

# Keeping Kids in School Initiative: Final Evaluation Report

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December 2017



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## Executive Summary

This report presents the findings of a three-year evaluation study of the Keeping Kids in School (KKIS) initiative, including a process, outcome, and cost study. The findings examine different subgroups of students served by KKIS, their experiences in the program, and subsequent outcomes related to attendance, student discipline, achievement, referrals to the juvenile justice system, and areas of need across several domains (e.g., student, family, school). The findings presented in this report should inform ongoing program planning and development, and future evaluations of KKIS.

### Program Model

KKIS is a collaborative effort to reduce truancy in Sonoma County. It was developed as a strategy to prevent juvenile delinquency. Chronic school absence and truancy have been linked to a wide range of negative childhood and adult outcomes, including low academic achievement, low educational and occupational attainment, high dropout rates, poor health, increased chances of living in poverty, increased risk of juvenile delinquency, and violent behavior. KKIS is a multi-modal program which implements best practices in improving attendance, including high-quality case management services and supporting strong, multi-tiered school and county attendance improvement systems.

KKIS is being implemented in 21 schools within eight participating districts. The original cohort of schools began programming in Fall 2015. This cohort includes schools from Cotati-Rohnert, Forestville, Guerneville, Santa Rosa, Sebastopol, and West County school districts. Additional schools from Cotati-Rohnert, Santa Rosa, Petaluma, and Sonoma Valley joined the program in Fall 2016. The schools that participate include elementary and secondary grades, and vary by grade composition (e.g., K-2, K-5, K-8, 6-8, 9-12, Alt Ed.).

Each district implements an individualized program, and generally there are three organizational structures for KKIS implementation: 1) Schools with sufficient need will embed a case manager to serve a single school site; 2) Districts may opt to use a case manager to serve multiple schools within a single district; or 3) Districts may choose to funnel students to a case manager through a triage process to serve the highest need students from across an entire district.

### Study Sample

Overall, 53.6% (N=170) of KKIS participants identified as male, 45.7% of KKIS participants identified as Hispanic or Latino, and 30.9% identified as White. Most students (46.9%) were between grades K-3 at the time of the enrollment in KKIS. At the time of enrollment 34.1% were students in grades 4 to 8, and 19.0% of students were enrolled in high school.

### Process Evaluation

The purpose of the process evaluation is to capture contextual information about how KKIS was implemented in different settings, the school and community settings where the program took place, perceptions of the program and experiences of the school staff, case managers, families, and program management. The process evaluation is intended to help us better understand what happened during the implementation period, identify challenges as they emerge, and also to shed light on the program outcomes of attendance, behavior, discipline referrals, involvement in the criminal justice system, and changes in needs that are presented later in the report. The process evaluation involved the collection of several types of data, including:

- Interviews with school and program stakeholders,

- Surveys of school and program staff,
- Site visits, and
- Programmatic data collection.

The key findings from the process evaluation include:

- Prior to KKIS, schools were addressing truancy and chronic absenteeism, however KKIS helped enhance or strengthen these non-KKIS efforts with the addition of the case manager at the school focused specifically on these issues. At the conclusion of the evaluation, the role of the case manager was perceived by school administrators as what they would miss most about the program if it were not sustained.
- Schools varied in how much time the case manager was able to spend at the school, but all schools described the case manager as “integrated into the school” and valued the support and services the case manager brought to students, families, and the school staff (including addressing self-care and dealing with secondary trauma). The case manager often referred to their role as the “neutral party”, “mediator”, and “connector” to help engage and serve families in the program.
- Two roles emerged for case managers. One was to provide technical assistance to schools around the SARB process and universal prevention efforts to improve attendance for all students. The other role was to provide more direct case management to families of students who need additional supports and interventions to improve attendance.
- Most services offered to youth and families are school-based interventions (23.9%) and home-based interventions (19.9%). These services are also accessed the most by KKIS participants.
- Of those who exited the program, 61.6% of students exited for satisfactorily improved attendance.
- A greater percentage of students (64.1%) who do not receive case management exit KKIS for satisfactorily improved attendance compared to those who do receive case management (60.8%).
- Overall, students, guardians, school administrators, and case managers perceived the KKIS program to improve student and family relationships, increase access to community resources, and support improved attendance for students.
- Challenges with program implementation and the case manager role included the semi-structured schedule of case manager, language barriers with families, parental resistance to get involved in a probation department led program, and the wait list of KKIS students.

#### Outcome Evaluation and Cost Study

The evaluation also examined outcomes for students enrolled in KKIS between August 2015 and April 2017. The anticipated benefits of the program include:

- Improvement in school attendance,
- Reduction in school behavioral issues,
- Improvement in academic achievement,
- Reduction in referrals to the juvenile justice system,

- Reduction in needs associated with missing school, and
- Improvement in family functioning.

The outcome evaluation examined these benefits through a variety of data sources, including student attendance, discipline, and academic data, participant needs assessments, and juvenile case file records. The key findings suggest:

- The attendance rates for KKIS participants overall increased 3.5% in the post KKIS enrollment period, and 4.7% for participants who received case management. This is equivalent to an increase of 8.5 days over the course of an average school year.
- KKIS participants had very little involvement in juvenile justice system either before or after enrollment in KKIS.
- Academic achievement and discipline referrals changed very little for students following enrollment in KKIS.
- Student, family, and school needs associated with missing school decreased following enrollment in KKIS, and overall needs related to missing school was reduced by 5% for KKIS participants.
- Family functioning was rated as a low area of need for participants (.92 points out of 5 points); however, Juvenile Crime Prevention (JCP) family functioning improved 38.0% following enrollment in KKIS.

It is not only important to understand the potential effects of a program, but also the costs required to realize such effects. Furthermore, it is helpful to understand the direct and potential downstream monetary benefits of these effects for schools and other stakeholders, including students. A preliminary cost effectiveness and cost benefit analysis was used to better understand the potential savings a school, and others, may realize following their investment in a the KKIS initiative. Overall, the program costs to increase a student's attendance by one-day ranges from \$33.18 to a very conservative \$541.87 depending on how the estimates are calculated.

These estimates should be considered exploratory in nature, and include only direct benefits related to increased attendance. Ultimately, improving attendance is meant to decrease the risk of dropping out and increase graduation rates. A high school graduate nets a lifetime benefit of \$200,000 dollars for student and taxpayers, and additional benefits due to the reduced likelihood for contact with the criminal justice system compared to a student who drops out of school. Future cost studies of KKIS will benefit from a more rigorous evaluation design that includes a comparison group and longitudinal data to explore whether the program relates to drop-out prevention and high school graduation.

#### Limitations

WestEd worked closely with the Department to design an evaluation that was utilization-focused while providing preliminary evidence on the effects of the program. The evaluation design did not, however, have an opportunity to identify a reliable comparison group against which to compare the effects of the program for KKIS participants. It is therefore critical to interpret the results presented above with caution and as preliminary evidence only.

The evaluation team did attempt to use the most rigorous designs possible in each stage of analysis and to control for any observable factors (e.g., demographics and level of need) that could potentially

confound the outcomes of interest; however, due to the nature of the study, the cost benefit analysis should also be view with caution and as exploratory in nature. In addition, future work could incorporate sensitivity analyses to ensure the findings hold for various subgroups of students in KKIS.

### Recommendations

The findings of this evaluation suggest that there are many types of students who participated in KKIS and that their experiences and outcomes vary. The preliminary data suggest positive gains in attendance overall and these gains are more prominent for some groups of participants compared to others. It is important to better understand why this may be the case. Furthermore, the KKIS model was implemented in a variety of ways across districts, and the process evaluation revealed universal prevention strategies that were not studied in the outcome evaluation. To address these findings and the limitations of the current study, the evaluation team recommends:

- Conducting a rigorous quasi-experimental or experimental study of the KKIS model that includes:
  - Incorporating measures to examine how KKIS effects student behaviors and attitudes related to other factors associated with drop out (e.g., substance use and delinquent behavior);
  - Increasing the focus on school-wide prevention efforts;
  - Examining the impact of KKIS on the overall student population;and
  - Re-analyzing the cost and benefits of KKIS using a comparison group and including additional direct and indirect benefits of the program.
- Re-examining the KKIS logic model and participant eligibility criteria to ensure the program is targeting the right students, and that resources are being used efficiently to address needs across all tiers of students.
- Collaborating with districts, schools, case managers, and students and their families to continue to develop the KKIS model in a way that incorporates multiple stakeholder perspectives, and
- Developing additional training and technical assistance for KKIS program staff to promote reliable and accurate data collection and entry, and to ensure that the program is implemented consistently and according to the model across all program sites.

## Introduction

This report presents the findings of a three-year evaluation study of the Keeping Kids in School (KKIS) initiative, including a process, outcome, and cost study--with a focus on several outcomes for participants after enrolling in the program. The findings presented in this report should inform ongoing program planning and development, and future evaluations of KKIS. The findings examine different subgroups of students served by KKIS, their experiences in the program, and subsequent outcomes related to attendance, achievement, behavior, and other measures of need.

We thank Lisa Valente and Rob Halverson of the Department of Probation of Sonoma County, and their colleagues, for their partnership in, and guidance throughout, this project. We also thank Seneca case managers and program staff for their support and assistance in our formative data collection efforts, and for their work collecting and reporting data on participant experiences and outcomes. Finally, we thank the school staff who welcomed the evaluation team for site visits and fully participated in the interviews and surveys necessary to document the experiences of students and KKIS participants in their school. This project would not have been possible without them.

## Program Description

Keeping Kids in School (KKIS) is a collaborative effort to reduce truancy in Sonoma County. It was developed as a strategy to prevent juvenile delinquency. Chronic school absence and truancy have been linked to a wide range of negative childhood and adult outcomes including low academic achievement, low educational and occupational attainment, high dropout rates, poor health, increased chances of living in poverty, increased risk of juvenile delinquency, and violent behavior. for the impact on schools and communities include the loss of revenue tied to student attendance, disruption of the educational process, increased demand placed upon social service programs, and an increase in crime rates and public health costs. School districts in Sonoma County have identified truancy as a key issue, as indicated in their Local Control Accountability Plans (LCAPs); these are developed with broad community input in response to the new state Local Control Funding Formula.

### Program Mission

To develop and sustain a comprehensive county-wide effort led by the Sonoma County Probation Department and the Partnership to Keep Kids in School to reduce chronic absenteeism and improve educational outcomes for Sonoma County Youth.

### Program Goal

To implement a multi-modal program which implements best practices in improving attendance, including high-quality case management services and supporting strong, multi-tiered school and county attendance improvement systems.

### Anticipated Outcomes

The KKIS initiative is designed to achieve results in domains of education, family function, school engagement, behavior, and system involvement. The following outcomes are anticipated as benefits to the participants and their communities:

### Participants

1. Reduction in the incidence of school absence and truancy;
2. Increase in student and parent engagement with school;

3. Improvement in participant educational outcomes;
4. Improvement in participant family functioning; and
5. Reduction in participant criminal activity.

### Community

1. Reduction of negative impacts upon community that result from chronic absence and truancy;
2. School districts experience increased revenue as a result of reduced student absence; and
3. Increased school district revenue provides for sustainability of chronic absence/truancy prevention efforts.

### Eligibility

To address the needs of youth and their families who are at risk of chronic school absence, the KKIS program identifies children and youth using student record data and other indicators. The eligibility criteria are defined below. To qualify for program services, a student must:

- ✓ Attend a KKIS partner school/district;
- ✓ Not currently be on probation; and
- ✓ Be of compulsory attendance age.

Additionally, students must have unsatisfactory school attendance and have not responded to school interventions. To accommodate the various school communities, there are no official limitations on where in the School Attendance Review Board (SARB) process<sup>1</sup> a student must be to be referred for KKIS services. Case managers, however, work directly with their schools to support the alignment of their KKIS referral process to best practices in reducing chronic absenteeism. Case managers further assist schools/districts in identifying, referring, and engaging students who meet the criteria. (Exceptions to these qualifications and processes are made on a case-by-case basis and in collaboration with the Probation Department, and the KKIS service provider agency).

### Program Activities

Once participants have been referred, a multi-modal service plan is implemented that is individualized to address participant needs. This approach is used in multiple ways:

1. Data sharing by schools is done to facilitate the early identification of students with school attendance issues, and provide initial information on potential contributing factors;
2. Once youth and their families are referred to the program, a series of assessments will be administered to identify the contributing factors that need to be addressed. These assessments

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<sup>1</sup> School Attendance Review Boards (SARBs) are used in California to assist truant students and their parents/guardians address school attendance and student behavior issues through a variety of school and community resources. , composed of representatives from various youth-serving agencies, help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. Sonoma County Office of Education (SCOE) facilitates the Sonoma County SARB and includes stakeholders from schools, law enforcement, probation, social services, parents, and youth-serving agencies serve as members of the county-level SARB. For more information see: <https://www.scoe.org/pub/htdocs/student-support-attendance.html>

will include an Oregon Juvenile Crime Prevention Assessment for older students to allow for early intervention to address their particular risk factors for criminal involvement. It also includes a needs assessment to assess risk and areas in need of support;

3. Assignment of youth and families to a Case Manager from Seneca Family of Agencies, a local Community Based Organization, to ensure that services and referrals are provided in a culturally competent manner, with sensitivity to unique practices of the local community.

The core intervention model is a modified wraparound program that integrates components of wraparound within a condensed intervention setting.

