

# Two Years of Case Management

## Final Findings from the Communities In Schools Random Assignment Evaluation

### Supplementary Appendixes

Leigh M. Parise  
William Corrin  
Kelly Granito  
Zeest Haider  
Marie-Andrée Somers  
and  
Oscar Cerna

April 2017



**Appendix D**

**Surveys and Site Visits**



This appendix presents the full text of all MDRC surveys administered during the second and final year of the evaluation. In addition, it presents information about the implementation site visits and summary counts for the in-person interviews conducted during visits to study schools in the spring of 2014, and describes the research team’s approach to analyzing the qualitative site-visit data.

## **Student Survey Administration**

This appendix contains the full text of the student surveys discussed in the impact and implementation sections of the report. Several survey scales were adapted from the California Healthy Kids Survey (CHKS), with permission from the California Department of Education and WestEd. These items were based on selected items in Module A and resiliency items in Module B of the CHKS Middle School Survey.

As described in Chapter 1, both case-managed and non-case-managed students responded to *baseline surveys* in fall 2012, before case management began. Students then responded to *follow-up surveys* in spring 2013 and spring 2014. Of the 2,230 students in the first year of the study, 96.0 percent responded to the baseline survey and 93.9 percent responded to the first follow-up survey. Of the 1,764 students in the second year of the study, 80.3 percent responded to the second follow-up survey. At each school, representatives from the research team administered student surveys in groups that included a mix of students from the case-managed and non-case-managed groups. The research team held make-up days for in-school survey administration, and then conducted surveys over the phone for a small number of students who were not present on the main administration day or the make-up day. In collecting these student survey data MDRC worked with Survey Research Management, whose staff managed the on-the-ground administration and data entry.

## **Adult Survey Administration**

This appendix also provides the complete text of both adult surveys discussed in Chapters 2 and 3 of the report — the Communities In Schools (CIS) site coordinator survey and the school leader survey. In late spring and summer of 2014, the study team administered surveys to school leaders and CIS site coordinators at all 24 participating schools. Both surveys were administered online and contained skip logic that displayed or hid certain questions from respondents based on their prior answers; the exhibits in this appendix include the full set of all items available in these surveys. School leaders at 22 of the 24 participating schools submitted *school leader surveys*, for a response rate of 91.7 percent. Of these 22 respondents, 15 were school principals or assistant principals, 6 were members of the student support services staff, and 1 held another

position. Thirty-one CIS site coordinators participating in the study submitted *site coordinator surveys*.

Because 8 of the 24 study schools had more than one CIS site coordinator participating in the study, a single set of site coordinator survey responses was created for each of these schools. That single set of responses was created for these eight schools by randomly selecting answers to each item or set of items (for items that hung together due to skip logic) from the school's multiple survey respondents, resulting in a single, composite set of survey answers for each school. All site coordinator survey findings presented in this report are based on one set of survey answers per school, including these eight composite responses.

## **School Site Visits**

In the spring of 2014 the study team visited 14 of the 24 schools participating in the evaluation in all four local affiliates. For the two affiliates with fewer than six study schools, the research team visited all the study schools. For the remaining two affiliates with six or more schools, the research team worked with the affiliate during the first year of the study to purposefully select a subset of the study schools, and the team visited the same schools during the second year of the study. Schools were selected to ensure a mix of school levels (middle school/high school) and site coordinator experience. In the largest affiliate the research team selected five schools to visit, and in the second-largest affiliate the team selected four schools to visit. Each site visit involved two members of the research team. The main focus of these visits was to conduct in-person interviews with site coordinators, school principals and support staff members (for example, guidance counselors and social workers), case-managed and non-case-managed students, CIS partners, and CIS affiliate staff members. Appendix Table D.1 presents counts and descriptions of the implementation interviews.

## **Site Visit Data Analysis**

All interviews were recorded and transcribed. As a means of data reduction, each interview was coded, using Dedoose, as containing discussions about school, district, or community context; facilitating or inhibiting factors for CIS case management; fidelity to the case management process (monitoring and evaluating student progress, service frequency and duration, and matching services to needs); CIS's role in the school; CIS external partners/personnel; and CIS services and site coordinators in relation to other school support services and support staff members. Using these coding data the team then developed analysis memos for each of these topics that described recurring themes in each and identified the number of schools in which certain topics were discussed. The analysis memos, along with some additional follow-up coding, were then used to create the report.

## Appendix Table D.1

### Implementation Interview Respondents

Interview and Purpose	Number of Respondents
<b>School leader interviews.</b> Interviews with the principal or assistant principal at each visited school to learn about school priorities, student support services, and the context for CIS	14
<b>Site coordinator interviews.</b> Interviews with the CIS site coordinators at each study school to learn about their duties and the CIS implementation story	18
<b>Student interviews.</b> Interviews with students in both case-managed and non-case-managed groups to learn about their experiences at school and in CIS	56
<b>School support staff interviews.</b> Interviews with school support staff to learn about other services available to students and the context for CIS	25
<b>Affiliate interviews.</b> Interviews with staff members at each CIS affiliate to learn about program priorities, staff training, and the district context for CIS	9
<b>Partner interviews.</b> Interviews with CIS partners from each affiliate to learn about their work with CIS staff members and students	11
<b>Number of schools visited</b>	<b>14</b>

NOTE: Interviews were conducted by MDRC staff members during implementation site visits to 14 of the 24 study schools in spring 2014.

## Appendix Figure D.1 Year 2 School Leader Survey



### CIS National Evaluation

#### Student Needs and Support Survey

Thank you for your participation in the MDRC study of Communities In Schools. This survey is designed to help the research team learn more about your school. This survey includes questions about your experience at your school, challenges that students may face at your school, and the organization of your school's student support services. The survey will also ask you to provide some details regarding the types of services that may be offered at your school. Although we understand that CIS staff are often considered members of school staff, for the purposes of this survey please treat CIS staff as separate from school staff.

**This survey is completely voluntary. You do not have to answer any question you do not want to answer.** Your answers will be kept confidential and secure, and only researchers working on this project will see them. School officials, teachers, and others in your community will not have access to the information you provide. Your responses will be automatically saved after you complete each page. You may return to this survey through the link provided in your email to complete any unfinished items or to edit responses to a submitted survey.

#### Background:

In this section of the survey, please provide some basic information about your experience in your school.

#### » 1. School Name

#### » 2. Please select your position or role from the list below:

Principal

Assistant Principal

Head of Guidance/Student Services

Guidance Counselor

School Social Worker

Other (please specify):

#### » 3. How long have you held your position at this school? (include this year, e.g., if this is your third year, please enter "3")

Years:


#### » 4. How long have you worked at this school in any position?

Years:

#### » 5. How long have you been working in schools?

Years:

## Appendix Figure D.1 (continued)



**CIS National Evaluation**

**School Information**

This section of the survey asks about some key challenges and issues that students may face at your school. We'd like to understand to what degree students face these challenges at your school, and if they do, how your school might address some of these issues and what supports are available to students.

