they suspected that this might be due to teachers’ indifference to taking on responsibilities outside of traditional classroom work. A language barrier between students and parents and the CIS staff was also a concern at two CIS campus programs. In both cases, the on-campus CIS staff was not fluent in Spanish, which made it difficult to aid some students and communicate with certain parents. The staff on these CIS campus programs stated that the CIS team included Spanish-speaking staff; however, these staff members were not always on campus. At other CIS campuses with Spanish-speaking CIS staff on campus full-time, communication with non-English speaking students and parents was not an issue.

Two CIS campus program’s staff also noted that enrollment was difficult because of what they considered to be strict student criteria. TEA noted that these criteria for defining an at-risk student were established by the Texas Legislature (see footnote 18 for the full definition of *at-risk*; Texas Legislative Council, 2008a and 2008b). In addition to these two CIS campus programs, a number of the CIS campus program staff mentioned that they provided services to students outside the CIS program, but could not officially include them in their caseloads because they did not “qualify” for CIS.²³

²³ Not wanting to turn away a student in need, if a student not in ninth-grade and not on caseload approached CIS personnel, services were still provided as needed, regardless of whether they fulfilled the criteria set forth by the TSDPRP grant and Texas legislation.

Staffing

This section provides a description of staffing across the 10 CIS campus programs. This description includes both local CIS program staff and CIS campus program staff, to clarify how CIS team members at different levels of the organization work together to provide services.

Overall, eight levels of CIS-related staff were cited as contributing to the delivery of services: executive director, field supervisor/assistant director of field operations, director of quality/standards, program director, program manager/program coordinator/area team manager, mobile services team, campus manager/senior case manager, and case manager. As displayed in Table 8, CIS campus programs utilized staff in various roles.

Table 8
Staffing Categories and the Number of Programs that Employed Each Staff Level Among the 10 CIS Programs

<i>Staffing Categories</i>	<i># Employed by CIS Campuses</i>
Executive Director	9
Field Supervisor/Assistant Director of Field Operations	2
Director of Quality/Standards	1
Program Director	8
Program Manager/Program Coordinator/Area Team Manager	9
Mobile Services Team	6
Campus Manager/Senior Case Manager	6
Case Manager	10

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Of the 10 site visit reports, 9 included a description of the executive director. The responsibilities for those in this position included overseeing the implementation of the CIS model in all schools throughout the region covered by the local CIS program; meeting with district- and school-level staff to discuss relevant information regarding CIS and to discuss future planning; and recruiting, hiring, and retaining high-quality staff.

Staff from one CIS campus program cited having an assistant director of field operations whose primary responsibility was to maintain CIS's two databases for the region. Another staff member from a CIS campus program worked with a field supervisor whose responsibilities included serving as the liaison between the school and the local CIS program and assisting with identifying and enlisting the support of community partners.

Only one CIS campus program reported working with a director of quality/standards, whose responsibilities were to oversee CIS staff training, monitor compliance, and research and evaluate activities. The CIS program director, which was a position listed for 8 of the 10 local CIS programs, was responsible for helping to supervise school level CIS staff, conducting staff training, and leading teams in conducting compliance visits.

CIS staff from nine CIS campus programs cited having someone in the position of program manager, program coordinator, or area team manager. These three possessed similar job responsibilities, which included managing the campus-based program(s), seeking out community organizations to partner with CIS, meeting with and serving as the primary contact for the school's teachers, and implementing monthly and annual campus plans.

Mobile Services Teams (MSTs), which were typically made up of two or more bilingual (English/Spanish) team members, worked with 6 of the 10 CIS campuses. MSTs assisted the schools with recruiting (particularly focusing on parents who are monolingual), facilitating or providing group services, conducting home visits, making referrals to community agencies, and working with students on drug-abuse prevention and treatment.

Six CIS schools had a CIS campus manager or a senior case manager who worked directly with the CIS case manager. Responsibilities of the campus manager/senior case manager included ensuring student assessments and other documentation were accounted for; preparing reports on student outcomes; and serving as the primary contact for students, teachers, and administrators. In addition to these duties, the campus manager/senior case manager led group discussions with CIS students as a function of the supportive guidance and counseling component of the CIS model. In order to discuss sensitive, gender-related topics with students, campuses tended to have one female and one male campus manager/senior case manager.

Finally, all 10 CIS campuses housed at least one CIS case manager. In addition to working closely with either the CIS program manager and/or the MST members, the workload of a case manager included managing a percentage, if not all, of a school's CIS case load; referring students to other agencies and service providers for assistance; and working closely with teachers, counselors, and other school staff to identify students and provide services.

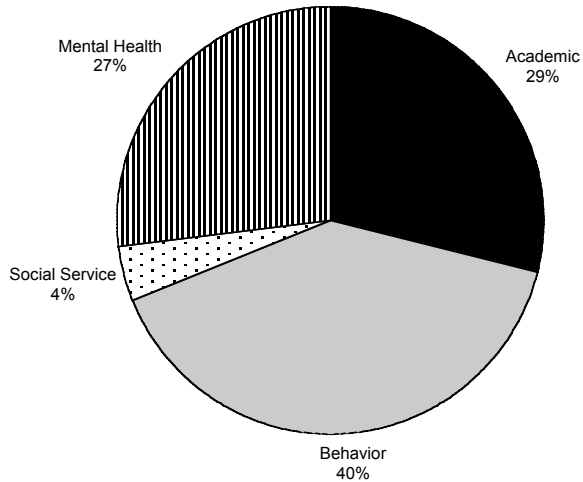
Student Issues and Service Plan Development

CIS campus program staff identified barriers to student success in the students' service delivery plans (i.e., lack of college readiness, need for academic support, delinquent conduct, low self esteem, need for employment, and lack of basic needs). These barriers were categorized into four main areas of concern: (a) academic, (b) behavioral, (c) mental health, and (d) social service. As displayed in Figure 2, barriers that were categorized into behavioral concerns ($n = 556$) represented the most frequently identified area of concern, with academic ($n = 410$) and mental health ($n = 380$) concerns also being identified at high frequencies. A smaller number of the issues were classified as social service concerns ($n = 53$).²⁴

²⁴ The figure presents information on the total number of student issues identified by CIS staff, with most students presenting issues from more than one category.

Figure 2

Distribution of issues identified by CIS staff, by four areas of concern.



Data Source: 2006-07 CISTMS²⁵

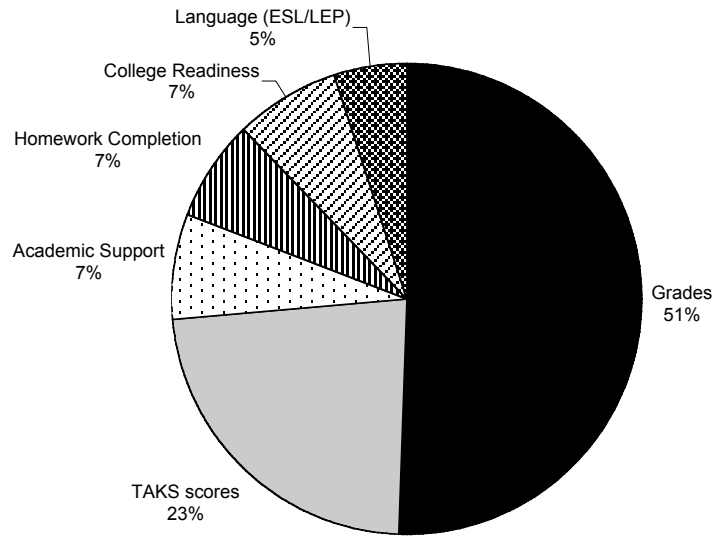
Figures 3-6 display in-depth presentations of the four categories and the specific student issues within each category. As shown in Figure 3, most academic issues pertain to student grades and scores on the Texas Assessment of Knowledge and Skills (TAKS). Other academic concerns include homework completion, the need for more academic support, college readiness, and language.²⁶

²⁵ All CIS student-level analyses represent only the seven campuses for which data were available.

²⁶ Table A-1 in Appendix A presents sample size (*n*) values for each subcategory (e.g., academic).

Figure 3

Distribution of academic issues identified by CIS staff.

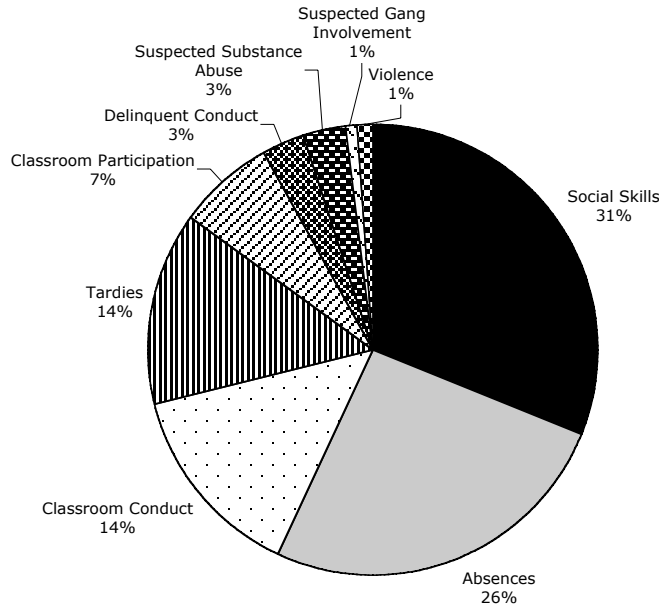


Data Source: 2006-07 CISTMS

The behavioral concerns category includes a range of student issues, as student behavior encompasses a variety of behaviors that can occur inside or outside the classroom. Of the behavioral concerns, social skills (31%) and absences (26%) represent the largest proportions. These two concerns are considered especially significant because, according to the dropout literature, reduced social competence and high absenteeism are considered to be key indicators that a student is at risk of dropping out (Jimerson et al., 2006; Suh & Suh, 2007). Classroom conduct (14%) and tardiness (14%) are other frequently reported concerns (Figure 4).

Figure 4

Distribution of behavioral issues identified by CIS staff.

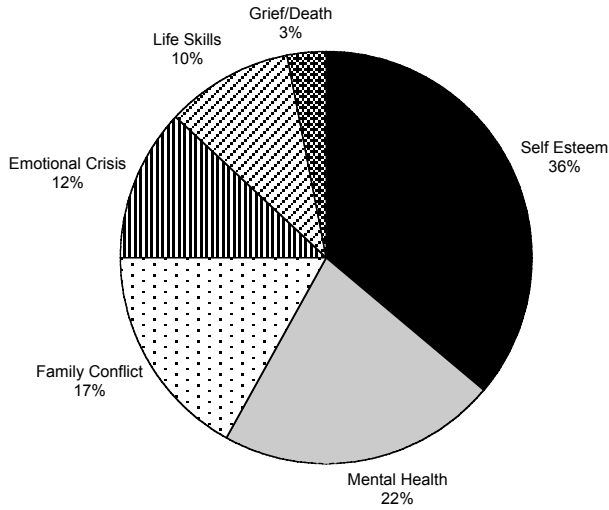


Data Source: 2006-07 CISTMS

Concerns about self-esteem, students' overall mental health, and family conflict are the most commonly reported mental health issues (Figure 5). Socio-emotional problems and disabilities, including reduced confidence and mental health issues, are included in the assortment of status variables that are often difficult to change through prevention and intervention efforts (Jimerson et al., 2006; Lehr et al., 2005). However, CIS attempts to mitigate these challenges by coordinating and specializing resources for each student.

Figure 5

Distribution of mental health issues identified by CIS staff.

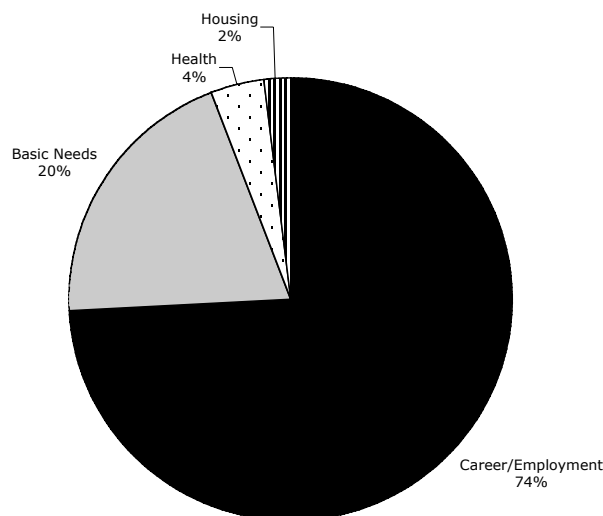


Data Source: 2006-07 CISTMS

The most commonly reported social service issue concerned students needing employment assistance and career planning (Figure 6). Other concerns included basic needs, health needs, and housing.

Figure 6

Distribution of social service issues identified by CIS staff.



Data Source: 2006-07 CISTMS

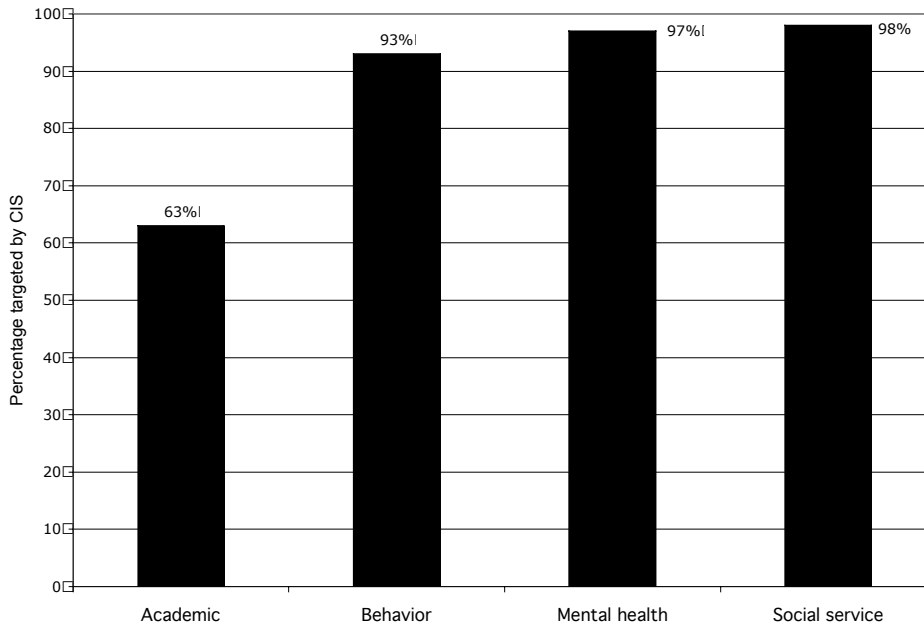
Once CIS campus staff assessed referred students and identified their barriers to success, they made a decision about whether or not to target each issue for services. If an issue was to be targeted for services, CIS staff then decided if the student’s issue would be addressed directly by CIS campus program staff or referred to another service provider on campus or in the community. If CIS chose to target the issue, the program or case manager met with each student, assessed and prioritized his or her needs, and determined a plan of action for addressing the identified issue(s). As presented in Figure 7, CIS staff were able to exclusively provide services for over 90% of the behavioral, mental health, and social service issues students experienced.²⁷ The majority of the issues not addressed exclusively by CIS were addressed by CIS in conjunction with another service provider or solely by another service provider (i.e., separate from CIS). For example, among the student behavioral issues, 93% were targeted by CIS, 1% by CIS in conjunction with another provider, and 5% by another service provider separate from CIS. The data revealed that in some instances, barriers were not addressed by CIS or another service

²⁷ The percentage for targeting academics is lower than the other categories as CIS campus program staff determined that for some students, these issues were best targeted by others. As a result, CIS campus staff coordinated the delivery of these services to the students by tutors or other available educational providers rather than directly provide them for all students.

provider, although those percentages were very small (e.g., 1% of behavioral issues were not addressed).²⁸

Figure 7

Percentage of student issues targeted by CIS by category.



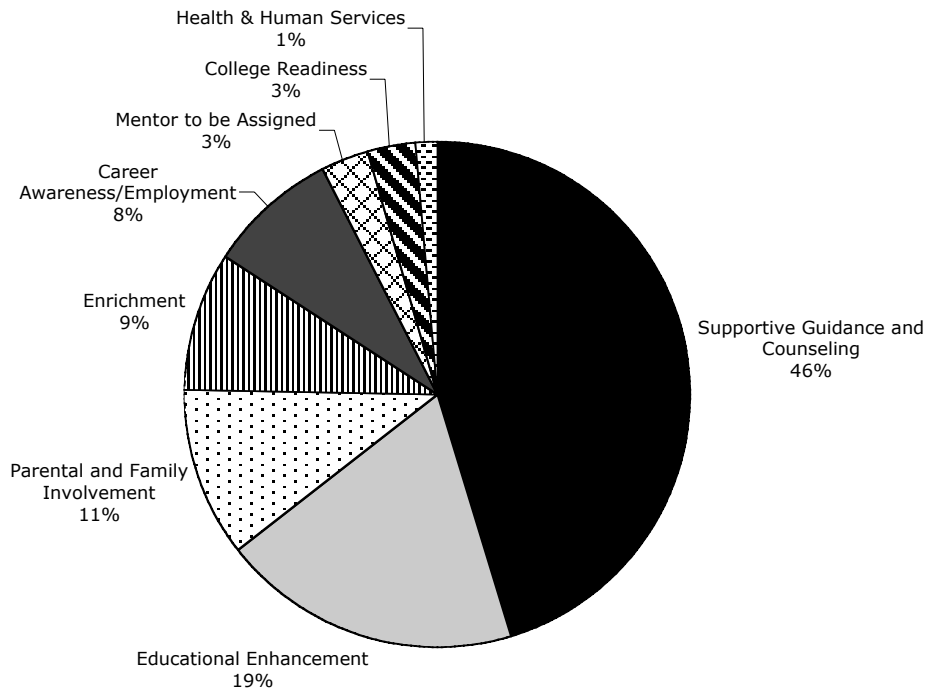
Data Source: 2006-07 CISTMS

Descriptive analyses of service plan data identified the types of service plans that were created by CIS campus staff to address specific issues (Figure 8). CIS campus staff selected the services students received based on the targeted issues (i.e., student needs). Because most student issues were categorized as behavioral (40%) or academic (29%), the majority of service plans (65%) provided supportive guidance and counseling and/or educational enhancement. In most cases, students received services in multiple categories.²⁹

²⁸ Table A-2 in Appendix A presents sample size (*n*) values for each subcategory (e.g., academic).

²⁹ Table A-3 in Appendix A presents sample size (*n*) values for each subcategory (e.g., educational enhancement).

Figure 8
CIS service plans.



Data Source: 2006-07 CISTMS

When CIS campus staff enters information regarding service provision for the students, there is also an option to make specific notes about student service plans. Table 9 presents the most commonly entered notes by service area.

Table 9
Service Plan Notes

<i>CIS Service Area</i>	<i>Common notes entered by CIS staff</i>
Supportive Guidance and Counseling	Place student in conflict resolution group Place student in Edison Leaders Group Place student in Healthy Relationships Group Place student in positive goals group Place student in the CPS Job Shadow Program Place student CIS Boys group Place student CIS Girls group Monitor Grades Monitor Attendance Monitor Behavior Encourage family involvement Provide individual guidance Involve student in educational enhancement activities
Health and Human Services	Place student in lunch group Make agency referrals if needed
Parental and Family Involvement	Make phone calls Newsletters Parent conferences
Career Awareness/Employment	Place student in the CPS Job Shadow Program Provide college preparation Help student find job Start something Lunch with leader Conduct internet searches for colleges and careers Job exploration Cultural diversity
Enrichment	CIS field trips Cultural diversity Learning for life Lunch with leader
Educational Enhancement	Academic support Provide incentives Review basic skills Field trips Educational games Cultural diversity Tutoring TAKS preparation Place student in college club
Mentor to be Assigned	Placed in CPS Job Shadow Program
College Readiness	Place student in college group Provide college information Field trips College exploration College awareness College preparation

Data Source: 2006-07 CISTMS

CIS Services

Once students were referred to the CIS program, the CIS program or case manager met with each student to assess and prioritize his or her needs and to determine a plan of action for meeting the student’s needs. In reviewing the interview data, it was apparent there were three primary facilitators of CIS services – the CIS campus manager/senior case manager, the case manager, and members of the MST. To provide the necessary services for the students, the 10 CIS campus programs implemented all six CIS components – (1) supportive guidance and counseling, (2) educational enhancement, (3) health and human services, (4) parental and family involvement, (5) career awareness and employment, and (6) enrichment. As presented in this section, various activities for each of the six CIS components were implemented at the 10 CIS campuses.

Supportive Guidance and Counseling Component. The data revealed seven primary activities that fell under supportive guidance and counseling: scheduled support groups, individual assistance, on-campus presence, student monitoring, mentoring, student referrals, and childcare support. As displayed in Table 10, implementation of the activities varied in terms of the number of schools that implemented each and the circumstances around implementation.

Table 10
Supportive Guidance and Counseling Component: Activities, Number of Schools that Implemented the Activities, and Examples of Specific Activities

<i>Activities</i>	<i># of Schools Implementing</i>	<i>Examples</i>
Scheduled Support Groups	9	<ul style="list-style-type: none"> • Bi-weekly to weekly meetings that take place during lunch time or, at one school, students are taken out of elective courses to meet • Male-specific meetings: “Boy Talk,” coping with daily stress, decision-making, community awareness • Female-specific meetings: “Girl Talk,” healthy relationships, female empowerment, expression, early parenthood • Support group topics: students affected by Hurricane Katrina, grieving students, transitioning from middle school/junior high to high school, teen parenting • Other group topics: life skills, leadership, anger management, goal setting, self esteem, study skills, English as a second language (ESL), preparing for college
Individual Assistance	9	<ul style="list-style-type: none"> • Individual counseling conducted during non-core classes (i.e., electives, gym), lunch time, before and after school • Discussion topics raised by students: transitioning from middle school/junior high to high school, relationships, family problems, college, grades, goals, general life issues • Overall goals of counseling: help students with coping and communication skills • One school contracts with a retired school counselor to provide additional services, as needed
Student Monitoring	4	<ul style="list-style-type: none"> • Students monitored while in class • Representation at truancy court

<i>Activities</i>	<i># of Schools Implementing</i>	<i>Examples</i>
On-Campus Presence	3	<ul style="list-style-type: none"> • CIS staff members “in the halls a lot” to interact with students and teachers • CIS staff do “lots of checking in with students” to build rapport and relationships • CIS staff attend activities and sports the students participate in as a way of supporting participation in extracurricular activities
Mentoring	2	<ul style="list-style-type: none"> • One school has a mentorship program where students meet on campus weekly with their mentors from local public and private enterprises: Wachovia Bank, Capital One Bank, Department of Justice, Police Department • One school is trying to begin its BBBSNT program; however, CIS staff reported the BBBSNT matching process can be lengthy • Additional schools ($n = 2$) plan to begin their BBBSNT program, but have not yet begun
Student Referrals	2	<ul style="list-style-type: none"> • CIS staff make referrals to social-service agencies, community agencies for family counseling, or more intensive mental-health services, as needed
Childcare Support	1	<ul style="list-style-type: none"> • An agency comes to the campus to help students complete applications for daycare to ensure students have proper childcare options when their babies are born so they can return to school instead of dropping out

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Although 9 of the 10 CIS campus programs were able to provide group meetings, some schools stated they were unable to provide their ideal depth and breadth of programming. For example, separate support group meetings for males and females could not be held at all campuses due to insufficient space or facilities. In addition, 9 of 10 campus programs reported conducting individual assistance; however, the site visits revealed that in a few cases, there was often a lack of privacy in the CIS “offices” on campus. In these cases, CIS staff members were sharing office space not only with themselves, but also with other campus staff and classes. These problems could be attributed to the school support structure (i.e., schools not prioritizing the needs of their respective CIS programs), rather than effort put forth by CIS staff. Lack of space was just one of many barriers identified by CIS program staff that demonstrate the discrepancy between the responsibility of CIS campus program staff to achieve their stated goals (i.e., keeping students in school and helping them improve academically) and their lack of authority on campus.

Another supportive guidance and counseling finding that stood out from these data was that few schools mentioned mentoring activities. Of the 10 CIS campus programs, 6 were affiliated with CIS Dallas Region, Inc., which had an established partnership with BBBSNT to provide mentors to 200 students in these 6 participating high schools. The data revealed that only one school out of these six participating high schools was conducting mentoring activities at the time of the visit. Another school, also located in the Dallas area, had referred only 10 students from the school’s total caseload to BBBSNT to begin the mentor matching process. Another school, which was not participating in the BBBSNT partnership, had established a program with mentors from local enterprises and community organizations. Regardless, when asked about supportive

guidance and counseling activities, only two other schools from the Dallas area mentioned hoping to engage in BBBSNT mentoring activities in the future.

Educational Enhancement Component. Educational enhancement activities among the 10 CIS schools spanned four main areas: academic support, academic monitoring, college preparation, and advocacy. As presented in Table 11, many schools utilized similar types of activities but with different circumstances around implementation.

Table 11
Educational Enhancement Component: Activities, Number of Schools that Implemented the Activities, and Examples of Specific Activities

<i>Activities</i>	<i># of Schools Implementing</i>	<i>Examples</i>
Academic Support	10	<ul style="list-style-type: none"> • Being available on weekdays before school, after school, and during lunch to assist students with homework or general tutoring: extra credit assignments, paying for project supplies, showing students how to do Internet research • Meet with students to set goals and plan for the future • Discuss classes students will need to graduate • Recruiting tutors, researching tutoring programs • Referring students and facilitating tutoring by CIS personnel, peers, teachers, other off- and on-campus programs • Encourage students to attend TAKS tutoring • Work with students, parents, teachers, and administrators to help students make up missed classroom instruction hours or determine other credit-recovery options • Refer students to campus-based credit recovery programs, including Saturday school • Encouraging students to stay in school • Informing potential dropouts about earning a GED instead of dropping out entirely
Academic Monitoring	9	<ul style="list-style-type: none"> • Monitor student attendance, behavior • Ensure students are taking and passing the required courses to graduate • Checking in with students' teachers
College Preparation	6	<ul style="list-style-type: none"> • Mentor students on college awareness - discuss the benefits of completing high school and earning a college degree, planning for college • Assist students with various aspects of college preparation: identifying classes needed to qualify for college, SAT preparation and registration, application process, financial aid, selecting a major • Collaborate with other on-campus programs that provide college, career, and vocational information • Identify and refer students to federally-funded programs that provide academic support, college awareness, and preparation services • Coordinate with school counselors to sponsor a college event on campus • Teach students about admission requirements, college life, etc. by arranging visits to local universities/colleges: Our Lady of the Lake University; University of Texas-San Antonio, Austin; Texas A&M University-College Station, Kingsville, Corpus Christi
Advocacy	4	<ul style="list-style-type: none"> • Help students appeal for credit in courses for which they received no credit due to excessive absences • Educating students that excessive absences lead to a NG (no grade) on report cards

<i>Activities</i>	<i># of Schools Implementing</i>	<i>Examples</i>
		<ul style="list-style-type: none"> • Seeking administrators' support in allowing time spent in CIS support groups to count towards class credit requirements • Serving on a school truancy committee (which reviews students with NGs and rules on allowing them to recover credits) • Informing teachers about students who seek out tutoring and other academic assistance to teachers appreciate students who make an effort to improve their performance

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

The CIS campus programs implementing the same activities were often engaged in similar tasks, or at least similar themes. For example, under academic support, a majority of the CIS campus programs were engaged in some level of working with school staff and students to address making up missed class time or credits. Each school had a different system for doing so, but each CIS campus was aware of its respective problems and engaged in facilitating productive solutions. Also, over half of the schools were conducting college preparation activities, but the type of activity depended on the resources available to the CIS program and the school. Some CIS programs were only able to conduct college preparation activities, while others had the capacity to organize campus college fairs and college field trips. These examples lend themselves to the theory that the guidance the CIS staff were getting on how to appropriately conduct educational enhancement was being internalized by the staff and was practical to implement, given the resources and access the CIS staff had at the schools.