The focus of the program is to offer family-centered, individualized, and culturally relevant and strength-based support. Seneca works in close partnership with the Sonoma Departments of Social Services, Mental Health, and Juvenile Probation, and other service providers to provide family-centered, strengths-based and outcome-oriented services. Seneca Family of Agencies, a local innovative leader in the provision of comprehensive school, community-based and family-focused treatment services, provides the case managers and also oversees coordination of services. Seneca's service philosophy is built around the concept of "Unconditional Care," meaning that no youth served by the wraparound program will be ejected from Seneca due to challenging behaviors or service needs. Seneca thus tailors treatment and support services to address those behaviors and meet those needs, even as they change over time.

The KKIS model was originally designed to provide, on average, three months of service, depending on demonstrated need and input from the school site; however, the current data suggests an average enrollment period of approximately 5 months. Services are provided in the home, school, or community, as appropriate and convenient for the family. The program includes up to eight case managers who each carry an average caseload of 10-15 students/families. To ensure effective engagement and collaboration with each family, case managers are expected to routinely provide direct services to each student/family. Case managers can travel to students' homes, in addition to being present at school sites to assist with monitoring attendance, facilitating service planning meetings, and implementing school-based service activities.

Specific program activities contributing to KKIS goals/objectives/outcomes (See Appendix A for the KKIS Logic Model) including case management phases, technical assistance and quality management are explained below:

#### Case Management Phases

Generally speaking, a student who participates in case management services receives three phases of program services. The phases are:

*Engagement Phase*- begins immediately after the student has been referred to program services.

- Within 36 hours of receiving a referral, Seneca KKIS case managers or the program supervisor contact the referring party to review goals for service.
- Within three days of receiving a referral, KKIS case managers will have given the family an opportunity to establish face-to-face contact between the case manager and the student and family at the location/time preferred by the family.

- KKIS case managers explain the nature of KKIS services in the preferred language(s) spoken by the family and student. They also establish the family and student's consent to participate in the voluntary services of the KKIS program.
- KKIS case managers complete an initial Needs Assessment with the student and family, assessing the student's barriers to school attendance, the student's risk of entering the justice system, and the strengths of the student and family (see Appendix C.). KKIS case managers, in partnership with the student and family, create a time limited KKIS Action Plan and Safety Plan, outlining clear and measurable goals that promote improved attendance and support the well-being of the student.
- KKIS case managers, in partnership with the student and family, identify KKIS service team members—such as school administrators, teachers, natural supports, probation officers, etc.—that (1) review and clarify information shared through the initial meeting; (2) establish consensus on the goals of the Action Goal; and (3) develop steps for achieving the attendance goals for the student.

*Action Phase* - begins with the first KKIS service team meeting (held within seven days of intake) and the implementation of the KKIS Action Plan, which in addition to detailing the KKIS service team's foundational goals, strengths, values, and areas of concern, captures the time-limited goals that the team is working toward at any point in time and the specific action steps planned to achieve those goals.

Activities that KKIS staff use to advance students' individualized Action Plans and reduce truancy include:

- Assisting students and families in navigating the educational and or social systems with which they are involved. This may include explaining the school/district's truancy policy to parents/guardians/participants and attending truancy court with the student and family.
- Providing linkage to resources and services that may help the student and family address correlates of truancy, such as those relevant to educational, mental health, legal, and transportation challenges. Creating a strong network of support is particularly important for students whose truant behaviors require a team approach. KKIS case managers build on Seneca's existing relationships in Sonoma County to develop a strong network of trusted provider partners for referral purposes.
- Provide flex funds to meet individual needs of student and family (e.g., lice treatment for student and home, and transportation-related expenses).
- Coordinating and facilitating service planning meetings, including establishing and communicating locations and times and sharing student and family progress with KKIS service team members. KKIS service team meetings are held monthly in order to monitor student progress. Additionally, case managers hold weekly or biweekly meetings with families, depending upon need.
- Supporting and monitoring student attendance, which may include frequent contact with KKIS school site personnel and the provision of student transportation.
- Building the natural support systems for students and families through increased identification of and connection to engagement activities within the school, community, and home.

- Maintaining unwavering compassion, curiosity, and concern for the well-being of students and their families that communicates a dedication to and belief in the student and family's strengths and ability to succeed.

*Transition Phase-* the KKIS case manager prepares a portfolio for the student, family, and KKIS service team members that describes the activities and services that were completed during KKIS program involvement, the student's and family's strengths and accomplishments, lessons learned about strategies that worked and those that did not, and a plan for sustaining accomplishments, including contact numbers for obtaining assistance in the future.

### Technical Assistance

Program staff and case managers are trained in best practices in schoolwide efforts to reduce chronic absenteeism and provide technical assistance to partner schools and districts as they seek to improve their own systems. Technical assistance includes providing leadership, training, financial resources, etc. for school-wide tier 1 and tier 2 attendance management interventions (see Exhibit 1). Interventions that may be supported include class or school-wide incentive programs, reviews of school-wide attendance and tardy policies, free or low-cost staff trainings, SARB participation, and school-wide data analysis/review.

Exhibit 1. Multi-tiered intervention framework

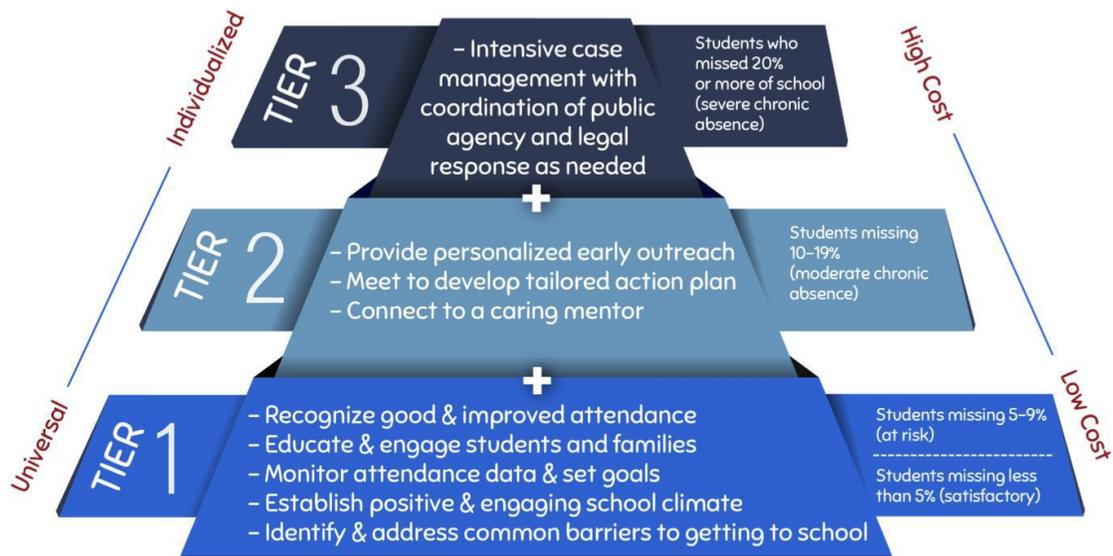


Image Source: <http://www.attendanceworks.org/tools/schools/3-tiers-of-intervention/>

### Quality Management

Case managers are supervised and evaluated by their agency staff. Weekly individual and group supervision sessions are conducted by their immediate supervisor. Ongoing training is tracked and provided to program staff by Seneca, the Probation Department, and outside vendors. Training topics vary and evolve, but have included many broad topics, including: restorative practices in schools, trauma-informed education, Positive Behavior Interventions and Supports, the Student Attendance Review Board process, equity, cultural humility, confidentiality, and data collection and evaluation.

### District Level Variation

Each district implements an individualized program, and generally there are three organizational structures for KKIS implementation. 1) Schools with sufficient need will embed a case manager to serve a single school site; 2) Districts may opt to use a case manager to serve multiple schools within a single district; or 3) Districts may choose funnel students to a case manager through a triage process to serve the highest need students from across an entire district.

### Study Sample

The following sections describe the Sonoma County districts and schools involved in KKIS and the characteristics of KKIS participants.

#### Sonoma County KKIS Sample

There are 21 schools within eight participating districts. The original cohort of schools began programming in Fall 2015. This cohort includes schools from Cotati-Rohnert, Forestville, Guerneville, Santa Rosa, Sebastopol, and West County school districts. Additional schools from Cotati-Rohnert, Santa Rosa, Petaluma, and Sonoma Valley joined the program in Fall 2016. The schools that participate include elementary and secondary grades, and vary by grade composition (e.g., K-2, K-5, K-8, 6-8, 9-12, Alt Ed.).

Within the county, the schools that participate in KKIS vary on their aggregate student characteristics. On average, the schools are comprised 51.8% male students, 25.3% English Language Learners, 15.8% students eligible for free or reduced lunch, and 51.5% Hispanic or Latino students. These characteristics vary widely by district. See Table 1 for individual school characteristics.

Table 1. Population characteristics of KKIS schools (Source: DataQuest 2015-2016)

District	School Name	Grades Served	Male Students	English Learner Students	Eligible FRPM (K-12)	Hispanic or Latino of Any Race
Cotati-Rohnert	Waldo Rohnert Intermediate	3--5	50.0%	64.5%	82.6%	83.0%
	John Reed Primary	K--2	49.4%	58.2%	82.4%	78.5%
	Technology Middle	6--8	53.9%	18.1%	59.3%	54.4%
Forestville	Forestville Elementary	K--8	48.5%	4.9%	39.5%	8.0%
Guerneville	Guerneville Elementary	K--8	51.0%	18.5%	69.6%	30.8%
Petaluma	Crossroads	7--8	90.9%	36.4%	100.0%	63.6%
	San Antonio High (Continuation)	9--12	72.3%	14.5%	73.5%	51.8%
	McNear Elementary	K--6	52.9%	12.7%	26.8%	22.6%
	Kenilworth Junior High	7--8	52.9%	15.7%	45.6%	37.6%
	Casa Grande High	9--12	53.7%	10.2%	45.3%	39.2%
Santa Rosa	Grace High School	9--12	50.0%	21.2%	51.5%	72.7%
	Midrose High School	9--12	58.3%	36.7%	41.7%	91.7%
	Hilliard Comstock Middle	7--8	49.5%	33.8%	90.3%	80.0%
	Albert Biella Elementary	K--6	42.5%	47.4%	80.5%	76.4%
	Steele Lane Elementary	K--6	40.4%	55.1%	91.7%	77.4%
Sebastopol	Park Side Elementary	K--4	46.0%	23.7%	49.6%	37.0%
	Brook Haven Elementary	5--8	49.8%	16.3%	41.9%	42.3%
Sonoma Valley	Dunbar Elementary	K--5	54.5%	59.0%	81.9%	71.6%
	Sassarini Elementary	K--5	43.6%	61.5%	83.2%	76.3%
	Sonoma Valley High	9--12	48.7%	9.2%	53.3%	55.7%
West County	Laguna High School	9--12	36.9%	3.8%	52.4%	25.0%

Schools in the County also vary along rates for truancy and exclusionary discipline. On average, schools had a 11.1% suspension rate<sup>2</sup> and 31.5% truancy rate<sup>3</sup> during the 2015-2016 school year.<sup>4</sup> See Table 2 for school data on suspension and truancy.

<sup>2</sup> The unduplicated count of students suspended divided by the cumulative enrollment at the selected entity for the selected population using the available filters (e.g., County, District, School)

<sup>3</sup> Students who were reported as being truant at least one time during the academic year divided by the cumulative enrollment at the selected entity for the selected population using the available filters (e.g., County, District, School)

<sup>4</sup> Data are most current publicly available from the California Department of Education (CDE), as of May 2017.

Table 2. Suspension and truancy rates for KKIS schools (Source: DataQuest 2015-2016)

District	School Name	Grades Served	Cumulative Enrollment	# of Dropouts (Dropout Rate) *	Suspension Rate	Truancy Rate
Cotati-Rohnert	Waldo Rohnert Intermediate	3--5	287	-	4.2	17.77
	John Reed Primary	K--2	299	-	1.3	14.05
	Technology Middle	6--8	528	-	12.7	61.74
Forestville	Forestville Elementary	K--1	435	-	1.6	23.91
Guerneville	Guerneville Elementary	K--8	311	-	4.5	14.47
Petaluma	Crossroads	7--8	33	-	69.7	30.30
	San Antonio High (Continuation)	9--12	153	8 (19.0%)	12.4	36.60
	McNear Elementary	K--6	443	-	1.8	3.16
	Kenilworth Junior High	7--8	904	-	12.5	14.27
	Casa Grande High	9--12	1748	7 (1.8%)	11.6	9.15
Santa Rosa	Grace High School	9--12	83	2 (8.0%)	16.9	69.88
	Midrose High School	9--12	77	7 (18.9%)	33.8	81.82
	Hilliard Comstock Middle	7--8	414	-	14.5	32.37
	Albert Biella Elementary	K--6	426	-	4.2	51.64
	Steele Lane Elementary	K--6	492	-	2.0	49.59
Sebastopol	Brook Haven Elementary	5--8	287	-	0.0	25.78
	Park Side Elementary	K--4	295	-	0.0	14.58
Sonoma Valley	Dunbar Elementary	K--5	244	-	2.5	6.15
	Sassarini Elementary	K--5	390	-	1.8	12.05
	Sonoma Valley High	9--12	1341	9 (3.3%)	10.1	7.31
West Sonoma County	Laguna High School	9--12	130	19 (48.7)	14.6	84.62