For each item, please provide your best estimate or description to answer each question. There are up to 5 parts to each item. Part A asks about the percent of students at your school who face a given issue or challenge, and part B asks whether there are services provided to address the issue at your school. If this is an issue at your school and there are services provided, parts C-E will ask about the priority of the issue at your school, the approximate number of students who receive services, and how well the services match the needs of students who receive them.

**Challenge or issue that may affect students:**

**6. Poor academic performance**

6a. How many students at your school face this issue? (Please do your best to provide an estimate)

Please select one ... ▾

6b. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff

Yes, by CIS (or CIS partners)

Yes, by other providers

No

c. How much of a priority is this issue at your school?      d. How many students for whom this is an issue receive services that attempt to address this issue?      e. For students receiving services, how well do the services address this issue?

▾      ▾      ▾

(continued)



## Appendix Figure D.1 (continued)

**7. Poor attendance**

7a. How many students at your school face this issue? (Please do your best to provide an estimate)

Please select one ... ▾

7b. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff

Yes, by CIS (or CIS partners)

Yes, by other providers

No

c. How much of a priority is this issue at your school? ▾

d. How many students for whom this is an issue receive services that attempt to address this issue? ▾

e. For students receiving services, how well do the services address this issue? ▾

**8. Behavior/discipline problems**

8a. How many students at your school face this issue? (Please do your best to provide an estimate)

Please select one ... ▾

8b. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff

Yes, by CIS (or CIS partners)

Yes, by other providers

No

(continued)

## Appendix Figure D.1 (continued)

c. How much of a priority is this issue at your school?	d. How many students for whom this is an issue receive services that attempt to address this issue?	e. For students receiving services, how well do the services address this issue?
<input type="text"/>	<input type="text"/>	<input type="text"/>

**9. High-risk social behavior (e.g. drug use, gang participation, sexual activity)**

» 9a. How many students at your school face this issue? (Please do your best to provide an estimate)

» 9b. Are there services provided to address this challenge at your school?

Yes, by school staff

Yes, by CIS (or CIS partners)

Yes, by other providers

No

c. How much of a priority is this issue at your school?	d. How many students for whom this is an issue receive services that attempt to address this issue?	e. For students receiving services, how well do the services address this issue?
<input type="text"/>	<input type="text"/>	<input type="text"/>

**10. Lack of parental involvement/support**

» 10a. How many students at your school face this issue? (Please do your best to provide an estimate)

» 10b. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff

Yes, by CIS (or CIS partners)

Yes, by other providers

No

c. How much of a priority is this issue at your school?	d. How many students for whom this is an issue receive services that attempt to address this issue?	e. For students receiving services, how well do the services address this issue?
<input type="text"/>	<input type="text"/>	<input type="text"/>

(continued)

Appendix Figure D.1 (continued)

**11. Family instability (e.g., mobility, changes in custody or guardianship, parental incarceration)**

❖ 11a. How many students at your school face this issue? (Please do your best to provide an estimate)

Please select one ... ▾

❖ 11b. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff

Yes, by CIS (or CIS partners)

Yes, by other providers

No

c. How much of a priority is this issue at your school? ▾

d. How many students for whom this is an issue receive services that attempt to address this issue? ▾

e. For students receiving services, how well do the services address this issue? ▾

❖ 12. Other (if applicable):

\_\_\_\_\_

❖ 12a. How many students at your school face this issue? (Please do your best to provide an estimate)

Please select one ... ▾

(continued)

## Appendix Figure D.1 (continued)

12b. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff

Yes, by CIS (or CIS partners)

Yes, by other providers

No

c. How much of a priority is this issue at your school?

d. How many students for whom this is an issue receive services that attempt to address this issue?

e. For students receiving services, how well do the services address this issue?

13. Please list up to 3 things that make it easier for you to provide support services for students facing these issues:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

14. Please list up to 3 things that make it difficult to address these needs in your school:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

15. What is the student mobility rate in your school? (please provide your best estimate)

Percent: \_\_\_\_\_

16. Of all students at your school, what percentage would you describe as being at risk of dropping out?

Please select one ...

Page 2 of 5  
(continued)

Appendix Figure D.1 (continued)



**CIS National Evaluation**

**Organization of student support services:**

This section of the survey asks about the organization and provision of student support services at your school, such as student counseling, guidance, social work, and pupil personnel services.

» 17. Are there staff members at your school whose responsibility it is to direct, oversee or manage student support services in your school?

Yes  
 No

» Who are the staff members who have this management responsibility for student support services in your school? (Please provide job titles rather than names of specific staff members.)

a. Job Title

b. Job Title

» How are student support services managed at your school?

» 18. For each of the student support positions below, please enter the number of full time equivalent employees (FTE), new FTE employees, and average caseloads at your school. (If you do not know the exact number, an approximation is fine.)

If the position is not offered at your school, please check the box in the first column and leave the remaining items in the row blank. To provide us with the most complete picture of student services, please include any other student support positions at your school in the space below.

	My school does <u>not</u> have this position	FTE	How many of these FTE employees were new to your school in 2013-14?	Average caseload or number of students served per FTE:
Guidance Counselor	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social Worker	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CIS staff member	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

» You may add up to 2 other student support positions or titles below.

Student Support position	FTE	How many of these FTE employees were new to your school in 2013-14?	Average caseload or number of students served per FTE:
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

(continued)

### Appendix Figure D.1 (continued)

» **19. Please select how counselors are assigned to students at your school:**

- By student grade
- By student last name or student ID number
- By subject area or groups of teachers (such as homeroom assignment, English class assignment)
- By specific programs, such as IB/Honors
- Other (please describe):

» Please enter the number of FTE counselors serving each student grade:

12th grade:	<input type="text"/>
11th grade:	<input type="text"/>
10th grade:	<input type="text"/>
9th grade:	<input type="text"/>
8th grade:	<input type="text"/>
7th grade:	<input type="text"/>
6th grade:	<input type="text"/>

» **(Optional) Please provide any additional information about guidance assignment at your school:**

(continued)

Appendix Figure D.1 (continued)



CIS National Evaluation

20. Do students work with the same counselor throughout their time at your school?
- Yes  
 No
- When are students reassigned a counselor? (Check all that apply)
- Students change counselors each school year  
 Students change counselors less often than each school year (e.g., same counselor for 9th and 10th grade)  
 Other (please specify): \_\_\_\_\_
21. Sometimes key staff members focus on certain populations for additional services beyond classroom instruction. At your school, are there one or more student support staff members who have special responsibility outside of classroom instruction for the following issues or groups of students? (Check all that apply)
- College and career support/planning  
 English Language Learners  
 Special Education students  
 Honors/Gifted students  
 Family outreach/family support  
 Students at risk of dropping out
- a. Other group of students: \_\_\_\_\_
22. Are student support services detailed specifically in your School Improvement Plan or other publicly available document that includes school goals?
- Yes  
 No
23. Does your school provide professional development (PD) for student support staff specific to their job responsibilities?
- Yes  
 No
24. Does your school provide PD for non-student support staff (e.g., content area teachers) focused on student support services?
- Yes  
 No
- Check if PD is provided in the following areas:
- Direct support to students for issues outside of classroom instruction and management  
 Best practices for working with school counselors, social workers, etc.  
 Other (please describe): \_\_\_\_\_

Appendix Figure D.1 (continued)



**CIS National Evaluation**

**25. Services available to students**

Earlier in the survey we asked you about challenges faced by students in your school and whether there were services available to address them. In the following questions we'll ask you to focus on specific services that may be offered at your school.