Health and Human Services Component. CIS staff members primarily relied on a referral process to provide health and human services to students. In most cases, CIS referred students to on-campus services (i.e., school nurse, drug rehabilitation center) or off-campus social service agencies (i.e., Salvation Army, local hospital), though, in some cases, CIS staff provided assistance themselves (i.e., mentoring). There also existed circumstances in which off-campus services were brought on campus to provide services (i.e., guest speakers).

The CIS schools developed their respective lists of service providers through a number of referral sources. These sources included using the agency service provider list in their schools' campus service delivery plan, agencies that have partnerships with either CIS or the school/district, school-based programs, commonly known community resources, the Family Service Association, and relationships staff members had with outside service providers. The 10 CIS schools employed 13 different activities to provide health and human services: physical health, mental health, academic needs, basic needs, prenatal/parenting, substance abuse treatment, guest speakers, female-specific, financial support, holiday support, mentoring, nutrition, and social interaction (Table 12).

Table 12**Health and Human Services Component: Activities, Number of Schools that Implemented the Activities, and Examples of Specific Activities**

<i>Activities</i>	<i># of Schools Implementing</i>	<i>Examples</i>
Physical Health	9	<ul style="list-style-type: none"> • Medical referrals – doctors, school-based health clinic, Barrio Comprehensive Family Health Services, Youth and Family Services • Vision service referrals – eye doctors, services that provides eye glasses for students, Sight for Students, Bridge Builders, Vision Service Plan (VSP), Vision Care • School health fair • Dental care referrals – dental clinics (Baylor Dentistry)
Mental Health	7	<ul style="list-style-type: none"> • Mental-health in-patient and out-patient clinic referrals – hospitals, Mental Health and Mental Retardation Authority, 24-hour psychiatric hospitals (Ben Taub Hospital), Harris County Psychiatric Center • Psychiatry service referrals – Roy Maas Youth Alternatives counseling; school-based clinics, guidance during crisis situations, Youth and Family Services
Academic Needs	4	<ul style="list-style-type: none"> • CIS provides school supplies • CIS provides school uniforms
Basic Needs	4	<ul style="list-style-type: none"> • Provisions – food, clothing, food stamps • Community service referrals – Presbyterian Children’s Home, Salvation Army • CIS keeps hygiene-related products in the office for students
Prenatal & Parenting	4	<ul style="list-style-type: none"> • Parenting classes – on-campus classes, provide guidance on attachment and bonding, CIS staff helps students apply for Women, Infants, and Children (WIC) assistance, Planned Parenthood referrals • Child care – school-based child care programs for student parents (Wonder Years), CIS aids students to enroll children into child care • Prenatal services – CIS helps students access maternity clothes, school nurse referrals for prenatal care
Substance Abuse Treatment	4	<ul style="list-style-type: none"> • Drug- and alcohol-abuse or prevention services – school-based treatment facilities, referrals to off-campus facilities (Nexus, Timberlawn psychiatric hospital for detoxification and residential treatment) • Coordinate Red Ribbon Week activities on campus
Guest Speakers	3	<ul style="list-style-type: none"> • Topics – harmful effects of drug abuse and ways to stay drug free, gangs, teen depression, suicide • Speakers - police officers, drug and gang officers, San Antonio Council on Alcohol and Drug Abuse (SACADA); Women, Infants, and Children (WIC), Mental Health Mental Retardation Authority, American Lung Cancer, American Heart Association
Female-Specific	2	<ul style="list-style-type: none"> • Service providers – Blocker Teen Health Center (a local, free, health center that serves teens) • Topics – hygiene lessons, sexually transmitted disease (STD) awareness • Off-campus referrals and on-campus presentations
Financial Support	2	<ul style="list-style-type: none"> • CIS helps students/families apply for Temporary Assistance for Needy Families (TANF), Medicaid
Holiday Support	1	<ul style="list-style-type: none"> • CIS conducts Thanksgiving basket distribution • CIS conducts Christmas tree distribution
Mentoring	1	<ul style="list-style-type: none"> • Informal discussions with students: personal safety and awareness, safe use of the Internet
Nutrition	1	<ul style="list-style-type: none"> • Workshops in which CIS discusses the basics of healthy eating and uses recipes to create healthy meals and snacks for students
Social Interaction	1	<ul style="list-style-type: none"> • Refers students to Planned Parenthood “healthy relationship” classes

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

As stated above, in addition to referring students to off-campus facilities and services, many services were provided on campus or CIS invited service providers to the school to help students. One CIS case manager reasoned that having the agencies come to the campus to provide services or give talks prevented truancy and limited the time parents miss from work to take their children to off-campus social service providers.

CIS staff cited a number of concerns regarding providing health and human services aid to students, including a lack of affordable treatment services and parents concerned about enrolling children into rehabilitation programs due to their immigration status. In addition, only one CIS campus program specifically stated that CIS case managers followed up with all students referred for health and human services to ensure they received the necessary assistance. It may have been the case that other CIS campus programs also followed up with students, but this was not explicitly shared by CIS staff.³⁰

Parental and Family Involvement Component. Seven activities emerged among the 10 CIS schools for parental and family involvement: direct communication, mailings, events, parent-initiated communication, advertising, CIS-School collaboration, and parent services. The most commonly cited parental and family involvement activity was direct communication such as telephone conferences, at-home visits, or in-person meetings. However, aside from direct communication, the other activities under this component were not widely implemented across the 10 CIS campus programs (Table 13). Explanations offered by CIS interviewees included the school not expressing an interest in developing a parent program, and parents' limited time due to work schedules and other commitments.

³⁰ Follow-up with service providers will be explored further in the second year of the evaluation.

Table 13**Parental and Family Involvement Component: Activities, Number of Schools that Implemented the Activities, and Examples of Specific Activities**

<i>Activities</i>	<i># of Schools Implementing</i>	<i>Examples</i>
Direct Communication	8	<ul style="list-style-type: none"> • Calling parents directly (done both “periodically” and “frequently”) to discuss: their child’s progress, positive feedback about students, students’ whereabouts if they do not attend a group or scheduled meeting, parental involvement, academics, problems, students’ educational and professional goals • Conduct home visits (sometimes in conjunction with a truancy officer or member(s) of the MST) to discuss: academics, attendance, behavior, problems, students’ educational and professional goals • Parent conferences about: student behavior, options for alternative placement. • Mediate meetings between parents and children to promote better communication
Mailings	4	<ul style="list-style-type: none"> • Send letters home to parents notifying them about CIS and their program offerings • Send newsletter/flyer home to highlight: CIS activities, student activities, upcoming school events, community resources
Events	3	<ul style="list-style-type: none"> • Events for teachers and parents: bowling social • Events for parents only: pep rally, game nights, parent dinners • Academic events: open houses, group parent meeting at the beginning of the school year
Parent-Initiated Communication	3	<ul style="list-style-type: none"> • Parents contact CIS directly to discuss: CIS's role at the school, CIS's involvement with their children, enrollment into CIS, concerns about children’s grades or attitudes, updates on child’s academics or behavior, helping their children with school projects and assignments
Advertising	1	<ul style="list-style-type: none"> • Submit advertisement about CIS in the community newspaper
CIS-School Collaboration	1	<ul style="list-style-type: none"> • CIS directs parents to school website to monitor their child’s grades and attendance
Parent Services	1	<ul style="list-style-type: none"> • Assist parents with finding employment

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Career Awareness and Employment Component. The data showed two primary activities (i.e., seven schools implementing each) and three secondary activities (i.e., 1-2 schools implementing each) associated with career awareness and employment. These activities included employment readiness, finding employment, advocacy, special programming, and internships/externships (Table 14).

Table 14
Career Awareness and Employment Component: Activities, Number of Schools that Implemented the Activities, and Examples of Specific Activities

<i>Activities</i>	<i># of Schools Implementing</i>	<i>Examples</i>
Employment Readiness	7	<ul style="list-style-type: none"> Collaborate with an organization like WorkSource, which provides college and technical skill training Pre-employment assistance – create, update, and format resumes; complete employment applications; how to search for jobs online; conduct mock interviews with students Career counseling – coordinate with other school staff to help students explore a variety of careers Skill development – time-management, organization, financial planning
Finding Employment	7	<ul style="list-style-type: none"> Collaborate with an organization like WorkSource, which helps with job placement and can send weekly job announcements via email to the case managers Publicize employment opportunities – post job announcements in the CIS office employment referrals (e.g., local dollar stores, grocery stores, Wal-Mart, fast food outlets) Work with school staff (i.e., administrators, counselors) to identify or host career fairs Support student employment activities: arrange for students to use a computer to complete online applications, work together to scout out job opportunities and sort through job listings Arrange for recruiters to come to campus (i.e., United States military) Identify potential community employers with which students can pursue employment
Special Programming	2	<ul style="list-style-type: none"> Guest speakers Field trips to local companies to increase students’ awareness about careers opportunities – local news station Job-shadowing program – “Connecting the Dots Job Shadowing Program” with CPS Energy Mentor program – Students learn about their mentor’s career and professional journey
Advocacy	1	<ul style="list-style-type: none"> Advocate in the local community for employment opportunities for students – part-time, summer employment
Internships/ Externships	1	<ul style="list-style-type: none"> Collaborate with an organization like WorkSource, which provides employment assistance for students – provided 150 to 200 students with externships at local Houston hospitals

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Seven CIS schools conducted employment readiness and finding employment activities. These two activities were a logical combination to help students learn how to find and keep a job in high school and beyond. However, although most of the CIS campus programs conducted these activities, feedback from a few of the CIS campus-based staff revealed that career awareness and employment, in general, were focused primarily on students in the upper grades. For example, one CIS campus manager explicitly stated that she does not intend to hold job and employability skills training until the current cohort becomes juniors. At another CIS campus program, an interviewee stated that their school’s job fair is primarily for juniors and seniors.

Regarding the other activities under career awareness and employment, schools that implemented field trips used this type of special programming as an incentive for students to maintain a certain grade and/or attendance level (e.g., be passing all classes with an average of 75% or above) to be eligible. Data from both staff and students revealed that conducting field trips served two purposes. First, it was a primary incentive for students to participate in CIS. Second, it motivated students to fulfill the academic requirements needed to be eligible to attend.³¹

Enrichment Component. Six activities were identified under the enrichment component. These activities included field trips, social activities, summer programming, community services, student support, and mentoring (Table 15).

Table 15
Enrichment Component: Activities, Number of Schools that Implemented the Activities, and Examples of Specific Activities

<i>Activities</i>	<i># of Schools Implementing</i>	<i>Examples</i>
Field Trips	5	<ul style="list-style-type: none"> • Businesses – nursing program • Colleges and universities – University of Houston, Galveston College, University of Texas at San Antonio, Paul Quinn College, University of Texas at Arlington, Southern Methodist University • Interest sites – Moody Gardens, Museum of Natural Science, CIS Day in Austin. • Government officials – lieutenant governor, state senators • Chaperones – parents, teachers, principals
Social Activities	5	<ul style="list-style-type: none"> • Holiday parties – Thanksgiving feast, Halloween social • Attendees can include – students, teachers, CIS staff, peers from other schools • Hands-on activities – arts and crafts during lunch (purpose was to help students develop communication and social skills), board games, “fun Friday” (activities include watching television and eating snacks) • Activities held before and after school or during lunch
Summer Programming	4	<ul style="list-style-type: none"> • Conducted from 8, 9, or 10AM until approximately 2PM on weekdays during the summer • Fun activities – students make CIS banners and t-shirts • Field trips – college tour, Museum of Natural History • Academic programs – credit-recovery program, college preparation, career exploration • Speakers – local professionals to conduct informational job talks
Community Service	2	<ul style="list-style-type: none"> • Hosted holiday toy drive to benefit the Salvation Army • Engage students with campus activities such as passing out flowers and decorating for the holidays
Student	2	<ul style="list-style-type: none"> • Worked with the Salvation Army to host an “Angel Tree” where locals “adopt”

³¹ The parameters around these eligibility requirements, the types of field trips arranged, and the factors surrounding a school’s ability or inability to conduct field trips will be explored during the second year of the evaluation, as field trips seemed to hold multiple benefits for the students.

<i>Activities</i>	<i># of Schools Implementing</i>	<i>Examples</i>
Support		<p>students who are parents and provide them with food, gifts, etc. for the holidays</p> <ul style="list-style-type: none"> • Student of the month program – selection based on improved attendance, behavior, academics
Mentoring	1	<ul style="list-style-type: none"> • Mentorship program – “Lunch with the Leader” program brings community leaders to school during lunch to talk with CIS students

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Some of the special activities CIS personnel developed to enrich the educational experience of those students enrolled in the CIS program included field trips, holiday parties, a toy drive, and lunch with community leaders. Of the 10 schools, 5 implemented field trips and social activities with CIS students. As was mentioned previously, under career awareness and employment, field trips were extremely popular among students and often served as motivation to fulfill academic requirements. Under this component, academic requirements included passing classes, no suspensions, good attendance, and principal approval. Students and CIS staff agreed that field trips raised awareness of and increased interest in the CIS program.

Another enrichment activity, implemented by four CIS campus programs, was conducting summer programming. This activity, considered especially helpful for students who did not work over the summer, allowed CIS students to focus on developing their skills and knowledge base while maintaining the routine of going to school to learn. Community service, student support, and mentoring were also activities that were implemented at a couple schools. The only negative comment surrounding this component was that one school had to cancel several enrichment projects because of low student participation.

School Resources and Support

This section presents background information on campus-based CIS staff members’ relations and collaboration with local campus staff, and resources provided to CIS campus programs and CIS staff by the schools, such as office space, access to student data, and access to students. Next, this section details the current dropout prevention activities of the 10 schools served by CIS, including dropout monitoring, special dropout events or programming, and communication with students and family regarding dropout concerns.

The 10 schools served by CIS provided a variety of resources to their respective CIS campus programs and CIS staff. For example, at some schools served by CIS, there was strong communication between campus-based CIS staff and school administrators or other staff (e.g., counselors, teachers). CIS staff from three schools explicitly reported working closely with an assistant principal, or an assistant principal or counselor in charge of ninth or tenth grade

students. These administrators served as formal liaisons between the CIS campus program and the school, as well as additional sources of student referrals. Campus-based CIS staff also worked closely with counselors or social workers on campus. In addition to referring students, these campus staff members may have also helped with CIS-related activities such as meeting with students, conducting home visits, or chaperoning field trips.

Although most campus-based CIS personnel reported generally positive experiences working with school administration, two CIS staff members encountered administrators who were unfamiliar with the role of CIS on campus and asked CIS staff to take on responsibilities outside their scope of work. For example, according to CIS staff at one school, the principal requested that CIS assist all students with attendance problems, not just CIS students. In another circumstance, the CIS staff members stated the principal expected CIS would inform him who the dropouts were and be “out in the field finding the kids.”

Resources provided to CIS by the schools included everything from paper to email access. Though these types of resources seemed reasonable to provide, many schools served by CIS were not forthcoming with this sort of tangible support. Campus-based CIS staff from only four schools explicitly reported having access to a telephone, the school’s copy and fax machines, computers, and paper. CIS staff from five schools cited having a school email account to communicate with school staff. Conversely, two CIS campus program staff members stated they had yet to be assigned an email account, despite numerous requests. One of these staff members also reported not having a telephone landline, in addition to no email access. A few of the CIS campus program personnel stated they have access to campus facilities such as classrooms, lecture halls, the cafeteria, and the library, as long as they follow the same facility request protocol as other campus organizations. One CIS program staff member even reported being allowed to use the school’s transportation resources for field trips. Regarding furniture, two campus-based CIS staff members received minimal furniture, and another CIS staff person reported that students built CIS some furniture in their shop class. Two CIS staff at different campuses were also happy to report they recently received their own office keys.

This discrepancy in resource availability mirrored the different types of on campus office space allocated to CIS campus programs and personnel. Some CIS respondents provided general descriptions of their CIS facilities, such as being in an office in the same building as the ninth graders or in an office across from the cafeteria. Other CIS campus program staff reported that they were located in a space shared with truancy officers or in a room where a divider was placed between CIS’s space and the home economics area. One CIS office was described as being “in a closet.” Another CIS group stated they did not have a room for several months. Two CIS staff members stated that CIS offices had been moved around campus multiple times. One such program was moved three times from a “really small and inadequate” temporary space shared

with a data entry person, to an empty classroom, to a portable building behind the school. Another CIS staff member related an ideal situation where the office was originally in one small office on campus, however, once administrators saw the number of students visiting CIS, they provided CIS with an office suite with a lobby and two small offices.

Access to student data and student time was more uniform across the 10 CIS campuses. Four CIS programs' staff members reported having direct access to student data systems on campus. CIS staff from the other six CIS campus programs stated they were able to access the data, but only if the request was made through an office administrative assistant or if another staff member logged them on to the data system. CIS staff reported that having direct access to student data would be more convenient than having to "sweet talk" or receive outdated data reports from school staff.

The protocol for accessing students during the school day seemed to be uniform at all 10 sites. Students were allowed to leave their classes to receive services from CIS. However, CIS could not allow students to miss any core classes, except in the case of an emergency. Both CIS and school staff found this arrangement reasonable.

The activities of the dropout initiatives conducted by CIS schools followed a similar progression. CIS campus staff typically began with monitoring activities, then implemented special events or programming, and finally, expanded communication with students and family. School staff from four schools stated that campus personnel, including CIS, primarily conducted monitoring efforts. Various staff members at these campuses, including teachers, counselors, social workers, attendance clerks, assistant principals, and other administrators, worked together to monitor all students' attendance and track students who were at risk of dropping out of school. In addition, two schools reported having non-traditional personnel conduct monitoring activities. One school employed a dropout-prevention specialist whose full-time job was to locate students with excessive absences and get them back in school. Another school depended on a truancy program through the local court system. This school hosted two on-campus truancy advisors who identified truant students, implemented structured consequences for truancy, and met with parents.

All 10 CIS campuses reported implementing at least one school-sponsored special event or program geared towards dropout prevention. Among the 10 schools served by CIS, 20 different special events or programs were implemented to curb each school's dropout rates. A majority of schools implemented more than one program, and in some cases, multiple schools implemented the same program (Table 16).

Table 16**School-Sponsored Special Event or Program Geared Towards Dropout Prevention, a Brief Description, and the Number of Schools that Implemented that Program**

Program/Event (# of Schools Implementing)	Description
Academic Success (1 school)	A program that encourages high-achieving students to apply for and attend Ivy League colleges.
Advancement Via Individual Determination (AVID) (3 schools)	A program designed to help “middle-of-the road” students to understand that they can succeed in college and what they need do to prepare.
Amelia Flores Youth and Family Services (1 school)	A school-based clinic that provides students with health services, including mental-health services.
Annual Dropout Walk (1 school)	Each fall, school staff and volunteers walk to houses of students who stopped coming to school and encourage them to return.
Credit recovery program (school-based) (5 schools)	Helps students gain credit for courses they have taken previously.
Group Excellence (1 school)	Group tutors at-risk students Monday through Thursday after school for free or reduced prices.
Mentoring program (school-based) (1 school)	A school’s faculty and staff are assigned for students with whom they have at least weekly contact.
Operation Weed and Seed (1 school)	A community organization formed to “weed out” crime and “seed in” neighborhood restoration. It is recommended to eleventh graders.
Parenting support (school-based) (3 schools)	One school has an on-campus teen parenting director who provides support to students who are parents. Another school offers parenting classes for pregnant and parenting teens.
Project Reconnect (5 schools)	An online credit-recovery program for students who are behind on credits, who have failed classes, or are older than their classmates to gain sufficient credits to graduate.
Project Stay (1 school)	A school-based dropout prevention program that encourages students to stay in school and help them prepare for and pay for college.
Reach (1 school)	A credit recovery program for students, which offers a flexible schedule, including classes in the morning, mid-day, and evening, to accommodate students’ schedules.
San Antonio Education Partnership (1 school)	A school-based program that provides scholarships and support systems and leverages educational achievement to increase high school graduation rates, college enrollment, and the development of human capital.
Saturday school (school-based) (1 school)	The program provides an opportunity for students who have Nged (received no grade for a class due to absenteeism) to gain additional credits to pass classes.
School Support Team (SST) (2 schools)	At one school, it is a student-lead initiative, with faculty involvement, in which students reach out to students with drug or other problems and try to provide support. Two groups meet weekly to discuss individual cases. At another school, when teachers and CIS feel they have done everything possible to help a student experiencing academic or behavioral problems, that student is referred to the SST, which consists of school counselors who conduct individual evaluations of students or refers students to outside sources for psychological evaluation and/or treatment.
Small Learning Communities (SLCs)	SLCs are designed to help students make the transition to high school and decrease the dropout rate by promoting closer relationships between students and faculty, more

Program/Event (# of Schools Implementing)	Description
(1 school)	carefully tracking students to ensure that they remain engaged in school, and providing more one-on-one supervision of students by teachers and other staff.
Supplemental Education Services (SES) (2 schools)	Tutoring services offered through the federal government under the No Child Left Behind Act (NCLB).
Tutorials (school-based) (1 school)	A campus-based tutoring program offered before school, after school, and on Saturdays in which TAKS and other subject matter are covered.
Walk for Success (1 school)	CIS, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), school staff, and volunteers walk to homes to speak to parents and guardians about their children's progress in school and plans for their children's future. The team gives each parent or guardian a packet of information that includes their child's TAKS test scores, attendance records, and college-preparation information.
Youth and Family Center (1 school)	A campus-based clinic that provides family counseling, individual counseling, free pregnancy testing, and other health services, to students.

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

As mentioned previously, communication with students and their families or guardians included the following activities: (a) truancy officers meeting with identified students and (b) special events where CIS staff, school staff, and other participants walked door-to-door talking with parents about their children's attendance, among other factors. In general, both campus-based CIS and school staff, including teachers, counselors, social workers, and administrators, conducted home visits with students who were at risk of dropping out or who had already dropped out of school. Regardless of the visitor or circumstances around the visit, both CIS and school staff believed making the effort to visit a student's home made a greater impact compared to sending a memo or leaving a voicemail.

Partnerships

Campus-based CIS staff members rely on partners to deliver services they are unable to provide and to supplement the services they do provide. This section covers how partnerships were developed, the types of organizations local CIS programs and CIS campus programs partnered with, and the types of services provided by these partners. In addition, this section specifically reports on the six CIS campus programs under the jurisdiction of CIS Dallas Region, Inc., and the partnership agreement with BBBSNT.

For the most part, the local CIS programs employed similar protocols to source partnerships with local organizations. Most school-based CIS programs had access to social service organizations through the local CIS program's partnership department. This was

particularly the case for Houston and Dallas, which each had partnerships with over 200 service organizations. In addition, CIS staff at various organizational levels, including the executive director, program manager, director of marketing, case manager, and project coordinator, had the authority to formally establish partnerships. One school-based CIS staff member stated that the needs assessment the school’s case manager conducted as part of the annual campus plan determined the type of organizations that would most benefit their school. Another school-based CIS staff member also cited the Campus Service Delivery Plan as a source for partner and referral agencies. The most original concept voiced was from one school-based CIS staff member who considered her CIS campus program’s own CIS students as “good resources” for ideas and programs. The respondent elaborated by explaining how a CIS student was arranging for a grandmother to speak to the students as she had just been released from prison. This motivated the school-based CIS staff member to communicate with the local prison to discuss establishing a partnership.

Once an organization was identified as a potential partner for a local or campus-based CIS program, the two sides engaged in a formal protocol to establish the partnership. Three of the site visit reports provided detailed descriptions of this process. First, it was determined whether the local CIS program already had a Memorandum of Understanding (MOU) with the organization. If there was a MOU in place, the school could proceed with the partnership as needed. If there was not a MOU in place, the initiator of the partnership notified a higher level local CIS program staff member, such as the director of marketing, and that individual looked into the organization (i.e., verify stability and reputation) to determine whether the local CIS program wanted to proceed. In addition, a school-based CIS staff member at one school stated that before any partner, formal or informal, was able to provide services on campus, the CIS program manager had to obtain principal approval. Once the local CIS program and the school reached consensus on a potential partner, the MOU paperwork process began.

Overall, the 10 CIS schools have partnerships with a number of different types of organizations. Table 17 lists the types of organizations these CIS schools partner with, followed by the total number of such organizations that work with CIS across the 10 campuses.

Table 17
The Number and Types of Organizations with which CIS Partnered Across the 10 Campuses

<i>Type of Organization</i>	<i>Number Working with CIS</i>
Non-Profit Organizations	41
Government Agencies/Programs	15
Medical and Mental Health Clinics	15
Colleges and Universities	10

Social Service Agencies

10

Local Businesses/Corporations

6

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Of the 97 total organizations that worked with the 10 CIS programs throughout Texas, non-profit organizations comprised the majority (42.2%), followed by government agencies/programs (15.4%), medical and mental health clinics (15.4%), colleges and universities (10.3%), and social service agencies (10.3%). The lowest level of representation was among local businesses/corporations (6.1%). Non-profit organizations possibly made up the majority because the types of services non-profits provided were so diverse; whereas for medical or mental health facilities, social service agencies, or higher education establishments, proximity to the school campus limited the availability of more than a certain number of partners.

Table 18 presents the different types of services partner organizations provide. For each type of service, the number of schools that provide this service, and the names of the service providers are also presented.