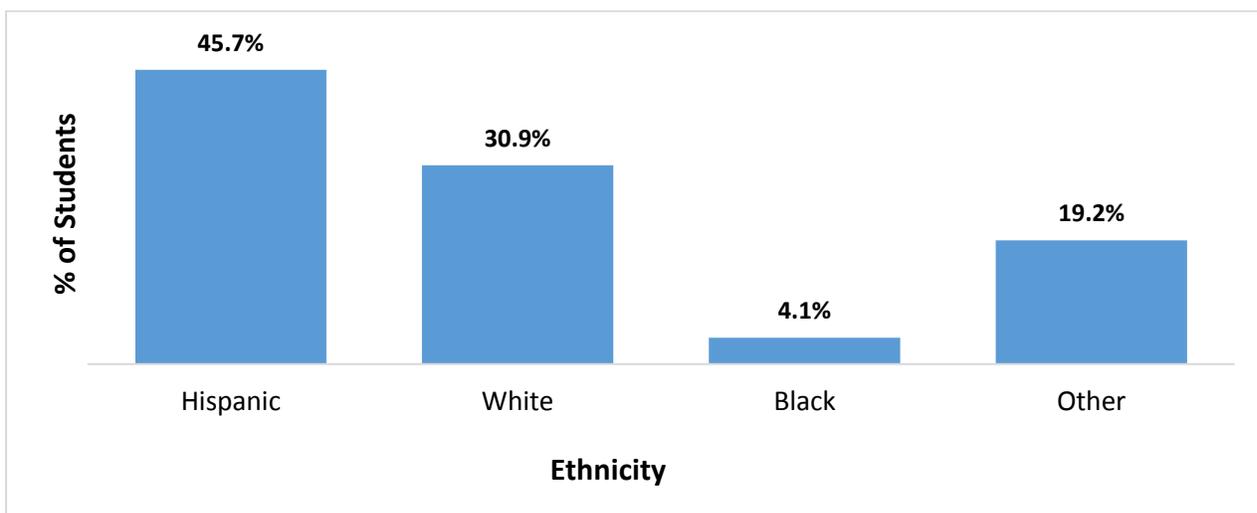
#### KKIS Participant Characteristics

The data presented below are based on students enrolled in KKIS between the first semester of the 2015-16 school year and second semester of the 2016-17 school year. The descriptive data are based on all KKIS participants enrolled within this time period. Our analyses of outcome data, described later, only includes students enrolled prior to April 1, 2017 to ensure at least one month of post-enrollment data for each participant. The participant sample described below is not the entire KKIS population. There

was sample loss due to data challenges across each outcome in the study, and there were also several students removed from the analyses based on a case-by-case determination of their eligibility<sup>5</sup>.

Overall, 53.6% (N=170) of KKIS participants are identified as male, which is similar to the gender composition for the whole school population. Figure 1 below illustrates the racial/ethnic composition of KKIS participants. There are 45.7% of KKIS participants who are identified as Hispanic or Latino, and that is 5.8% lower than the average for schools overall (51.5%). The composition of KKIS participants who are identified as White (30.9%) is lower than the average for schools overall (37.0%). There were 19.2% participants who were classified as another race and/or ethnicity, or either declined or did not identify with a specific race and/or ethnicity category

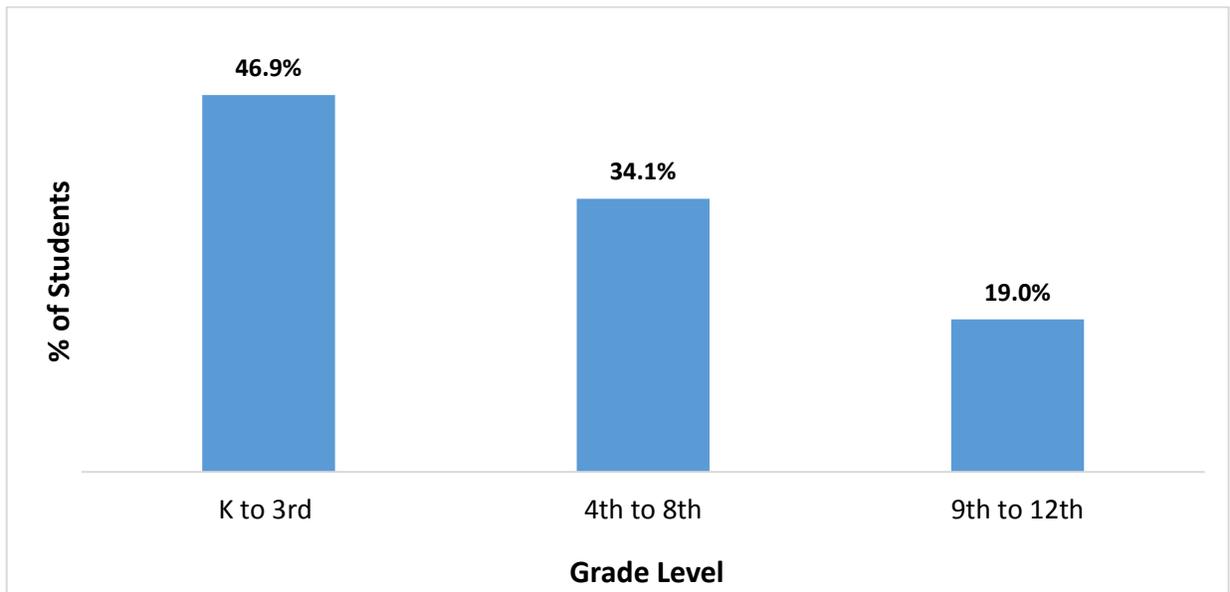
Figure 1. Race and ethnicity of KKIS participants (N= 317)



Students in KKIS represent grades from Kindergarten (K) through 12<sup>th</sup> grade (see Figure 2). Most students (46.9%) were between the grades K-3<sup>rd</sup> grade at the time of the enrollment in KKIS. There were 34.1% of students in grades 4 to 8, and 19.0% of students were enrolled in high school.

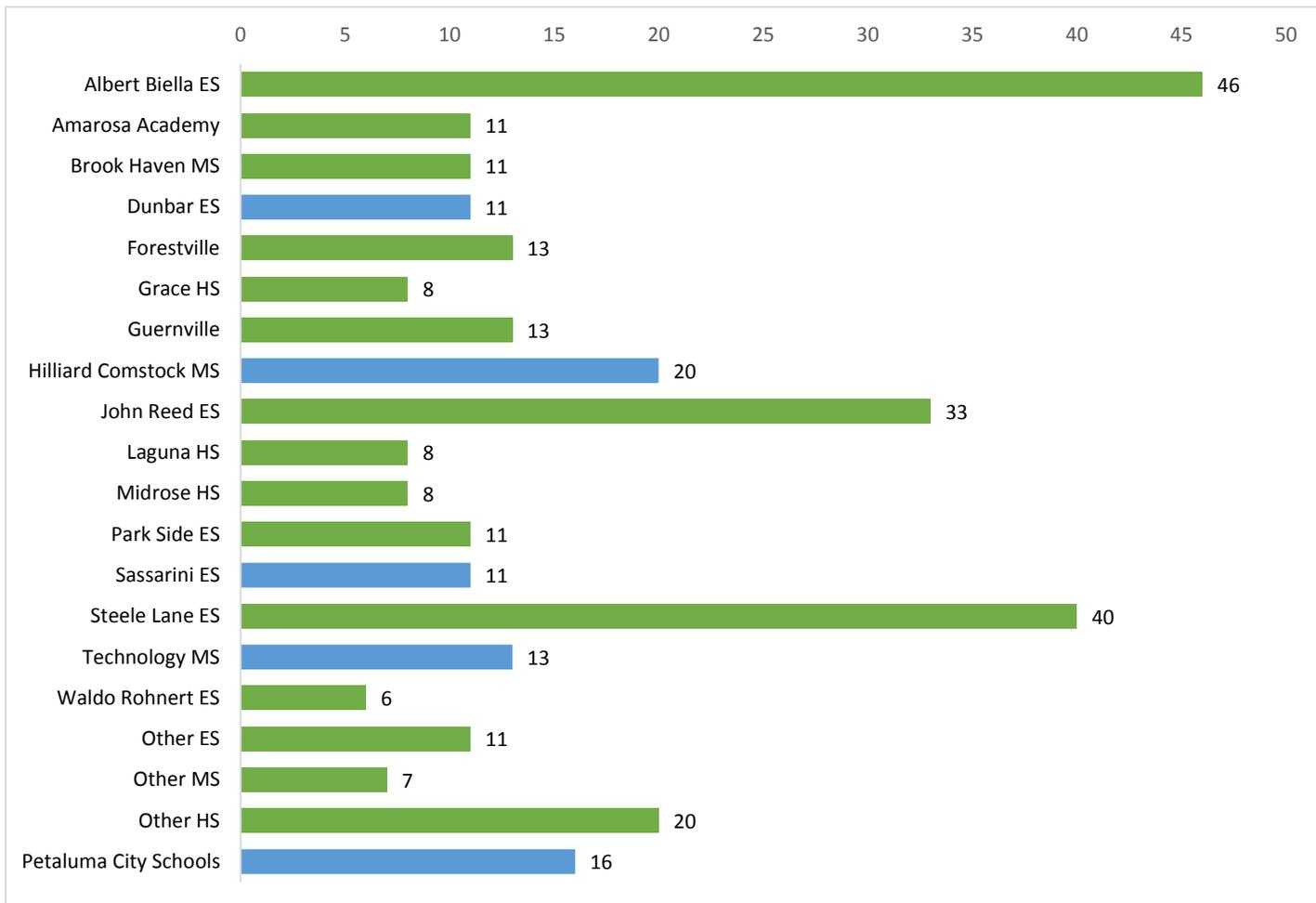
<sup>5</sup> Examples include students who were disqualified from receiving services, moved from the service area, or were referred by KKIS to other levels of service.

Figure 2. Grade level of KKIS participants (N = 317)



As described above under 'District Level Variation', the schools and districts that participate in KKIS are organized in various ways. The overall need in the school or district, along with the organizational structure, and how long the school has participated in the program, lead to variation in the number of KKIS-enrolled students at each school. Figure 3 below shows the distribution of KKIS enrollment by schools who participate in the program. Schools that joined KKIS in year 1 are shaded green and schools that joined in year 2 are shaded blue. 'Other Schools' include schools that may have been feeder schools for KKIS, but otherwise were not formally involved in the initiative.

Figure 3. Distribution of KKIS participants by school at time of enrollment (N = 317)



## Process Evaluation

### Overview and Purpose

The following section summarizes the process evaluation of the KKIS project, conducted between August 2015 and November 2017. The purpose of the process evaluation is to capture contextual information about how KKIS was implemented in different settings, the school and community settings where the program took place, perceptions of the program and experiences of the school staff, case managers, families, and program management. The process evaluation is intended to help better understand what happened during the implementation period, identify challenges as they emerge, and also to shed light on the program outcomes of attendance, behavior, discipline referrals, involvement in the criminal justice system, and changes in needs that are presented later in the report.

Over the past three years the evaluation team has collected formative data to provide feedback to program management. The program model has also evolved, and new models have emerged. For example, the district model of KKIS in which a case manager works at the district level to manage cases across multiple schools was implemented later during the study period. The process evaluation involved the collection of several types of data to assess how the program was carried out, its reach, and whether

it was implemented as intended. Data collected for the process evaluation come from a variety of sources, including:

- Interviews with school administrators and school staff,
- Interviews with case managers,
- Interviews and weekly check-ins with program management staff,
- Surveys of school administrators,
- Surveys of case managers,
- Site visits,
- Exit survey data from parents and KKIS students,
- Intervention data from case managers, and
- Exit reasons from case managers.

#### Data Collection Methods

##### INTERVIEWS

The evaluation team conducted semi-structured formal interviews each year, in person or by telephone, with case managers and KKIS site staff (i.e., school principals or assistant principals, and case managers). The purpose of these interviews was to collect qualitative data from all partners to understand the program experience. The KKIS model requires strong collaboration and coordination across a number of organizational partners (i.e., school, case workers, probation), and so it was important to fully understand the capacity and readiness to implement quality services across partners with fidelity to the program model.

The initial interviews with all stakeholders were used to discuss and determine implementation and evaluation readiness, identify practices and potential challenges for collecting and reporting programmatic data, and providing appropriate services to participants. Data that were collected in years 2 and 3 were used to assess changes in programming and process that may affect outcomes for participants.

##### SURVEYS

Surveys were conducted with case managers and school administrators twice during the implementation of KKIS. The purpose of the first survey was to assess respondents' experience with the program, challenges that have emerged, support received from other school staff, and parental involvement. The second survey was conducted to assess implementation including planning, quality, program delivery, and sustainability. The results of this survey helped inform the site visits by WestEd that took place in subsequent weeks.

The KKIS case managers also administered an Exit Survey (see Appendix B. for results) to both the participating student and guardian at the time of program completion. The survey asks the student and guardian about their satisfaction and experience with the program, attendance support, specific interaction with their case manager, relationships and communication, and their experience with the student attendance team and action planning. The results of these surveys are used to give context and voice to those experiencing the program and their satisfaction with the program services.

## SITE VISITS

Three site visits were conducted during the evaluation. The first was conducted to launch the evaluation, interview probation staff managing the program, discuss program implementation and data management plans, and interview the case managers before program implementation in the coming school year. The purpose of the second site visit was to collect implementation data midway through the program and provide specific school level preliminary results for KKIS students to the schools, case managers, and probation staff. The final site visit involved visiting the individual school sites, meeting with case managers at the schools, and conducting interviews with school administration and school staff to learn about KKIS implementation successes and challenges.

Table 3 below summarizes the details of each of the data collection activities for the process evaluation conducted between August 2015 and November 2017.