In the following questions, please choose the appropriate description of each student service at your school. If a service is not offered at your school, please check the box in the first column and leave the remaining items in the row blank.

Service Type	This service is <u>not</u> offered at my school	What percentage of students at your school receive this service?	Service Availability	How often is this service provided or available?	Key service providers (mark all that apply)		
					School staff	CIS or CIS partners	Other providers
a. Academic assistance (tutoring, homework help)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mentoring	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Community Service/Service Learning	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. College planning and preparation	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Career development/readiness programs	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Job shadowing or internship	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. After or before-school programs	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued)



Appendix Figure D.1 (continued)

	This service is <b>not</b> offered at my school	What percentage of students at your school receive this service?	Service Availability	How often is this service provided or available?	Key service providers (mark all that apply)		
					School staff	CIS or CIS partners	Other providers
h. Exercise class or club/ Obesity intervention and prevention	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Truancy prevention activities	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Gang intervention/prevention	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Pregnancy prevention	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Bullying Prevention	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Drug abuse prevention	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	This service is <b>not</b> offered at my school	What percentage of students at your school receive this service?	Service Availability	How often is this service provided or available?	School staff	CIS or CIS partners	Other providers
n. Linkages to basic needs/resources (food/clothing/financial)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Physical health screening	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Individual family engagement activities (e.g. student and parent meetings)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Parent group meetings and input activities	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. School-sponsored activities for students and their families	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

## Appendix Figure D.1 (continued)

26. Schools often provide support to students involving closer contact with an adult, either through small groups or one-on-one meetings.

In the following table, please choose the appropriate description of each student service at your school. If a service is not offered at your school, please check the box in the first column and leave the remaining items in the row blank.

Service Type	This service is <u>not</u> offered at my school	What percentage of students at your school receive this service?	Meeting type		How often is this service provided or available?	Key service providers (mark all that apply)		
			One on one meeting with an adult	Group meeting with adult and peers		School staff	CIS or CIS partners	Other providers
a. Meeting with adult staff to discuss academic goals	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Substance abuse support programs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Pregnancy/Parenting support programs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Programs for adjudicated youth	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Grief support programs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Programs for LGBT youth	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Behavior intervention	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Anger management/conflict resolution	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. When determining services to offer students, from which of the following sources do you seek input? (Check all that apply)

- Students
- Teachers
- Parents/Family
- School Administrators
- Other school faculty (e.g. guidance counselors)
- Government agencies (e.g. juvenile justice)
- Other

Thank you for your time! Please click "Submit" to save and submit your survey responses. You may return to your submitted survey to review and update your answers by following the link provided in your email.

## Appendix Figure D.2 Year 2 Site Coordinator Survey



### CIS National Evaluation

#### Case Management Survey

Thank you for your participation in the MDRC study of Communities In Schools. This survey is designed to help the research team learn more about CIS case management in your school. This survey includes questions about your experience in CIS, challenges that students may face at your school, and the delivery of student support services.

**This survey is completely voluntary. You do not have to answer any question you do not want to answer.** Your answers will be kept confidential and secure, and only researchers working on this project will see them. School or CIS officials, teachers, and others in your community will not have access to the information you provide.

Your responses will be automatically saved after you complete each page. You may return to this survey through the link provided in your email to complete any unfinished items or to edit responses to a submitted survey.

Please note that the language regarding case management varies across the affiliates in the study. We have done our best to make the terminology in this survey appropriate for all the participating CIS affiliates, and we appreciate your understanding. Feel free to reach out to our team if you have any questions at all.

#### Background:

In this section of the survey, please provide some basic information about yourself and your experience in your school.

#### » 1. CIS Affiliate Name:

Please select one ...

#### » 2. School Name:

#### » 3. How long have you held your position at this school? (include this year, e.g., if this is your third year, please enter "3")

Years:

#### » 4. How long have you worked as a Site Coordinator/Program Manager/Student Support Specialist in any school?

Years:

#### » 5. How long have you worked for Communities in Schools?

Years:

Completed: 6%

(continued)

Appendix Figure D.2 (continued)



**CIS National Evaluation**

**Background (continued):**

6. Please list your undergraduate major:

7. Do you hold a graduate degree?

Yes

No, but currently pursuing a degree

No, not currently pursuing a degree

7a. Please list your graduate school major/degree:

8. Are you fluent in any languages other than English?

No

Yes, Spanish

Yes, other: \_\_\_\_\_


9. What is the total number of students on your case management list (Level 2) this year?

10. In a typical week, how do you spend your time in school? (Please enter the percent of time you spend on each item, with a total of 100% across all items)

Planning for and/or providing Level 1 or school-wide activities that CIS staff (including interns) provide	_____
Planning for and/or providing Level 2 activities that CIS staff (including interns) provide	_____
Working with / Managing external or community partners who provide Level 1 services	_____
Working with / Managing external or community partners who provide Level 2 services	_____
CIS-related administrative work (record-keeping, report provision, other tasks, etc.)	_____
Other responsibilities	_____
<b>Total</b>	_____

Completed: 12%  
(continued)

Appendix Figure D.2 (continued)



**CIS National Evaluation**

CIS Case Managed Student Service Planning and Provision

This section of the survey asks about some key challenges and issues that students may face at your school. We'd like to understand to what degree students face these challenges at your school, and if they do, how CIS might address some of these issues.

For each item, please provide information about student needs at your school. There are up to 6 parts to each item. Parts A and B ask about the percent of students at your school and on your caseload who face a given issue or challenge, and part C asks if services are available to address the issue at your school. If this is an issue at your school and there are services provided, parts D-F ask about the priority of the issue for CIS at your school, how many case managed students receive services, and how well the services match the needs of students who receive them.

Challenge or issue that may affect students:

**11. Poor academic performance**

11a. How many of *all students* at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

11b. How many of *CIS case managed students* at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

11c. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff	Yes, by CIS (or CIS partners)	Yes, by other providers	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. How much of a priority is this issue for CIS at your school?      e. How many CIS case managed students for whom this is an issue receive any services that address this issue?      f. For CIS case managed students receiving services, how well do the services address this issue?