Table 18

Types of Services Provided by Partner Organizations, Number of Schools that Provided that Service, and Names of the Service Providers

<i>Type of Service (# of schools providing this service)</i>	<i>Service Providers</i>
Food, Clothing, Shelter (7 schools)	Battered Women’s Shelter; Catholic Charities; Central Dallas Food Pantry; Christian Assistance Ministries; Ladies of Charity; Meals on Wheels; Newman Park Christian Center; North Texas Food Bank; Salvation Army; Texas City Aid and Guidance; Texas Department of Human Services (food stamps); White Rock City of Hope; Wilkinson Center; Women, Infants, and Children (WIC) (nutrition program)
Mentors (7 schools)	Big Brothers Big Sisters (6 schools with BBBSNT, 1 is independent of BBBSNT)
Employment/Job Readiness Assistance (6 schools)	CeCe’s Pizza; Job Corps; Texas Workforce Commission; Urban League; US Army; Work Source
Mental Health Services/Counseling (6 schools)	Alice Counseling Center; Ben Taub Hospital; Buckner Family Services; Family Service Association; Family Violence Program; Harris County Psychiatric Center; Mental Health and Mental Retardation Authority (MHMRA); Mental Health Mental Retardation – Youth Services; New Dimensions Day Hospital; North Oak Cliff Youth & Family Center; Providence Counseling; Roy Mass Youth Alternatives Counseling Center; Texas Youth Hotline (through Texas Department of Protective and Regulatory Services); Women’s Shelter
Chemical Dependency/Substance Abuse (5 schools)	Department of Public Safety (Drinking and driving consequences); Kiasco; New Dimensions Day Hospital; Project Vida; SACADA-Project Heart (San Antonio Council on Alcohol and Drug Abuse); West Dallas Community Center
College/Technical Skills Training, Placement (5 schools)	Academic Success, AVID (Advancement Via Individual Determination); Coastal Bend College; Dual Credit Connection with San Antonio College and University of Texas at San Antonio; Go Center; Group Excellence Talent Search; Pre-Freshmen

<i>Type of Service (# of schools providing this service)</i>	<i>Service Providers</i>
	Engineering Program (PREP) with University of Texas at San Antonio; Project Stay; San Antonio Education Partnership; Texas A&M University; Texas A&M University-Corpus Christi; Texas A&M University-Kingsville; Texas Pan American University; TRIO Program; University Outreach; Upward Bound; Upward Bound Program at Eastfield College; Work Source
Community Resources, Social Services (5 schools)	Child Protective Services; Community Action Division; Salesmanship Club (financial help to get counseling); Salvation Army; S.T.A.R.-Buckner (Children and Family Services); The Jesse Tree
Pregnancy Prevention/Services (5 schools)	Adolescent Pregnancy and Parenting Program; Girls, Inc.; Planned Parenthood; Urban League
Vision Care (4 schools)	Eye Clinic Of Texas; Sight for Students/Vision Services Plan
Dental Care (3 schools)	Children’s Oral Health Center; Central Dallas Ministries; Dallas Life Foundation
Grief and Anger Management (3 schools)	Anger Management; Roy Mass Youth Alternatives Counseling Center; TRIAD Prevention Program’s Services to At-Risk Youth (STAR) with DePelchin’s Children Center
Housing (3 schools)	Catholic Charities; Salvation Army; Texas City Habitat For Humanity; Texas City Housing Authority; Texas Tenant’s Union
Youth Shelter (3 schools)	Battered Women’s Shelter; Children’s Center; City House; George Gervin Academy—The Basic Program
Community Youth Programs (2 schools)	Baptist Children’s Home Ministries—STAR Program; Boys And Girls Club
Evaluation/In-Patient Medical Services (2 schools)	Barrio Comprehensive Family Health Care; University of Texas Medical Branch (UTMB)
Financial Consulting (2 schools)	Barbara Manns Reconnection Center (credit recovery); Central Bank; Community Action Division;
Medical Health Insurance (2 schools)	Blocker Teen Health Center; Children’s Health Insurance Program (CHIP); Texas Department Of Human Services
Parenting Training (2 schools)	Depelchin Children’s Center; Federal Student Aid – HOPES Program; Healthy Families San Antonio; Roy Mass Youth Alternatives Counseling Center
Utility Payment Assistance (2 schools)	Bexar County Utility Relief Program; Catholic Charities; Community Action Division
Adult Education (1 school)	College Of The Mainland
After-School Program (1 school)	West Dallas Community Center
Child Abuse/Neglect (1 school)	Child Protective Services
Child Care (1 school)	Mainland Head Start, Wonder Years
Externships (1 school)	Methodist Hospital; St. Luke’s Hospital
Immigration Assistance (1 school)	Catholic Charities; League of United Latin American Citizens (LULAC - Political Advocacy for Latinos)
Lung Cancer Awareness (1 school)	American Cancer Society
Sexual Abuse (1 school)	Rape Crisis Center

<i>Type of Service (# of schools providing this service)</i>	<i>Service Providers</i>
Truancy Court (1 school)	Justice of the Peace—Precinct 1

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

There were 28 types of services being provided by 97 different partner organizations among the 10 CIS campus programs. The most popular services (i.e., between 4-7 schools made referrals to these organizations) were those that provided food, clothing, and shelter; mentoring; employment/job readiness assistance; mental health services and counseling; chemical dependency/substance abuse; college/technical skills training and placement; community resources and social services; and pregnancy prevention/services.

All CIS campuses made referrals to multiple external partners, with the exception of one campus. This one campus only partnered with one organization (BBBSNT). Above that, one CIS campus program offered 4 services, two offered 5, one offered 6, and one offered 8 out of 28 total categories. On the higher end, there was a CIS campus program that offered 10 services, one with 11, one with 15, and the highest CIS campus program made referrals to 18 services out of 28 categories.

To address TSDPRP’s second objective—increasing partnerships—TEA, in conjunction with CIS Dallas Region, Inc. (CISDR), established a formal partnership with BBBSNT. To facilitate this partnership, TEA contracted with BBBSNT to provide mentoring services to six CIS campus programs that were located at high schools in the Dallas Independent School District (ISD) and participating in TSDPRP. On March 1, 2007, BBBSNT and CISDR entered into an agreement to achieve three objectives:

- Provide mentoring services to ninth and tenth grade students in the CIS programs in Dallas ISD high schools.
- Develop training materials on how to create school-based mentoring programs.
- Provide training to CISDR and campus staff on the BBBSNT mentoring model and the implementation of effective school-based mentoring programs.

BBBSNT was slated to provide mentoring services to 200 students referred from six CIS campus programs, which included providing an average of three hours of mentoring per month for each student. However, toward the end of the school year, many of the six CIS campus programs’ students were not matched with mentors by BBBSNT. At one school, CIS staff

reported that students filled out applications for mentors, but no mentor-student matches had been made by the time of the visit. At another school, 10 students were interviewed by BBBSNT, but again, no matches had been made. CIS staff at a third site referred two students to BBBSNT; however, those students also had yet to acquire mentors. Campus-based staff at three additional schools also stated that their students had not been paired with mentors.

According to a number of interviewees, it took several months for BBBSNT to match students. A couple of campus-based CIS staff members theorized that delays could be due to the lower appeal of high school students to mentors relative to younger children. Another possible reason for the delays was that the additional consent forms required of parents may have been an obstacle. When the students first enrolled in CIS, it was required that parents completed “blanket” permission forms (i.e., permission for their child to participate in all activities associated with the CIS program). However, BBBS required further permission forms to be completed, which became another round of paperwork for CIS staff and parents.

Program Effectiveness

In reporting on program effectiveness, this section first presents how the 10 CIS campus programs are held accountable for their work. This section describes how local CIS programs employ several methods to gauge the effectiveness of the campus programs, which include analyzing student outcome data, employing internal monitoring procedures to assess their own service provision, employing external evaluators, and soliciting feedback from key stakeholders. This section then presents the various methods by which the CIS campus program staff report their progress. Next, this section details the progress of the CIS campus programs in achieving their objectives. This section concludes with administrator, teacher, and student perceptions of the effectiveness of the CIS programs on their campuses.

There were a number of measures and checks by which CIS campus staff were held accountable for their work. Campus-based CIS staff had to follow the local CIS program’s internal compliance standards and achieve certain outcomes. CIS campus staff had to prepare and submit progress reports on students’ academics, behavior, and attendance, which became part of the CIS statewide data system. CIS staff used data from students’ academic records to develop the reports. One site visit report explicitly stated that CIS staff at that school document on a scale of 1 (*significantly worse*) to 5 (*significantly better*) whether students were improving on a number of indicators including grades, TAKS scores, attendance, behavior, and social service issues.

In addition, the 10 CIS programs also used internal monitoring procedures to assess the type and level of services students received. The campus-based CIS staff tracked data for every

student who received service from CIS, including the type and length of service each student received, home visits the case manager conducted, donations received, and any contact the case manager had with enrolled students' parents. In addition, some local CIS program staff members conducted compliance visits to schools at least twice annually, but only if there were problems at a school. During these visits, the local CIS program staff reviewed files, reviewed the campus plan, and assessed relationships between school-based CIS personnel and key school administrators and staff to determine the strength of the program.

Another site visit report also described how that CIS campus program employed external evaluators in their effort to investigate program effectiveness. The external evaluation team, which consisted of researchers from local colleges and universities, mental health agencies, and research companies, assessed CIS's program model and the internal assessment process.

A number of CIS campus programs solicited feedback (e.g., conduct a survey) from key school stakeholders including teachers, administrators, parents, and students to assess whether the CIS program on their campus was meeting its objectives. Gaining this level of feedback to gauge effectiveness was crucial as each school was expected to fund 50 to 60 percent of the CIS campus program's costs. Many campus-based staff theorized that if the program was not effective, the principal would not likely continue supplementing the funding.

The campus-based CIS staff recounted submitting reports to the local CIS program on a submission schedule that ranged from monthly to every two months. Typically, a school-based CIS staff member at the program/case/campus manager level submitted these reports to the school principal and to local CIS program personnel (i.e., field supervisor, program coordinator, area team manager). The reports had to provide details on the school's CIS program, including frequency and type of services students receive, number of students served, services provided to family members, volunteers, home visits, before and after school activities, contact with partners, enrichment activities, donations, school-wide activities CIS conducted, and CIS faculty orientation activities. The local CIS program staff was able to review these reports at any time to obtain a snapshot of a given district, school, subgroup, or indicator. They were also used to generate an annual report of a local CIS program's progress to the CIS board of directors, national office, and funders.

In addition to monthly reports, some local CIS program staff reported conducting visits and meetings with campus-based CIS staff to ascertain growth. For example, at one school served by CIS, the local CIS program coordinator conducted monthly visits with school-based CIS staff to assess the program's progress in reaching its goals. At another CIS campus, the project coordinator regularly met with the case manager to ensure school staff members were carrying out the campus plan. One local CIS program held "cluster meetings" with campus-based CIS staff from one school every other month. In the summer months, campus-based CIS staff

members from all schools under the jurisdiction of that local CIS program attended “all staff” meetings. Campus-based CIS staff members also underwent performance evaluation meetings. Each individual working with a CIS campus program completed an annual form on which they identified personal goals they intended to achieve to meet their program goals. Depending on the local CIS program, the director of programs and/or the executive director held midyear and end-of-year performance evaluations with each campus-based staff member.

To determine the progress the programs were making in achieving their objectives, the campus-based CIS staff members maintained and referred to the outcome data of the students that were case managed. The CIS Tracking Management System (CISTMS) database provided the means by which these data were maintained and accessed. In addition, CIS school staff were able to monitor effectiveness through the progress reports they prepared. As presented in Table 19, staff from the 10 CIS campuses highlighted different student outcomes to describe their programs’ success.

Table 19
CIS Staff Responses to how their Respective Programs Met CIS Objectives

<i>Responses</i>
According to CIS staff, the CIS program met its performance measures. CIS staff reported their case managed students improved their attendance and behavior 100 percent and their academics improved at least 90 percent.
When asked about progress in meeting objectives, CIS staff reported that their main focus was on attendance. According to the campus manager, attendance and grades “very much improved” for approximately 58 percent of students who were on the CIS caseload for attendance reasons.
According to CIS staff, the CIS program was meeting its performance measures. They reported that students on their caseload showed approximately 72 percent improvements in attendance and roughly 80 percent improvements in academics and behavior.
One CIS campus staff member stated, “We would like to think we’re successful with all students—but how do you measure success?” Staff talked about one student who was kicked out of school for truancy although he was making progress in a number of areas and was gaining credits through Project Reconnect. Staff reported that within two weeks, this student received an online diploma and got a job. The irony for this student was that teachers did not believe CIS could help him.
According to CIS staff, the CIS program was meeting its performance measures. CIS staff reported that nearly ninety-nine percent of the enrolled students exhibited an increase in attendance, improvement in behavior and academics, and all of their enrolled students stayed in school.
CIS staff members reiterated that their focus was on improving academics and attendance. Overall, they saw approximately 50 percent of their caseload students improved their grades. In addition, 65 percent of students on the CIS caseload showed improved attendance.
According to the campus manager, 75 percent of students on the CIS caseload were affected in a positive way. Staff members reported that this number would be higher, but students were often referred to CIS as a last resort before

Most campus-based CIS staff members measured their success based on improvement in student attendance. They also commonly cited improvement in academics and behavior as indicators of success. Some campus-based CIS staff did not report any specifics, including percentage of improvement, or only gave a general estimation of overall improvement for students on their caseloads. These inconsistencies in reporting could be attributed to a school's focus on one outcome measure, or that the campus-based CIS staff only wished to report on areas in which they were finding positive results. Based on the qualitative data, it is unclear which CIS programs met their outcome objectives.

Within the context of DIR's conversations with campus-based CIS staff on student data and how progress in achieving program objectives is gauged, additional findings emerged. The interviews opened the door for frank conversations about campus-based CIS staff members' opinions of the CISTMS database. Campus-based CIS staff said the state's database was new and that they "had a lot of problems with it." One CIS staff member said that the database had "lots of glitches." Another CIS respondent expressed concern that the program's first year results would "not be reality" because of the inaccuracies in the statewide database. As presented in Appendix A (under *Evaluation Sub-Question #1.1 – What aspects of the CIS model are the schools implementing? How?*), in most cases the campus-based CIS staff reported they communicated these concerns with local CIS program personnel and/or TEA staff and were hoping improvements would be made in the near future.³²

In addition to gathering data from CIS staff about program effectiveness, school administrators, teachers, and students were also interviewed about their perceptions and opinions of the CIS programs on their campuses. In general, administrators, teachers, and students had uniformly positive comments about the program. Administrators and teachers at one school said that CIS helped students they did not know how to help. A common theme in regard to program effectiveness was the relationship the students had with the on-site staff and the accessibility of the staff members. One administrator stated that the open-door policy CIS maintained encouraged students to engage in the program. Another administrator related that the case manager's support and involvement in all aspects of the school and the students' lives was instrumental to the success of CIS's relationship with the students and the success of the program at the school. The principal, assistant principal, and counselor at another school said that they could tell the program was working because the students always wanted to go to the CIS office

³² TEA reports that it has already instructed ICF International, an independent evaluator currently conducting a statewide evaluation of CIS of Texas, to assess some of these issues.

to talk to the case manager. Although she felt that it was having a “strong impact”, another assistant principal stated that to know whether CIS was having a positive outcome on students, she needed to see more data.

Table 20 displays select anecdotes and quotes shared by school-level administrators from the 10 CIS campuses. These quotes present their experiences with and opinions of the CIS staff and program.

Table 20

Anecdotes and Quotes made by School-Level Administrators about the CIS Program and Staff

Administrator Anecdotes and Quotes

The principal shared a story about how CIS was instrumental in quickly locating and returning a CIS student whom Child Protective Services (CPS) took while he was at school. The principal said CIS was able to facilitate the transition for the student to return home and back to school because of their existing relationship with CPS.

“They’re [CIS] really like part of our campus. They’re involved in just about every way you could be involved. They worked with us on our frosh camp, which is our freshmen initiative. They even took over some classes for life skills for ninth graders. The staff gets involved in home visits, academics, and attendance. They help us monitor attendance and attendance rates and talks to parents about attendance. They also attend faculty meetings, foundation meetings, our “start on time” program... CIS, it’s helpful everywhere; we’ve really integrated them.”

This academic year, the school’s administration decided not to have school counselors. Instead, the assistant principals and a college coordinator were supposed function to as school counselors. Several of the assistant principals acknowledged they were not trained to counsel the students, so they relied on CIS to counsel the students. One stated, “They [CIS] provide services we’re not trained to [provide]. We’re administrators; they’re counselors.” The school’s assistant principals said they were glad that CIS was able to fill the void left by the removal of the school counselors. Another assistant principal said, “They [CIS] do almost everything for us.”

“I know its [CIS] making a difference. A lot of kids who may have fallen through the cracks with other intervention plans or other strategies... CIS has been able to reach and get their attention and even get the kids to make a turnaround as far as their attitude toward coming to class and really their attitude toward coming to school altogether. On a more personal note, I work with junior and seniors, primarily—CIS has been vital in helping relate to my kids the importance of them following through and finishing strong in their later years of high school, where they may have fallen short in their early years.”

This administrator cited the example of a “young man with excessive absences.” After other strategies failed with this student, he stated, “CIS gained a rapport with the kid, learned about his personal background and issues that he had been dealing with, and really helped us out in getting the kid’s attention... CIS is kind of that safety net. This particular kid is a senior, 18 years of age, and a couple of credits away from graduating, but for whatever reason at this stage of the game has decided that school’s not important anymore. CIS came along and really sat this kid down and helped him realize the importance of accountability—not only with himself and graduating, but the accountability of having a child. It was a major eye opener for him. CIS helped him learn about the positives... really showed him that they cared for him.”

They are “young and energetic and I’m really impressed by them. There’s no goofing off. They are serious about business and that’s what I like about them.”

CIS staff, administrators, and teachers agreed that CIS helped address and remove the emotional and environmental

Administrator Anecdotes and Quotes

barriers that discourage the students from staying in school and graduating. The administrators said they were particularly grateful for the skill and training that CIS staff had shown in working with the students who were evacuated from New Orleans. Referring to these students, one administrator admitted, “We were in over our heads. CIS helped save a lot of kids.”

CIS “provides a bridge between school and community.” CIS goes “beyond what the school can do—they provide food, clothing, other community services—anything a parent could or should do.”

An administrator stated that “The best part of CIS is parent conferences,” explaining that CIS bridged the gap between the school and home.

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

The teachers’ sentiments regarding the effectiveness of CIS were similar to those of the administrators (Table 21). Many teachers stated they did not have the time or training to deal with the students’ many emotional problems and that CIS staff members knew how to talk to and get through to the students in a way the teachers and administrators could not. A number of teachers felt the CIS staff members served as liaisons between the teachers and the students, adding that the staff’s relationship with students helped them understand what students were dealing with at home and how CIS was trying to help them.

Table 21

Anecdotes and Quotes made by Teachers about the CIS Program and Staff

Teacher Anecdotes and Quotes

A teacher noted that the case manager had done well in helping students improve their grades. He attributed the students’ improvement in academics to the field trips that CIS took. He said that students passed their classes so they could go on field trips and be with their friends. He said, “They don’t want to be left out.”

“Some kids that would fall through the cracks have a place to get advice and academic support.”

According to one teacher, the campus manager has “exceptional skills” in building rapport with students. “Kids want to check in with [him]. There are some things they are not willing to share with teachers,” but they would discuss them with CIS staff.

In reference to the impact CIS is having on the students, the case manager offered, “Some people tell me, ‘I never thought anybody would get through to this girl but her attitude has changed.’”

One teacher stated that students were comfortable in their [CIS group meetings] because “the [group leader] is very engaging.” They wanted “someone who cares.” She also noticed that once the groups started meeting regularly, the “guys would visit the CIS office more.” One male student was assigned to a group because of behavior issues with one of his teachers. The teacher observed he was able to finish the semester with help from CIS staff and group meetings.

“Students I know personally have turned around 180 degrees ... It’s [CIS] been totally productive.”

“I have talked to [the CIS staff]. I have approached them with concerns I had about certain students and they were

Teacher Anecdotes and Quotes

very receptive, they are very helpful, ... getting me help to help my students and this for me is a plus. Here is a group of professionals who understand what it's like to be in a school. They're there to provide a service and they are providing a service. They are going that extra step, that extra mile to help the students. So I must say that for us here at [our school], this has been a win-win situation."

"CIS has had a huge impact...I've noticed a difference in everyone I've sent to them [CIS]."

One teacher stated that the collaboration between CIS and the school "is successful from what I've seen . . . they are respected by the administration." The teacher added that CIS "lets us be teachers rather than social workers."

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

The responses of the students who participated in the focus groups were just as positive as those expressed by the administrators and teachers (Table 22). From the students' perspective, CIS helped them in all aspects of their lives. The students stated that CIS staff members helped them with a variety of situations, including avoiding fights, dealing with the death of family members, and working through family problems. They also said that they talked to CIS staff about everything including college, money, jobs, and friends. Many of the students felt strongly enough about the program to tell their friends about CIS so they could get involved as well. On an anecdotal basis, program effectiveness was clearly strong at all 10 CIS campuses.

Table 22

Anecdotes and Quotes made by Students about the CIS Program and Staff

Student Anecdotes and Quotes

Three of four students reported that CIS helped them become drug free. Two boys said they were no longer using marijuana. The third student said CIS helped her "go to rehab for cheese [street name for a regional drug]" and that she had been drug-free for two months after using for one year. CIS came to her house (she had quit going to school) and convinced her to go to rehab.

One student admitted, "I don't know where I would be without them [CIS]." She said that CIS has helped her cope with her father's death. One of her teachers referred her to CIS after learning that her father died. This student participated in the weekly grief support group.

One student reported that he was planning to drop out at the age of 16 because he was "getting in trouble, had low grades, and didn't feel school was helping," and he didn't believe there were "that many opportunities" for him after high school. He said that CIS changed his "mindset" and showed him "another way to do things...Before I was terrible, now my life has shaped up, I've lost my attitude." The "only bad thing about it [CIS]" is that it doesn't last long enough. He met with his group five or six times and would "love more [group meetings]."

"You can express your feelings if you want to talk or work it out...It's [CIS] a place you can be yourself."

The students in the focus group agreed that the case manager encouraged them to get involved in extracurricular activities and gave them reasons to go to school. The students added that since they enrolled in CIS, they made new friends who are also in the program.

Student Anecdotes and Quotes

“They’re like my therapist...They help me a lot.”

A student shared that she wanted to drop out of school at least four times before and the case manager talked her into staying each time by giving her reasons to stay in school. She said, “She [the case manager] talked to me more than my mom did.”

One young woman reported that she had “problems with her mom,” which resulted in the student going to jail. She felt that she could “really trust” the CIS staff. She “used to not open up to anybody” and said she “look[ed] forward to talking to them.”

The students said the case manager helped them set goals and “figure out what I want to do later in life.” They said she helped them set goals such as graduating from high school and going to college, adding that the case manager helped them find out the college admission requirements for schools they wanted to attend, such as minimum Scholastic Aptitude Test (SAT) scores. The students agreed that the case manager supported them in what they wanted and needed to do for their careers. All of the students said they intended to go to college after high school. One student said, “I plan on going to Marine Corps first then I’m going to college.”

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

Funding and Stability

This section describes the current funding scenarios among the 10 CIS campuses. In addition, the plans these schools have to sustain the program after TSDPRP grant funding ends are also presented.

When TEA contracted with local CIS programs, each CIS campus program was allotted \$40,000 per year. Additional monies to supplement these funds were obtained from various sources. A number of schools allocated the funding themselves, while other schools acquired outside funding to supplement the TSDPRP funding. All CIS campus programs received State Compensatory Education and Temporary Assistance for Needy Families (TANF) funds. Other schools gained additional funding through sources such as the local United Way and corporate foundations. There also existed two unique situations with regards to supplemental funding. One CIS campus program’s local CIS program covered all costs to operate their program. Another CIS campus program received supplemental funds from their host school’s district as the program helps many students who were displaced because of Hurricanes Katrina and Rita.

CIS funds primarily covered staff positions across the 10 campuses. For the most part, the funding covered campus and case manager positions. Some programs were able to secure funding for supplemental staff, such as part-time data entry personnel. Campus-based CIS staff at one school specified that additional funding was used to hire multiple case managers, which allowed for service provision for additional grades other than just ninth graders. Another program used their supplemental funding to cover the costs of certain activities, such as their

New Orleans support group for those students who experienced the devastation of Hurricanes Katrina and Rita.

Sustainability of these CIS campus programs after TSDPRP funding ends was a concern for all staff among the 10 programs. One local CIS program director stated that “Schools absolutely need these services and we’re going to do whatever it takes to sustain the program.” To ensure the sustainability of these programs, local CIS programs in collaboration with the CIS campus programs explored additional options for future activities. At some districts, the superintendent preliminarily agreed to fund the necessary amount to keep the program at the school for additional years after TSDPRP funding ceases. CIS staff from another CIS campus program stated their CIS program would first have to get positive feedback from the district and school to secure additional funds from the school, district, and/or local organizations and businesses. At one CIS campus program, both campus-based CIS and district personnel began the process to determine whether they can apply for partnership grants to cover the program’s costs. All the CIS campus programs were strategizing and making efforts to sustain their programs; however, at the time of the site visits, none of the 10 CIS campus programs had secured additional funding to sustain CIS at their schools.³³

Strengths and Challenges of CIS

Site visitors asked all school-based respondents (e.g., teachers, administrators, students) for their opinions of the strengths and weaknesses of the CIS campus program at their schools. As summarized in this section, strengths of the CIS campus program included the services provided by the CIS program, the CIS staff members themselves, CIS staff members’ relationships with the students, and how CIS was considered a place for the students to “belong.” Challenges included implementation of the CIS program, student-related concerns, and school-related concerns. Also presented in this section, respondents provided a list of recommendations during data collection.

Respondents identified the services CIS provided in terms of general support and programming as strengths of the program. A number of respondents specifically cited CIS’s flexibility and mobility. One respondent touted the program’s “open door policy” and how “they get back with students quickly.” In addition, respondents found CIS to be proactive in that the staff members made the effort to seek students out, make connections, build rapport, and

³³ Since the time of the site visits, TEA staff reported that all ten CIS campus programs are being continued. TEA emphasized that while there is always a struggle to identify resources to sustain such programs, all programs are indeed continuing beyond the grant program period and the availability of grant funds.

establish relationships. In addition to supporting students, school staff also benefited from CIS. One teacher stated that CIS provided a “support system for students and teachers.”

In addition to the general support, interviewees also had positive things to say about the activities CIS conducted, including conducting home visits and organizing enrichment field trips, which one teacher especially appreciated as “students are being exposed to other things.” Students also mentioned a number of personalized activities the CIS staff members conducted, which ranged from being available to listen to the students and encouraging them to improve their grades, to conducting wake-up calls if a student missed first period.

In a number of schools served by CIS, respondents also mentioned specific campus-based CIS staff members as areas of strength. At many schools, the administrators, students, and teachers all commented on how everyone knew the CIS staff and how much the students liked them and sought their assistance. At one school, the case manager provided support for more than just the students on caseload, “The case manager goes above and beyond many phases of school life and actively participates with all of the kids, not just CIS kids.” This teacher elaborated by explaining how the case manager volunteered to judge the school’s history fair and frequently attended extracurricular activities and sporting events to support the students. Schools served by CIS also stated that the general “positive attitude” of the CIS staff was “beneficial to the kids.” At another school, students agreed with this sentiment and talked about how the case manager at their school encouraged them to participate in extracurricular activities, kept them out of trouble, and helped them keep their grades up. One student went so far as to say, “She’s been an inspiration to all of us, I’m sure.”

Another strength of the CIS campus programs was the CIS staff members’ ability to quickly and sincerely connect with the students on a personal level. In general, respondents agreed that the ability of CIS staff members to be good listeners gave students the stability and attention that they lacked at home. A number of teachers and administrators commented on how open students were with CIS staff because they felt comfortable with them. Students admitted themselves that they felt “close” to CIS staff.