Table 3. Process evaluation data collection activities (August 2015 – November 2017)

Data Collection	Topics Covered	Time Period
<b>Interviews</b>		
Telephone Interviews with School Sites	<ul style="list-style-type: none"> <li>• Program administration and oversight at the school</li> <li>• Climate, culture and background of the school and its community</li> <li>• Parents and community engagement</li> <li>• Factors related to truancy and absenteeism</li> <li>• Site's readiness to implement the program and collaborate with partners</li> </ul>	Summer 2015
Telephone Interviews with Case Managers (cohort 1)	<ul style="list-style-type: none"> <li>• Case manager experience</li> <li>• Collaboration with the school community</li> <li>• Role of the case manager in the KKIS program</li> <li>• Approach to truancy prevention</li> <li>• Implementation of the program</li> <li>• Challenges and successes in their role</li> <li>• Anticipated needs moving forward</li> </ul>	October 2015
Telephone & In Person Interviews with Case Managers (Cohort 2)	<ul style="list-style-type: none"> <li>• Previous experiences with case management and working with youth</li> <li>• Understanding of the KKIS program and truancy</li> <li>• Experiences in implementation so far</li> <li>• Reflections on collaboration</li> <li>• Use of case management systems</li> </ul>	November 2016 – January 2017
Telephone Interviews with Case Managers	<ul style="list-style-type: none"> <li>• Reflections on the past year</li> <li>• Strengths of and challenges related to KKIS</li> <li>• Data collection consistency and reporting</li> <li>• Suggestions for program improvement</li> </ul>	October 2017

Data Collection	Topics Covered	Time Period
<b>Surveys</b>		
Interim Survey (Case Managers and School Administrators)	<ul style="list-style-type: none"> <li>Experiences in implementation so far</li> <li>Reflections on collaboration with each other and the County</li> <li>School staff support</li> <li>Parental involvement</li> </ul>	January - February 2016
Implementation Survey	Survey to determine fall school site visits. Survey asked about: <ul style="list-style-type: none"> <li>Planning</li> <li>Program implementation</li> <li>Delivery</li> <li>Quality assurance</li> <li>Quality improvement</li> <li>Motivation and sustainability</li> </ul>	Fall 2016
Exit Surveys of KKIS Students and Guardians	Students and guardians were asked about various aspects and satisfaction with KKIS when the student exited the program. Topics covered include: <ul style="list-style-type: none"> <li>Services and impact on attendance</li> <li>Program experience</li> <li>Relationships and communication</li> <li>Experience with their case manager</li> <li>Experience with student attendance team and action planning</li> </ul>	Throughout Program
<b>Site Visits</b>		
Sonoma Probation & Seneca Site Visit	<ul style="list-style-type: none"> <li>Update on implementation plan</li> <li>Interview with Probation Staff</li> <li>Interview with Seneca Staff</li> <li>Focus group/meeting with Case Managers</li> </ul>	August 2015
Sonoma Probation Site Visit & School Meeting	<ul style="list-style-type: none"> <li>Interview with new case managers and Seneca staff</li> <li>School meeting, presentation on school profiles</li> </ul>	June 2016
Sample of Schools Visited: <ul style="list-style-type: none"> <li>Biella</li> <li>Steele Lane</li> <li>Brook Haven</li> <li>Laguna</li> <li>Guerneville</li> <li>Waldo</li> </ul>	Site visit included: <ul style="list-style-type: none"> <li>Meeting and tour of the school with case manager</li> <li>Interview with principal</li> <li>Focus group with school staff</li> </ul> Topics: <ul style="list-style-type: none"> <li>Climate at the school</li> <li>Administrator experiences with KKIS</li> <li>Staff experience with KKIS</li> <li>Staff awareness of KKIS</li> <li>How attendance impacts the classroom</li> <li>Use of attendance data</li> <li>Indicators of success for KKIS participants</li> <li>Program sustainability</li> </ul>	November 2016

## Results

This section of the report presents results of analyses of interview, survey and site visit data. This results section includes the following topics:

- School experience and perception of KKIS;
- Case manager experience and perceptions of KKIS;
- Implementation of KKIS;
- Outcomes and program satisfaction; and
- Suggestions for program improvement.

### SCHOOL EXPERIENCE AND PERCEPTION OF KKIS

#### Family and Community Engagement

Prior to implementation of KKIS and throughout the program, school administrators and staff were asked about family and community engagement. Schools generally reported a continuum of engagement from families. Elementary schools generally have stronger family engagement than do high schools. Interviewees from high schools did express strong engagement with some families, but certain families (notably low-income and those with poor home dynamics) are much more challenging to reach and involve in school activities.

#### Truancy and Chronic Absenteeism at the School

School staff were asked about truancy and chronic absenteeism at their school throughout the KKIS program. During their first interviews, prior to KKIS implementation, school administrators described these issues in terms of individual, family, and community factors. For example, it was common to hear that parents of elementary students are the strongest factor in students' propensity to be truant or absent from school. Principals mentioned that some students in elementary grades may resist going to school, but it is only when parents are submissive toward their children that the defiant behavior is reinforced. However, most suggest that the attendance problem is manifested as students enter middle and high school, when individual factors contribute more to this issue and the student has greater control over their own attendance. Many reported that truant students often feel disenfranchised from the school system, and that they do not have a place in school. Substance abuse and alcohol use were reported as correlates with truancy among youth, but more commonly, it was suggested that youth skip school because it is not an engaging or supportive environment for them.

Family level factors include the struggle for parents to get their kids to school due to logistical challenges (e.g., transportation) or other challenges faced by parents (e.g., prioritizing education, accessing resources and supports). Substance abuse and neglect were commonly reported as family factors associated with truancy and other student behavioral issues. In addition to the parental issues, families, like students, sometimes feel disenfranchised. Lower income and Hispanic/Latino families were most often described as the families that struggle to get their kids to school because they face more external stressors (e.g., single parent, two jobs, transient, need help at home). Regardless of the family-level factors, parent behavior and perceptions of school as a priority were the most common issues that interviewees identified as needing to be addressed to reduce truancy and absenteeism.

The community-level factors identified by respondents differed based on the geography of the district. For example, there was a theme among participants from rural districts that there are community norms that devalue school that are entrenched among certain populations. It is a challenge, therefore, for school

leaders to counter these norms, but they are engaging the business community and civic organizations to promote the importance of school and attendance. There was less concern among participants from suburban/urban schools about the influence of community on their students; the exception was alternative schools and necessary small schools, where students may be influenced by external factors (such as drug and delinquent peers) that keep them out of school. In addition, transportation may be a challenge when kids are travelling in from other districts.

#### School Efforts to Reduce Truancy and Chronic Absenteeism

Schools were addressing truancy and chronic absenteeism before the implementation of KKIS in a variety of ways. KKIS was implemented in addition to these efforts, described below, and often helped enhance or strengthen these non-KKIS efforts with the addition of the case manager at the school who was focused on truancy and chronic absenteeism.

- **Mandatory efforts:** All schools discussed the state-mandated approach, the School Attendance Review Board (SARB) and School Attendance Review Team (SART) letters, but very few have escalated cases up to the District Attorney (DA) level.
- **Whole school model:** Beyond the formal and mandatory mechanisms, most schools emphasized the need for, and are pushing towards, a whole school approach to address attendance issues and other behavioral and mental health challenges youth face.
- **Programming and incentives:** Many schools reported hiring a new school engagement person who is funded to work actively with families and the community to build school connectedness. This is aligned with school goals identified in their Local Control and Accountability Plan (LCAP). Enrichment programs, before and after school services, and parent workshops (e.g., literacy or parenting classes) are examples of how these schools are trying to engage with families.
- **Proactive supports:** Finally, there were a selected group of administrators who stood out as having a very active role in efforts to address attendance issues, and their interest in KKIS reflected that approach. For example, one principal highlighted a case in which a student was being very defiant towards a guardian and so the principal went to the student's house, picked her up for school, and explained the importance of education. Attendance is no longer an issue with this particular student.

#### Integration of Case Manager into School Environment

In November 2016, a sample of KKIS schools were visited by the evaluation team. During these visits, school principals and staff were asked about their experience with the program and case managers. Specifically, they were asked about how the case manager was integrated into the school. Schools varied in how much time the case manager is able to spend at the school. At one school, the case manager is there full time. In other schools, the case managers may be at the school only on certain days. In those instances, in which the case manager was not on site full time, many administrators and staff expressed a need for more of the case manager's time at the school. Regardless of time spent at the school, the case manager role was described as "integrated" into the school. One school principal commented that the case manager was "one with us." In some schools, the case manager attended staff meetings and other meetings of support staff and community service providers at the school. The case managers also provided training for staff around different topics, including the KKIS program, for school staff.

When asked to describe their experience with KKIS, the case manager role is the first and most discussed topic. The schools value this role and have integrated the role to complement and support other roles and services offered in the schools such as family engagement staff, student engagement

staff, restorative specialists, and school counselors. The case manager role in the school is described as unique for the following reasons:

- The wealth of knowledge and connections the case managers have to community resources.
- The ability to be able to meet with the student and family at their home as a neutral party rather than a representative of the school.
- The case manager is trained in how to address certain behaviors, how to work with parents and families, beyond what the school staff can provide.
- The case manager is able to focus exclusively on attendance at the school, making it a priority, helping to address issues in a tiered system, contacting families whose students are tardy or absent, facilitating truancy meetings by grade level at the school, providing incentives for students and families, and reviewing data.
- In many schools, we heard that the case manager not only works with students and families, but also works with school staff on addressing self-care and dealing with secondary trauma.

#### School Challenges to Implementation KKIS

The school administrators were asked early on about the schools' capacity and readiness to implement the program. Most schools highlight an excellent first experience with their case manager and a clear understanding of the target population. There were some initial concerns of time commitment to implement the program, anticipated resistance from staff, or how this program may be at odds with a staff culture that emphasized not getting involved in attendance issues to avoid conflict with families. However, there were administrators from several schools that explicitly noted the support early on in implementation from the Probation Department's program leadership, and that they believe that this leadership is positioning schools for success.

The most significant anticipated implementation barrier highlighted by nearly every administrator was resistant parents. There are a few reasons why schools anticipated parents may resist and many of these did emerge during the implementation period. Parents, particularly those from undocumented families, were hesitant because this program was managed through the county Probation Department. Parents also hesitated because of home situations that they did not want to expose to the school (e.g., dysfunction, substance abuse, etc.). Finally, some school administrators did raise concern about language as a barrier for families, especially if the case manager is not bilingual. This proved to be a challenge in some of the KKIS schools. Hiring a bilingual case manager later during program implementation was a great help to both families and other case managers who often had the bilingual case manager assist with communication as needed.

During the November 2016 school visits, the evaluation team interviewed school administrators and staff on site about KKIS implementation challenges. During that visit, the following were mentioned as challenges by site administrators and staff across the visited schools:

- The use of incentives for youth in the program to improve their attendance (e.g., new sneakers, etc.) was hard for other students in the school to understand or created a jealous dynamic among students.
- The semi-structured schedule of some case managers was difficult for students. Some schools expressed concern that there were days when students expected to see the case manager, but due to schedule changes, the case manager had to be off site and this led to disappointment among students. This was particularly true for younger students.

- Language barriers with families continued to be a challenge at schools who require a bilingual case manager. As mentioned above, there is one bilingual case manager who provides regular language support for all other case managers.
- Engaging parents and having them agree to have their child participate in the KKIS program was another challenge. Sometimes the issue is making contact with parents, but other times contact is made but the parents do not agree to participate. One administrator said this is a real barrier because the case manager cannot go to families' homes until the parent consents to the program.
- At least one school staff participant said that chronic "tardies," especially in the younger grades, are a big problem and that this needs to be the priority.
- Wait lists for KKIS presented a challenge to some schools. Some staff had experience referring students to KKIS but the students had to be put on a wait list because the program was "full." In one case mentioned by a respondent, however, a student did eventually get into the KKIS program and had a successful experience.

## **CASE MANAGER EXPERIENCE AND PERCEPTION OF KKIS**

### Case Manager Experience & Background

The case managers were interviewed throughout the program implementation period. As new case managers were hired, and others left their positions, interviews were conducted with the new cohort of case managers coming into the program. In general, the backgrounds of the case managers varied, but all brought strong skills and prior experience helpful to their current roles in the KKIS program. Some of the case managers had previously worked at Seneca while others were new to Seneca and hired specifically for KKIS. Some had previous experience working in schools, and others had experience working in domestic violence centers, treatment centers, or other youth programs. The second cohort of new case managers were interviewed in Fall 2016. This cohort did not have prior case management experience, but as with the first cohort, all had worked with populations similar to those they would be serving in the KKIS program.

### Case Manager Role and Collaboration with School Community

Case managers, some without any experience working in schools, worked hard throughout the implementation period to build a collaborative partnership with the schools. In the beginning of implementation, case managers talked about getting acclimated to the schools and the different school cultures. Many case managers described attending school events and staff meetings to help foster their acclimation and collaboration. Over time, key partnerships began to be leveraged with other school staff such as student engagement staff, attendance staff, family engagement staff, and school counselors. In most cases, these partnerships have helped both the KKIS program and the school. The case managers often said they were able to help the schools with students who were not yet enrolled, or interested in the KKIS program, but in need of other services such as behavioral health services. Case managers also do some outreach and prevention work with families as necessary.

Over time, different models of implementation evolved, as did the case manager role, to accommodate this change. For example, later in implementation, one case manager was based at the district office and served youth with the highest needs in the district, while other case managers continued to be based at multiple schools serving a range of student needs from those schools (these changes in implementation are described more in the implementation section below). Perceptions of how supported school staff feels varies by school, but generally case managers have felt supported. Some case managers were integrated into parent-teacher activities and staff meetings, which they found helpful.