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

(continued)

## Appendix Figure D.2 (continued)

**12. Poor attendance**

✦ 12a. How many of all students at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

✦ 12b. How many of CIS case managed students at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

✦ 12c. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff	Yes, by CIS (or CIS partners)	Yes, by other providers	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. How much of a priority is this issue for CIS at your school?

e. How many CIS case managed students for whom this is an issue receive any services that address this issue?

f. For CIS case managed students receiving services, how well do the services address this issue?

▾      ▾      ▾

**13. Behavior/discipline problems**

✦ 13a. How many of all students at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

(continued)

## Appendix Figure D.2 (continued)

13b. How many of *CIS case managed students* at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

13c. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff	Yes, by CIS (or CIS partners)	Yes, by other providers	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. How much of a priority is this issue for CIS at your school?

e. How many CIS case managed students for whom this is an issue receive any services that address this issue?

f. For CIS case managed students receiving services, how well do the services address this issue?

**14. High-risk social behavior (e.g. drug use, gang participation, sexual activity)**

14a. How many of *all students* at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

14b. How many of *CIS case managed students* at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

14c. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff	Yes, by CIS (or CIS partners)	Yes, by other providers	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. How much of a priority is this issue for CIS at your school?

e. How many CIS case managed students for whom this is an issue receive any services that address this issue?

f. For CIS case managed students receiving services, how well do the services address this issue?

(continued)

## Appendix Figure D.2 (continued)

**15. Lack of parental involvement/support**

15a. How many of all students at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

15b. How many of CIS case managed students at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

15c. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff	Yes, by CIS (or CIS partners)	Yes, by other providers	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. How much of a priority is this issue for CIS at your school?

e. How many CIS case managed students for whom this is an issue receive any services that address this issue?

f. For CIS case managed students receiving services, how well do the services address this issue?

▾      ▾      ▾

**16. Family instability (e.g., mobility, changes in custody or guardianship, parental incarceration)**

16a. How many of all students at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

16b. How many of CIS case managed students at your school face this issue? (Please provide your best estimate)

Please select one ... ▾

16c. Are there services provided to address this challenge at your school? (Check all that apply)

Yes, by school staff	Yes, by CIS (or CIS partners)	Yes, by other providers	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued)



Appendix Figure D.2 (continued)

d. How much of a priority is this issue for CIS at your school?

e. How many CIS case managed students for whom this is an issue receive any services that address this issue?

f. For CIS case managed students receiving services, how well do the services address this issue?

» (Optional) Please provide any additional information about student needs and challenges at your school in the space below:

Completed: 18%

mdrc

CIS National Evaluation

» 17. Of all students at your school, what percentage would you describe as being at risk of dropping out?

Please select one ...

» 18. Of all CIS case managed students at your school, what percentage would you describe as being at risk of dropping out?

Please select one ...

Completed: 25%  
(continued)

Appendix Figure D.2 (continued)



CIS National Evaluation

CIS Case Managed Student Service Provision: Level 2 Services

Earlier in the survey we asked you about challenges faced by students in your school and whether there were services available to address them. In the following questions, we ask you to focus on specific services that may be offered at your school.

The following questions provide a list of services, and ask you to describe the provision of these services for Level 2, or case managed students. In the next section you will be asked about Level 1 or whole-school service provision. If a service is offered as both a Level 1 and Level 2 service at your school, please enter information for that service in both sections.

We are only asking about services that CIS either provides, facilitates, or brokers at your school. For example, CIS staff may refer students to in-school tutoring, or provide students with a mentor from an outside organization; both of these activities should be included. Service providers may be CIS staff, school staff, CIS partners (e.g., people and organizations CIS brings into the school or formally works with outside of the school), or other providers (e.g., other organizations or resources to which CIS staff may refer students.) If a service is not offered by CIS at your school, or if CIS is not involved in facilitating the service, then please check the box in the first column and leave the remaining items in the row blank.

19. Academic support and other planning activities:

Level 2 Service:	CIS does not provide or coordinate this activity as a Level 2 service at my school	What percentage of CIS case managed students receive this Level 2 service?	Level 2 Service Format:		Frequency of Level 2 Service Provision:	Key Level 2 Service Providers (check all that apply)			
			One on one meeting with adult	Group meeting with adult and peers		CIS staff	CIS partners	School staff	Other providers
a. Academic assistance (tutoring, homework help)	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mentoring	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Community Service/Service Learning	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. College planning and preparation	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Career development/readiness programs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Job shadowing or internship	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Meeting with adult staff to discuss academic goals	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

## Appendix Figure D.2 (continued)

**20. Prevention activities:**

	CIS does not provide or coordinate this activity as a Level 2 service at my school	What percentage of CIS case managed students receive this Level 2 service?	Level 2 Service Format: One on one meeting with adult	Group meeting with adult and peers	Frequency of Level 2 Service Provision:	CIS staff	CIS partners	School staff	Other providers
h. Exercise class or club/ Obesity intervention and prevention	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Truancy prevention activities	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Gang Intervention/prevention	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Pregnancy prevention	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Bullying Prevention	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Drug abuse prevention	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Completed: 31%



**CIS National Evaluation**

**21. Basic needs, health, and family activities:**

	CIS does not provide or coordinate this activity as a Level 2 service at my school	What percentage of CIS case managed students receive this Level 2 service?	Level 2 Service Format: One on one meeting with adult	Group meeting with adult and peers	Frequency of Level 2 Service Provision:	CIS staff	CIS partners	School staff	Other providers
n. Linkages to basic needs/resources (food/clothing/financial)	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Physical health screening	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Individual family engagement activities (e.g., student and parent meetings)	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Parent group meetings and input activities	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. School-sponsored activities for students and their families	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

## Appendix Figure D.2 (continued)

❖ **22. Support services and other programs:**

	CIS does not provide or coordinate this activity as a Level 2 service at my school	What percentage of CIS case managed students receive this Level 2 service?	Level 2 Service Format:		Frequency of Level 2 Service Provision:	Key Level 2 Service Providers (check all that apply)			
			One on one meeting with adult	Group meeting with adult and peers		CIS staff	CIS partners	School staff	Other providers
s. After or before-school programs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Substance abuse support programs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Pregnancy/Parent support programs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Programs for adjudicated youth	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Grief support programs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Programs for LGBT youth	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Behavior Intervention	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Anger management/conflict resolution	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

❖ **23. (Optional) Other services:**

	Service Name:	What percentage of CIS case managed students receive this Level 2 service?	Level 2 Service Format:		Frequency of Level 2 Service Provision:	CIS staff	CIS partners	School staff	Other providers
			One on one meeting with adult	Group meeting with adult and peers					
1.	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Completed: 37%  
(continued)

Appendix Figure D.2 (continued)



CIS National Evaluation

**CIS Case Managed Student Service Provision: Level 1 Services**

On the previous pages, we asked you about services as they are provided for Level 2 or case managed students. For the following list of services, please choose the appropriate description of Level 1 or whole-school service provision at your school. If a service is offered as both a Level 1 and Level 2 service at your school, please enter information for that service in both this and the previous section.