A few respondents felt the greatest strength of the CIS campus program was the sense of belonging felt by students enrolled in CIS. Many respondents agreed that most students who enrolled in CIS were not initially involved in extracurricular activities and CIS helped them feel they belonged at school. At least one administrator shared this sentiment by stating, “Kids that fit nowhere else in school have a place with CIS.” Another respondent added that CIS “pulls students away from an environment where they can’t be successful and gives them opportunities for success.”

Two CIS-related challenges shared during the interviews had to do with the CIS staff and limits placed on service provision. A few school and program staff stated it was challenging to

not have a fluent Spanish-speaking CIS staff member based on-campus. Although MST members were able to provide services to Spanish speaking students and families, opportunities to communicate with monolingual parents were lost if MST members were not available. Another challenge identified by a school administrator was that the CIS program only concentrated on ninth-grade students. This administrator acknowledged that ninth-grade was crucial, but that she also felt CIS “should be able to help all four classes.”³⁴

Student-related challenges ranged from paperwork issues, such as getting the students to return signed parent consent forms and finding community services for students without Social Security numbers, to students CIS could not help because their home or community problems were too overwhelming. A number of campus-based CIS staff said it was challenging to serve students who did not want to be helped or would not “open up.” One teacher explained that at her school, “There is a lack of support in the community for dropout prevention. There is no feeling of crisis in the Hispanic community and there are cultural pressures not to attend [CIS].” Another reason students were unwilling to make a commitment to CIS was that they think CIS will serve as another group “monitoring” them. According to one campus-based CIS staff member, sometimes it was a “hard sell” to convince students that CIS was there to support them and help them succeed—not to get them in trouble.

School-related challenges were by far the most extensive. A primary issue had to do with the facilities the schools provided the CIS programs and the lack of privacy that came with these facilities. For many programs, holding individual and group sessions in the campus-based CIS office was not possible. As has been mentioned previously in this report, a number of programs had extremely small offices (i.e., a “closet”) or shared offices with other staff or academic classes. Therefore, CIS staff members used the cafeteria, auditorium, or other empty rooms to meet with students. These facilities did not offer the privacy needed for students or parents to express their problems or concerns.

Another school-related concern involved school staff still not understanding or supporting CIS. Many CIS staff members were frustrated that a number of teachers did not refer students to the program. Conversely, teachers expressed concern about the amount of class time students missed to participate in CIS activities. These teachers added that they needed a better understanding of CIS and the TSDPRP so they could help CIS staff members identify students who needed services and so they could understand why students were missing or pulled out of classes.

³⁴ In this case, there was a lack of understanding about CIS by the administrator—as the CIS program under TSDPRP focused on students in ninth-grade, those students who began in ninth-grade will still receive services throughout their high school careers and any student who requested assistance from CIS benefited from the program’s services.

An additional challenge for CIS staff was their inability to access student data. Often, campus-based CIS personnel had to rely on school staff to generate data reports. CIS staff frequently had to make multiple requests for these data. In many cases, by the time they received the data, much time had elapsed and CIS staff had already progressed with service delivery for the students. CIS staff also expressed frustration with the lack of information and knowledge about the eighth-grade assessments.³⁵

School-based interviewees (e.g., teachers, administrators, students) also provided site visitors with recommendations on how to improve the CIS campus programs. These recommendations included the following:

- CIS needs to increase its visibility on campus. Teachers suggested CIS send email messages more frequently, reminding teachers to refer students to the program. Students suggested CIS make announcements to remind students about its activities. The students also suggested that CIS put up signs and posters to tell students about CIS.
- There should be more CIS staff to serve the many students in need. CIS needs more space. The students added that CIS needs more than 30 minutes at lunch for its group meetings.
- CIS needs additional funding to take students on field trips—both as an incentive to come to school and to teach students about how to interact appropriately with each other.
- CIS needs direct access to the schools' data systems so they can access student records more readily.
- CIS staff should conduct home visits with potential program participants to facilitate the parental consent process. Hire two case managers so one can focus on home visits while the other serves students on campus.
- Expand the TSDPRP to increase the number and grade levels of students that CIS serves and hire additional staff to support this expansion.³⁶

Sub-question #1.2: How are campuses using the 8th grade assessment data in PGPs?

³⁵ According to TEA, eighth-grade assessment data (i.e., TAKS results, course grades/credit accrual, benchmark assessment and other assessment or student data) were available to the CIS campus staff on all ten of the high school campuses participating in the TSDPRP. Since the time of the site visits, the state office CIS staff has worked with CIS local program and CIS campus staff to ensure that they are aware of the availability of assessment data and the importance of its use.

³⁶ Only the CIS campus programs under TSDPRP specifically focus on ninth-grade students. Other CIS programs throughout Texas provide services to students in all grades within the school.

One of the primary objectives of TSDPRP was to expand the use of PGPs for at-risk, incoming ninth-grade students by replicating models utilizing eighth-grade assessment data and including both academic interventions and social supports. Originally, the development of PGPs was mandated by Texas Legislature in 2003 and guided by a five-step development and implementation model (Texas Education Agency, 2003):

- 1) Identification of Students Requiring a PGP
- 2) Requirements for the PGP
- 3) Intensive Program of Instruction
- 4) Ongoing Evaluation of the Academic Progress
- 5) Parent/Guardian Participation

In identifying students who would benefit from a PGP, the school principal must designate an appropriate staff member (e.g., guidance counselor, teacher) to annually develop the plans for middle, junior, or senior high school students. The students selected include those whose test scores did not meet TAKS passing standards in the previous school year or who are not acquiring academic credits at a rate that would lead to graduation before September of their fifth year in high school. In developing the plans, each PGP must:

- identify educational goals for the student;
- include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- include an intensive instruction program;
- address participation of the students' parent/guardian; and
- provide innovative methods to promote the student's advancement that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability (i.e., flexible scheduling, alternative learning environments, online instruction).

For those students who have PGPs, the district designs and places students in an intensive instruction program to help the student perform at grade level by the end of the next academic term or attain a standard of annual growth specified by the district. Tracking student improvement is the next element of the implementation model. The school staff member with the responsibility of developing the PGPs must create a timeframe for monitoring and providing

intervention activities and other evaluation strategies for each student. Finally, the PGP must address parent/guardian participation, including the parent/guardian’s education expectations for the student. To ensure overall understanding by all stakeholders, each person involved in the process must sign the PGP.

Unfortunately, the on-site data collection revealed that only 2 of the 10 CIS campuses completed PGPs. At both of these schools, CIS staff members collaborated with the school’s administrators and/or counselors to complete PGPs. Regarding the other eight CIS schools that did not have a PGP to be reviewed during the site visits, while the dropout prevention grant required the CIS campus programs to collaborate with campus staff in the development of the PGPs, it was possible that the schools’ administrators or counselors completed PGPs without CIS’s knowledge as it is the campus’ responsibility.

At one of the two schools where CIS staff members collaborated with the school’s administrators and/or counselors to complete PGPs, each student completed a PGP form with guidance from the school counselor, the CIS case manager, and a parent or guardian. The PGP described students’ plans to graduate from high school and the steps the school was taking to help students achieve their goals. The dates that the PGPs were developed, revised, and completed were also recorded. The CIS case manager called or visited the home of each CIS student to discuss the PGP with the child’s parents or guardians. In addition, the case manager reviewed the PGPs monthly with students and their parents to discuss any changes in their goals and to monitor student progress in reaching goals.

Table 23 summarizes information fields included in a standard PGP for this school. The findings from the site visitor’s review of the 10 randomly selected files are also presented.

Table 23
Information Fields in a Standard PGP for One CIS Campus Program

<i>Information Fields</i>	<i>Findings from the Site Visitor’s Review</i>
Student Identification	This section included the student’s name, identification number, date enrolled, current school year, current grade level, expected graduation date, number of credit hours earned to date, total number of days absent, and reason for creating a PGP, such as “student failed TAKS test.”
Assessment Data	Most recent TAKS test scores for all subjects taken were included in this section.
Special Programs	This section identified the student as at-risk, dyslexic, economically disadvantaged, migrant, special education, gifted and talented, and/or limited English proficiency. According to the 10 randomly selected PGPs, 1 student was classified as special education, and 6 of the 10 students were classified as at-risk and economically disadvantaged.
Student Courses	This section listed the student’s current classes and teachers’ names.
Monitoring and Intervention	This section was divided into accelerated-learning plans and monitoring plans. Accelerated-learning plans included TAKS math, reading, and science, TAKS mode (a TAKS preparation course), state math programs, and reading recovery. From the randomly selected student files, 1

Information Fields	Findings from the Site Visitor's Review
	student was taking TAKS math, 1 was taking TAKS science, 1 was taking TAKS mode, 2 were taking reading recovery, and 4 were enrolled in a state math program. Monitoring plans tracked the student's activities related to the accelerated learning plan, such as benchmarks (8 out of 10 students), parent conferences (7 out of 10 students), report cards (7 out of 10 students), and student conferences (9 out of 10 students).
Educational Goals	This section identified the student's goals and their parents' or guardians' expectations, and documented their parents' or guardians' participation. The goals and expectations could be to graduate from high school, graduate from college, join the military, or join the workforce. Students and parents could select more than 1 educational goal. Of the 10 students, 8 chose graduating from high school as a goal, 5 out of 10 chose graduating from college as a goal, and 7 out of 10 chose entering the workforce as a goal.

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 01/08-02/08

The second school that completed PGPs had a far less systematic process for completing them, which did not fulfill all five elements of the TEA development and implementation model. According to the campus-based CIS staff at this school, the students met annually with their counselor to complete the PGP form, which was based on the student's selected career path, and to choose electives for the year. The form was used to record student progress in taking classes and accumulating credits needed to graduate. The campus-based staff at this school added that all tenth grade students *should* have a PGP in their file; however, many ninth graders did not because the counselor had until the end of the student's ninth-grade year to complete the form.

The other eight CIS campus programs were not involved in completing PGPs. Site visitors recorded what these CIS campus programs were doing to organize student information. In general, the other eight CIS campus programs employed a student filing system that contained, at a minimum, CIS documentation (i.e., initial recommendation/referral form, signed parental consent, TEA release of information form, a form identifying which CIS eligibility criteria the student met upon enrollment), participant information, assessment forms, transcripts, TAKS test scores, and dated service logs. Three schools also had a "working document" in their student files, which included TAKS and other pre-TAKS standardized test scores (from all previous grades), collegiate GPA, numeric average, seventh- and eighth-grade grades, credits earned, credits denied, and PSAT and ACT scores. CIS campus program staff at one school reported that they developed a "Graduation Worksheet" that was included in their students' files. CIS campus staff would complete the Graduation Worksheet every semester and then used the worksheet to monitor each student's progress toward graduation via course enrollment and credit accumulation.

CIS staff at another school developed a "Graduation Pact" with each student and maintained the written version in the students' files. The Graduation Pact was a verbal and written pact between CIS, each student, and peers and states: "I believe in you [student's name]

and I promise to guide and support your efforts to achieve your full academic potential and career dreams.” The Pact also had a quotation from Nelson Mandela, “Education is the most powerful weapon which you can use to change the world.” Included within the Pact was a photo taken by CIS of the student in a cap and gown, which served to motivate them to adhere to the Pact. In addition, the written Pact included the student’s goal(s). Examples of student goals included:

“To do better in school and graduate high school.”

“To make better grades.”

“Have fun and make friends.”

“To learn about college.”

“To bring up my grades and to attend The University of Texas on a cheerleading scholarship.”

“To learn about different colleges and bring my grades up.”

CIS campus program staff on the 10 participating campuses reported that they did not use eighth-grade student assessment data.³⁷ In fact, only three school site visit reports addressed assessment data prior to high school level TAKS data. Campus-based staff at these schools reported including the “working document” in their student files. In these cases, the incorporation of eighth-grade assessment data was not explicitly stated. Rather, it was assumed that these data were included due to the description of the working document, which includes “TAKS and other pre-TAKS standardized test scores (from all previous grades).” In addition, it was not clear how these data were used. Campus-based CIS staff from three other CIS campus programs explicitly stated that they did not use students’ eighth-grade student assessment data. Direct quotes from these schools’ site visit reports included the following:

- CIS staff said that eighth-grade assessments do not exist, so no students have them;
- CIS staff said they have heard of eighth-grade assessments but have never seen one; and
- CIS staff said that neither of these formal documents [eighth-grade student assessment data or PGPs] are required for students at [that high school].

The fact that PGPs were not developed with CIS campus program staff’s input and eighth-grade assessment data were not being employed by all the CIS campus programs compromises TSDPRP’s ability to succeed. It was possible the current CIS team members were so inundated with trying to start their programming, they had not yet had a chance to work with the schools to help them develop PGPs or access eighth-grade assessment data. Another possible explanation was that the schools were not sharing the PGP files with CIS personnel.

³⁷ It is possible that there existed some confusion among campus-based CIS staff in regards to what constituted eighth-grade assessment data (i.e., TAKS results, course grades/credit accrual, benchmark assessment and other assessment or student data). When TEA was informed about reports from CIS campus staff that eighth-grade assessment data were not available to them, TEA provided WestEd with information about the assessment data that had been entered by CIS campus staff into CISTMS. While not all ten of the participating campuses had entered assessment data into CISTMS, this information seems to support the possibility that when the site visit team asked CIS campus staff about eighth-grade assessment data, there was some confusion about what they were asking.

Sub-question #1.3: What students are participating in the CIS program? What students are participating in the BBBSNT mentoring program?

This section begins with a description of the students participating in the CIS program among 7 of the 10 CIS campus programs included in this report. Next, information on the students who participated in the BBBSNT mentoring program are provided.

There were 400 students (62% female, 38% male) who participated in the CIS program across the seven campuses for which data were available. As displayed in Table 24 (and previously in Table 6), the number of students varied by CIS campus.

Table 24
Number of CIS Students at Each Campus

<i>School</i>	<i>Number of CIS Students</i>
High School 1	99
High School 2	82
High School 3	64
High School 4	59
High School 5	57
High School 6	33
High School 7	6
Total	400

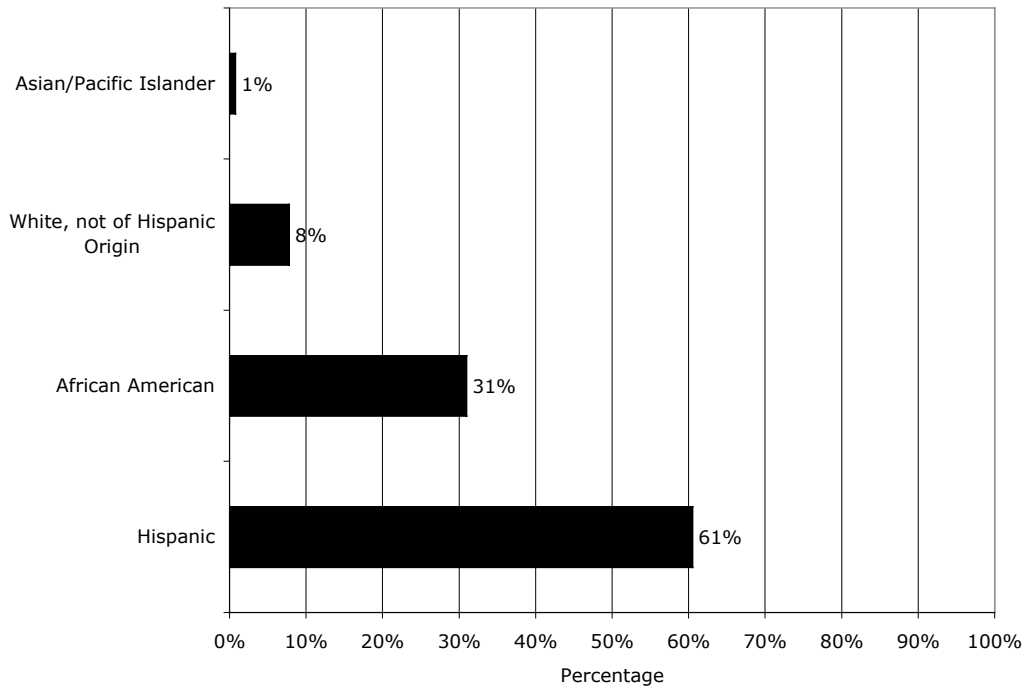
Data Source: 2006-07 CISTMS

The following figures (Figures 9-16) display information for all students who participated in the CIS program. Data are presented for student ethnicity, grade level, housing, living situation, language spoken in the home, public assistance received, and plans after high school.

The majority of students who participated in the CIS program were Hispanic (61%) and African American (31%). A small percentage of students were White, not of Hispanic origin (8%) and Asian/Pacific Islander (1%) (Figure 9).

Figure 9

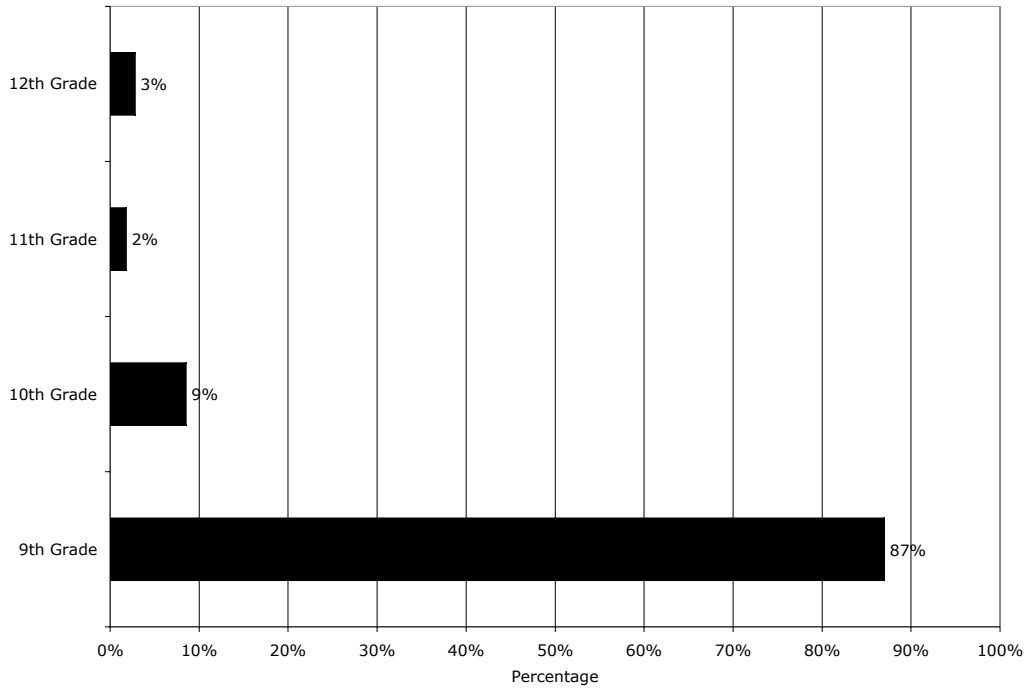
Distribution of CIS students by ethnicity.



Data Source: 2006-07 CISTMS

As presented in Figure 10, most students in the CIS program were in ninth-grade (87%). This high percentage of ninth-grade participants was expected since one recommendation that resulted from the research literature used to develop TSDPRP was that the program primarily target freshmen students. In addition, a focus of the CIS program under TSDPRP was on ninth-grade students, a priority of the original federal School Dropout Prevention Program grant.

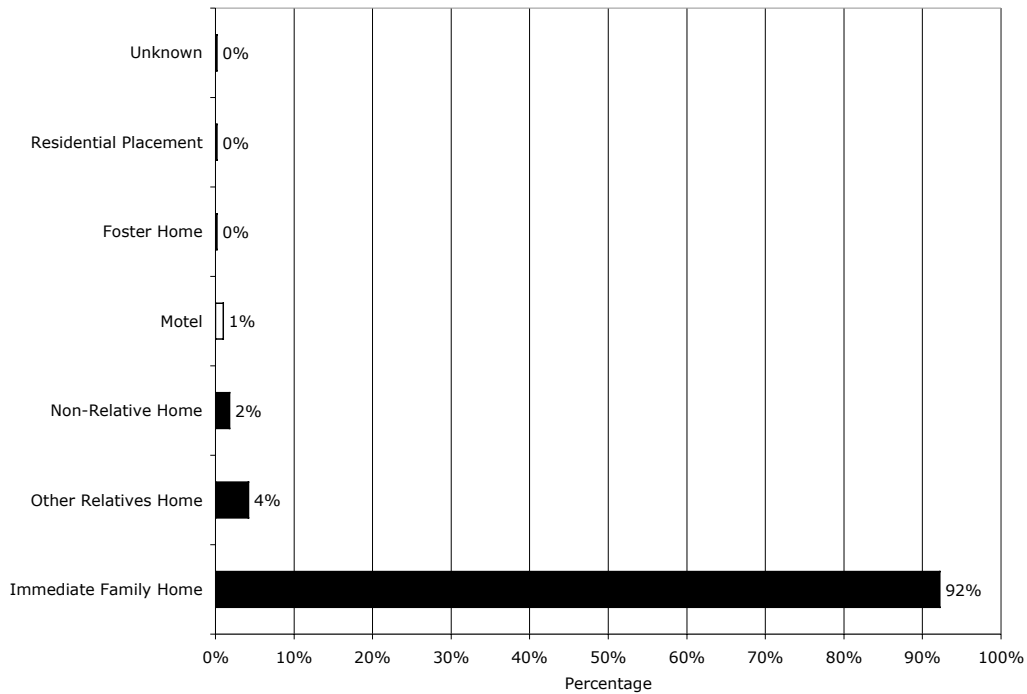
Figure 10
Distribution of CIS students by grade level.



Data Source: 2006-07 CISTMS

The vast majority of CIS students lived at home with members of their immediate family (92%). In smaller proportions, CIS students lived in the homes of other relatives (4%) and non-relatives (2%), or in a motel (1%) (Figure 11).

Figure 11
Distribution of CIS students by housing situation.

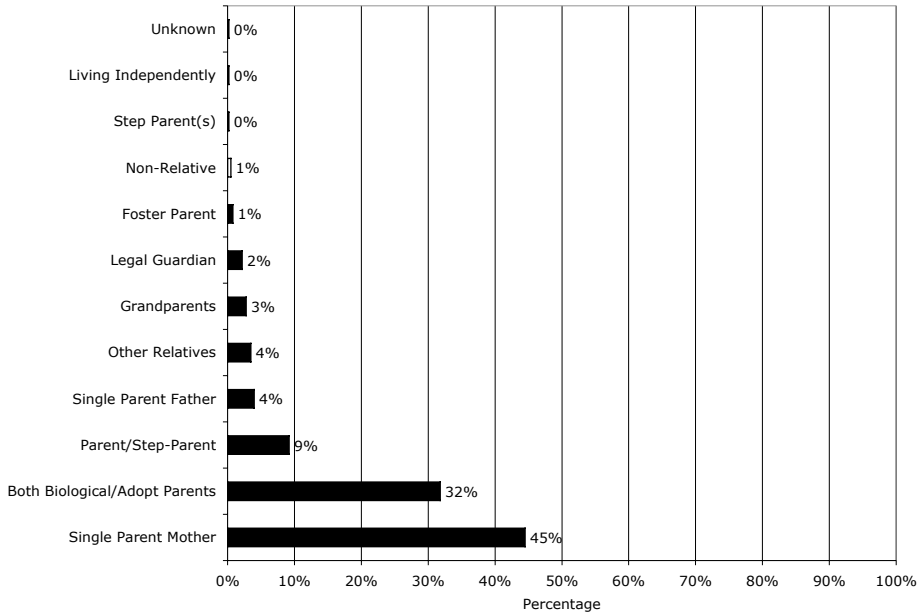


Data Source: 2006-07 CISTMS

As noted previously, most CIS students lived at home with members of their immediate family. For most of these students, the immediate family member they lived with was either their single parent mother (45%) or both biological or adoptive parents (32%). In smaller numbers, CIS students lived with a parent and step-parent (9%), other relatives (4%), grandparents (3%), or a legal guardian (2%) (Figure 12).

Figure 12

Distribution of CIS students by living situation.

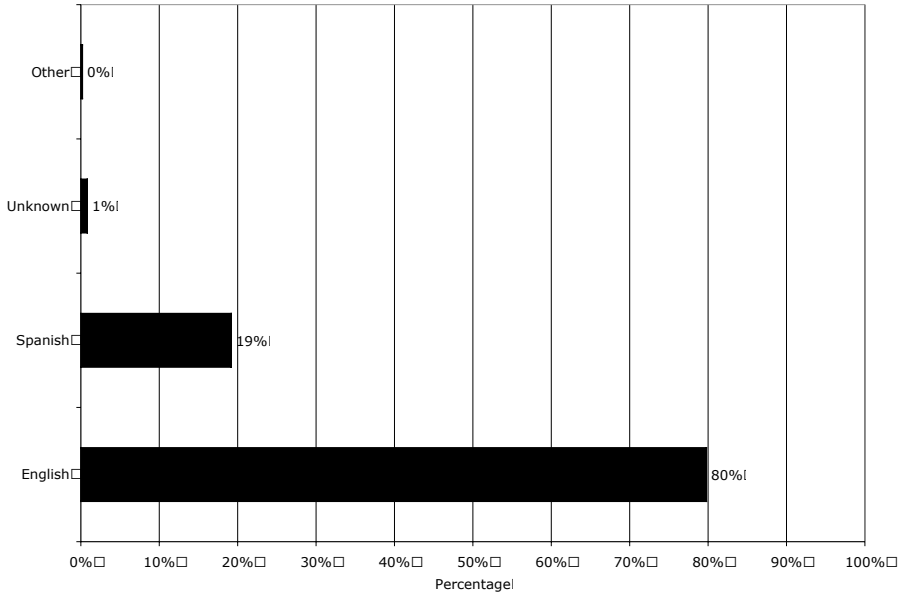


Data Source: 2006-07 CISTMS

For the majority of CIS students, the primary language spoken in the home was English (80%). Spanish was the second most commonly spoken language in the home (19%) (Figure 13).

Figure 13

Distribution of CIS students by primary language spoken in the home.

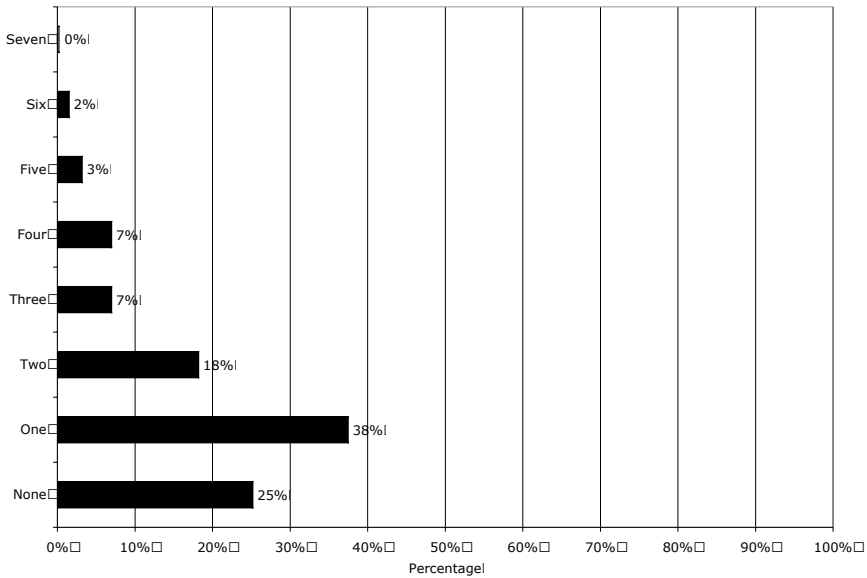


Data Source: 2006-07 CISTMS

As presented in Figure 14, a quarter (25%) of CIS students received no form of public assistance. However, 38 % of CIS students received one public assistance service. And according to Figure 15, that one service was usually reduced-price or free lunch (68%).