When case managers were asked to describe their role in the KKIS program, the words most commonly used were “connector,” “resource to families,” “neutral party,” “mediator,” “outreach,” and “liaison.” Over the course of the implementation period, case managers noted how their role was unique in that they were not school staff, but were often working at the school with families. This was often described as helpful since some families were resistant to the school contacting them directly. The role of connecting families with community resources and helping to improve family routines or function to facilitate better school attendance was something that school staff could not devote time to. The case manager was valued because of their unique role.

In the final interviews with case managers in the Fall 2017, a few respondents mentioned that their role shifted towards sustainability over the past year. Rather than focus mostly on providing direct services, one case manager mentioned searching for more community support so that the family will be able to continue with that support, even when this grant ends. Case managers who were in the same school for both the 2015-16 and 2016-17 academic years reported feeling more comfortable and integrated into the school, with some receiving more frequent referrals. A few case managers mentioned that the morale and energy of the school towards the end of the 2016-17 school year was a bit lower than it had been throughout the year due to student and staff burnout and the attendance drops that are typical around school breaks.

#### Challenges to Implementation

The challenges to program implementation expressed by case managers were fairly consistent. The most frequently mentioned barriers by case managers are dealing with parents, paperwork, language, and staff buy-in. For example, Spanish language skills would be useful for speaking with many families. In a few schools, the case managers have struggled to find the best ways to become integrated in the school culture and staffing. Finally, some case managers described the challenge of getting families to engage with them because they were worried to have their child part of a program that was associated with the Probation Department. The mention of “probation” turned off some families and made them worried that their child would be “put in the system.”

The barriers to program implementation identified by case managers were similar across the cohorts. For example, engaging families for enrollment in the program continued to be a challenge throughout the implementation period. The second cohort of case managers seemed more comfortable with the program database and the data entry process, most likely because they had the opportunity to be trained on the system and practice with it, whereas the first cohort had to transition into using the new system after they had started enrolling families.

A few case managers cited specific things they would change about KKIS. Several case managers mentioned that 15 cases created an overwhelming case load. One specifically mentioned that the case load is too much for an hourly position, since overtime is not encouraged. If the position continues to be structured this way, one case manager mentioned that 10-12 cases would be more manageable. Others mentioned that the amount of paperwork and documentation is a bit hard to keep up with at times.

#### **IMPLEMENTATION OF KKIS OVER IMPLEMENTATION PERIOD**

As mentioned earlier, the implementation of KKIS evolved over time and according to different school and district contexts. Early on during implementation, two ways case managers delivered the program emerged. One role of the case manager was to provide technical assistance to tier I and tier II students.

Tier I and II were described as modeling support for students and the entire school population as well as assisting schools with the SARB process for students struggling with attendance. This comprised the majority of cases for all case managers and most of these were handled informally. That is, there is no formal intake or enrollment process that takes place unless the students attendance did not improve.

Tier I and II activities for case managers also included providing school-wide approaches to support student attendance for all students. This included improving the drop off system at an elementary school to be more efficient and reduce morning tardiness. Another example was a case manager helping to implement a breakfast program at the school to encourage families to bring their children to school earlier to have breakfast and reduce the likely hood of missing school or being late.

The second role for case managers was to provide case management services for those students who required more intensive engagement, monitoring and services (Tier III). One challenge for the case managers was managing the severe cases concurrent to the case load for their tier II cases. This remained a challenge throughout KKIS implementation.

The other model that emerged during the implementation period was the “district model.” In this case, the case manager worked closely with school district staff and multiple schools in the district to manage students and families with more severe needs (similar to the Tier III mentioned above).

#### Intake Process

The intake process is handled in a variety of ways to meet the schools where they were in terms of their current communication with families, policies, and expectations. Examples of how intake varied by school include handling intake over multiple visits, deciding whether to have the school or case manager serve as the point of first contact to reach out to families, and in some schools, the attendance person or superintendent was the one to identify possible KKIS participants and make referrals to the program.

#### Interventions Offered and Accessed by Students

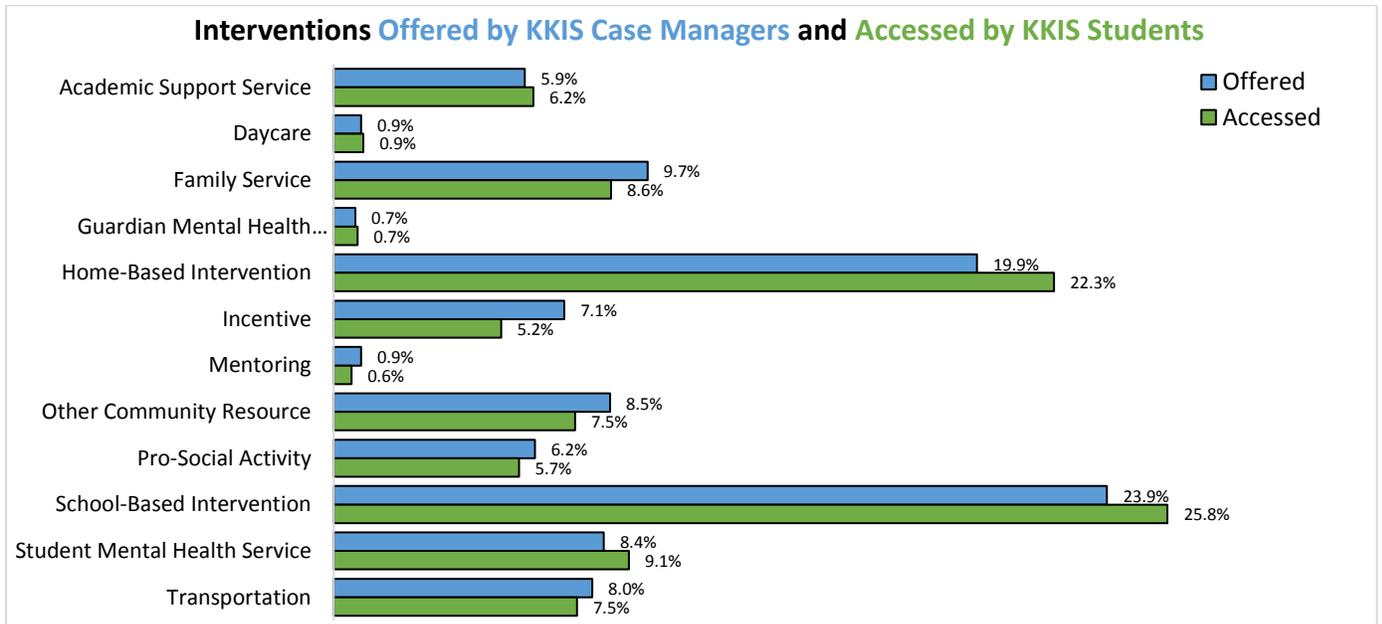
The KKIS initiative offers a flexible model based on the individual needs of the students who are engaged with programming. As described previously, the program involves initial outreach and services along with ongoing case management for students who are identified as needing a higher level of support. KKIS case managers, in partnership with the student and family, create a KKIS Action Plan and Safety Plan, outlining clear and measurable goals to promote improved attendance and support the well-being of the student.

The results presented below include descriptive data on the activities and interventions provided to KKIS participants. Each case manager enters records in the data system about the services offered and accessed by KKIS participants. These data were used by case managers throughout the program period to track assessments, action plans, intervention details, and log any contact with the student or family involved with KKIS.

Overall, there were more than 1600 individual interventions or services offered and/or accessed as part of the program. Figure 4 indicates that most services offered to youth and families are school-based interventions (23.9%) and home-based interventions (19.9%). These services are also accessed the most by KKIS participants. It should be noted that for both interventions, the percent of services accessed is slightly higher (25.8% school-based services and 22.3% for home-based) than the percent of services offered. This is likely due to inconsistent data entry. For example, services considered “completed” or “accessed” because it is a simple action such as setting the alarm clock earlier, may not be a service that

was also documented as “offered.” There is variation in how long youth have been engaged in KKIS and therefore the services offered and accessed may vary as a result of time in the program.

Figure 4. KKIS interventions offered and accessed



The specific interventions provided within each category varied widely and are tailored to the needs of each KKIS participant. For example, some students (or parents) require text or phone call reminders to bring their child to school at the appropriate time, while other KKIS participants require more intensive mentoring to address behavioral issues that impede with school attendance. Examples of interventions by type are provided in Table 4 below.

Table 4. Examples of interventions by type

Intervention Type	Example
Academic Support Services	Homework assistance, assistance with Individual Education Plan (IEP) discussions
Family Service	Identifying counseling & mediation, financial assistance, health, and housing services
Home-based Intervention	Time management resources, text/call reminders
Incentive	Reward plan to promote attendance and academic achievement (e.g., movie tickets)
Other Community Resource	Referrals to partners that promote social and physical wellness
Pro-social Activity	Connect family to external resources focused on social wellness of student (e.g., extracurricular activities)
School-based Intervention	Conduct check-ins, providing job skills training, creating attendance and behavioral improvement plans
Student Mental Health Service	Connect student with mental health service or personal mental health practices.
Transportation	Identify transportation assistance (e.g., carpool, busing, bicycle purchase or repair, or providing rides)

The goal of KKIS is to improve attendance. However, improving attendance is one of many reasons a student may exit out of the program. Table 5 below indicates that 61.6% (N=101) of students exited the program for satisfactorily improved attendance. Because KKIS is a voluntary program, there are also students and families who refused all services. Overall, 32.8% (N=80) exited because the student or family refused to receive services. The “other” section includes the two students who exited the program upon graduation or earning their GED.

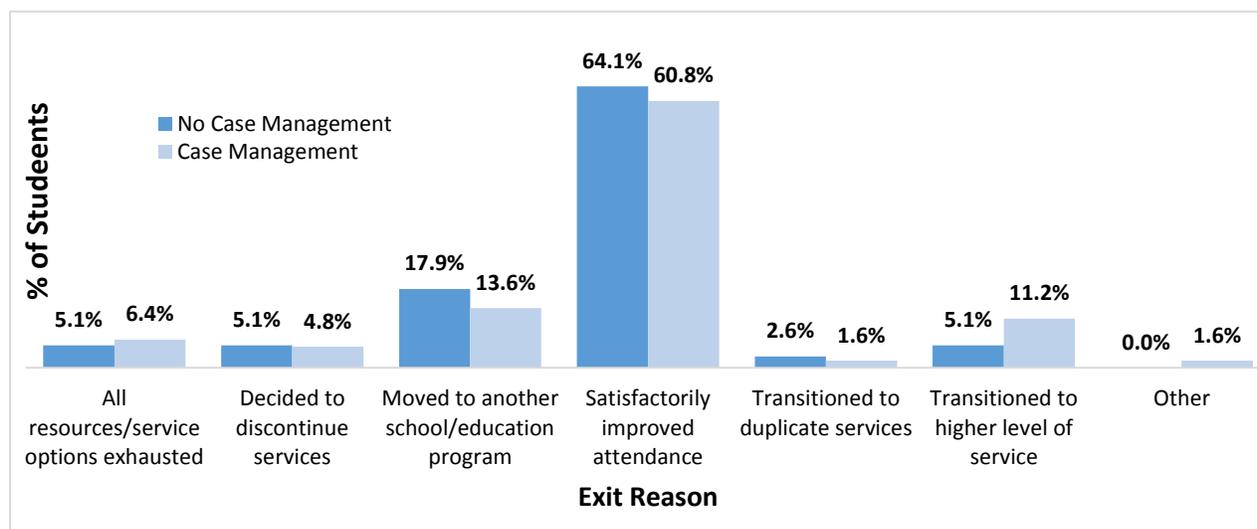
Table 5. Number of students who have exited KKIS (N=164)

Exit Reason	Student	
	#	%
All resources/service options exhausted	10	6.1%
Decided to discontinue services	8	4.9%
Moved to another school/education program	24	14.6%
<b>Satisfactorily improved attendance</b>	<b>101</b>	<b>61.6%</b>
Transitioned to duplicate services	3	1.8%
Transitioned to higher level of service	16	9.8%
Other	2	1.2%
Total	<b>164</b>	<b>100.0%</b>

Students in KKIS are offered different levels of service depending on their needs; some receive case management services while others do not. As described earlier in the report, the dominant feature of KKIS is the wraparound case management service opportunity for youth referred into the program. There are also students referred into KKIS who may receive a single needs-based service or initial outreach from a case manager, but who do not participate in case management.

The students who received case management are compared to those who did not receive case management on their reason for formally exiting the program (Figure 5). Overall, of the 164 students who exited the KKIS, 125 students received case management and 39 students did not. The data suggest that a greater percentage of students (64.1%) who do not receive case management exit for satisfactorily improved attendance compared to those who do receive case management (60.8%).

Figure 5. Percent of students who received case management by exit reason (n=164)



### Successes or Strengths to Implementation

Case managers all shared different stories and examples of success, regardless of when the interview was conducted. One case manager noted that she pursues this line of work because the kids are resilient, and they surprise her every day. Managers also mentioned that the kids have a voice in this program, and they have had success asking a student what would motivate them to get to school on time. Other case managers have seen significant progress with some of their cases over a short timeframe. In the final interviews with case managers in Fall 2017, they discussed how this program has highlighted the importance of attending school. Many cited that having the paperwork finalized and uploading it to Apricot has helped the data collection process, which was challenging in the early stages of implementation. Two case managers mentioned the new buddy system which has helped them feel more connected and collaborative with the other case managers. A few case managers mentioned how their role is helpful to the schools because they bring a different perspective to the table and see kids from a different lens. One case manager mentioned the fact that having alternative funding to buy families food made a positive impact on rapport building.