We are only asking about services that CIS either provides, facilitates, or brokers at your school. Service providers may be CIS staff, school staff, CIS partners (e.g., people and organizations CIS brings into the school or formally works with outside of the school), or other providers (e.g., other organizations or resources to which CIS staff may refer students.) If a service is not offered by CIS at your school, or if CIS is not involved in facilitating the service, then please check the box in the first column and leave the remaining items in the row blank.

» **24. Academic support and other planning activities:**

	CIS does <b>not</b> provide or coordinate this activity as a Level 1 service at my school	Frequency of Level 1 Service Provision	Who generally participates in these Level 1 activities?
<b>Level 1 Service:</b>			
a. Academic assistance (tutoring, homework help)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
b. Mentoring	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
c. Community Service/Service Learning	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
d. College planning and preparation	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
e. Career development/readiness programs	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
f. Job shadowing or internship	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
g. Meeting with adult staff to discuss academic goals	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

(continued)

## Appendix Figure D.2 (continued)

**25. Prevention activities:**

	<b>CIS does <u>not</u> provide or coordinate this activity as a Level 1 service at my school</b>	<b>Frequency of Level 1 Service Provision</b>	<b>Who generally participates in these Level 1 activities?</b>
h. Exercise class or club/ Obesity intervention and prevention	<input type="checkbox"/>	[Dropdown]	[Dropdown]
i. Truancy prevention activities	<input type="checkbox"/>	[Dropdown]	[Dropdown]
j. Gang intervention/prevention	<input type="checkbox"/>	[Dropdown]	[Dropdown]
k. Pregnancy prevention	<input type="checkbox"/>	[Dropdown]	[Dropdown]
l. Bullying Prevention	<input type="checkbox"/>	[Dropdown]	[Dropdown]
m. Drug abuse prevention	<input type="checkbox"/>	[Dropdown]	[Dropdown]

(continued)

## Appendix Figure D.2 (continued)

» **26. Basic needs, health, and family activities:**

	CIS does <u>not</u> provide or coordinate this activity as a Level 1 service at my school	Frequency of Level 1 Service Provision	Who generally participates in these Level 1 activities?
n. Linkages to basic needs/resources (food/clothing/financial)	<input type="checkbox"/>	[Dropdown]	[Dropdown]
o. Physical health screening	<input type="checkbox"/>	[Dropdown]	[Dropdown]
p. Individual family engagement activities (e.g., student and parent meetings)	<input type="checkbox"/>	[Dropdown]	[Dropdown]
q. Parent group meetings and input activities	<input type="checkbox"/>	[Dropdown]	[Dropdown]
r. School-sponsored activities for students and their families	<input type="checkbox"/>	[Dropdown]	[Dropdown]

» **27. Support services and other programs:**

	CIS does <u>not</u> provide or coordinate this activity as a Level 1 service at my school	Frequency of Level 1 Service Provision	Who generally participates in these Level 1 activities?
s. After or before school programs	<input type="checkbox"/>	[Dropdown]	[Dropdown]
t. Substance abuse support programs	<input type="checkbox"/>	[Dropdown]	[Dropdown]
u. Pregnancy/Parent support programs	<input type="checkbox"/>	[Dropdown]	[Dropdown]
v. Programs for adjudicated youth	<input type="checkbox"/>	[Dropdown]	[Dropdown]
w. Grief support programs	<input type="checkbox"/>	[Dropdown]	[Dropdown]
x. Programs for LGBT youth	<input type="checkbox"/>	[Dropdown]	[Dropdown]
y. Behavior intervention	<input type="checkbox"/>	[Dropdown]	[Dropdown]
z. Anger management/conflict resolution	<input type="checkbox"/>	[Dropdown]	[Dropdown]

» **28. (Optional) Other services:**

	Service Name:	Frequency of Level 1 Service Provision	Who generally participates in these Level 1 activities?
1.	[Text Box]	[Dropdown]	[Dropdown]
2.	[Text Box]	[Dropdown]	[Dropdown]

Completed: 43%  
(continued)

Appendix Figure D.2 (continued)



**CIS National Evaluation**

**Student Needs Assessment, Case Plan and Service Documentation**

29. Does CIS conduct an assessment of individual student needs for students who may receive case management at your school?

Yes

No

Completed: 50%



**CIS National Evaluation**

29a. When you conduct individual student needs assessments, for how many students do you consider input from the following sources?

Input Source:	Never consider input	Consider input for a few students	For about half of the students	For most of the students	For all of the students
Student being assessed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other school faculty (e.g. guidance counselors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government agencies (e.g. juvenile justice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


(Optional) Other:  Source:  Never consider input  Consider input for a few case managed students  For about half of my case managed students  For most of my case managed students  For all of my case managed students

Completed: 56%

(continued)



Appendix Figure D.2 (continued)




**CIS National Evaluation**

» 30. Do you have access to student data (such as grades, attendance, and behavior records)?

Yes

No

Completed: 62%



**CIS National Evaluation**

» 30a. Do you use this data as part of individual student needs assessments?

Yes

No

» 30b. Do you use this data to track progress/as part of your programming and planning with students the rest of the year?

Yes

No

» 30c. Can you monitor students' data continuously, or only at the end of a grading period?

Continuously

Only at the end of grading period

Other

Completed: 68%  
(continued)

Appendix Figure D.2 (continued)



CIS National Evaluation

31. Do you have a documented, individualized case plan or service plan for each of your case managed students (in writing or electronically)?

- Yes
- No

Completed: 75%  
(continued)

Appendix Figure D.2 (continued)



**CIS National Evaluation**

❖ **31a. What is included in each student's plan? (Please select all that apply)**

- Student needs
- Goals set for/with student
- Services students should receive
- Who should provide services
- Rewards/incentives
- Other \_\_\_\_\_

❖ **31b. Are there any students for whom you did not or were unable to develop a case plan or service plan this year?**

- Yes
- No

❖ **Please list the number of students:**

\_\_\_\_\_

❖ **31c. On average, how often is each student's plan revised or updated during the year?**

- Never
- Once per year
- Once per semester
- Once per grading period
- More than once per grading period

❖ **31d. How often do students see their plan?**

- Never
- Once per year
- Once per semester
- Once per grading period
- More than once per grading period

❖ **Please describe how you plan for service delivery, and how this plan may change throughout the year.**

\_\_\_\_\_

Completed: 81%  
(continued)

Appendix Figure D.2 (continued)



CIS National Evaluation

32. On average, how often do you change the services a student receives (adding services, dropping services, modifying services)?