Figure 14

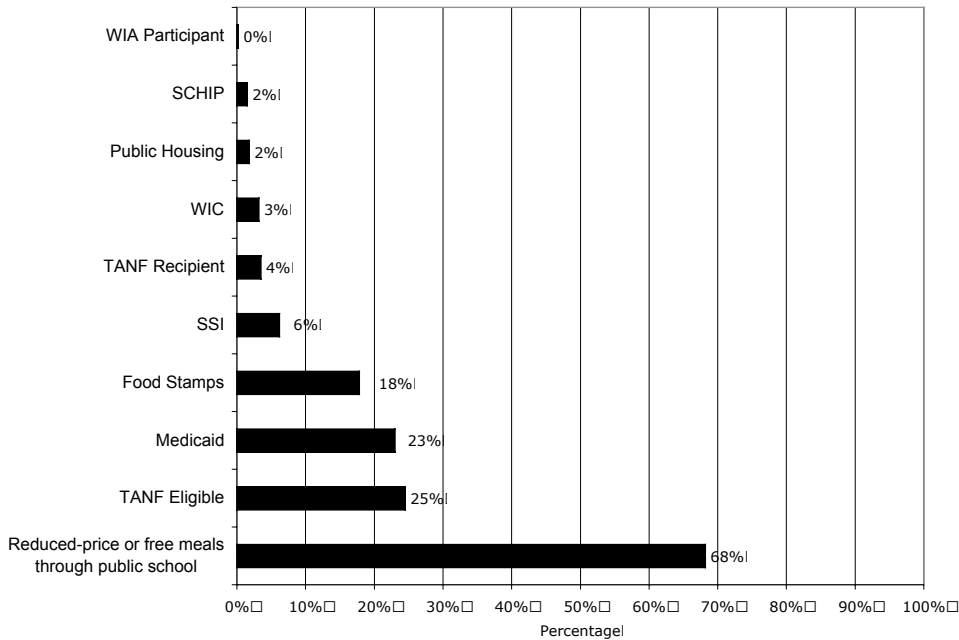
Distribution of CIS students by number of public assistance services received.



Data Source: 2006-07 CISTMS

Figure 15

Distribution of CIS students by types of public assistance services received.

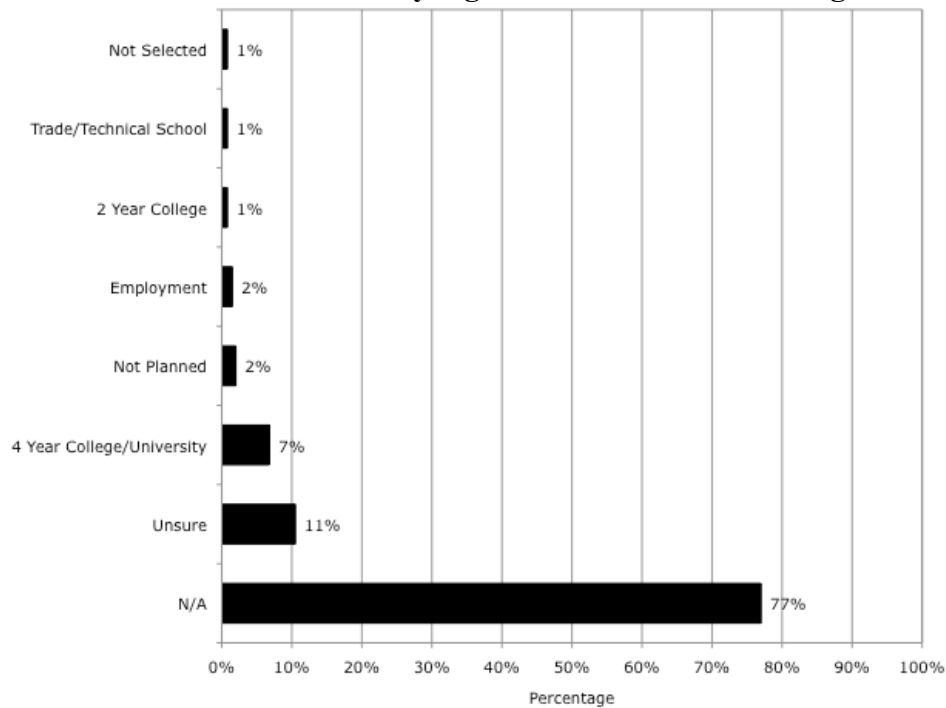


Data Source: 2006-07 CISTMS

Only 9% of CIS students are planning to acquire additional education post-high school (i.e., 4-year college, 2-year college, trade or technical school) (Figure 16). Note, though, that the

CISTMS database does not contain information about plans after high school for most CIS students (N/A=77%). According to CIS Campus Implementation Requirements, the option of “Not Applicable” is only to be used for students in early education through fifth grade (however, the case manager is still expected to offer activities in both college readiness and career/employment). This option is not to be selected for students in 6th- through 12th-grades. This finding suggests that this information is either not assessed by CIS staff, not disclosed by the CIS students, or not appropriately entered into the CISTMS database. Regardless of the explanation, it is important for these data to be available for CIS students, as higher education and career goals are vital in creating comprehensive service plans (Kemp, 2006). Data regarding higher education and career goals seems to be especially important for this group of students given that, as reported earlier, the most commonly reported social service issues involves students needing a job and career planning (as seen in Figure 6).

Figure 16
Distribution of CIS students by higher education and career goals.



Data Source: 2006-07 CISTMS

Big Brothers Big Sisters of North Texas

There were a total of 35 students who participated in BBBSNT across the six CIS campus programs involved in the initiative (Dallas-based high schools). Of this population, 23 were ready to be matched to a mentor and 12 already had a Big Brother or Big Sister mentor (Table 25).³⁸

Table 25
Grade Level Distribution for Students who Participated in BBBSNT

		<i>Number of Students</i>	<i>Percent</i>
Student was Ready to be Matched	9 th Grade	12	52%
	10 th Grade	7	31%
	11 th Grade	4	17%
	Total	23	100%
Student had a BBBSNT Mentor	9 th Grade	7	58%
	10 th Grade	3	25%
	11 th Grade	2	17%
	Total	12	100%

Data Source: 2008 Big Brothers Big Sisters of North Texas Data provided by TEA

According to the MOU between BBBSNT and CIS Dallas Region, Inc., the emphasis of the program was to be on ninth graders, thus allowing time for the match to occur and the mentorship period to be maintained throughout the student's remaining years in high school. However, the data TEA provided showed that approximately half of the students ready to be matched were not ninth graders (47.8%) and nearly half of the students with a mentor were tenth or eleventh graders (41.7%). In addition, only four of the six campuses participating in BBBSNT made referrals. Also, of the total number of CIS students working with BBBSNT ($N = 35$), there were almost twice as many students waiting to be matched ($n = 23$) as there were students who had already been matched ($n = 12$). CIS campus program staff cited a number of delays that could explain these results, including the relatively low rate at which CIS staff members were

³⁸ Additional information regarding the demographics for the 35 participating students (i.e., gender and ethnicity) can be found in Tables A-BBBS1 and A-BBBS2 in Appendix A.

referring students, the length of time it took to interview students prior to matching, the effort to recruit mentors, and the challenge of matching the students with appropriate mentors.

The larger issue presented by these findings was the challenge that came with creating effective lines of communication among different service entities on campuses. While BBBS was responsible for the low rate of matching the students, CIS was responsible for the low level of referrals to BBBS. CIS staff noted the time it took for a student to be matched, which could have been a reason they were not referring many students to BBBS, becoming a circular argument. It is important to note that no data were collected from BBBS staff to understand their perspective on why CIS was not making the referrals and why the matches were not occurring.

Sub-question #1.4: How does the level of implementation of the expansion affect student outcomes?

To answer this evaluation question, researchers will compare students in the CIS campus programs across participating high school campuses based on level of campus implementation to assess the effects of the program expansion on student outcomes. Due to the implementation timeline, it is premature at this point to try to determine impact of the CIS program on student outcomes, as delays in implementation limit any potential impact of the program activities and the ability to detect differences between students in the program based on level of implementation. In addition, CISTMS data for the 2007-08 school year are not available for this report. TEA notes that these data will be available for the Final Report in July 2009. Once the 2007-08 CISTMS data are available, researchers will conduct these analyses and present a more accurate evaluation of how level of implementation impacts student outcomes, as the additional time of campus implementation and the inclusion of the 2007-08 CISTMS data in these analyses will result in a more accurate evaluation.

TASK B: ASSESSMENT OF THE DROPOUT RECOVERY RESOURCE GUIDE

Program Objective

An important objective of the TSDPRP is the development of statewide capacity for implementing specific intervention strategies that address the needs of students who are reentering high school. In order to achieve this program objective, TEA is working with an outside vendor to develop a resource guide to help educators interested in implementing dropout reentry strategies. The vendor will do this by:

- Researching, identifying, and documenting effective practices in the reentry of students that have previously dropped out of school;
- Developing the *Dropout Recovery Resource Guide* (Guide) for school reentry programs; and
- Providing outreach and technical assistance services to publicize the availability of the Guide and assist in its implementation and use.

The Guide will provide detailed information about effective dropout recovery programs and will include materials, references, and resources to help institutions implement best practices in dropout recovery. Examples of materials will include, but are not limited to, the following: student recruitment materials, examples of practices in supporting reentering students, samples of service plans for reentering students, samples of budgets, suggestions of funding sources to support reentering student programs, examples of data collection instruments and performance measures used for evaluations, examples of flexible school schedules, and examples of curriculum delivery models and strategies.³⁹

Evaluation Objective

Part of the evaluation plan is to conduct an expert assessment/content review of the Guide. This evaluation will include the extent to which the Guide is comprehensive, is based on best practices and current empirical research, and is transferable to other campuses. Evaluation questions 2 and 3 address the assessment/content review of the Guide:

³⁹ The Guide was originally scheduled to go live in September 2007; however, due to delays in the contracting and development processes, the Guide availability date was postponed to January 2009.

2. Does the *Dropout Recovery Resource Guide* include research-based practices and a comprehensive range of services?
3. How are leaders from diverse campuses using the *Dropout Recovery Resource Guide* to improve student outcomes?

Data Collection Methods

A content review of the Guide will be conducted to assess the comprehensiveness and the extent to which the Guide includes relevant research. To do this, researchers will use the prepared inventory of promising practices as a tool to review the Guide. In addition, interviews will be conducted with 10 campus leaders to gauge their use of the Guide and any changes in their respective policy and practice after its use. The campus leaders will be screened prior to their interviews to make sure they have used the Guide sufficiently to respond to interview questions.

Dropout Recovery Resource Guide Inventory

In order to answer the evaluation question, *Does the Dropout Recovery Resource Guide include research-based practices and a comprehensive range of services?*, an inventory of promising practices was created to direct the review of the Guide. Researchers first conducted a literature review to direct the development of the inventory and provide a thorough bank of information on dropout reentry strategies. While there are no simple solutions to dropout reentry support, and the research literature has not yet definitively presented what works best, existing research provided sensible starting points, examples of innovation, and promising practices.

The literature review began with “Graduation for All: A Practical Guide to Decreasing School Dropout” (Lehr et al., 2005), a comprehensive review of dropout prevention and recovery strategies, and included all relevant literature since that publication. In searching for recent empirical articles, several databases were accessed, including Education Resources Information Center (ERIC), Academic Search Premier (EBSCO Host), and ProQuest Education Journals databases. The searches were limited to articles from 2005 and on and to peer-reviewed journals. The search results yielded 72 articles, of which 13 were applicable to dropout causes, prevention, and reentry.⁴⁰

The inventory, which can be found in Appendix B, includes the following subsections that target the intervention components identified by the professional literature as seeming to be associated with positive program outcomes: 1) *Collecting Information/Assessment*; 2)

⁴⁰ A complete list of references and searches can be found in Appendix B under *Literature Search/Review Protocol*.

Prevention/Recovery Strategies; 3) *Choosing an Intervention Program*; 4) *Implementation*; and 5) *Evaluating Effectiveness*. *Collecting Information/Assessment* includes definitions of a dropout (i.e., which students are typically classified as dropouts), how to calculate the dropout rate (e.g., cohort rate, event rate, status rate), and the various reasons students dropout (e.g., push/pull effects, alterable/status variables, other risk factors). *Prevention/Recovery Strategies* includes effective school practices (e.g., leadership, instruction, assessment), types of interventions (e.g., personal affective, academic, family outreach), and a specific subsection that addresses students with disabilities. *Choosing an Intervention Program* includes what should be taken into consideration when choosing an intervention and if the Guide provides information on how to consider these factors. *Implementation* refers to what the Guide suggests should be included in an implementation plan and whether fidelity of implementation is mentioned. Finally, *Evaluating Effectiveness* assesses whether evaluation is mentioned in the Guide and if general evaluation terminology is introduced and defined to direct the user in assessing their chosen program⁴¹.

Telephone Interviews with Campus Leaders

Interviews with 10 campus leaders will provide the information in order to answer the evaluation question, *How are leaders from diverse campuses using the Dropout Recovery Resource Guide to improve student outcomes?*, with specific foci on their use of the Guide and any changes in policy and practice after its use.⁴² As mentioned previously, the campus leaders will be screened prior to their interviews to make sure they have thoroughly reviewed the Guide in order to respond to interview questions.

Data Analysis

The Final Report will include analyses of the inventory results and the qualitative interview data. The inventory results will be analyzed to determine what important components the Guide includes and where any deficiencies exist. For the qualitative interview data, the constant comparative method (as referenced in the *Data Analysis* section of *Task A—Analysis of the impact of the CIS model*) will be utilized. After conducting interviews, participant responses will be

⁴¹ Researchers developed a draft of the inventory that was circulated, reviewed, and edited internally before sending a second draft to TEA for review. TEA provided initial feedback on the inventory, and subsequently approved the inventory.

⁴² In November 2008, CIS conducted forums to present sections of the Guide to campus leaders. WestEd will randomly sample ten campus leaders from the forum participants to interview.

reviewed and coded and all significant trends will be presented. The results of these analyses will be a description of the Guide's strengths and suggestions for improvement.

Findings

TEA will launch the Guide in January 2009 and then conduct forums at ESCs to promote the Guide. Upon completion, the Guide will be assessed with the use of the final approved inventory and interviews with Guide users. The results of these evaluation efforts will be included in the Final Report (July 2009).

TASK C: IMPACT OF THE STATEWIDE TRAINING

Program Objective

The establishment of partnerships between public schools and private businesses, the government, community-based organizations, and private entities to facilitate the delivery of services to at-risk students is an important aspect of the CIS model. A community-based approach provides comprehensive support (e.g., tutoring, drug prevention activities, services to teen parents, gang and youth violence prevention activities, etc.) for students at risk of dropping out. This aspect also includes CIS training of education professionals on how to access and coordinate relevant community resources, as well as how to build and maintain sustainable partnerships with these organizations.

In August 2007, a statewide CIS training took place to train education professionals on the CIS model and strategies. This training included information on the importance of school and community partnerships in dropout prevention and how to establish such partnerships.

Evaluation Objective

The evaluation objective of Task C is to examine the impact of the statewide training on education professionals' perceptions of and attitudes toward the establishment of partnerships with community-based organizations. Evaluation questions 4 and 5 address this objective:

4. How is the statewide training changing education professionals' understanding of the value and process of community-based partnerships?
5. How are education professionals cultivating existing and new partnerships?

Data Collection Methods

A survey of education professionals (i.e., ESC staff) who participated in the August 2007 statewide training provided the information to address these questions. In writing the original evaluation questions, establishing partnerships was emphasized to address the stated needs of TEA. However, the agenda and materials for the training from TEA made clear that the topic of establishing partnerships was only a portion of the training content. Therefore, the survey questionnaires were aligned with the topics relative to the entire content of the training.

Participant Survey

The participant survey included items that assessed general satisfaction with the training and impact of the training. Satisfaction was assessed in terms of the quality, comprehensiveness, and usefulness of the information presented. Participants also were asked why they attended the training (e.g., mandated by TEA, personal interest) and to give their opinion of the most essential tools and information gained by attending the training. In addition, participants were asked if they would recommend the various aspects of the CIS model (e.g., conducting a needs assessment) to other educational leaders in their region, and if they contacted CIS to inquire further about the program.

Retrospective pretest questions on the participant survey provided information to help determine the extent to which participant knowledge of dropout prevention changed after attending the training. The use of retrospective pretest questions addressed an issue commonly encountered when using standard pretest and posttest measures when conducting evaluations of program trainings, that is, participants may have limited knowledge at the beginning of a program that prevents them from accurately assessing their baseline knowledge. With standard pretest and posttest measures, the pre-training assessment is based on a different frame of reference as compared to the post-training assessment. Participants have a tendency to inflate their knowledge level before a training (Flannelly & Flannelly, 2000; Goedhart & Hoogstraten, 1992), and accurately rate their knowledge after the training, as participants possess a greater understanding of the topic. This decline in ratings, (that often times, has effective programs showing disappointing results) is known as the response-shift bias (Hoogstraten, 1982). The use of retrospective pretest questions has been shown to help offset the response-shift bias and provide a more accurate evaluation of training effectiveness (English & Horowitz, 2002).

To answer the Task C evaluation questions, participants were asked to respond to several items that specifically addressed the information presented on partnerships. One item asked if establishing partnerships was mentioned in the training and, if so, how well the topic was covered in terms of the quality, comprehensiveness, and usefulness of the information presented. Participants also were asked what they thought were the most essential tools/information regarding establishing partnerships gained by attending the training, and to what extent the training prepared them to handle various aspects of establishing and maintaining partnerships (e.g., involving students in programs with school and community partners).⁴³

⁴³ The survey can be found in Appendix C.

Survey administration occurred via email in November and December of 2007. The final response rate for the survey was 88%.⁴⁴

Data Analysis

Analyses of survey data focused on participants' experiences in the training, and specifically how the training addressed establishing and maintaining school and community partnerships in implementing a dropout prevention program. Means and frequencies are reported for demographic and descriptive data. The retrospective pretest and posttest questions were analyzed using a Wilcoxon paired signed-rank test. Open-ended responses were analyzed using the constant comparative method (as referenced in the previous *Data Analysis* sections for Tasks A and B).

Findings

The survey respondents included 30 ESC staff (6 males, 24 females) with various titles, such as education specialists, consultants, and directors. Participants were asked why they attended the CIS training (with the instructions to choose all reasons that apply). Of the 30 participants, 60% attended the training because of their personal interest in the CIS program or dropout prevention, 60% were mandated by their ESC to attend, and 20% reported other reasons, such as the potential to obtain information for their district.

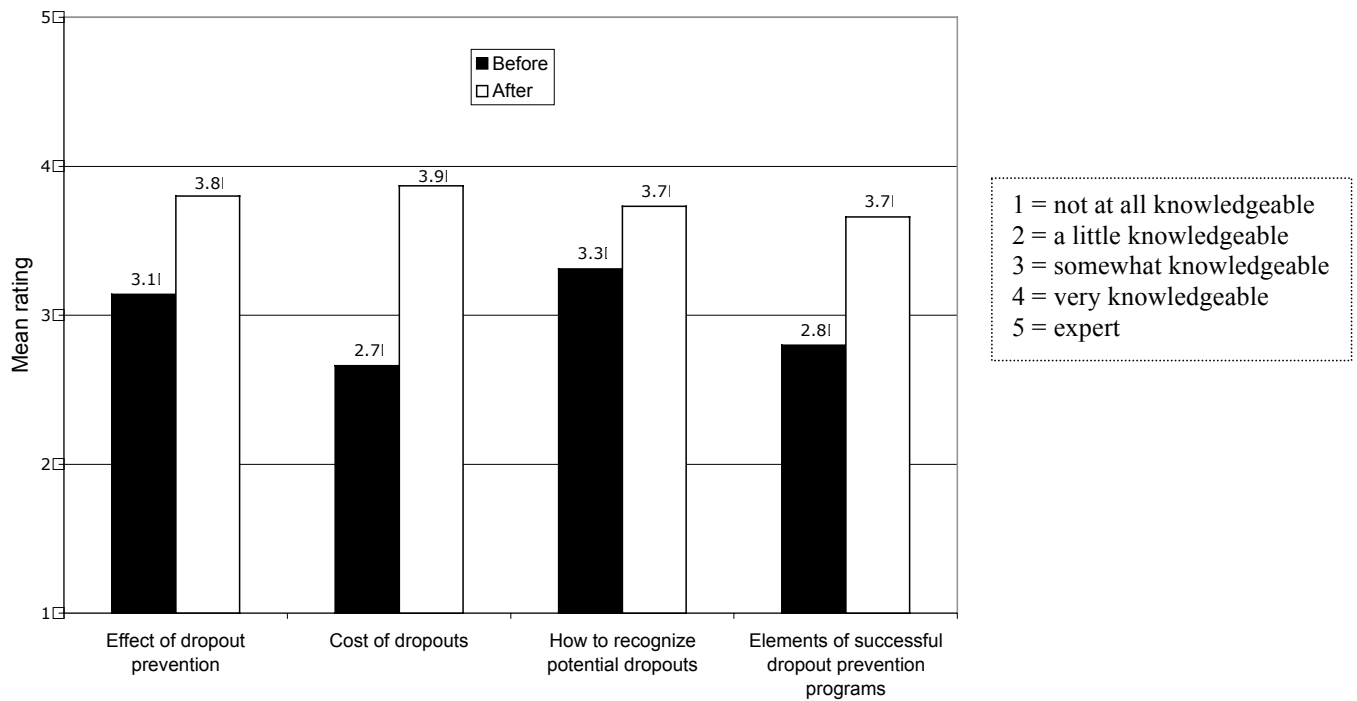
Participants rated the quality, comprehensiveness, and usefulness of the information presented at the training on the following five-point scale: 1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = excellent. In general, participants gave the training good to excellent ratings for quality ($M = 4.4$), comprehensiveness ($M = 4.4$), and usefulness ($M = 4.1$) of the information presented. Overwhelmingly, participants noted that the most essential information from the training were the statistics regarding the dropout problem and impact on society. One participant noted, "The statistics provided by the presenters regarding number of dropouts per school year, the cost to society, the impact on society, etc., were profound. This demands the attention of all school personnel, parents, and most importantly, the community." Several respondents were planning to use the statistics from the training to inform teachers and administration how significant the problem is. Several participants thought the most essential information were the features of the CIS model, specifically the campus needs assessment and the campus service

⁴⁴ WestEd made an attempt to survey those individuals who were subsequently trained by the August 2007 trainees to assess their experiences; however, delays in obtaining contact information presented a barrier to collecting these data.

delivery plan. In fact, 100% of respondents said they would recommend to district and campus leaders conducting a needs assessment for campus dropout prevention services and developing a campus service delivery plan to meet the identified needs of students at risk of dropping out. Participants also thought the training materials and the contact list for local CIS programs would be useful.

Participants rated their knowledge before and after the training on the dropout problem, implementing a dropout prevention program, and the CIS model. Pretest and posttest knowledge levels were gauged by the following scale: 1 = not at all knowledgeable, 2 = a little knowledgeable, 3 = somewhat knowledgeable, 4 = very knowledgeable, and 5 = expert. As presented in Figure 17, participants rated their knowledge of the dropout problem, including the cost of dropouts, how to recognize a potential dropout, and elements of successful dropout prevention programs as greatly increased after the training (i.e., mean posttest ratings for participant knowledge were significantly higher than the retrospective pretest items, $p \leq .002$ for all ratings).

Figure 17
Mean knowledge ratings of the dropout problem before and after the August 2007 CIS training.

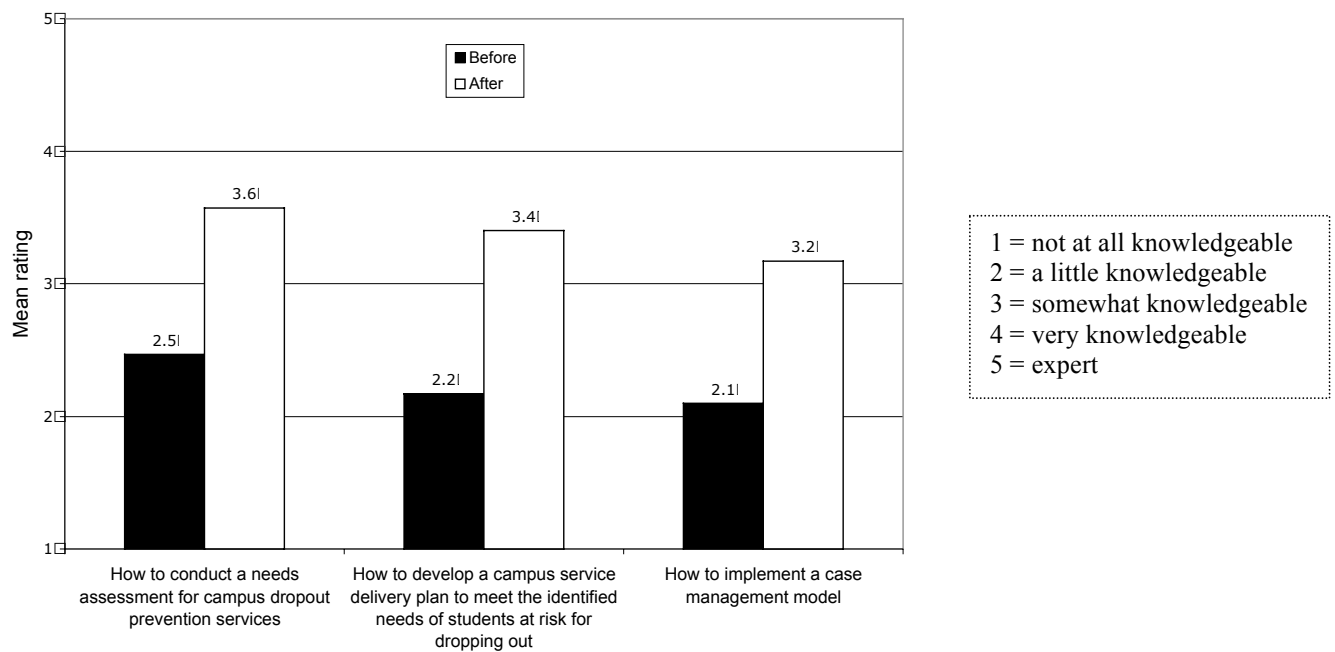


Data Source: Statewide CIS Training Participant Survey, collected by WestEd in 11/07-12/07

Participants rated their knowledge of implementing a dropout prevention program, including how to conduct a needs assessment, how to create a campus service delivery plan to meet the identified needs of students, and how to implement a case management model. As presented in Figure 18, participants rated their knowledge as greatly increased after the training (i.e., posttest ratings were significantly higher than the retrospective pretest items, $p \leq .002$ for all ratings).