School staff were also asked about KKIS successes, especially when we conducted the November 2016 school site visits. Many school staff had direct experience working with the case manager. For example, several staff provided examples of their KKIS referrals that included success stories of youth and families who participate in the program. Examples of strategies staff were aware of include: helping parents with parenting skills such as morning routines and setting boundaries, giving teachers suggestions for how to communicate with disengaged families and students, providing incentives for youth to change behaviors, helping families and students with essential needs such as food and bedding, addressing issues of homelessness, helping with immigrant hearings, and identifying mental health issues in students. However, there were also multiple staff who thought the program was successful, but did not know how the program actually worked in the school.

### **PROCESS EVALUATION OUTCOMES AND PROGRAM SATISFACTION**

Throughout implementation, school administrators, case managers, guardians and students were asked about their perceived outcomes and satisfaction of the program through surveys, including an exit survey (for full results of the exit survey see Appendix C.), and interviews. The relevant findings are

presented in Table 6. below. Overall, case managers, school administrators, students, and guardians perceive the program to:

- Improve school and family relationships,
- Increase access to community organizations and partners, and
- Support improved attendance.

This section concludes with a summary of the key components that case managers and school administrators perceive to be the essential and need to be sustained in the KKIS program for continued success.

Table 6. Process outcomes and program satisfaction

Evaluation Survey	Interview Data	Exit Data
<b>Relationships Between Families and Schools</b>		
<p>Nearly all case managers and school administrators agree that they work collaboratively with each other to engage youth in the KKIS program.</p> <p>Responses from both case managers and school administrators suggest mixed feelings regarding parental engagement with the <u>school</u>.</p>	<p>Improved relationship between families and schools and increased parent involvement. All schools talked about how important the role of the case managers as a neutral party to the families rather than being employed by the school, which has reduced tension and improved the relationship and communication between schools and families</p>	<p>Parents agreed (more strongly than students) that this program helped improve communication within their families (73.1%) and that this program helped improve their child's (88.7%) and their (90.6%) relationship with staff.</p>
<b>Knowledge of Community Resources</b>		
<p>School administrator responses suggest a majority agree that relationship with community organizations and other school partners have generally improved.</p>	<p>An increase in knowledge about community resources at the school level.</p>	
<b>Attendance</b>		
<p>Overall the majority of school administrators perceived improvements in attendance since the start of the program.</p> <p>Case managers and school administrators generally perceived that staff awareness of truancy and absenteeism has improved since the start of the program; however, some school administrators (18%) did not perceive this to be the case at the time of this survey.</p>	<p>--</p>	<p>Guardians responded positively about the attendance support services received; more than 98% responding positively.</p> <p>When asked whether their child's attendance improved as a result of the program, the majority of guardians (83%) either agreed or strongly agreed that their child's attendance improved and 17.0% answered as unsure/neutral to that question.</p> <p>A similar proportion of students (80%) agreed or strongly agreed that their attendance improved after being in the program.</p>

Sustainability

To understand how KKIS has been integrated into the schools and the most important components of the program that need to be sustained, we asked all participants what they would miss most of the KKIS

program if it were no longer at the school during the Fall 2016 site visits. Most of the responses were directly related to the role of the case manager, specifically:

- The ability for the case manager to contact parents, make home visits, and bring their skills and case management training to help students and families address their needs. Specifically, their ability to improve parenting skills at home and connect families and students to community resources were mentioned as essential components of the program.
- The role case managers play in both addressing barriers to attending school and re-integrating students when they do return to school. It can be challenging for a student to return to school. Case managers helped the student and family manage the integration back into the school community.
- The fact the case manager is not a school employee has been an asset to building relationships with families, especially if families have had a difficult or tenuous relationship with the school in the past.
- The expertise case managers bring to the school that leads to professional development opportunities for staff on self-care, secondary trauma, and tier one interventions to improve attendance.
- The case managers exclusive focus on attendance allows other student services staff such as counselors and family engagement staff to spend more time in their role helping students.

Sustainability components that were not directly related to the case manager role, but also mentioned by participants, include the need for the program to start in younger grades because building routines and making school a priority for the family is critical to student success and needs to start in Kindergarten. The other key component needed to be sustained is the non-punitive nature of KKIS. The program views poor attendance as a symptom of family and student needs that case managers can address through support and services rather than punishing the student for the attendance violation.

#### SUGGESTIONS FOR PROGRAM IMPROVEMENT

The KKIS program evolved over the implementation period in large part due to feedback from all those involved, including the case managers and school principals and staff. The case managers, arguably the most intimately involved in program implementation, reflected periodically on how the KKIS program could be improved. Below are some highlights of suggestions from case managers for program improvement, as gathered from interviews over the course of implementation:

- This second cohort of case managers benefited greatly from those who have held this same position last year. The mentor style training, hands on data entry practice, and in the field shadowing gave this group support and confidence in their new role. Building in more hands-on training and learning from each other will continue to benefit both new and veteran KKIS case managers.
- Learning how the new model of having a case manager based at the district level impacts the case manager role and support that is needed will be important for future planning.
- Case managers spoke of learning more about the community and available resources to offer their clients. Having a chance to connect, engage, and collaborate with community resources

specific to the school or district they are working in would bring added knowledge and benefit to their work and their clients.

- Given that the case manager position is hourly, the case managers mentioned that creating a salaried position would allow them to better fulfill the expectations of their school or district and Seneca. While they understand the importance of being present at their school for the full day, if they need to drive a young person to school or stay late for a parent meeting, it's difficult to find a balance. A few case managers also mentioned that some of these cases are very high need and require multiple hours of their work per day. If they have several of those cases on their docket, it's difficult to manage all 15 cases within the limitations of the position.
- A few case managers also suggested that the supervisors be a bit more interactive with the program. The managers spoke highly of their supervisors, but would encourage them to interact and communicate with the individual schools more.

School staff and administrators were also asked during the 2016 site visit if they had suggestions for improving the KKIS program. All were overwhelmingly pleased with the program and some offered ideas to consider as the program moves forward. Most of these ideas involve ways to clarify program services for all stakeholders. For example, some said a guidebook with KKIS services and a flow chart of how students move through the service offerings would be helpful. Others noted that a schoolwide google doc of services, or another way to have teachers understand more about the services available through KKIS, would be helpful. Some schools suggested that case managers' schedules should be made clearer to both office staff and the students and that there should be consistency in the schedule. Overall, most schools that did not have a full-time case manager expressed interest in having their case manager at the school for more time. This would allow for both the students and staff to connect with the case manager more often.

## Outcomes

### Attendance

The following section describes the attendance experiences of students who were engaged by the KKIS intervention and case managers in various ways. It also describes the changes in attendance rates for students following enrollment in services, including case management.

The attendance data for the evaluation of KKIS initiative were collected by case managers for each student at the school through a variety of methods. For example, some schools in the evaluation provide case managers access to the school's student information system to extract attendance data, while other schools provide hard copy reports for each participant. The case manager was responsible for transferring the students' attendance data into the Apricot data system for the purposes of program monitoring and evaluation.

The data were reported at the daily-level, or by period, when available. For example, if a school collected attendance for seven periods each day, the case manager would be responsible for entering up to seven attendance events per day or 35 attendance records in a full school week. The data were entered only on days when a negative attendance event (e.g., absence or tardy) occurred for the student. For most of the evaluation period, the case managers entered only the counts of negative

events before, during and after the enrollment period.<sup>6</sup> Case managers were asked to record attendance data for approximately one semester before enrollment, and three to six months after enrollment, depending on the specific date of enrollment.

To generate weekly attendance rates, WestEd merged attendance records from Apricot with academic period data available through individual school calendars and in consultation with probation staff. The academic period data provided the total number of possible periods in the week. Through a series of transformations, a set of weekly data points were created to include total number of periods (or days) with a negative attendance event (absence or tardy); total number of periods available during the week; and total number of periods with positive attendance event. In cases in which no negative events occurred, 100 percent attendance was assumed.

Following the data merge and transformation process, a series of data cleaning procedures were completed to remove any cases that were deemed unreliable or invalid. For example, total periods were identified based on the school data associated with the data of the attendance record in the student file, and additional data checks were completed to ensure that there were no cases with records above 100 percent or below zero percent, which would indicate erroneous data. In coordination with Seneca and Probation, several records were updated due to inaccurate dates or duplicate data. The data file was then reduced to include only cases within a year of the enrollment period further reducing potentially erroneous data<sup>7</sup>. Finally, records for which a valid and reliable account of the total periods was not readily available were removed from the analyses. This would include students, for example, with records from other schools that are not named or not within a KKIS program district. The final data set includes 6,055 valid weekly observations periods across 304 students.

On average, these students had an attendance rate of 73.5% prior to enrollment in KKIS. The students also arrived at KKIS with other needs that were identified as part of an initial needs assessment. The Needs Assessment is a critical step in the enrollment process for student identified to receive case management. The Needs Assessment was examined across each domain and as an overall score, and those outcomes are reported below. Of the 172 students who received case management services, nearly all (99.0%) were flagged with at least one student-related need; 94.4% were flagged with at least one family-related need; 65.8% were flagged with at least one school-related need; 56.5% were flagged with a neighborhood need; and, 58.8% included an initial need related to family functioning in the Juvenile Crime Prevention (JCP) Assessment.

Using the data from the initial needs assessment, students were categorized into three initial levels of need: low, medium, and high. The needs assessment has a total score of 20 points across student, family, school, and neighborhood need domains. These levels of need are based on an overall score, and future analyses should examine specific items, when possible, that might have particular relevance to the KKIS model. Low need is defined as a score up to 5 points; medium need is defined as a score between 6 and 10 points; and high need is a score greater than 10 points. Originally, a fourth category was included to capture those youth over 15 points, but this was collapsed into one category due to the small number of very high needs students. Overall, 31.4% of students are defined as low need, 42.4% as medium need, and 26.2% as high need students.

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<sup>6</sup> In Spring 2017, this method was changed to incorporate all attendance events and included a calculation to create an attendance rate.

<sup>7</sup> Attendance data was not required to be collected or reported beyond one year for any participant. Data beyond one year was largely

As described elsewhere in this report, there are different types of students who are referred for services based on their experiences within KKIS. The experiences of students who received case management differ from those of students who receive outreach services only, and these experiences may be related to their attendance outcomes as well; therefore, the outcomes are presented separately for students who received only initial outreach, and students who case management services. The following sections describe these different groups of students, including their attendance rates before KKIS enrollment. We include additional analyses for the students who did not refuse (and did qualify for) services to compare differences in the students who did and did not receive case management.

Table 7 indicates that prior to controlling for the characteristics of the students, their school, or their experiences in the program, students who receive case management experience a small and positive increase in their attendance rates following enrollment in KKIS.

Table 7. Difference in raw attendance rates between pre- and post-KKIS periods

	Pre-KKIS	Post-KKIS	Rate Change
Overall (N=183)	73.5%	74.5%	0.9%
Outreach Only (N=32)	77.1%	74.2%	-2.9%
Case Management (N=145)	72.6%	74.5%	2.0%

The following tables describe the association between students’ attendance rates before and after their enrollment in KKIS.<sup>8</sup> Table 8 presents three models to examine attendance outcomes:

- The first model is a bivariate regression to understand the direct relationship between attendance rates in the pre- compared to the post-period;
- The second model controls for student and school characteristics; and,
- The third model, the full, includes controls for the days enrolled in the program and number of contacts made by the case manager.

Each of the three models accounts for the observations across multiple time periods, before and after enrollment. The models also account for the clustering of students within schools. The variable ‘Pre-Post Enrollment’ is the variable of interest and shows how attendance rates changed following enrollment. The categorical variables of ‘Gender’, ‘Race’, ‘Language (at home)’, and ‘Grade Level’ are modeled to examine how overall attendance rates of subgroups compared with each other. ‘Gender’ compares male students to female students; ‘Race’ compares attendance rates of racial subgroups against the subgroup of White students; ‘Language (at home)’ compares rates of Spanish-speaking household to that of English-speaking household; ‘Grade Level’ compares the attendance rates of middle and high school

<sup>8</sup> For the purposes of these analyses, and through consultation with program management, the date used to define the pre- and post-periods is 17 days following the initial outreach period. This date was determined based on the average number of days elapsed from initial outreach to date of consent for those records that contain a consent date. The lag is meant to account for an initial period of pre-engagement during which time the intervention was not officially begun.

students to that of elementary students. Table 8 includes all students who did not refuse services, and Table 9 focuses exclusively on those participants who took up case management services.

The results suggest that there is a positive, but non-significant relationship between enrollment in KKIS and weekly attendance rate adjusting for multiple observation periods across weeks and the clustering of students within schools. Overall, model 1 shows a bivariate association equivalent to a 3.3% increase in attendance during the post enrollment period. After adjustment for student characteristics,<sup>9</sup> the association is equivalent to a 3.5% increase in the post enrollment period in models 2 and 3, and this association remains consistent after including factors related to engagement in KKIS (e.g., days enrolled and total contacts).

The findings are equivalent to an increase of nearly 6.3 days in attendance over the course of a school year. Without a comparison group, it is not possible to ascertain whether the program led to these effects, but the findings show preliminary evidence that there is a positive relationship between students who experience KKIS and their subsequent propensity to attend school.