- Never
- Once per year
- Once per semester
- Once per grading period
- More than once per grading period

Completed: 87%

(continued)

Appendix Figure D.2 (continued)

**mdrc**

**CIS National Evaluation**

» **32a. When you change the services a case managed student receives, where is that change documented? (Check all that apply)**

Not documented

Student's case plan or service plan

CIS electronic database (CISDM, Key, etc.)

Other \_\_\_\_\_

» **How regularly do you enter service changes into a student's case plan or service plan?**

Always

Usually

Sometimes

Rarely

Never

» **How regularly do you enter service changes into a CIS electronic database (CISDM, Key, etc.)?**

Always

Usually

Sometimes

Rarely

Never

» **How regularly do you enter service changes into the other documentation you specified above?**

Always

Usually

Sometimes

Rarely

Never

Completed: 93%

(continued)

Appendix Figure D.2 (continued)



CIS National Evaluation

General School Context

33. When are you permitted to work with students? (check all that apply)

- Before school
- After school
- At any time during the school day
- During lunch periods
- During core course instructional periods
- During electives
- During study halls
- Other \_\_\_\_\_

34. Are there any times when you are not permitted to work with students? If so, please describe:

35. How long do students typically stay enrolled in CIS case management (i.e., remain on caseload)?

- One school year or less       Two school years       As long as the student is in this school       Other (please specify): \_\_\_\_\_

Thank you for your time! Please click "Submit" to save and submit your survey responses. You may return to your submitted survey to review and update your answers by following the link provided in your email.

Completed: 100%

**Appendix Figure D.3  
Year 2 Student Survey**

**Communities In Schools  
National Evaluation**

**Student  
Survey**

**Student Name:**

\_\_\_\_\_ (Label provided by survey firm)

**Student ID:**

\_\_\_\_\_ (Label provided by Survey Firm)

We would like to ask you some questions about your family, friends, attitudes, experiences, and schooling. You may have seen some of the questions before, however it is important that we ask them again in this new survey. **You do not have to answer any question you do not want to answer and participation in the study is completely voluntary.** But your answers will be very helpful for improving school programs. Your answers will be kept confidential and in a safe place, and only researchers working on this project will see them. Teachers, parents, and others in your community will not have access to this information.

**Please do not write your name inside this form or the answer sheet. Do not identify yourself in any other way.** Write clearly and fill in circles with a pencil or blue/black ink pen. Mark only one answer for each question unless told to "mark all that apply".

Please pay careful attention to the survey language. The survey is divided into three sections; one will ask about school, the next will ask about experiences outside of school, and the last will ask about your family and home life. You will see similar questions in each of these sections.

Once you have answered all of the questions, please close the booklet and wait for the person assisting with this study to collect it from you.

**Thank you for taking time to answer these questions!**

(continued)

### Appendix Figure D.3 (continued)

#### 2013-2014 SCHOOL YEAR ACTIVITIES

The questions below all concern this school year. When answering them, try to think only about what you did and people you know in school.

1. During **this school year**, how often did you participate in any of the following activities offered at your school or sponsored by your school?  
 Mark one answer for each row.

	Never	Sometimes	Often
School sport, cheerleading, or dance/step team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts or music group (for example, band, chorus, theater, or photography club).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization or club based on nationality, culture, or ethnicity (for example Black Student Union, Latino Students Association).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic club or competition (for example, Academic Decathlon, science club, Spanish club, math team, National Honor Society, debate team).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Club or organization that provides community service (for example, Key club).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School yearbook, newspaper, or literary magazine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student council or student government.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Reserve Officer Training Corps (JROTC).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other club, committee, or organization not included in this list (for example, chess club, computer club).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Appendix Figure D.3 (continued)

### 2013-2014 SCHOOL YEAR ACTIVITIES / STUDENT SUPPORT

*Schools offer different activities to help students succeed. Please think about your participation in the following activities at your school or sponsored by your school during this school year.*

2.

	For how long did you do this activity? →				How often did you do this activity?			
	I never did this activity	Less than half of the school year	About half of the school year	Most or all of the school year	I didn't do this activity	Less than once a month	1-2 times a month	One or more times a week
<b>Received tutoring or homework help.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Met with a mentor.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Community service /Volunteering.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Exercise class or club like Zumba, Yoga, Karate, Martial Arts.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>"Positive behavior programs" like drug-free or anti-bullying programs.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>College planning activity.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Career planning activity like resume writing and interview skills.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Job shadowing or internship.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>After-school program.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Received assistance like school supplies, food, bus pass, clothing, or gifts.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Health Check-up.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. **Please describe any other school activities that help you get better grades, stay in school or plan for the future.**

Appendix Figure D.3 (continued)

**MEETINGS WITH ADULTS AT SCHOOL**

Now we're going to ask you about meetings you may have with adults in your school. Please think about your participation in any of the following meetings at your school.

4.

	For how long did you do this activity? →				How often did you do this activity?			
	I never did this activity	Less than half of the school year	About half of the school year	Most or all of the school year	I didn't do this activity	Less than once a month	1-2 times a month	One or more times a week
<b>Individual meeting with School Counselor, CIS Coordinator, Teacher or other school staff where you talk about or get support for:</b>								
• Academics like grades, coursework, education goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Support during life-changing event like a death of a loved one, someone going to prison, substance abuse, pregnancy or other family changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Personal goals and behavior like health goals, anger management, school attendance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Group meeting with other students and School Counselor, CIS Coordinator, Teacher or other school staff where you talk about or get support for:</b>								
• Academics like grades, coursework, education goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Support during life-changing event like a death of a loved one, someone going to prison, substance abuse, pregnancy or other family changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Personal goals and behavior like health goals, anger management, school attendance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Group meeting with other students and School Counselor, CIS Coordinator, Teacher or other school staff where you participate in fun activities like book group, boys or girls group.</b>								
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(continued)

Appendix Figure D.3 (continued)

2013-2014 SCHOOL EXPERIENCES					
5.	Did you have a meeting with an adult at your school to set specific goals for yourself for the year?				
	<input type="radio"/>	YES			
	<input type="radio"/>	NO			
6.	Do you earn rewards for improving grades, attendance, behavior, or for reaching or making progress toward goals?				
	<input type="radio"/>	YES			
	<input type="radio"/>	NO			
7.	Is there a teacher or other adult in your school who connected you to support programs or help outside your school when you needed it?				
	<input type="radio"/>	YES			
	<input type="radio"/>	NO			
8.	How true are these statements for teachers or other adults in <u>your school</u> ?				
	<i>Mark one answer for each row.</i>				
	<b>In your <u>school</u>:</b>	Not at all true	A little true	Pretty much true	Very much true
	There is a teacher/other adult who really cares about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There is a teacher/other adult who tells you when you do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There is a teacher/other adult who notices when you are not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There is a teacher/other adult who always wants you to do your best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There is a teacher/other adult who listens to you when you have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There is a teacher/other adult who believes that you will be a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix Figure D.3 (continued)