Figure 18

Mean knowledge ratings of implementing a dropout prevention program before and after the August 2007 CIS training.

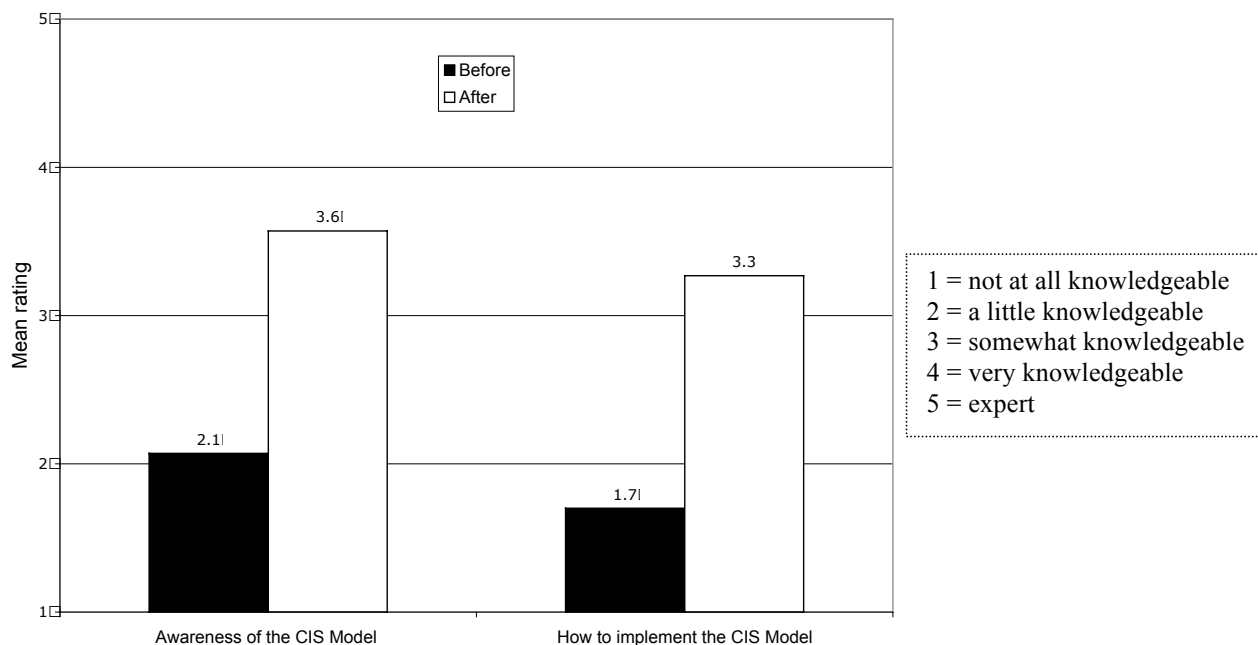


Data Source: Statewide CIS Training Participant Survey, collected by WestEd in 11/07-12/07

Participants rated their knowledge of the CIS model, including awareness of and how to implement the model. As presented in Figure 19, participants rated their knowledge as greatly increased after the training (i.e., posttest ratings were significantly higher than the retrospective pretest items, $p \leq .002$ for all ratings).

Figure 19

Mean knowledge ratings of the CIS model before and after the August 2007 CIS training.



Data Source: Statewide CIS Training Participant Survey, collected by WestEd in 11/07-12/07

Eleven of the 30 participants reported conducting training sessions in their ESC region on dropout prevention strategies prior to attending the August 2007 training. Of these participants, eight (73%) said they have altered (or plan to alter) their training sessions on dropout prevention strategies based on what they learned at the CIS training. Participants generally planned to train others in their ESC region on the various aspects of the CIS model, including how to recognize potential dropouts, how to conduct a needs assessment, and how to implement a case management model for dropout prevention. Participants said they would use the training modules and manual to do this. Participants also said they included (or planned to include) more information about meeting the needs of the whole person (e.g., basic needs, such as food and housing; emotional needs, such as social support and counseling), not just the needs of the student as an academic. In addition, participants said they included (or planned to include) strategies for working with at-risk students and practical strategies campuses can use to enhance their dropout prevention efforts.

Since the training, 10 participants contacted CIS to obtain further information about the program and another 6 said they plan to contact CIS before the end of the school year. These contacts were made (or were planned) in order to obtain more information about having CIS staff attend meetings to inform others about the model and the dropout problem, to get specifics not

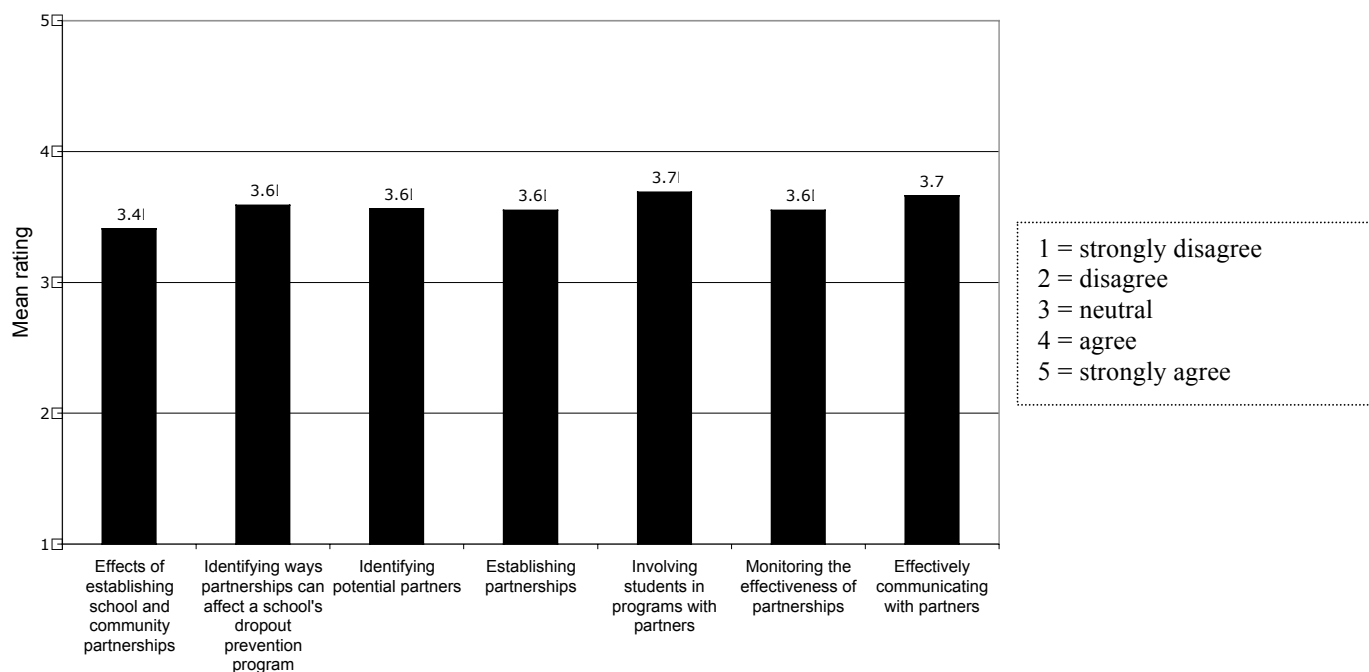
covered in the training (e.g., how to get started), to distribute information about the model to districts, or to acquire information about training and any local CIS programs.

Participants rated the quality, comprehensiveness, and usefulness of the information on establishing school and community partnerships to provide dropout prevention on the following five-point scale: 1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = excellent. Participants generally rated the quality ($M = 4.0$), comprehensiveness ($M = 4.0$), and usefulness ($M = 4.1$) of the information on establishing partnerships as good. Participants noted that the most important element in the training concerning establishing partnerships was the knowledge that support from the community is a valuable resource for schools and that establishing partnerships with community organizations is key in assisting districts with dropout prevention. All respondents noted they would recommend to district and campus leaders that they establish school and community partnerships as a dropout prevention strategy. One respondent noted, “The dropout problem is not a school problem, it’s a community problem, therefore, it is vital that we work systemically to get the community involved with the school to connect them to kids.”

Participants also responded to questions about the extent to which the training prepared them to inform others about various aspects of establishing partnerships by rating the extent to which they agreed with statements provided, such as “*Participation in the August 28th CIS training prepared me to inform others about the effects of establishing school and community partnerships.*” Participants rated their agreement on the following five-point scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Across the board, participant ratings were between neutral and agree (Figure 20).

Figure 20

Participant ratings on how well the training prepared them to inform others about various aspects of establishing partnerships.



Data Source: Statewide CIS Training Participant Survey, collected by WestEd in 11/07-12/07

Some participants thought the information on establishing partnerships was interesting but not necessarily applicable to their region’s circumstances. For example, one respondent wrote, “I already knew the need for partnerships. I’ve worked in a large district for 15 years. The issue for me now, however, is that almost all of the region’s districts are small, rural districts and the community partnerships are very hard to develop because the resources in the community are so limited.”

In summary, the August 2007 training seemed to increase participant awareness of the importance of establishing partnerships with entities outside of the school environment and how such partnerships could be a key element in a dropout prevention program. However, participants were not adequately prepared to connect with partners and utilize resources available in their communities and schools or to teach others in their school system how to establish partnerships and then work effectively with their new partners.

KEY FINDINGS AND RECOMMENDATIONS

In this section, key findings and recommendations are presented for Task A—Analysis of the impact of the CIS model and Task C—Examination of the impact of the statewide training of education professionals. Key findings and recommendations for Task B—Assessment/content review of the *Dropout Recovery Resource Guide* will be developed after the Guide is completed and WestEd has concluded data collection and analysis. The key findings below are organized by the main evaluation questions and sub-questions:

- 1.1. What aspects of the CIS model are the schools implementing? How?;
- 1.2. How are campuses using the 8th grade assessment data in PGPs?;
- 1.3. What students are participating in the CIS program? What students are participating in the BBBSNT mentoring program?;
4. How is the statewide training changing education professionals’ understanding of the value and process of community-based partnerships?; and
5. How are education professionals cultivating existing and new partnerships?

Key Findings for Evaluation Sub-Question #1.1 – What aspects of the CIS model are the schools implementing? How?

- 1) Most student issues were classified as behavioral concerns, with academic and mental health concerns making up significant proportions as well.
- 2) Most academic issues pertained to student grades and TAKS scores.
- 3) Concerns about social skills and absences were the most frequently reported behavioral concerns.
- 4) Concerns about self-esteem, students’ overall mental health, and family conflict were the most commonly reported mental health issues.
- 5) The most commonly reported social service issue concerned employment and career planning of students.
- 6) CIS staff provided services for over 90% of the behavioral, mental health, or social service issues students experienced.
- 7) CIS staff selected the services students received based on the targeted issues. Because most student issues were categorized as behavioral (40%) or academic

(29%), the majority of service plans (65%) provided supportive guidance and counseling and/or educational enhancement.

- 8) There existed contextual conditions many of the CIS programs had to consider when developing and executing programming. Circumstances such as large immigrant and refugee populations, enrollment of students from New Orleans after Hurricane Katrina, overcrowding, or severe drug problems are unique to some schools. Other circumstances such as poverty, crime, gangs, and teen parenting existed across the campuses.
- 9) The difference in CIS campus program start date had a major impact on implementation. Programs were more established for those schools that started in the 2006-07 academic year compared with those that began in academic year 2007-08. Differences included the experience level of CIS personnel, CIS being a well-known program on campus, the establishment of partnerships with external service providers, and initiating activities and other programming.
- 10) When on-campus staff were not fluent in Spanish, it was difficult for them to aid certain students or communicate with parents who only spoke Spanish. Schools stated CIS had Spanish-speaking staff on the MSTs; however, these staff members were not always on campus. At schools with bilingual CIS staff on campus full-time, communication with non-English speaking students and parents was not a problem.
- 11) Student enrollment was difficult at some schools because of the standards established by the Texas Legislature that define an at-risk student (see footnote 18 for the full definition of *at-risk*; Texas Legislative Council, 2008a and 2008b). A number of the CIS campuses mentioned they provided services to students outside the CIS program, but could not officially include them in their caseloads because they did not “qualify” for CIS.
- 12) Campus-based CIS staff from only one of the six CIS campus programs in the North Dallas region mentioned BBBSNT during the interviews conducted during the campus site visits. In addition, campus-based CIS staff at only one of the four CIS campus programs that did not participate in the MOU with BBBSNT conducted mentoring activities by the time of the site visit.
- 13) The BBBSNT organization was expected to provide mentoring services to 200 students throughout the six campuses in the North Dallas region, which included providing an average of three hours of mentoring per month for each student. These schools experienced delays in matching their students with mentors. A number of school-based CIS interviewees noted that it could take several months for BBBSNT to match students.
- 14) There were 28 types of services (e.g., food, clothing, shelter; mentors; employment/job readiness assistance) being provided by 97 different partner organizations among the 10 CIS campus programs.

- 15) Of the 97 total organizations working with the 10 CIS campus programs there were: 41 non-profit organizations, 15 government agencies or programs, 15 medical and mental health clinics, 10 colleges and universities, 10 social service agencies, and 6 local businesses/corporations.
- 16) Data from both staff and students revealed that conducting field trips with CIS students served two purposes. First, it was a primary incentive for students to participate in CIS. Second, it motivated students to fulfill the academic requirements needed to be eligible to attend.
- 17) The interviews opened the door for frank conversations about opinions of TEA's statewide CISTMS database. CIS staff stated that TEA's method for calculating achievement reflected students' progress inaccurately, so they preferred to use their internal system for measuring the program's effectiveness rather than the statewide CISTMS database. CIS staff noted that the state's database was new and that they "had a lot of problems with it," or that it had "lots of glitches."
- 18) On an anecdotal basis, school administrators, teachers, and students from all 10 CIS campus programs generally believed that program effectiveness was strong.
- 19) Campus-based CIS staff from all the CIS campus programs were strategizing and making efforts to sustain their programs; however, at the time of the site visits, none of the 10 CIS campus programs had secured additional funding to sustain CIS at their schools after TSDPRP grant funding ceases.
- 20) There exists a discrepancy between the responsibility of CIS campus program staff to achieve their stated goals (i.e., keeping students in school and helping them improve academically) and their lack of authority on campus. CIS campus program staff reported several barriers to their work, many of which are school-based issues that CIS program staff lack influence to change (e.g., need for space and facilities, difficulty accessing student data, and teacher reluctance to refer at-risk students to the CIS program). These school-based barriers directly interfere with CIS campus program staff's work in achieving the expectations of the CIS program.

Key Findings for Evaluation Sub-Question #1.2 – How are campuses using the 8th grade assessment data in PGPs?

- 1) Only 2 of the 10 CIS campus programs reported that they were involved in completing PGPs for the CIS students.

- 2) None of the 10 CIS campus programs reported the use of eighth-grade student assessment data.⁴⁵

Key Findings for Evaluation Sub-Question #1.3 – What students are participating in the CIS program? What students are participating in the BBBSNT mentoring program?

- 1) CIS students had the following characteristics:
 - 60% of CIS students were Hispanic
 - 62% female
 - 87% were enrolled in ninth-grade
 - 44% lived at home with a single parent mother
 - 80% spoke English in the home
 - 38% received at least one public assistance service, most likely free or reduced lunch at school (68%)
 - 9% of CIS students were planning to acquire additional education post-high school (i.e., 4-year college, 2-year college, trade or technical school)
- 2) Information about plans after high school for most CIS students (77%) was not in the CISTMS database, suggesting this information was either not assessed by CIS staff, was not disclosed by the CIS students, or was not entered appropriately into the database.
- 3) According to campus-based CIS personnel, the emphasis of the BBBS mentoring program was to be on ninth graders, thus allowing time for the match to occur during the life of the contract and the mentorship period to be maintained throughout the student's remaining years in high school. However, the data showed that approximately half of the students ready to be matched were not ninth graders (47.8%) and nearly half of the students with a mentor were tenth or eleventh graders (41.7%). In addition, only four of the six campuses that participated in BBBSNT made referrals. Also, of the total number of students participating in BBBSNT ($N = 35$), there were almost twice as many students

⁴⁵ Some of the CIS campus staff indicated that eighth-grade assessment data were not available to them. However, when TEA was informed about reports from CIS campus staff that eighth-grade assessment data were not available to them, TEA provided WestEd with information about the assessment data that had been entered by CIS campus staff into CISTMS. While not all ten of the participating campuses had entered assessment data into CISTMS, this information seems to support the possibility that when the site visit team asked CIS campus staff about eighth-grade assessment data, there was some confusion about what they were asking.

waiting to be matched ($n = 23$) as there were students who had already been matched ($n = 12$). Campus-based CIS personnel cited a number of delays that could explain these results, including the rate at which CIS staff members referred students, the time it took to interview students prior to matching, recruiting mentors, and matching the students with appropriate mentors.

- 4) Through the BBBS initiative, a challenge was identified in creating effective lines of communication among different service entities on campuses (i.e., CIS and BBBS). While BBBS was responsible for the low rate of matching the students, CIS was responsible for the low level of referrals to BBBS. CIS staff noted the time it took for a student to be matched, which could have been a reason they were not referring many students to BBBS, becoming a circular argument. It is important to note that no data were collected from BBBS staff to understand their perspective on why CIS was not making the referrals and why the matches were not occurring.

Key Findings for Evaluation Question #4 – How is the statewide training changing education professionals’ understanding of the value and process of community-based partnerships?

- 1) Although the August 2007 training seemed to increase participant awareness of establishing partnerships and how partnerships can be a key element in a dropout prevention program, participants were not adequately prepared to connect with partners and utilize resources available in their communities and schools or to teach others in their school system to work with partners.
- 2) Participants generally rated the quality, comprehensiveness, and usefulness of the information on establishing school and community partnerships to provide dropout prevention as good.
- 3) All respondents noted that they would recommend to district and campus leaders the establishment of school and community partnerships as a dropout prevention strategy.
- 4) All participants rated the extent to which the training prepared them to inform others about establishing partnerships as fair to good. These mediocre ratings for participant confidence illustrates that the topic did not resonate well with all participants.

Key Findings for Evaluation Question #5 – How are education professionals cultivating existing and new partnerships?

- 1) At the time the survey was developed and administered, not enough time had elapsed since the training for participants to establish new partnerships. Therefore, WestEd was unable to collect data to answer this evaluation question.

- 2) Of the 30 training participants, 12 noted they had either already trained others or planned to train others using information presented at the statewide CIS training.

The recommendations presented below that TEA might want to consider are also organized by the main evaluation questions and sub-questions – 1.1. *What aspects of the CIS model are the schools implementing? How?*; 1.2. *How are campuses using the 8th grade assessment data in PGP?*; 1.3. *What students are participating in the CIS program? What students are participating in the BBBSNT mentoring program?*; 4. *How is the statewide training changing education professionals’ understanding of the value and process of community-based partnerships?*; and 5. *How are education professionals cultivating existing and new partnerships?*

Recommendations for Evaluation Sub-Question #1.1 – What aspects of the CIS model are the schools implementing? How?

- 1) For those schools facing challenging unique circumstances (i.e., large immigrant and refugee populations, enrollment of students from New Orleans after Hurricane Katrina), it would be beneficial if customized training (e.g., displacement counseling), resources, and/or programming (e.g., on-campus detoxification center) were made available to support the local and on-campus CIS staff. This additional support may help alleviate the burden these unique circumstances add to the general workload of CIS personnel.
- 2) Some schools suggested it would be easier if consent and other paperwork were only required during the first year and would cover all years the student participates in CIS, instead of requiring a new active consent form or paperwork every year.
- 3) Language barriers experienced on campus may be alleviated with full-time Spanish-speaking CIS staff on campus. Making this change could lead to advantages such as increasing parent and student understanding of CIS.
- 4) It is understandable that many schools cannot afford to provide all possible resources to CIS staff. However, it would benefit CIS campus programs if local CIS programs or the school were allocated funding to accommodate reasonable supply requests to help CIS staff do their jobs better. In addition, it is reasonable to assume that the schools may have limited space for a CIS office. However, it is important that privacy and security are priorities for any CIS office space as CIS staff members are often dealing with sensitive or confidential topics and situations, as well as maintaining confidential records. In situations where office space is less than adequate, local CIS program staff may need to work with the school’s administration to make appropriate arrangements be it in a facility already on campus, or bringing in a portable space, if possible. In addition,

intervention by regional CIS staff or a district representative may help alleviate these barriers.

- 5) As the BBBSNT mentoring program is an important partner for the six CIS campus programs in Dallas, WestEd recommends TEA and CIS immediately conduct increased facilitation of the mentor matching aspect of their MOU so current students at those six schools can benefit from the BBBSNT mentors.
- 6) One CIS case manager reasoned that having service agencies come to the campus to provide services or give talks prevents truancy and limits the time parents miss from work to take their children to off-campus social service providers.
- 7) As many schools focus career awareness and preparation activities on older students, it may make sense for CIS to recommend an implementation schedule where intervention with younger students begins with job skills preparation, exploration, and research, and leads to guidance with the employment search, application, and interview process when the students are older. This way, students are exposed to career awareness and pre-employment activities during their freshman and sophomore years, and they will be better prepared to pursue employment when the opportunities are more available to them as juniors and seniors.
- 8) It would be beneficial if senior CIS staff check in with school administrators periodically to ensure they understand CIS and how the CIS staff and programming can and is benefiting their respective schools. This would also be a good opportunity for CIS leadership to field both positive and negative feedback on the school-based programs.
- 9) Senior CIS staff should communicate with district personnel to learn about the steps needed to approve direct access to student data by appropriate CIS personnel as many CIS staff members have voiced their frustration at having to work through school staff to access necessary student data.
- 10) CIS personnel should familiarize themselves with their school's current student monitoring systems and work with those involved, be it school staff or outside personnel (e.g., truancy officers), to ensure efforts are not duplicated or miscommunication does not occur.
- 11) Interviews with campus CIS staff suggest that school staff believe making the effort to visit a student's home makes a greater impact compared to sending a memo or leaving a voicemail. CIS may want to consider having all of their programs institute personal communication efforts such as this, when possible.
- 12) Although the CIS campus programs and local CIS programs employ a number of methods by which they develop an expansive partnership list, none of the respondents mentioned a process for filtering or rating the organizations in terms of availability, quality of service provision, or impact on students. If this is not already conducted, it may benefit the students and streamline the referral process

if local CIS program staff reviewed their provider databases and made notes of those services that are more beneficial or appropriate for their needs than others.

- 13) Although it was only explicitly stated at one school, it may be the case that all CIS campus programs communicate with and gain approval or authorization from their respective school administrators and/or district officials before establishing partnerships. If this is not the case, then this process should become standard protocol for all CIS campus programs to maintain strong relationships with schools and districts.
- 14) Each CIS program would benefit from a master database of CIS partner organizations and related services to get ideas about different types of service providers and services not originally considered.
- 15) It would likely benefit the students to expand the breadth of service providers, especially with regards to local businesses or corporations. Increasing the number of local businesses/corporations may help increase dropout prevention awareness around the community, expose students to employment or intern/externship opportunities, and potentially provide additional positive role models for the students.
- 16) Implementation of activities under the six CIS components varies widely across the schools.⁴⁶ There is no single component in which all schools are implementing the same number of activities. Conversely, there are a number of activities under each component in which only one or two schools are implementing activities. It may benefit all CIS campuses if the CIS campus programs develop a promising practices document, which is updated regularly, that lists each component, their corresponding activities, and the variety of activities and other programming implemented across the schools. This would allow all the CIS campus programs to consider implementing activities best suited to their circumstances, capacities, and needs.
- 17) According to a number of interviewees, it can take several months for BBBSNT to match students. It may help CIS students' understanding and patience if they are regularly updated about where they stand in the BBBSNT matching process. Regular communication may also maintain student interest and participation in the program.

Recommendations for Evaluation Sub-Question #1.2 – How are campuses using the 8th grade assessment data in PGPs?

- 1) Of the two sites that reported completing PGPs, it was apparent that one school employs a more thorough process than the other. CIS may want to work with CIS

⁴⁶ In Appendix A, under *CIS Services – six CIS components*, WestEd includes tables for each component that list the total number of activities available and total schools that implemented that number of activities (e.g., four schools implemented two activities under component three).

campus program staff and local campus staff to determine if a collaborative process for developing PGPs can be developed.

- 2) As the majority of CIS campus programs report that they are not involved in the development of PGPs and indicate a lack of familiarity with eighth-grade assessment data, these TSDPRP objectives are compromised. There seems to have been some confusion over the use of the term, “eighth-grade assessment data” that led to these CIS staff reports. Regarding the lack of reported involvement with PGP development, it seems possible that CIS campus program staff were so inundated with start-up activities involved in the establishment of their respective CIS campus programs that they have not yet had a chance to work with local campus staff in the development of PGPs or to access eighth-grade assessment data. Another possible explanation would be that the schools are not sharing the PGP files with campus-based CIS personnel. This is an area that will be further explored in the second year of the evaluation. CIS and TEA may want to consider hiring a small team of consultants to travel to each CIS campus program to work with the school staff to identify or set up PGP files for each student on caseload. These consultants can also look into the best way to locate and access eighth-grade student assessment data. Once systems are in place, the consultant team can train those CIS staff members on how to efficiently and effectively work with schools to set up a PGP development and update process, including incorporating the eighth-grade student assessment data. Once all 10 CIS campus programs have been set up, either on-site CIS staff can maintain the system and train new staff members, or the consultant team can be available if schools feel they are falling behind.

Recommendations for Evaluation Sub-Question #1.3 – What students are participating in the CIS program? What students are participating in the BBBSNT mentoring program?

- 1) It is problematic that the data regarding career awareness and educational goals are not available for the majority of CIS students, as these are vital in creating comprehensive service plans. WestEd recommends campus-based CIS staff include this piece of information when assessing students at each time point, and making greater effort to document this student decision. TEA may want to consider addressing this concern with a more comprehensive training for local CIS staff on assessing CIS students and entering data into the CISTMS data system.
- 2) As was mentioned previously, it would be beneficial to both the students and the CIS program if an increased focus was made to facilitate the establishment of BBBSNT programs among the six participating CIS campus programs, and within this, improving communication between CIS and BBBSNT.

Recommendation for Evaluation Question #4 – How is the statewide training changing education professionals’ understanding of the value and process of community-based partnerships?

- 1) The topic of establishing partnerships needs to be sufficiently addressed in future trainings. TEA may consider offering a separate 1-day training that specifically informs participants about establishing partnerships, perhaps in conjunction with a training on dropout prevention in general or as a follow-up to the August 2007 training.

Recommendation for Evaluation Question #5 – How are education professionals cultivating existing and new partnerships?