Table 8. Attendance rate changes for all students enrolled in KKIS

	Model 1	Model 2	Model 3
Pre-Post Enrollment	.033	.035	.035
Weeks Elapsed	.000	.000	.000
Age at enrollment		-.016*	-.015*
Gender (Male)		.004	-.002
Race (White)			
Black		-.043	-.060
Hispanic		.099*	.100*
Other/Unknown		.026	.027
Language (Spanish)		-.016	-.024
Grade Level (ES)			
MS		-.042	-.023
HS		-.073	-.047
Days Enrolled in KKIS			.000
Total # of contacts with case manager			-.001*
* p<.05			

When looking at students who received case management services, results suggest that there is a positive and significant relationship between enrollment in KKIS Case Management services and weekly attendance rate, adjusting for multiple observation periods across weeks and the clustering of students within schools. Overall, model 1 show a bivariate association equivalent to a 4.5% increase in

<sup>9</sup> Initial level of need is dropped from this model because the needs assessment was completely primarily by students who engaged in case management services. Including this factor would prohibit modeling the overall KKIS participant population.

attendance during the post enrollment period. After adjustment for student characteristics, the association improves to a 4.7% increase in the post enrollment period, and this association remains consistent after including factors related to engagement in KKIS (e.g., days enrolled and total contacts).

The findings are equivalent to an increase of 8.5 days in attendance over the course of a school year. Without a comparison group, it is not possible to ascertain whether the program led to these effects, but it is strong preliminary evidence that there is an enhanced positive relationship between kids who experience KKIS case management and their subsequent propensity to attend school.

Table 9. Attendance rate changes for students who received case management services

	Model 1	Model 2	Model 3
Pre-Post Enrollment	.045*	.047*	.047*
Weeks Elapsed		-.0001	-.0001
Age at enrollment		.007	-.008
Gender (Male)		.024	-.024
Race (White)			
Black		-.064	-.077
Hispanic		.081*	.086*
Other/Unknown		.009	.016
Language (Spanish)		-.026	-.036
Risk (Low)			
Medium		-.059*	-.058*
High		-.073	-.036
Grade Level (ES)			
MS		-.039	-.020
HS		-.116*	-.086
Days Enrolled in KKIS			.0001
Total # of contacts with case manager			-.001*
* p<.05			

#### School Discipline

Case managers gathered school discipline data throughout the evaluation period and entered them into the Apricot data system. Data were reported on the number of detentions, in-school suspensions, out-of-school suspensions, and expulsions each KKIS participant received approximately six months before and after enrollment into the program. Overall, very few students in KKIS experienced any exclusionary discipline before or after enrolling in KKIS. Table 10 shows that of the students engaged with KKIS and that had disciplinary data available, 5.2% experienced an in-school suspension in the pre-enrollment period compared to 5.6% in the post enrollment period. There were 7.3% of students who experienced out-of-school suspension in the pre-period compared with 9.6% in the post period, and 13.6% of students experienced any type of discipline in the pre-period compared with 15.7% in the post period.

Table 10. Percent of students receiving discipline referrals by enrollment period

	ISS	OSS	Expulsion	Any Discipline
Pre [N=191]	5.2% (.22)	7.3% (.26)	–	13.6% (.45)
Post [N=197]	5.6% (.23)	9.6% (.30)	–	15.7% (.44)

The discipline data was then used to determine if there is a statistical relationship between the differences in discipline referrals before and after KKIS enrollment controlling for other student characteristics. Binary indicators were used to create a prevalence variable for each type of discipline and a logistic regression was used to measure the association between referral and enrollment period.

As Table 11 shows, there were no statistically significant associations between odds of receiving an exclusionary discipline referral before and after KKIS enrollment. The KKIS participants had 35% greater odds of receiving an out-of-school suspension in the post period compared with the pre-period, and 41% greater odds of experiencing any type of discipline in the post period, but again, these results are not statistically significant.

Table 11. Odds of discipline referrals by referral type (Odds ratios are reported)

	Any Discipline	ISS	OSS
Pre-Post Enrollment	1.412	1.046	1.347
Age at enrollment	1.258	1.545*	1.174
Gender (Male)	2.665*	1.551	3.987**
Race (White)			
Black	3.403	22.634*	----
Hispanic	1.530	1.545	1.567
Other/Unknown	2.311	8.288	0.966
Language (Spanish)	2.119	3.860	1.477
Grade Level (ES)			
MS	2.616	35.720***	2.047
HS	0.656	---	0.925
Days Enrolled in KKIS	0.998	1.000	0.997
Total # of contacts with case manager	1.004	1.003	1.006
* p<.05 **p<.01 ***p<.001			

#### Juvenile Justice Involvement

There were only six students in the KKIS program who had any involvement with the juvenile justice system either before or after their participation in the program (Table 12). Four students were involved with the juvenile justice system prior to their participation in KKIS and two were involved after participating in KKIS. After adjusting for the pre- (1 year prior to KKIS enrollment) and post-KKIS program

implementation period, only four youth remained in the sample who were involved in the system, and very few were referred for truancy issues (Table 13).

Table 12. Total number KKIS students with juvenile justice involvement

Students with At least One Offense	
Pre-KKIS	4
Post KKIS	2
Total	6

Table 13. Types of offenses by KKIS students (N= 6 students)

	Felony	Misdemeanor
Pre-KKIS	1	12
Post KKIS	1	4
Total	2	16

Three of the youth had case management services through the KKIS program. In most cases, the youth exited the KKIS program because of relocating, referrals to higher needs of service, or meeting improved attendance and academic goals.

Due to the very small number of juvenile records among KKIS participants, the data are only modeled descriptively to provide for context for the reader. Future work will look at proxy measures, such as the Juvenile Crime Prevention (JCP) Assessment to further examine the association between involvement in KKIS and *risk for involvement* in the juvenile justice system.

#### Academic Report

The academic report analyses were restricted to include up to two academic records within 365 days before and up to two academic records within 365 days after an adjusted outreach start date (outreach start date plus 17 days), and include students who received outreach or case management and had reliable academic data. This allotted a maximum of four academic records per student. There was a total of 189 unique students across 438 academic reports (235 pre-outreach, 203 post-outreach).

Each record detailed counts of 1s, 2s, 3s, 4s, 5s, As, Bs, Cs, Ds, & Fs on a given academic report. All letter grades had values greater than zero for middle and high school students. All numeric grades had values greater than zero for elementary school students. A pseudo 5-point scale GPA metric was computed for aggregating the academic reports.<sup>10</sup> For middle or high school students who had valid GPA measures already present in a grade record, their pseudo GPA metric was replaced with their already present 4.0 GPA. (An additional point was added to their 4.0 GPA to represent the 5-point scale computed.)

<sup>10</sup> The pseudo GPA was computed by summing all counts across the 10 grade variables mentioned above to obtain the total classes that a grade record represented. Each count within a grade variable was then multiplied by the value of the grade: 1 and F were given values of 1; 2 and D were given values of 2; 3 and C were given values of 3; 4 and B were given values of 4; and 5 and A were given values of 5. After obtaining the weights for each grade (1 through 5) the sum was taken across the five new weight variables then divided by the total classes in a grade record. This gave us 5.0 GPA metrics.

Overall, nearly negligible differences were found with respect to GPA (Table 14). The raw results suggest a tenth-of-a-point decline in GPA on average from pre- (2.6) to post-outreach (2.5). After controlling for school level, KKIS school, gender, ethnicity, case management, case manager, days enrolled in KKIS intervention, and total contact received during the KKIS intervention, the adjusted difference from pre- to post-outreach reduces to a .06-point difference ( $p=0.477$ ). After computing a model that excluded KKIS intervention specific variables (i.e. case management, case manager, days enrolled in KKIS intervention, and total contact), a similar trend is apparent with a .08-point difference on average ( $p=.324$ ). However, differences between the two models are trivial. Other variables available in the academic report dataset-- specifically classes passed and failed--did not reveal anything that would contradict GPA findings.

Table 14. Pseudo GPA by enrollment and participant characteristics

	Model 1	Model 2	Model 3
Pre-Post Enrollment	.077	.083	.062
Gender (Male)		.069	.102
Race (White)			
Black		-.556*	-.547*
Hispanic		.233**	.238**
Other/Unknown		.103	.1525
Grade Level (ES)			
MS		.553***	.586***
HS		-.006	-.006
Days Enrolled in KKIS			.0002
Total # of contacts with case manager			-.00001
* $p<.05$ ** $p<.01$ *** $p<.001$			

#### Student, Family, School, and Neighborhood Needs

The KKIS Needs Assessment has four needs domains related to truancy: Student-Specific, Family-Specific, School-Specific, and Neighborhood-Specific. These four domains together make the Total Truancy Needs Score. Within each domain, each indicator contributed one point to the domain overall score. The following results assessed the change in the four needs domains and the total truancy need rate from the initial to final assessment periods. There were 176 students who received Case Management and completed an Initial Needs Assessment and 161 students who received a Final KKIS Needs Assessment.

#### STUDENT-SPECIFIC

The Student-Specific Truancy Need Domain (Table 15) is composed of 10 indicators of need:

- Attendance
- Physical Well-Being
- Academics/Learning
- Mental Health

- School Attitudes/Feelings
- Behaviors
- Peer Relationships
- Home Responsibilities
- Substance Abuse
- Life Elements

The score range for this domain of need is from 0 to 10, with a score of 0 representing students with no student specific truancy need and a score of 10 representing high needs in respect to student specific truancy. The descriptive analyses show:

- The average Student-Specific Truancy Need score on the Initial assessment was 4.2; thus, the average student who received case management had moderate need in respect to student characteristics.
- The average Student-Specific Truancy Need score on the Final assessment was 3.6 and median of 3, suggesting slight improvements from Initial to Final assessment periods.

This finding was confirmed after controlling for school level, KKIS school, gender, ethnicity, case manager, days enrolled in KKIS intervention, and total contact received during the KKIS intervention. The 143 KKIS students who received both Initial and Final assessments (and had values for the aforementioned variables used for the model) **displayed a 0.52-point decrease in Student-Specific Truancy need on average** ( $p=.024$ ). After computing a model that excluded KKIS intervention specific variables (i.e. case manager, days enrolled in KKIS intervention, and total contact), a similar trend is apparent with a 0.52-point decrease in Student-Specific Truancy need on average still prevalent ( $p=.033$ ).

Table 15. Student specific needs score

	Model 1	Model 2
PrePost Enrollment	-.517*	-.518*
Gender (Male)	-.526*	-.637**
Race (White)		
Black	-.415	.046
Hispanic	-.890**	-.723**
Other/Unknown	.945	.755
Grade Level (ES)		
MS	2.067***	1.761
HS	2.173***	1.883
Days Enrolled in KKIS		-.002
Total # of contacts with case manager		.015***
* $p<.05$ ** $p<.01$ *** $p<.001$		

#### FAMILY-SPECIFIC

The Family-Specific Truancy Need Domain (Table 16) is composed of 5 indicators of need:

- Parent/Guardian School Attitudes/Feelings
- Parenting Skills, Family Environment
- Parent/Guardian Mental Health
- Home Elements

The score range for this domain of need is from 0 to 5, with a score of 0 representing students with no family-specific truancy need and a score of 5 representing high needs in respect to family-specific truancy. The descriptive analyses show:

- The average Family-Specific Truancy Need score on the Initial assessment was 3; thus, the average student who received case management had moderate to high truancy prevention need in respect to family characteristics.
- The average score on the Final KKIS Needs Assessment was 2.2, suggesting slight improvements from Initial to Final assessment periods.

This finding was confirmed after controlling for school level, KKIS school, gender, ethnicity, case manager, days enrolled in KKIS intervention, and total contact received during the KKIS intervention. The 143 KKIS students who received both Initial and Final assessments (and had values for the aforementioned variables used for the model) **displayed a 0.34-point decrease in Family-Specific Truancy needs on average** (p=.048). After computing a model that excluded KKIS intervention specific variables (i.e. case manager, days enrolled in KKIS intervention, and total contact), a similar trend is apparent with a 0.34-point decrease in Family-Specific Truancy risk on average still prevalent (p=.054).

Table 16. Family specific needs score

	Model 1	Model 2
PrePost Enrollment	-.343	-.343*
Gender (Male)	-.573**	-.663***
Race (White)		
Black	-.885*	-.843*
Hispanic	-.957***	-.940***
Other/Unknown	.505	.319
Grade Level (ES)		
MS	.296	.243
HS	-.163	-.041
Days Enrolled in KKIS		.0001
Total # of contacts with case manager		.006**
* p<.05    **p<.01    ***p<.001		

#### SCHOOL-SPECIFIC

The School-Specific Truancy Need Domain (Table 17) is composed of 4 indicators of Need:

- School Policy
- School Climate
- School Services/Placement
- Teacher/Class Elements

The score range for this domain of need is from 0 to 4, with a score of 0 representing students with no school-specific truancy need and a score of 4 representing high needs in respect to school-specific truancy. The descriptive analyses show:

- The average School-Specific Truancy Need score on the Initial assessment was 0.6; thus, the average student who received case management had very little need in respect to school characteristics.
- The average score on the Final KKIS Needs Assessment was 0.5, suggesting potentially negligible improvements from Initial to Final Assessment periods.

This finding was confirmed after controlling for school level, KKIS school, gender, ethnicity, case manager, days enrolled in KKIS intervention, and total contact received during the KKIS intervention. The 143 KKIS students who received both Initial and Final Assessments (and had values for the aforementioned variables used for the model) **displayed a 0.03-point decrease in School-Specific Truancy need on average** (p=.716). After computing a model that excluded KKIS intervention specific variables (i.e. case manager, days enrolled in KKIS intervention, and total contact), a similar trend is apparent with a 0.03-point decrease in School-Specific Truancy need on average still prevalent (p=.713).