<b>SCHOOL ATTITUDES AND FRIENDSHIPS</b>					
<b>9.</b>	<b>How true are the following statements about your experiences at your school?</b>				
	<i>Mark one answer for each row.</i>				
		Not at all true	A little true	Pretty much true	Very much true
	You feel close to people at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You are happy to be at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You feel like you are a part of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You feel teachers at this school treat you fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You feel safe in your school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>10.</b>	<b>How true are these statements for your friends?</b>				
	<i>Mark one answer for each row.</i>				
		Not at all true	A little true	Pretty much true	Very much true
	You have a friend about your own age who really cares about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You have a friend about your own age who talks with you about your problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You have a friend about your own age who helps you when you are having a hard time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Your friends get into a lot of trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Your friends try to do what is right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Your friends do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix Figure D.3 (continued)

<b>YOU AND YOUR SCHOOLWORK</b>					
<b>11.</b>	<b>We would like to ask you some questions about how you think about schoolwork. How true are these statements about you?</b>				
	<i>Mark one answer for each row.</i>				
		Not at all true	A little true	Pretty much true	Very much true
	You are pretty slow in finishing your schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You do very well at your class work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You have trouble figuring out the answers in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You often forget what you learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You feel that you are just as smart as other kids your age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You keep at your homework until you are done with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Once you make an exercise or study plan, you stick to it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	If a task is hard, you give up easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Your education will be valuable in getting the job you want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	You would be upset if you got a low grade for one of your subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	What you learn in school is useful for the job you want to have as an adult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	It is important to you to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Being a good student is important to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	School is useful in helping you to make good decisions in your life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix Figure D.3 (continued)

**SCHOOL PLANS**

12. How far would you like to go in school with your education?

Mark one answer.

- Less than a high school diploma
- Graduate high school or earn GED
- Attend college or trade/technical school, but not complete a degree
- Earn a degree from college or trade/technical school
- Attend a higher level of school after graduating from college (for example, law school or medical school)
- Don't know

13. How far do you think you will actually go in school or with your education?

Mark one answer.

- Less than a high school diploma
- Graduate high school or earn GED
- Attend college or trade/technical school, but not complete a degree
- Earn a degree from college or trade/technical school
- Attend a higher level of school after graduating from college (for example, law school or medical school)
- Don't know

(continued)

### Appendix Figure D.3 (continued)

#### ACTIVITIES OUTSIDE OF SCHOOL

Now we would like to change topics. The questions below are about your life *outside of school*. When answering them, try to think only about what you did and adults who you interact with *outside of school*.

14. During the last school year, how often did you participate in any of the following activities that were **not** sponsored by your school?  
 Mark one answer for each row.

	Never	Sometimes	Often
Sports, cheerleading, or dance/step team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts or music group (for example, church choir, out of school art club, etc).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization or club based on nationality, culture, or ethnicity (for example NAACP Junior Youth Council, National Council of La Raza).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out of school academic support (for example, tutoring).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Club or organization that provides community service (for example, Boy Scouts, Girl Scouts, or religious youth group).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other out of school activity not included in this list.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How true are these statements for an adult *outside* of your family or school?  
 Mark one answer for each row.

<u>Outside</u> of your family/school...	Not at all true	A little true	Pretty much true	Very much true
there is an adult who really cares about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is an adult who tells you when you do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is an adult who notices when you are upset about something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is an adult who always wants you to do your best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is an adult who believes that you will be a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is an adult whom you trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Appendix Figure D.3 (continued)

#### FAMILY AND HOME LIFE

Now we would like to change topics. The questions below are about your *family and home life*. When answering them, try to think only about your family or other adults you live with.

**16. How often does your parent or guardian participate in the following?**  
*Mark one answer for each row.*

	Never	1-2 times a year	3-4 times a year	About once a month or more often
Your parent or guardian attends meetings at school specifically about how you are doing at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parent or guardian attends other meetings or events at your school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. How true are these statements about your home and the parents or the adults who live with you?**  
*Mark one answer for each row.*

<b>In your <u>home</u>...</b>	Not at all true	A little true	Pretty much true	Very much true
there is a parent/ adult who expects you to follow the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is a parent/ adult who is interested in your schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is a parent/ adult who believes you will be a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is a parent/ adult who talks with you about your problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is a parent/ adult who always wants you to do your best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is a parent/ adult who listens to you when you have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is a parent/ adult with whom you do fun things with or go to fun places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Appendix Figure D.3 (continued)

FAMILY AND HOME LIFE (CONTINUED)	
18.	<p><b>Since the start of this school year, have any of the following happened to you and your family?</b></p> <p><i>Mark all that apply.</i></p> <p><input type="radio"/> Your family moved to a new home this school year.</p> <p><input type="radio"/> One of your parents got married this school year.</p> <p><input type="radio"/> Your parents got divorced or separated this school year.</p> <p><input type="radio"/> Your mother lost her job/ Your father lost his job this school year.</p> <p><input type="radio"/> Your mother started work/ Your father started work this school year.</p> <p><input type="radio"/> Your father died/ Your mother died/ A close relative died this school year.</p> <p><input type="radio"/> A family member became seriously ill or disabled this school year.</p> <p><input type="radio"/> Your family was homeless for a period of time this school year.</p> <p><input type="radio"/> Other event? <i>Please describe</i> → <input style="width: 300px; height: 20px;" type="text"/></p> <p><input type="radio"/> None of these things happened.</p>

WORK			
19.	<p><b>Please answer the following questions about work.</b></p> <p><i>Mark one answer for each row.</i></p>	YES	NO
	Do you currently have a paid job?	<input type="radio"/>	<input type="radio"/>
	Do you currently do any voluntary or unpaid work outside of your home for an organization or group?	<input type="radio"/>	<input type="radio"/>
	Do you babysit or take care of your own child, younger brothers or sisters, or other relatives?	<input type="radio"/>	<input type="radio"/>

Thank you for your help!

*You may now close this booklet and wait for it to be collected.*

**Appendix E**

**Communities In Schools Management Information  
System Data**



This appendix supplements the service-receipt tables in Chapter 3 (Tables 3.3 and 3.5), and provides more information about the national Communities In Schools (CIS) management information system and other CIS service-provision databases that furnished data on the 2013-2014 school year. It also describes coding decisions made by the research team regarding particular data elements.