- 1) After participants have applied the information they received on establishing partnerships at the statewide training or during a future training specifically on partnerships, TEA might want to consider collecting information on how ESC staff are working with partners in their dropout prevention efforts to find interesting local project activities and promising practices. This information could prove helpful to ESC staff with unique situations, such as those located in rural areas with limited community resources.

NEXT STEPS

The next round of evaluation activities will provide both process and outcome data to inform TSDPRP program services and activities. For Task A—Analysis of the impact of the CIS model, WestEd will parallel the data collection and analysis methods employed for the Interim Report, but will be able to leverage the existing knowledge to collect more in-depth information about implementation, report on any program changes or developments since the first round of data collection, and conduct longitudinal analyses on student outcome data. For Task B—Assessment/content review of the *Dropout Recovery Resource Guide*, the Guide will be assessed using the prepared inventory and telephone interviews with Guide users. Next, WestEd will present these and other ideas TEA may want to consider when finalizing the second round of data collection.⁴⁷

Task A - Analysis of the Impact of the CIS Model

- Student-level analyses outlined in this report will be conducted and presented to demonstrate how participation in the CIS program and how level of campus implementation impacts student outcomes.
- School-level data will be collected on student outcomes including, pre-post school-level dropout, retention, promotion, graduation, and TAKS percent proficient rates from the 10 CIS campus programs and 10 non-CIS schools (identified in collaboration with the TEA). With these data, time series graphs will be constructed to compare the trajectories of CIS and non-CIS school-level student outcome rates.
- Additional data collection with on-campus CIS staff may include:
 - Activities under the six CIS components; why some components had more activities completed than others (facilitators/inhibitors to implementation)
 - If case managers follow up with students to ensure they are receiving the necessary assistance from the organizations to which they were referred by CIS
 - Intended or unintended student results from activities
 - Inquiring into local circumstances that support or inhibit the implementation of certain activities or interventions

⁴⁷ The Final Report (July 2009) will only address Tasks A and B, as work on Task C is complete.

- Parameters around the eligibility requirements to attend CIS field trips, the types of field trips arranged, and the factors surrounding a school's ability or inability to conduct field trips
- Caseload numbers by CIS campus program
- Changes in school resources (i.e., office space, access to student data)
- Additional data collection with identified campus-based PGP managers may include:
 - Identify existence of PGP development
 - Identify CIS campus staff role in collaborating with school staff in the development of PGPs
 - Understand process for PGP development
 - Inquire into access to and use of assessment data in development of PGPs, including eighth-grade assessment data
 - Inquire into cooperation between CIS campus staff and school staff on PGP development

Task B - Assessment/Content Review of the Dropout Recovery Resource Guide

- Upon completion of the *Dropout Recovery Resource Guide*, the Guide will be assessed with the use of the prepared inventory and interviews with Guide users.

Task C - Examination of the Impact of the Statewide Training

As all proposed Task C activities have been completed, there are no next steps in this area. However, in the *Key Findings and Recommendations* section, above, WestEd recommends next steps TEA may want to consider when conducting future statewide training activities.

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APPENDIX A

- WestEd Data Request
- Regional CIS Executive Director Protocol
- School Administration/Leadership Protocol
- School-level CIS staff Protocol
- Teacher Protocol
- Student Protocol
- Personal Graduation Plan Review Protocol
- CIS Site Visit Report Outline
- Crosswalk of Reporting Concepts and Instrument Questions Table
- CIS Services – Six CIS Components (Tables)
- Evaluation Sub-Question #1.1 – What aspects of the CIS model are the schools implementing? How? : Secondary Student-Level Data Tables and Qualitative Analysis Table
- Evaluation Sub-Question #1.3 – What students are participating in the CIS program? What students are participating in the BBBS mentoring programs? : Secondary Student-Level Data Tables

Division of Planning and Grant Reporting
Data Request Form

Date: 6/29/07

Received by:

Submitted by: Lauren Davis Sosenko

Organization/ Division name: WestEd

The purpose of this procedure is to standardize all data requests received in the Division of Planning and Grant Reporting to ensure that TEA data request policies are observed.

Describe the Data Request

Program/ Grant Name:

Evaluation of the Texas School Dropout Prevention and Reentry Program Grant

Data Query:

Please see attached data request.

	<u>Data Type</u> (i.e., PEIMS)	<u>Year of</u> <u>Data</u>	<u>Data Period</u>	<u>Variables</u>	<u>Comments</u>
1	PEIMS			Please see attached list	
2	CISTMS			Please see attached list	
3					
4					
5					

Additional Comments/ Special Requests Related to the Data:

Specify the Requested Output Format (SAS data set, Excel, comma delimited file, etc.):
SPSS

Purpose/ Use of Data:

WestEd will analyze the requested data to measure achievement and determine if the expanded CIS services affected student outcomes.

Date Needed By:

11/01/07

Data request filled by:

Date:

Comments:

Division of Planning and Grant Reporting

Data Request Form

WESTED DATA REQUEST

The data elements below are requested for the following:

	Population	Years of Data
1	Students in 9 th grade in 2007-2008.	2005-2006 2006-2007 2007-2008
2	Students in 10 th grade in 2007-2008.	2004-2005 2005-2006 2006-2007 2007-2008

PEIMS Data Request

Data Element Name

Data Element ID

ADA-ELIGIBILITY-CODE	E0787
AS-OF-STATUS-CODE	E1002
AT-RISK-INDICATOR-CODE	E0919
BILINGUAL-INDICATOR-CODE	E0032
CAMPUS-ID	E0266
CAMPUS-ID-OF-ACCOUNTABILITY	E1027
CAMPUS-ID-OF-DISCIPLINARY-ASSIGNMENT	E1003
CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY	E1037
CAMPUS-ID-OF-ENROLLMENT	E0782
CAMPUS-ID-OF-RESIDENCE	E0903
CAMPUS-NAME	E0267
COUNSELING-SERVICES-IND-CODE	E0840
DATE-OF-BIRTH	E0006
DEMOGRAPHIC-REVISION-CONFIRMATION-CODE	E0924
DISCIPLINARY-ACTION-CODE	E1005
DISCIPLINARY-ACTION-NUMBER	E1004
DISCIPLINARY-ACTION-REASON-CODE	E1006
DISTRICT-ID	E0212
DISTRICT-NAME	E0213
ECONOMIC-DISADVANTAGE-CODE	E0785
ESL-INDICATOR-CODE	E0800
ETHNICITY-CODE	E0005
FIRST-NAME	E0703
FISCAL-YEAR	E0974
GENERATION-CODE	E0706
GRADE-LEVEL-CODE	E0017
HOME-LANGUAGE-CODE	E0895
IMMIGRANT-INDICATOR-CODE	E0797
INSTRUCTIONAL-SETTING-CODE	E0173
INSTRUCTIONAL-TRACK-INDICATOR-CODE	E0975
LAST-NAME	E0705

Division of Planning and Grant Reporting

Data Request Form

<u>Data Element Name</u>	<u>Data Element ID</u>
LEAVER-REASON-CODE	E1001
LEP-INDICATOR-CODE	E0790
LOCAL-STUDENT-ID	E0923
MIDDLE-NAME	E0704
MIGRANT-INDICATOR-CODE	E0984
OEYP-PROMOTION-RETENTION-INDICATOR-CODE	E1029
PASS/FAIL-CREDIT-INDICATOR-CODE	E0949
PRIMARY-DISABILITY-CODE	E0041
PRIOR-ID	E0990
PSYCHOLOGICAL-SERVICES-IND-CODE	E0846
REPORTING-PERIOD-INDICATOR-CODE	E0934
SEX-CODE	E0004
SGL-PARENT-PREG-TEEN-CODE	E0829
SOCIAL-WORK-SERVICES-IND-CODE	E0849
SPECIAL-ED-INDICATOR-CODE	E0794
SSI-PROMOTION-RETENTION-CODE	E1030
STUDENT-ATTRIBUTION-CODE	E1000
STUDENT-ID	E0001
TITLE-I-PART-A-HOMELESS-INDICATOR-CODE	E1017
TITLE-I-PART-A-INDICATOR-CODE	E0894
TITLE-I-PART-A-SOCIAL-WORK-SERVICES- INDICATOR-CODE	E1025
TOTAL-DAYS-ABSENT	E0036
COURSE_SEQ	
COURSE_RESULT	
RESULT_OCCUR	
CREDIT	
CREDIT_REASON	

CISTMS Data Request

Participant Information

Campus

Last name

First name

Middle Initial

SSN/Alt ID #

Gender

DOB

Grade Level

Race/Ethnicity

Original Enrollment Date (with CIS)

Lives with

Division of Planning and Grant Reporting
Data Request Form

Lives where
Primary Language
Special Characteristics
Public Assistance
Family Income
Total number of participants in household

Assessment

TAKS Scores
Grades
Attendance
Post Secondary Goals
Academic Issues
Attendance Issues
Behavior Issues
Social Service Issues
Service Plan
Status Change

Outcome

Academic Outcome Results
Behavior Outcome Results
Attendance Outcome Results
Social Service Outcome Results
TAKS Scores final results for the year
CIS Student Status Result
Leaver Reasons Result
Post Secondary Goals
First Generation Post Secondary Student
Answer to: Should student continue CIS Services next year?
Exit Reason Result
Exit Date

Interviewer: _____

Date: _____

Interview

Code: _____

CIS REGIONAL EXECUTIVE DIRECTOR TELEPHONE INTERVIEW PROTOCOL

Read to participants: Hi, my name is _____ and I will be asking you some questions about your involvement with the Communities in Schools program at _____ High Schools. I am an independent evaluator assessing the program—all of your answers are confidential. Your name will not be connected to your answers. I would like to audio-record our conversation, but I want to make sure that is all right with you. I only use the recording to supplement my notes. Is it all right? O.K. let's get started.

- 1. How is the CIS model implemented at the campus(es) that are participating in the U.S. Department of Education Dropout Prevention grant being implemented within your region?**

[Probes: How was the campus(es) approached by CIS? What protocol does CIS school-site staff follow? How do they determine which aspects to implement? With whom do they work?]

- 2. How does the model differ by campus site? What drives variation in the model by site?**

[Probes: (I believe that this question is referring to the one or more campuses within the ED's CIS region.) How do the services differ? Students served? Data used? What are essential components of the model one should see at every CIS school?]

- 3. What is your role in the implementation of the CIS model at the campus(es) that are participating in the U.S. Department of Education Dropout Prevention grant being implemented within your region? Region-wide?**

[Probes: What support or resources do you offer? How do you determine the most critical pieces of your model?]

- 4. How do you, your office, or CIS staff support coordination of services between school and community providers (e.g., YMCA, community health organization, local business)?**
-

- 5. How are campuses accountable to you/your office? How are the CIS campus-based staff held accountable to you?**

[Probes: What data do you use to assess implementation?]

- 6. How are you working with campuses to continue the CIS model after funding ends [August 2009]?**

[Probe for other funding or evidence of institutionalization of services]

School code:

Interviewer:

Date:

PRINCIPAL, ASSISTANT PRINCIPAL, OR GUIDANCE COUNSELOR INTERVIEW PROTOCOL

Read to participants: Hi, my name is _____ and I will be asking you some questions about your involvement with the Communities In Schools program at _____ High School. I am an independent evaluator assessing the program—all of your answers are confidential. I would like to audio-record our conversation, but I want to make sure that is all right with you. I only use the recording to supplement my notes. Is it all right? O.K. let's get started.

1. **What aspects of the CIS model is _____ High School implementing?**

[Probes: Mentoring? How did CIS and the school select which aspects to implement?]

2. **What is your role in the implementation of CIS at _____ High School?**

[Probes: What support/resources do you provide CIS on your campus? How are CIS and partner service providers accountable to you/your office?]

3. **Are you familiar with the services that CIS provides on your campus? Do you approve the services that CIS offers on your campus? If "Yes", would you describe the process for approving CIS services?**
-

4. **Are you aware of any collaboration that CIS coordinates among the school, CIS staff, and community service providers (e.g., YMCA, community health organization, local business)? Please describe.**
-

5. **How were students selected to participate in CIS dropout prevention activities? What data do the school use to determine if the students participating in CIS are improving? Do these data differ from those used by CIS? Where do these data come from?**

[Probe for the use of the personal graduation plan]

6. **How do the CIS program staff collaborate with campus staff? Please describe any collaborative activities that occur.**

[Probe: Do collaborations involve the sharing of assessment data between CIS program staff and campus staff? In the development of the PGP?]

7. How are CIS program staff accountable to the school/you?

[Probes: Do they present data to administration?]

8. How do you think the CIS program is affecting student engagement or achievement at _____ High School (e.g., attendance, homework completion, classroom participation, behavioral disturbances, grades)?

[Probe: How well is it working across all subgroups of students? Does the CIS program reach all groups of students at your school? Any groups that are not reached?]

9. What initiatives to address dropout or reentry other than the CIS activities exist in the school? How do they compare, work with the CIS initiatives?

[Probe: What are they? How are you involved? How is _____ High School affected by these efforts? Do you see any conflict or coordination between these and CIS services?]

10. How would you describe how CIS is working out at your school? What helps CIS work well? What challenges does CIS face in its work?

[Probes: Students are participating? Fits with the school schedule? Efficient use of resources? Used as a resource? What is the school able to provide with CIS that it would otherwise be challenged to provide?]

11. Is there anything else we should know about the CIS program at your school?

School code:

Interviewer:

Date:

CIS STAFF INTERVIEW PROTOCOL

Read to participants: Hi, my name is _____ and I will be asking you some questions about your involvement with the Communities In Schools program at _____ High School. I am an independent evaluator assessing the program—all of your answers are confidential. I would like to audio-record our conversation, but I want to make sure that is all right with you. I only use the recording to supplement my notes. Is it all right? O.K. let's get started.

- 1. How long have you been working at _____ High School? How long have you been working with CIS?**

[Probes: In what capacity? What training did you receive?]

- 2. What is your role on the campus and in the implementation of CIS services?**

[Probes: Whom do you work with on the campus? Do you work with any other campuses? What services do you provide? How many students do you work with?]

- 3. What aspects of the CIS model is _____ High School implementing?**

[Probes: Mentoring?]

- 4. How did CIS and the school select which aspects to implement? Why were these strategies selected?**
-

- 5. What campus staff members or outside community partners do you work with to provide CIS services?**

[Probe for specific examples of services and why these services were deemed useful for students. What is each partner's role/responsibility?]

- 6. Please describe how the implementation of this program works? What roles and responsibilities do school staff have in implementing the program? What school resources are used? How successful is the collaboration between CIS and the school staff in this program?**

[Probe: How do CIS and school staff collaborate?]

- 7. Please describe how CIS is functioning at _____ High School. How do you determine whether your interventions are effective? What are the program's strengths? Weaknesses?**

[Probes: Students are participating? Fits with the school schedule? Efficient use of resources? Used as a

resource? Also probe for CIS criteria for success.]

8. What data do you use in your work with students? How do you use the data?

[Probes: How do you use 8th grade assessment data? In-take? Re-assessment? How do you use the PGPs (personal graduation plans)? Where do you get the data you use? Has your use of 8th grade assessment data expanded since 2005-2006?]

9. Describe the mentoring program at the school.

[Probes: How many students are involved? How are students assigned? How often do student/mentors meet? Who are the mentors? How are they recruited? How are students selected to participate?]

10. How are you held accountable to the school/your CIS office/ your supervisor?

[Probes: Do you present data to the administration?]

11. How do you think the CIS program overall is affecting student engagement or achievement at _____ High School? How are the dropout prevention activities specifically affecting student engagement or achievement?

[Probe for specific outcomes (e.g., attendance, homework completion, grades); How well is it working across all subgroups of students? Does the CIS program reach all groups of students at your school? Any groups that are not?]

12. Are you aware of plans to continue the CIS model at this school after August 2008? If yes, describe.

[Probes: Same services or will there be a change in scope? Will you maintain your position as a CIS staff member at the school?]

13. Is there anything else we should know about the CIS program at your school?

School code:

Interviewer:

Date:

TEACHER FOCUS GROUP PROTOCOL

Read to participants: Hi, my name is _____ and I will be asking you some questions about your school's involvement with the Communities In Schools. I am an independent evaluator assessing the program—all of your answers are confidential. I would like to audio-record our conversation, but I want to make sure that is all right with you. I will only use the recording to supplement my notes. Is it all right? O.K. let's get started.

1. **How long have you been working at _____ High School? What subjects do you teach?**

[Probes: In what capacity?]

2. **Are you involved in the implementation of CIS services? What is your role? Do you teach students who are involved in the CIS dropout prevention program?**

[Probes: Whom do you work with on the campus involved in CIS?]

3. **What campus staff members or outside community partners do you work with to provide CIS services?**

[Probe for specific examples of services and why these services were deemed useful for students. What is each partner's role/responsibility?]

4. **Please describe what the implementation of this program looks like on your campus. What school resources are used? How successful is the collaboration between CIS and the school staff in this program?**

[Probe: How do CIS and school staff collaborate?]

5. **Please describe how CIS is working out at _____ High School. How do you determine whether these types of interventions are effective? What are the program's strengths? Weaknesses?**

[Probes: Students are participating? Fits with the school schedule? Used as a resource? Also probe for CIS criteria for success.]

6. **How do you think the CIS program overall is affecting student engagement or achievement at _____ High School? Among students you teach? How are the dropout prevention activities specifically affecting student engagement or achievement?**

[Probe for specific outcomes (e.g., attendance, homework completion, grades, student classroom behavior) and specific examples of changes teachers see in students served by CIS]

7. **What needs does CIS fulfill on the campus? How do you think _____ High School would meet these without CIS? What would the school be like without CIS?**

[Probe for specific outcomes (e.g., school climate, extracurricular activities, funding raising, etc.)]

-
8. **Does CIS make a difference at _____ High School?**

Yes __ No __

Explain and provide examples:

-
9. **Is there anything else we should know about the CIS program at your school?**
-

School code: _____ Interviewer: _____ Date: _____

Participant Grade Level(s): _____ Number of Participants: _____

STUDENT FOCUS GROUP PROTOCOL

Read to students: Hi, my name is _____ and I will be asking you some questions about your involvement with the Communities in Schools program. My job is to collect information about the program so we can better understand how it works at your school. Your name will not be connected to your answers. I would like to audio-record our conversation, but I want to make sure that is all right with everyone. I only use the recording to supplement my notes. Is it all right? O.K. let's get started.

1. **Outside of your schoolwork and classes, what other activities do you do (maybe school-related or not, e.g., tutoring, work, sports, counseling)? How did you get linked to these activities? What people or programs did CIS connect you to?**

[Probes: Which activities does Communities in Schools (CIS) provide/sponsor [If CIS is called something else at school site, use school-specific vocabulary]? Counseling, mentoring, tutoring, case management (Do you meet with a CIS counselor or social worker? If yes, how often?) [Make sure students differentiate CIS from other activities; note if the students can not differentiate activities.]

-
2. **How often do you participate in *Communities in Schools* (CIS) activities or meet with your CIS counselor (e.g., counselor, mentor, tutor)? [Draw from answers to question 1]. How long ago did you start working with CIS?**

[Probes: Have you reviewed your Personal Graduation Plan with your CIS advisor? How often do you do this?]

-
3. **In what ways is CIS helping you?**

[Probes: Help raise grades, finish homework, manage responsibilities or personal relationships? Do you feel differently about school since you started participating in these services? If yes, how so?]

-
4. **How could these CIS services be more helpful to you?**

[Probes: What do you think CIS should be doing to help you? What do you need help with still?]

-
5. **What was school like for you at the beginning of the school year? How would you describe school now, mid-year? If you describe school differently, why?**

[Probe for changes in pushes/pulls (e.g., failing, didn't like school, didn't get along with teachers, had to work, marriage, pregnancy) and outcomes (attendance, tardiness, in-school suspension, grades, connections with teachers or other students). Looking for how personal factors affect school experience; how they have changed over time; and if there are changes, what the students attribute the change to.]

6. **Do you feel close to people at this school? Why or why not?**

[Probe: Feel close to teachers, students, principal, CIS staff, mentor? Do you feel like people care about you? Your education? Your future? Do you feel you have a support system at school? Who do you feel most close to? What about these people makes you feel close to them?]

7. **Do you feel safe at school? Why or why not?**

8. **Do you think you will graduate? Do you think you need to finish high school? If yes, why? If no, why?**

9. **What do you think you will do after high school? What do you *want* to do after high school?**

10. **Does anyone talk to you about graduating from high school and college? Who? Who talks to you about your future?**

[Probe: What do you talk about?]

11. **If you knew a kid at school who was having some trouble, what would you tell them about CIS?**

[Probes: Would you recommend CIS to other kids? Why/why not?]

12. **Is there anything else I should know to tell the story about your experience in your school's CIS program?**

School code:

Reviewer Initials:

Date:

No. (1-10)

PERSONAL GRADUATION PLAN (PGPs) REVIEW CHECKLIST

Review up to 10 PGPs per campus. Spend no more than 10 minutes on each review. The questions in grey on the front page are essential. Complete the remaining questions on the back page if time permits by checking the boxes and describing the content.

1. **List 8th grade assessment data present in the PGP (e.g., TAKS scores, course grades, test scores?):**

Academic Data

<i>Test/Grade</i>	<i>Subject</i>	<i>Date of Assessment</i>
-------------------	----------------	---------------------------

2. **Describe any other 8th grade academic/discipline data present (e.g., failure, promotion, retention, suspension):**

Performance Data

3. **Describe the use of the 8th grade assessment and academic/discipline data in the PGP. Give specific details of where 8th grade assessment and academic/discipline data are located. Are they referenced in relation to planned/provided educational services? How? Evidence of plan for accelerated instruction?**

3. **Are later assessment and academic/discipline data (9th, 10th grade) present?** Yes No Not Applicable (9th grade student)

4. **Describe the use of these assessment and academic/discipline data in the PGP. Give specific details of the type of data and where they are located. Are they referenced in relation to planned/provided services? How?**

5. What information is detailed in the PGP?

- a. Educational goals for the students

Describe:

- b. Diagnostic information (e.g., English proficiency) for monitoring, intervention

Describe type of scores and use:

- c. Other Evaluation Strategies

Describe:

- d. Intensive Instruction Program (e.g., individualized, accelerated instruction)

Describe:

- e. Addresses parent/guardian participation (e.g., *Review date, parent expectations listed*)

In-person conference

Telephone conference

Other:

Describe parent expectations listed:

- f. Innovative methods to promote student achievement

Flexible scheduling

Alternative-learning environments

On-line instruction

Other:

**Evaluation of Texas Dropout Prevention and Reentry Program (TDPRP)
Site Visit Write-up Outline
January 2008**

Name of School:

Date of Site Visit:

Site Visitors:

Respondents:

Name	Title	Organization/Affiliation

- I. Describe the school context: demographics, student performance, special characteristics, problems, or issues. How and why the school was chosen to be a TSDPRP grantee.

- II. Describe how TSDPRP is being implemented at the school.
 - A. Staffing. Describe the CIS organizational structure, the roles and responsibilities of staff and their experience and qualifications. Discuss which school staff interact with CIS and how.
 - B. Student referral and enrollment. Describe how students are referred and enrolled in the program. Types of students targeted for services
 - C. Services. Discuss the 6 components of the CIS model and how they are being implemented at the school. Type and frequency of services provided and who provides them (e.g. CIS staff, other school staff, volunteers, program partners).
 - D. Support. Discuss ways school leadership and other staff support the program
 - E. School resources. Describe resources provide by the school to enhance the program.
 - F. Requirements. Discuss program eligibility requirements, especially the issue of serving students “off caseload” and the school’s expectations of who should be served.
 - G. Barriers to student participation in CIS.
 - H. PGPs. Discuss how Personal Graduation Plans are developed and used. (If PGPs are not available, describe documentation in student folders.)

III. Partnerships

- A. Discuss how and why partnerships are established. Who is responsible for establishing and maintaining partnerships?
- B. Describe the nature of the partnership. What role does the partner play in serving CIS students?
- C. Describe how other key stakeholders are involved in the program – e.g. parents.
- D. Discuss other dropout initiatives on campus. How does CIS interact with these programs?

IV. Program Effectiveness

- A. Accountability systems in place
- B. Data used to assess program effectiveness
- C. Progress in meeting objectives.
- D. Perceptions of the effectiveness of the program (staff, students, etc.) – emphasis on how the program affects student outcomes

V. Funding and Sustainability

- A. Amount of grant funding the school receives and how is it being used. Other sources of funding that have been leveraged and for what purpose.
- B. Sustainability. Describe plans to sustain the program beyond 2009.

VI. Strengths, Areas for Improvement (Recommendations), Lessons Learned

CROSSWALK OF REPORTING CONCEPTS AND INSTRUMENT QUESTIONS TABLE

Instrument	Role in Implementation	Use/ Mentoring	Coordination of Services	Fit	Sustainability; Effect of funding	Support/ Resources for Implementation	Data Use / Decision Making	Effect/ Student Engagement / Difference	Accountability
Student Focus Group		1-2		4				3, 5-11	
School Principal/Guidance Counselor/ Disciplinary Dean	2	1	4, 6, 9	10	3	2, 9- 10	5, 7	8	3, 7
CIS School Staff	1- 2	3, 6, 9	5-6	7	12	6-7	4, 8, 10	7, 11	10
PGP Review							X		
CIS Executive Director	3, 4	1-2	4	2	6	3	2, 5		5
Teacher Focus Group	2	4	3-4	5		4	5	5-8	

CIS SERVICES – SIX CIS COMPONENTS

Table A – Component 1

The Number of Supportive Guidance and Counseling Efforts Implemented by CIS Schools

# of Efforts Implemented	# of Schools
Implementing 1 Effort	-
Implementing 2 Efforts	5
Implementing 3 Efforts	2
Implementing 4 Efforts	1
Implementing 5 Efforts	2
Implementing 6 Efforts	-
Implementing 7 Efforts	-

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 10/06-02/08

Table A – Component 2

The Number of Educational Enhancement Efforts Implemented by CIS Schools

# of Efforts Implemented	# of Schools
Implementing 1 Effort	1
Implementing 2 Efforts	2
Implementing 3 Efforts	4
Implementing 4 Efforts	3

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 10/06-02/08

Table A – Component 3

The Number of Health and Human Services Efforts Implemented by CIS Schools

# of Efforts Implemented	# of Schools
Implementing 1 Effort	-
Implementing 2 Efforts	2
Implementing 3 Efforts	2
Implementing 4 Efforts	1
Implementing 5 Efforts	2
Implementing 6 Efforts	2
Implementing 7 Efforts	1
Implementing 8 Efforts	-
Implementing 9 Efforts	-
Implementing 10 Efforts	-
Implementing 11 Efforts	-
Implementing 12 Efforts	-
Implementing 13 Efforts	-

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 10/06-02/08

Table A – Component 4*The Number of Parental and Family Efforts Implemented by CIS Schools*

# of Efforts Implemented	# of Schools
Implementing 0 Efforts	1
Implementing 1 Effort	4
Implementing 2 Efforts	1
Implementing 3 Efforts	1
Implementing 4 Efforts	3
Implementing 5 Efforts	-
Implementing 6 Efforts	-
Implementing 7 Efforts	-

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 10/06-02/08

Table A – Component 5*The Number of Career Awareness and Employment Efforts Implemented by CIS Schools*

# of Efforts Implemented	# of Schools
Implementing 0 Efforts	1
Implementing 1 Effort	2
Implementing 2 Efforts	5
Implementing 3 Efforts	2
Implementing 4 Efforts	-
Implementing 5 Efforts	-

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 10/06-02/08

Table A – Component 6*The Number of Enrichment Efforts Implemented by CIS Schools*

# of Efforts Implemented	# of Schools
Implementing 0 Efforts	2
Implementing 1 Effort	2
Implementing 2 Efforts	3
Implementing 3 Efforts	1
Implementing 4 Efforts	2
Implementing 5 Efforts	-
Implementing 6 Efforts	-

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 10/06-02/08

EVALUATION SUB-QUESTION #1.1 – WHAT ASPECTS OF THE CIS MODEL ARE THE SCHOOLS IMPLEMENTING? HOW?