## **Management Information System Data**

Management information system data were provided to the research team for students in the case-managed group. The nature of those data varied from affiliate to affiliate: The CIS national office provided information for the two affiliates that use the national database and the remaining two affiliates provided data from their own systems or state systems. To compare the data from these three different systems, the research team collapsed the data into eight service types. However, not all service types were covered in each data source. All data sources provided information on services related to academics, behavior, and social or life skills. Information on resources to meet basic needs and services related to college and career preparation, enrichment or motivation, and family was available for 82.1 percent of student records. Information on services related to attendance was available for 61.5 percent of student records. Appendix Table E.1 shows services received in these eight categories by the full sample of case-managed students reflected in the management information system data, and Appendix Table E.2 shows the same for students in the high- and moderate-risk subgroups.

## **Recoding Procedures for Outlier Values**

As in the previous year of the study, a student's service-provision data point was considered to be an outlier if the ratio of total hours of service to number of total contacts exceeded nine. CIS staff members confirmed that daylong trips are often logged as a full school day (seven hours). After performing sensitivity checks on the upper and lower limits of outlier values for total hours of service, the research team made a decision to allow an additional two hours as the maximum average hours per service contact, because it was possible that a field trip could have begun or ended shortly before or after school. All instances in which the ratio of total hours of services to total service contacts exceeded nine (that is, instances in which the average service contact length was more than nine hours) were treated as outliers and recoded to have missing hours of service for each type of service and missing *total* hours of service. For example, if a student's ratio of total hours to total contacts had a value of 10.5, both total hours of service and hours of service for each service type (for example, academic and behavioral) were recoded to missing; however, the number of contacts for each type of service for that student and the total number of contacts were retained as reported in the data source. In the first follow-up year, 3 percent of student records were flagged as outliers, and 0 percent were flagged in the second follow-up year. Additionally, every student who was reported to have received at least one service contact also had a correspondingly positive total number of service hours.

## Appendix Table E.1

### Services Received by Case-Managed Students in the Full Study Sample According to CIS Databases

Service Received	Percentage of Students Receiving Service	Average Number of Times Service Was Received	Average Total Hours of Service Received
<b><u>Overall</u></b>			
Any service type	71.4	NA	NA
Across all service types	NA	19.0	17.9
<b><u>By service type</u></b>			
Academic	61.9	5.6	5.5
Behavioral	30.3	7.6	4.4
Social/life skills	47.7	7.4	5.7
Resources to meet basic needs	46.7	2.4	2.0
College/career preparation	34.1	1.9	3.5
Enrichment/motivation	43.8	2.5	3.8
Family-related	44.5	1.0	0.5
Attendance	10.9	2.7	0.6
Number of students			898

SOURCES: The Communities In Schools Data Management system (CISDM) and two local CIS service-provision databases (2013-2014).

NOTES: The analyses above are for case-managed students only and are based on the full study sample, which includes all students with case management service records provided by CIS databases. Outliers and students with missing data are excluded from the analyses.

The services offered are not mutually exclusive; a student could have received more than one type of service during his or her enrollment.

Calculations for the percentage of students receiving a given service are based on a consistent denominator of 898 case-managed students. However, not all service types were available in each data source. All data sources provided information on academic, behavioral, and social/life-skills services. Information on resources to meet basic needs and college/career preparation, enrichment/motivation, and family-related services was available for 82.1 percent of student records. Information on attendance services was available for 61.5 percent of student records.

Rounding may cause slight discrepancies in averages and percentages.

Services described in this table were received over the entire time students were enrolled in CIS case management during the 2013-2014 school year. The averages presented for number of times and total hours of service include only those students who received the service in question.

Of all case-managed group students (898), 28.6 percent did not receive case management. In addition, of all non-case-managed group students (866), 7 percent received case management but are not included in this table.

**Appendix Table E.2**

**Services Received by High- and Moderate-Risk Case-Managed Students in the Full Study Sample, According to CIS Databases**

Service Received	Percentage of Students Receiving Service		Average Number of Times Service Was Received		Average Total Hours of Service Received	
	High-Risk Students	Moderate-Risk Students	High-Risk Students	Moderate-Risk Students	High-Risk Students	Moderate-Risk Students
<b>Overall</b>						
Any service type	66.3	75.0 ***	NA	NA	NA	NA
Across all service types	NA	NA	18.9	19.1	18.6	17.4
<b>By service type</b>						
Academic	58.0	64.7 **	6.4	5.0 ***	6.6	4.7 ***
Behavioral	34.0	27.7 **	7.4	7.9	4.3	4.5
Social/life skills	41.7	51.9 ***	6.9	7.7	5.8	5.6
Resources to meet basic needs	37.7	53.1 ***	2.3	2.4	2.1	2.0
College/career preparation	28.1	38.4 ***	1.6	2.1 *	3.5	3.5
Enrichment/motivation	34.5	50.4 ***	2.2	2.7 *	3.4	4.1
Family-related	39.3	48.3 ***	1.0	1.0	0.5	0.5
Attendance	9.1	12.2	2.5	2.8	0.4	0.8 ***
Number of students	374	524	374	524	374	524

(continued)

## Appendix Table E.2 (continued)

SOURCES: The Communities In Schools Data Management system (CISDM) and two local CIS service-provision databases (2013-2014).

NOTES: The analyses in this table are for case-managed students only and are based on the full study sample, which includes all students with case management service records provided by CIS databases. Outliers and students with missing data are excluded from the analyses.

The services offered are not mutually exclusive; a student could have received more than one type of service during his or her enrolled period.

Calculations for the percentage of students receiving a given service are based on a consistent denominator of 374 high-risk students and 524 moderate-risk students. However, not all service types were available in each data source. All data sources provided information on academic, behavior, and social/life-skills services. Information on resources to meet basic needs and college/career preparation, enrichment/motivation, and family-related services was available for 82.1 percent of student records. Information on attendance services was available for 61.5 percent of student records.

Rounding may cause slight discrepancies in averages and percentages.

A two-tailed t-test was conducted to test for differences between findings for high- and moderate-risk students. Statistical significance levels are indicated as: \*\*\* = 1 percent, \*\* = 5 percent, \* = 10 percent.

Services described in this table were received over the entire time students were enrolled in CIS case management during the 2013-2014 school year. The averages presented for number of times and total hours of service include only those students who received the service in question.

High-risk students are defined as those who were chronically absent, who failed a core course, or who were ever suspended in the 2011-2012 school year. Moderate-risk students include those who were never chronically absent, never failed a core course, and were never suspended in the 2011-2012 school year. Students who were missing data on chronic absenteeism, suspension, and course failure were classified as moderate-risk.

Of all high-risk case-managed group students (374), 33.7 percent did not receive case management. In addition, of all high-risk non-case-managed group students (332), 7.5 percent received case management but are not included in this table.

Of all moderate-risk case-managed group students (524), 25 percent did not receive case management. In addition, of all moderate-risk non-case-managed group students (534), 6.7 percent received case management but are not included in this table.