Secondary Student-Level Data Tables and Qualitative Analysis Table

Table A-1

Issues identified by CIS staff

<i>Issue category</i>	<i>Issue</i>	<i>Number</i>
Academic	Grades	207
Academic	TAKS	96
Academic	Academic Support	29
Academic	Homework completion	29
Academic	College Readiness	29
Academic	Language (ESL/LEP)	20
Behavior	Social Skills	170
Behavior	Absences	145
Behavior	Classroom Conduct	78
Behavior	Tardies	76
Behavior	Delinquent Conduct	19
Behavior	Suspected Gang Involvement	7
Behavior	Violence	4
Behavior	Classroom participation	38
Behavior	Suspected Substance Abuse	19
Mental health	Self Esteem	135
Mental health	Mental Health	84
Mental health	Family Conflict	63
Mental health	Emotional Crisis	45
Mental health	Grief/Death	11
Mental health	Career/Employment	42
Social service	Life Skills	39
Social service	Basic Needs	11
Social service	Health	2
Social service	Housing	1
	Total	1399

Data Source: 2006-07 CIS

Table A-2

Percentage of student issues by category targeted by CIS

	Targeted by CIS	Total
Academic	63% (258)	410
Behavior	93% (515)	556
Mental health	97% (369)	380
Social service	100% (53)	53

Table A-3

CIS service plan

	Percentage
Supportive Guidance and Counseling	46% (406)
Educational Enhancement	19% (171)
Parental and Family Involvement	11% (99)
Enrichment	9% (78)
Career Awareness/Employment	8% (75)
Mentor to be Assigned	3% (29)
College Readiness	3% (26)
Health & Human Services	1% (13)
Total	901

Data Source: 2006-07 CIS

Table A-4

Concerns Expressed by CIS Staff Regarding the CISTMS Database

Responses

The TEA (CISTMS) database inaccurately reflects students' progress and reports false negatives and false positives for student outcomes.

Students are measured from one period to the next instead of across all reporting periods. For example, if a student who was failing a class upon enrollment then improved his or her grade in the class to a C, that student may show a moderate increase in academics for the first period that they receive CIS's service. However, if the student gets a D in the class for the next period, the student will appear to have a net decrease in academics because the C decreased to a D. CIS staff argue that the student's grade overall increased from an F to a D, but TEA's database will only show this as a decrease.

CIS progress reports are not an accurate indicator of student success because while a student may be improving in, for example, grades and TAKS scores, absenteeism may be a problem.

It is difficult to enter and retrieve customized information from the state database, so they have reverted to using the database that they previously used before using the state's database.

The database does not allow staff to correct data entry errors - once data is entered, it cannot be changed. To ensure accuracy of data in the state's database, staff members enter data into their own databases before entering into the state's database.

Data Source: CIS Site Visit Reports based on interviews and document reviews conducted between 10/06-02/08

EVALUATION SUB-QUESTION #1.3 – WHAT STUDENTS ARE PARTICIPATING IN THE CIS PROGRAM? WHAT STUDENTS ARE PARTICIPATING IN THE BBBS MENTORING PROGRAMS?

Secondary Student-Level Data Tables

Big Brother Big Sisters

Table A – BBBS1

Gender Distribution for Students Participating in BBBS

		<i>Frequency</i>	<i>Percent</i>
Student Ready to be Matched	Male	11	48%
	Female	12	52%
	Total	23	100%
Student has a BBBS Mentor	Male	5	42%
	Female	7	58%
	Total	12	100%

Data Source: 2007 Big Brothers Big Sisters of North Texas Data provided by TEA

Table A – BBBS2

Ethnicity Distribution for Students Participating in BBBS

		<i>Frequency</i>	<i>Percent</i>
Student Ready to be Matched	African American	9	39%
	Multiethnic	3	13%
	Hispanic	10	44%
	White	1	4%
	Total	23	100%
Student has a BBBS Mentor	African American	6	50%
	Hispanic	5	42%
	White	1	8%
	Total	12	100%

Data Source: 2007 Big Brothers Big Sisters of North Texas Data provided by TEA

APPENDIX B

- Literature Review References
- Literature Search/Review Protocol
- Draft Inventory

Literature Review References (Task B)

- Bost, L. W., & Riccomini, P. J. (2006). Effective instruction: An inconspicuous strategy for dropout prevention. *Remedial and Special Education, 27*, 301-311.
- Christie, K. (2007). Minding our measures. *Phi Delta Kappan, 89*.
- Cobb, B., Sample, P. L., Alwell, M., Johns, N. R. (2006). Cognitive-behavioral interventions, dropout, and youth with disabilities: A systematic review. *Remedial and Special Education, 27*, 259-275.
- Daniel, S. S., Walsh, A. K., Goldston, D. B., Arnold, E. M., Reboussin, B. A., & Wood, F. B. (2006). Suicidality, school dropout, and reading problems among adolescents. *Journal of Learning Disabilities, 39*, 507-514.
- Entwisle, D., Alexander, K., & Olson, L. (2005). Urban teenagers work and dropout. *Youth and Society, 37*, 3-32.
- Franklin, C., Streeter, C. L., Kim, J. S., & Tripodi, S. J. (2007). The effectiveness of a solution-focused, public alternative school for dropout prevention and retrieval. *Children & Schools, 29*, 133-144.
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- Lewis, A. C. (2006). Addressing the dropout rate. *Tech Directions, 66*.
- Mueller, D., & Stoddard, C. (2006). Dealing with chronic absenteeism and its related consequences: The process and short-term effects of a diversionary juvenile court intervention. *Journal of Education for Students Placed at Risk, 11*, 199-219.
- Suh, S., & Suh, J. (2007). Risk factors and levels of risk for high school dropouts. *Professional School Counseling, 10*, 297-306.
- Zvoch, K. (2006). Freshman year dropouts: Interactions between student and school characteristics and student dropout status. *Journal of Education for Students Placed at Risk, 11*, 97-117.

Task B
Literature Search/Review

1. Graduation for All (2005)
2. Articles search
 - a. Search 1 - ERIC database
 - i. Searched “dropout” and “prevention”
 - ii. Limited to:
 1. Articles 2005 or more recent
 2. Peer-reviewed journals only
 - iii. Results
 1. Found 19 articles
 2. 8 were applicable to dropout causes and prevention and available online
 - b. Search 2 - Academic Search Premier (EBSCO Host)
 - i. Searched “dropout” and “prevention”
 - ii. Limited to:
 1. Articles 2005 or more recent
 2. Peer-reviewed journals only
 - iii. Results
 1. Found 47 articles
 2. 5 were applicable to dropout causes and prevention and available online
 3. Of the 5 results, 2 were repeats from Search 1
 - c. Search 3 - ProQuest Education Journals
 - i. Searched “dropout” and “prevention”
 - ii. Limited only to 2005 or later
 - iii. Results
 1. Found 6 articles
 2. 5 were applicable to dropout causes and prevention and available online
 3. Of the 5 results, 3 were repeats from previous searches

Articles from Search 1:

Suh, S., & Suh, J. (2007). Risk factors and levels of risk for high school dropouts. *Professional School Counseling, 10*, 297-306.

Bost, L. W., & Riccomini, P. J. (2006). Effective instruction: An inconspicuous strategy for dropout prevention. *Remedial and Special Education, 27*, 301-311.

Cobb, B., Sample, P. L., Alwell, M., Johns, N. R. (2006). Cognitive-behavioral interventions, dropout, and youth with disabilities: A systematic review. *Remedial and Special Education, 27*, 259-275.

Kemp, S. E. (2006). Dropout policies and trends for students with and without disabilities. *Adolescence, 41*, 235-250.

Hoyle, J. R., & Collier, V. (2006). Urban CEO superintendents' alternative strategies in reducing school dropouts. *Education and Urban Society, 39*, 69-90.

Mueller, D., & Stoddard, C. (2006). Dealing with chronic absenteeism and its related consequences: The process and short-term effects of a diversionary juvenile court intervention. *Journal of Education for Students Placed at Risk, 11*, 199-219.

Zvoch, K. (2006). Freshman year dropouts: Interactions between student and school characteristics and student dropout status. *Journal of Education for Students Placed at Risk, 11*, 97-117.

Entwisle, D., Alexander, K., & Olson, L. (2005). Urban teenagers work and dropout. *Youth and Society, 37*, 3-32.

New Articles from Search 2:

Daniel, S. S., Walsh, A. K., Goldston, D. B., Arnold, E. M., Reboussin, B. A., & Wood, F. B. (2006). Suicidality, school dropout, and reading problems among adolescents. *Journal of Learning Disabilities, 39*, 507-514.

Franklin, C., Streeter, C. L., Kim, J. S., & Tripodi, S. J. (2007). The effectiveness of a solution-focused, public alternative school for dropout prevention and retrieval. *Children & Schools, 29*, 133-144.

Jimerson, S. R., Pletcher, S. M. W., Graydon, K., Schnurr, B. L., Nickerson, A. B., & Kundert, D. K. (2006). Beyond grade retention and social promotion: Promoting the social and academic competence of students. *Psychology in the Schools, 43*, 85-97.

Repeats from Search 1:

Kemp, S. E. (2006). Dropout policies and trends for students with and without disabilities. *Adolescence, 41*, 235-250.

Suh, S., & Suh, J. (2007). Risk factors and levels of risk for high school dropouts. *Professional School Counseling, 10*, 297-306.

New Articles from Search 3:

Christie, K. (2007). Minding our measures. *Phi Delta Kappan*, 89.

Lewis, A. C. (2006). Addressing the dropout rate. *Tech Directions*, 66.

Repeats from Search 1:

Bost, L. W., & Riccomini, P. J. (2006). Effective instruction: An inconspicuous strategy for dropout prevention. *Remedial and Special Education*, 27, 301-311.

Franklin, C., Streeter, C. L., Kim, J. S., & Tripodi, S. J. (2007). The effectiveness of a solution-focused, public alternative school for dropout prevention and retrieval. *Children & Schools*, 29, 133-144.

Kemp, S. E. (2006). Dropout policies and trends for students with and without disabilities. *Adolescence*, 41, 235-250.

Task B: Online Resource Manual Inventory

A. Glossary

<u>Term</u>	<u>Definition</u>
Intervention -	Targeted plan to address a specific problem
Prevention -	Programs to keep at-risk students from dropping out
Recovery/Reentry -	Getting students who already dropped out back in school

B. Collecting Information/Assessment

Dropout Definition

1. Does the manual contain a definition for “dropout” (which students classify as a dropout)? Yes No
2. Does the manual contain different definitions for dropout? Yes No

Dropout Formulas

3. Does the manual mention that knowing the number of dropouts in the district/school is a critical component of dropout prevention/recovery? Yes No
4. Does the manual mention that organizing dropout data (to understand why students are dropping out or at risk) is a critical component of dropout prevention/recovery? Yes No
5. Does the manual contain information on dropout formulas? Yes No
6. Does the manual mention the cohort rate dropout formula? Yes No
7. Does the manual define the cohort rate dropout formula? Yes No
8. If yes, does the definition align with the following?
The cohort rate is the rate at which students in a group drop out over a certain period of time (e.g., four years). Yes No
9. Is the cohort rate reported as the most accurate dropout formula? Yes No
10. Does the manual mention the event rate dropout formula (aka. annual rate or incidence rate)? Yes No
11. Does the manual define the event rate dropout formula? Yes No
12. If yes, does the definition align with the following?
The event rate is the rate at which students who enter a program drop out within a single year or term. Yes No
13. Does the manual mention the status rate dropout formula? Yes No

14. Does the manual define the status rate dropout formula? Yes No
15. If yes, does the definition align with the following? Yes No
 The status rate is the rate at which students who exhibit certain characteristics related to dropping out are counted at a certain point in time (e.g., pregnant students).
16. Does the manual mention that the status rate can be used to identify at-risk groups? Yes No

Reasons for Dropout

17. Are the following terms mentioned and defined?
 Note - These terms may be defined but not mentioned or may be mentioned under a different name
- | | Mentioned? | | Defined? | |
|--|------------------------------|-----------------------------|------------------------------|-----------------------------|
| Push effects – school-related factors that tend to push students out of school (e.g., not liking school, not keeping up with school work, not getting along with teachers, etc.) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Pull effects – outside factors that compete with regular school attendance and completion (e.g., have to get a job, have to care for a family member, pregnancy, etc.) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Alterable variables – Risk factors more open to change (e.g., failing grades, few educational resources, unsafe environment, etc.) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Status variables – Risk factors that are more difficult to change (e.g., urban settings, low income family, low cognitive ability, etc.) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
18. Does the manual mention that as students accumulate risk factors, their intervention options become more limited? Yes No
11. Does the manual mention that students with multiple risk factors require multi-faceted prevention efforts? Yes No
22. Does the manual identify research-based factors that put students at risk of dropping out? Yes No
22. Are the following risk factors mentioned: Mentioned?
- | | | |
|--|------------------------------|-----------------------------|
| 1. Low expectations to stay in school | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| High rates of absenteeism | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Low percentage of peers going to college | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Retention | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Poor achievement test performance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Overage for grade level	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Lack of effort or interest in academic work	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Lower reading ability	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Expressing feelings of being disconnected from the school environment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Limited English proficiency	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Low SES (low levels of parental education, family assets, and educational resources at home)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Living in poverty (living in a family with income below the federally defined poverty line)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Early age of first sexual experience	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Risk of harm from students' home environment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Risk of harm from students' school environment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evidence of physical abuse	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evidence of emotional abuse	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Large household size	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Living without at least one parent	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Working an excessive number of hours	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Negative effects of living in metropolitan area	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Behavioral problems (e.g., fights at school)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
History of discipline problems leading to suspension, expulsion, or probation	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Tough transition from 8 th to 9 th grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Tough transition from 9 th to 10 th grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No

C. Prevention/Recovery Strategies

1. Are the following intervention levels mentioned and defined?

Note - These terms may be defined but not mentioned or may be mentioned under a different name	Mentioned?		Defined?	
Universal interventions (targeting <i>all</i> students)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Selected interventions (targeting a <i>select group of students</i>)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Indicated interventions (targeting <i>individual students</i>)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<u>Universal Interventions</u>				

2. Does the manual suggest implementing early intervention strategies (e.g., preschool programs, early reading programs)? Yes No

Effective School Practices

3. Does the manual suggest having effective school practices (see below) in place? Yes No

4. Are the following effective school practices mentioned and defined?

	Mentioned?		Defined?	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Leadership, planning, and learning goals - practices that address lifelong learning (e.g., preplanned curriculum, educational technology)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Management and organization (e.g., classroom routines, discipline)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Instruction and instructional improvement – quality instruction (e.g., feedback to students, professional development)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Interactions with students (e.g., incentives, recognition)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Equity – practices that address different student learning styles and abilities (e.g., multicultural education, additional learning time)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Special programs – providing further activities for at-risk students (e.g., tobacco and alcohol prevention programs)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Assessment – monitoring student progress (e.g., multiple methods of assessment)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Parent/community involvement	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Types of Interventions

5. Does the manual differentiate between interventions geared toward prevention and those geared toward recovery? Yes No

6. Are the following types of interventions mentioned and defined?

Note - These terms may be defined but not mentioned or may be mentioned under a different name	Mentioned?		Defined?	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Personal affective – Focus on conveying importance of staying in school and helping students with challenging personal issues.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Academic – Focus on improving students' academic performance.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Family outreach – Focus on increasing parent involvement and communication between home and school.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

- | | | | | |
|---|------------------------------|------------------------------|------------------------------|-----------------------------|
| School structure – Focus on changing school environment to build more caring and personalized relationships. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Work related – Focus on vocational training, volunteer opportunities, and service learning. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Does the manual suggest a comprehensive approach to dropout prevention/recovery? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |
| 8. Are the following aspects of interventions mentioned? If yes, are they mentioned in terms of a prevention program and/or a recovery program? | | | | |
| Career awareness | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Counseling | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Vocational education/technical training | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Extracurricular activities | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Punishments and incentives | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Behavior/cognitive behavior modifications | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Multi-age classrooms | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Personnel (e.g., attendance monitoring) | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Targeted programs (e.g., after school programs) | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Alternative schools | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Community involvement | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Instructional initiatives (e.g., mentoring) | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Small learning communities | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Rapid credit accrual | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |

Selected Interventions

9. Does the manual mention strategies geared toward the following stages/students? If yes, are they mentioned in terms of a prevention program and/or a recovery program?

Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Prevention	Recovery	

Elementary	<input type="checkbox"/> Yes Prevention	<input type="checkbox"/> Yes Recovery	<input type="checkbox"/> No
Middle School	<input type="checkbox"/> Yes Prevention	<input type="checkbox"/> Yes Recovery	<input type="checkbox"/> No
Transition from 8 th to 9 th grade	<input type="checkbox"/> Yes Prevention	<input type="checkbox"/> Yes Recovery	<input type="checkbox"/> No
High School	<input type="checkbox"/> Yes Prevention	<input type="checkbox"/> Yes Recovery	<input type="checkbox"/> No
Specific Populations (e.g., pregnant students, students not performing at grade level, English language learners)	<input type="checkbox"/> Yes Prevention	<input type="checkbox"/> Yes Recovery	<input type="checkbox"/> No
If yes, which specific populations are addressed?			

Students with Disabilities

10. Are prevention/recovery efforts mentioned for students with disabilities? Yes No
11. Is effective instructional design mentioned as a key part of programs for students with disabilities? Yes No
12. Are cognitive-behavioral interventions mentioned to work well to prevent youth with disabilities from dropping out? Yes No

D. Choosing an Intervention Program

1. Does the manual suggest consideration of the following when choosing an intervention? Does the manual provide guidance for how to consider these factors?

Needs of the students in the district/school	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Feasibility of implementing the program	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Cost of implementing the program	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Implementing multiple programs to meet the various needs of the students	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Cultural considerations	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No

2. Does the manual provide a distinction between new Yes No

(customized) and existing (already established) dropout interventions?

3. Does the manual give the pros (and cons) of developing a new (customized) program? Yes No
4. Does the manual provide research-based information to guide the development of new (customized) programs? Yes No
5. Does the manual provide resources for the development of new (customized) programs (e.g., links to websites, reference lists)? Yes No
6. Does the manual provide research-based information to guide the evaluation of effectiveness of a new (customized) program? Yes No
7. Does the manual give the pros (and cons) of using an existing (already established) program? Yes No
8. Does the manual provide research-based information to guide the evaluation of effectiveness of an existing (already established) program? Yes No
9. Does the manual provide resources for choosing an existing (already established) program (e.g., links to websites, reference lists)? Yes No

E. Implementation

1. Does the manual provide information about the implementation of an intervention? Yes No
 If yes, does the manual suggest the following elements to be included in an implementation plan? Does the manual provide guidance for how to consider these factors?

Need – The identified issues the intervention aims to address.	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Activities – The activities that will be carried out to address the needs.	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Resources – The resources that will be used to support the activities.	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Person Responsible – Assigning responsibility for each task.	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Timeline – Creating a timeline for each activity with start and end dates.	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Contextual Factors – Identifying factors that may limit the success of the intervention.	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides Guidance	<input type="checkbox"/> No
Communication Plan – The plan to communicate within the district, to parents, students, and	<input type="checkbox"/> Yes Suggests	<input type="checkbox"/> Yes Provides	<input type="checkbox"/> No

community.

Guidance

2. Does the manual mention that fidelity of implementation is a critical component of an intervention? Yes No
3. Does the manual suggest professional development be a part of the implementation plan? Yes No

F. Evaluating Effectiveness

1. Does the manual suggest evaluation as a component of an intervention? Yes No
2. Does the manual mention and define the following evaluation terms?

	Mentioned?		Defined?	
Formative evaluation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Summative evaluation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Qualitative data	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Quantitative data	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reliability	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Validity	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

G. Notes

APPENDIX C

- Participant Survey

***Communities in Schools (CIS) Dropout
Prevention Training Participant Survey***

November 6, 2007

Dear Training Participant,

Please review this letter and complete the attached survey about your experience at the 2007 Communities in Schools (CIS) Dropout Prevention Training held on August 28, 2007 and any subsequent CIS or dropout prevention related activities within your ESC region.

WHO IS CONDUCTING THIS SURVEY?

The Texas Education Agency (TEA) has contracted with WestEd, an educational research organization, to collect information about your experiences at the 2007 CIS Dropout Prevention Training on August 28, 2007.

WHAT IS THE PURPOSE OF THIS SURVEY?

This survey is designed to help us better understand what you learned and how the statewide training you attended on August 28, 2007 impacted your dissemination of CIS-related dropout prevention strategies, especially establishing school and community partnerships.

HOW WILL THE RESULTS BE USED?

The data from this survey will be used by WestEd and TEA to evaluate the impact of the statewide training on practice. WestEd will report data to TEA only in statistical summaries; your individual responses will be kept confidential.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

Your response will inform future dropout prevention policy and practice in Texas. Effective dropout prevention is important to protect the academic, financial, and social well being of Texas youth. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

This survey is formatted for easy electronic submission. Please complete the survey electronically, save it, and send it back to ldavis@wested.org. If you would prefer to complete a hard copy version, print the survey and mail or fax it back to the contact listed below. Or, you may contact WestEd at the telephone number listed below to complete the survey over the telephone or request a hard copy be mailed to you.

WestEd
Attn: Lauren Davis Sosenko
4665 Lampson Avenue
Los Alamitos, CA 90720
1-877-938-3400, extension 5476
Fax: 562-799-5151
ldavis@wested.org

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT!

Verify Contact Information

Name: _____ Title: _____ Education Service
 Center (ESC) Name/
 No.: _____
 Phone: _____ Email: _____ Address: _____

General Training Impact and Satisfaction

1. In general, how would you rate the August 28th CIS training overall? *(Check one box in each row.)*

	Very Poor	Poor	Fair	Good	Excellent
a. Quality of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Comprehensiveness of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Usefulness of information (e.g., applicability to my region's circumstances)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Why did you attend the August 28th CIS training? *Check all that apply.*

- Personal interest in CIS/dropout prevention
- Mandated by your ESC
- Mandated by TEA
- Request from school/district for CIS information
- Other: _____

3. In general, what were the most essential tools/information you took away from the August 28th CIS training?

4. Think back to *before* you attended the August 28th CIS training. How would you rate your knowledge of the following: *(Check one box in each row.)*

	Not knowledgeable at all	A little knowledgeable	Somewhat knowledgeable	Very knowledgeable	Expert
a. Effect of dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Cost of dropouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How to recognize potential dropouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Elements of successful dropout prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How to conduct a needs assessment for campus dropout prevention services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How to develop a campus service delivery plan to meet the identified needs of students at risk for dropping out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How to implement a case management model for dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. How to establish school and community partnerships as a dropout prevention strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Awareness of the CIS Model for dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. How to implement the CIS Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Did the August 28th CIS training cover establishing school and community partnerships to provide dropout prevention?

Yes (continue with question 6)

No (*please skip to question 9*)

6. How well do you think the topic of *establishing partnerships* was covered in the August 28th CIS training? *(Check one box in each row.)*

	Very Poor	Poor	Fair	Good	Excellent
a. Quality of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Comprehensiveness of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Usefulness of information (e.g., applicability to my region's circumstances)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. *Regarding school and community partnerships*, what were the most essential tools/information you took away from the August 28th CIS training?

8. To what extent do you agree with the following statements: *(Check one box in each row.)*

Participation in the August 28 th CIS training prepared me to inform others about:	N/A – I already knew this information	Strongly Disagree – the topic was not covered sufficiently	Disagree	Neutral- Neither Disagree or Agree	Agree	Strongly Agree
a. Effects of establishing school and community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying the ways in which school and community partnerships can affect a school’s dropout prevention program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying potential school and community partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Establishing school and community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Involving identified students in programs with school and community partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Monitoring the effectiveness of school and community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Effectively communicating with school and community partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Think back to *after* you attended the August 28th CIS training. How would you rate your knowledge of the following: (Check one box in each row.)

	Not knowledgeable at all	A little knowledgeable	Somewhat knowledgeable	Very knowledgeable	Expert
a. Effect of dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Cost of dropouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How to recognize potential dropouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Elements of successful dropout prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How to conduct a needs assessment for campus dropout prevention services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How to develop a campus service delivery plan to meet the identified needs of students at risk for dropping out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How to implement a case management model for dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. How to establish school and community partnerships as a dropout prevention strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Awareness of the CIS Model for dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. How to implement the CIS Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Activities

10. Did you conduct training sessions in your ESC region on dropout prevention strategies prior to the August 28th CIS training?

- Yes No

11. Would you recommend each of the following to district/campus leaders in your ESC region?

Why/Why not?

a. Conducting a needs assessment for campus dropout prevention services	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
b. Developing a campus service delivery plan to meet the identified needs of students at risk of dropping out	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
c. Implementing a case management model for dropout prevention	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
d. Establishing school and community partnerships as a dropout prevention strategy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
e. Implementing the CIS Model for dropout prevention	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

12. Since the August 28th CIS training, have you contacted anyone from the CIS program at the state or local level to inquire into the program?

Yes No Not yet, but I plan to before the end of the school year

a. **If “Yes,”** what information did you obtain from CIS?

If “Not yet,” what information do you intend to obtain from CIS?

13. Have you/do you intend to train others in your ESC region on the following areas:

If yes, have you/will you use the training modules and manual you received at the August 28th CIS training?

	Yes, I have	Yes, I intend to this school year	No	Yes	No
a. Effect of dropout prevention If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Cost of dropouts If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How to recognize potential dropouts If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Elements of successful dropout prevention programs If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How to conduct a needs assessment for campus dropout prevention services If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How to develop a campus service delivery plan to meet the identified needs of students at risk for dropping out If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How to implement a case management model for dropout prevention If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. How to establish school and community partnerships as a dropout prevention strategy If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The CIS Model for dropout prevention If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. How to implementing the CIS Model If no, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Have you altered/will you alter your training sessions on dropout prevention strategies based on what you learned at the August 28th CIS training?

Yes No Not Applicable (Did not provide previous training or not providing training sessions this

a. If "Yes," how have/how will your training sessions change?

15. Please describe the three most recent trainings on dropout prevention you offered in your ESC since August 28, 2007:

Date	Approximate number of participants	Type of participant (e.g., principals, assistant principals, counselors)

THANK YOU VERY MUCH FOR YOUR RESPONSE!