Table 17. School specific needs score

	Model 1	Model 2
PrePost Enrollment	-.035	-.035
Gender (Male)	-.278**	-.287**
Race (White)		
Black	-.132	-.034
Hispanic	.001	.016
Other/Unknown	-.159	-.230
Grade Level (ES)		
MS	.609***	.535
HS	.503***	.393
Days Enrolled in KKIS		-.001*
Total # of contacts with case manager		.003**

\* p<.05    \*\*p<.01    \*\*\*p<.001

#### NEIGHBORHOOD-SPECIFIC

The Neighborhood-Specific Truancy Need Domain (Table 18) is composed of 1 indicator of risk: Neighborhood Elements. This indicator dichotomized the Neighborhood-Specific Truancy Need Score to

represent students with or without neighborhood specific truancy need. Overall, 23% (N=40) of students were reported as having a Neighborhood-Specific need on the Initial Assessment and 15% (N=24) of students were reported as having a Neighborhood-Specific need on the Final Assessment, suggesting slight improvements from Initial to Final Assessment periods.

This finding was confirmed after controlling for school level, KKIS school, gender, ethnicity, case manager, days enrolled in KKIS intervention, and total contact received during the KKIS intervention. Among the 143 KKIS students who received both Initial and Final Assessments (and had values for the aforementioned variables used for the model), **the odds of having a neighborhood specific need in the final assessment was 50% lower compared with the initial assessment (p=.037)**. After computing a model that excluded KKIS intervention specific variables (i.e. case manager, days enrolled in KKIS intervention, and total contact), a similar trend is apparent with the odds of having a neighborhood specific need in the final assessment still reported as 50% lower compared with the initial assessment (p=.039).

Table 18. Neighborhood Specific Needs Score

	Model 1	Model 2
PrePost Enrollment	.507*	.498*
Gender (Male)	.315**	.303**
Race (White)		
Black	1.179	1.689
Hispanic	1.726	2.132*
Other/Unknown	.724	.731
Grade Level (ES)		
MS	2.024	1.482
HS	2.039	1.394
Days Enrolled in KKIS		.999
Total # of contacts with case manager		1.006
* p<.05 **p<.01 ***p<.001      Odds Ratios Reported		

#### TOTAL TRUANCY NEED RATE

The Truancy Need Rate (Table 19) is composed of the above four domains of Truancy Need Student-Specific, Family-Specific, School-Specific, and Neighborhood-Specific. There is a total of 20 indicators that make up all four domains. Students' individual total truancy need scores were each divided by the 20 indicators to create a total truancy need rate. This rating scale ranged from scores of 0 to 100%. The descriptive analyses show:

- The average Total Truancy Need Rate on the Initial assessment was .38; thus, the average student who received case management had moderate overall need in respect to truancy.
- The average Total Truancy Need Rate on the Final assessment was .32, suggesting slight improvements from Initial to Final assessment periods.

This finding was confirmed after controlling for school level, KKIS school, gender, ethnicity, case manager, days enrolled in KKIS intervention, and total contact received during the KKIS intervention. The 143 KKIS students who received both Initial and Final assessments (and had values for the aforementioned variables used for the model) **displayed a 5% decrease in Total Truancy Risk rate on average** (p=.016). After computing a model that excluded KKIS intervention specific variables (i.e. case manager, days enrolled in KKIS intervention, and total contact), a similar trend is apparent with a half-a-point decrease in Total Truancy Need rate on average still prevalent (p=.022).

Table 19. Overall Truancy Needs Rate

	Model 1	Model 2
Pre-Post Enrollment	-.049*	-.049*
Gender (Male)	-.077**	-.087***
Race (White)		
Black	-.071	-.038
Hispanic	-.089***	-.077
Other/Unknown	.065	.044
Grade Level (ES)		
MS	.154***	.131***
HS	.130***	.114***
Days Enrolled in KKIS		-.0001
Total # of contacts with case manager		.001
* p<.05 **p<.01 ***p<.001		

### JCP FAMILY FUNCTIONING

The Family Function Functioning Total Score Domain (Table 20) is composed of 5 indicators:

- Communicates effectively with family members
- Poor family supervision and control,
- Serious family conflicts
- History of reported child abuse/neglect or domestic violence
- Criminal family member

The score range is from 0 to 5, with a score of 0 representing students with no family functioning needs and a score of 5 representing high needs in respect to family functioning. The descriptive analyses show:

- The average Family Functioning Total score on the Initial Assessment was 0.92; thus, the average student who received case management had a low level need in respect to family functioning characteristics.
- The average Family Functioning Total score on the Final Assessment was 0.47, suggesting an improvement from Initial to Final assessment periods.

This finding was confirmed after controlling for school level, KKIS school, gender, ethnicity, case manager, days enrolled in KKIS intervention, and total contact received during the KKIS intervention. The 144 KKIS students who received both Initial and Final Assessments (and had values for the aforementioned variables used for the model) **displayed a 0.35-point decrease in Family Functioning Total score on average** ( $p=.007$ ). After computing a model that excluded KKIS intervention specific variables (i.e. case manager, days enrolled in KKIS intervention, and total contact), a similar trend is apparent with a 0.35-point decrease in Family Functioning Total score on average still prevalent ( $p=.007$ ).

Table 20. JCP Family Functioning Score

	Model 1	Model 2
Pre-Post Enrollment	-.347**	-.347**
Gender (Male)	-.159	-.203
Race (White)		
Black	.041	.209
Hispanic	-.299*	-.201
Other/Unknown	.095	.134
Grade Level (ES)		
MS	.360*	.277
HS	.125	.061
Days Enrolled in KKIS		.0004
Total # of contacts with case manager		.005**
* $p<.05$ ** $p<.01$ *** $p<.001$		

## Costs and Benefits of the Keeping Kids in School Initiative

There is a positive, non-significant, association between participation in KKIS and students' subsequent attendance rates; however, this relationship is enhanced and statistically significant for students who experience case management. It is not only important to understand the potential effects of a program, but also the costs required to realize such effects. Furthermore, it is helpful to understand the direct and potential downstream monetary benefits of these effects for schools and other stakeholders, including students.

The evaluation team undertook a preliminary cost effectiveness and cost benefit analysis to better understand the potential savings a school, and others, may realize following their investment in a the KKIS initiative. The evaluation design did not allow for random assignment or any comparison group, so the following estimates should be interpreted only as preliminary and exploratory in nature.

The first table (Table 21) presents a series of cost effectiveness analyses to determine how much it costs to increase student attendance by one day using the KKIS model. Based on prior CBA analyses of school-based case management services, the report includes not only estimates based exclusively on costs for KKIS participants, but also estimates based on the whole school population using average school

enrollment for KKIS schools.<sup>11</sup> Further, these exploratory analyses also include a cost effectiveness estimate based on average school enrollment with conservative treatment effects that discount effect size by .5 to account for the enhanced effect for KKIS participants. The justification for a cost model based on the school population is that case managers, in addition to mentorship and referrals to services for participants, also provide whole school prevention activities meant to impact the entire student body. For example, developing attendance incentive events for classes and reorganizing the student drop off schedule for the school would both have effects on participants and non-participants alike.

Overall, we find that the average cost of KKIS per participant is \$3,413.76 based on students who were engaged in outreach or case management (N=304). The average cost per school is \$75,717.44, which includes a full-time case manager, and ancillary costs for staff mileage, training, and program administration. If we use the average size of enrollment across KKIS schools (362 students) as the metric against which we measure costs, the KKIS program costs \$209.06 per student.

Table 21. Cost effectiveness of KKIS for different student populations

	Program Costs	Standardized Effects	Cost per school day
KKIS Participants	\$3,413.76	.035	\$541.87
Overall School Estimate	\$209.06	.035	\$33.18
Conservative School Estimate <sup>12</sup>	\$209.06	.0185	\$62.78

Based on most recent estimates, the average cost for a day of school in Sonoma County is \$62.38 based on the current expense of education per average daily attendance (ADA). Using this figure as a measure of direct benefit to schools and taxpayers, Table 22 presents the potential direct benefits of the KKIS initiative. The first estimate is for the KKIS participant population, the second estimate is for the overall school population assuming effects are generalized to all students, and the third estimate is based on the overall school population assuming a 50% reduction in effects for students in the school who did not formally participate in KKIS. Following the table, the potential downstream and indirect benefits not measured in the current study are discussed along with their implications for additional monetary benefits assuming positive effects.

<sup>11</sup> See <http://www.wsipp.wa.gov/BenefitCost/Program/384> for example. Attendance and exclusionary discipline were not included as economic metrics in the analysis, but are referenced for effect size along with high school graduation.

<sup>12</sup> Effect sizes are discounted to 50% for average number students in school who do not receive KKIS services, based on an average of 20 cases per year for each school.

Table 22. Cost and benefits of KKIS for different student populations

	Program Costs	Standardized Effects	Direct Benefits (ADA)	Benefits minus costs of program	Benefit to Cost Ratio
KKIS Participants	\$(3,413.76)	.035	\$392.99	\$(3,020.76)	\$.12
Overall School Population	\$(209.06)	.035	\$392.99	\$183.93	\$1.88
Conservative School Estimate	\$(209.06)	.0185	\$205.85	\$(3.21)	\$.98

The results suggest that while KKIS is costly when calculated based on targeted participants, if accounting for overall student population, the potential benefits near or exceed the costs of the program depending on the effect sizes used in the calculation. While it is not possible to confirm these results without data on the entire student population and a valid comparison group, the effect sizes discounted at 50% could be considered a fairly conservative estimate.

There are several important factors to note related to the cost benefit analysis presented above. First, we reiterate that a cost benefit analysis without a statistically reliable comparison group should be considered exploratory in nature. It is not possible to say what these students' attendance rates would have been absent the program, and therefore an effect size based on difference in means between groups is not possible. Nevertheless, preliminary evidence set an important foundation for a future rigorous study of the model using quasi-experimental or experimental design.

The benefits examined in this cost benefit analysis are very conservative by comparison to other cost benefit analyses of similar programs. The current evaluation lacked adequate data to assess the effect of KKIS on other dimensions with observable economic metrics. For example, drop out, and conversely, high school graduation is highly correlated with chronic absenteeism in middle and older grades, but the current evaluation lacked data to assess effects on graduation rate. An effect size comparable to increasing high school graduates by one student nets a lifetime benefit of \$200,000 dollars for student and taxpayers, and additional benefits due to the reduced likelihood for contact with the criminal justice system. In this example, it is easy to see the potential downstream incentive for intervening early in children's lives to address attendance behaviors. Unfortunately, despite considerable effort, it was not possible to discern the direct relation between increased days in school and the likelihood of HS graduation for K-12 students. Future analyses will continue to explore this relationship, particularly as longitudinal data becomes available to assess downstream impacts of KKIS.

## Limitations

This project was not without limitations. Some of these limitations have been discussed above, and will be expanded on briefly in this section. The limitations in this project relate to design, data collection, and analysis.

Evaluation design requires many considerations. Researchers who seek to employ a design sufficient for to the national evidence-based registries (e.g., What Works Clearinghouse and Crime Solutions) may only consider very strong quasi-experimental or experimental designs. However, it is imperative that a program or model have enough preliminary evidence to support the logic model or theory of change that will subsequently be put up to the scrutiny of a rigorous evaluation design. There are many

alternative designs that program developers and evaluators can consider to answer preliminary questions about how a program or model is working, whether it aligns to its logic model, and use these learnings to inform refinement of the program or model over time. The evaluation of KKIS falls into this latter category. WestEd worked closely with the Department to design an evaluation that was utilization-focused while providing preliminary evidence on the effects of the program. The evaluation design did not, however, have opportunity to identify a reliable comparison group against which to compare the effects of the program for KKIS participants. It is therefore critical to interpret the results presented above with caution and as preliminary evidence only. The single group design does not allow us to make any claims of causation or intervention effect, but rather the outcomes are presented as associations between the outcome of interest (e.g., attendance) and participation in the intervention. While it is clear that there is an enhanced effect for students who fully experience the intervention, future work will employ a design that includes a comparison group of students with similar characteristics and needs to the KKIS participants.

In addition to design limitations, the case managers and evaluation team faced challenges in collecting data for the evaluation. The KKIS intervention operates across numerous schools in multiple districts. This reach of this program means that case managers and program management were tasked with designing a database that is compatible with several different types of student information systems and data warehouses. Further compounding the challenge was the evaluation team need for data in certain ways (e.g., weekly attendance) to maximize statistical power for the outcome evaluation. Furthermore, WestEd was not granted access to student-level data, so all data were de-identified prior to data analysis. This meant that all data for the KKIS evaluation were hand entered by case managers who drew on paper and electronic student records for the information. The process led to challenges in validating the accuracy of the data at times, and created additional burdens for program management and case managers when asked to reconcile issues in the data set. While the evaluation team is confident in the data set used in their analyses, the nature of these data are susceptible to error due to manual data entry. Future evaluation efforts will seek to complement the database records with school archival records to confirm outcomes among students.

Finally, the data limited the types of analyses the evaluation team could conduct to examine outcomes among KKIS participants. The evaluation team did attempt to use the most rigorous designs possible in each stage of analysis and to control for any observable factors (e.g., demographics and level of need) that could potentially confound the outcomes of interest; however, due to the nature of the study, the cost benefit analysis should also be view with caution and as exploratory in nature. In addition, future work could incorporate sensitivity analyses to ensure the findings hold for various subgroups of students in KKIS.

## Discussion

The findings of this evaluation suggest that there are many types of students who participated in KKIS and that their experiences and outcomes vary. The preliminary data suggest positive gains in attendance overall and these gains are more prominent for some groups of participants compared to others. It is important to better understand why this may be the case. For example, what are the characteristics of participants who do not receive case management and why might this be related to poor attendance outcomes? Why do very high need students have substantial improvements compared to slightly lower need peers? Finally, how does a participant's experience in the program including the "dosage" they receive relates to their outcomes?

There are positive takeaways from these preliminary analyses of attendance outcomes for students enrolled in KKIS. Overall, attendance improves for participants – by nearly one week over the course of an average school year. This is a considerable increase in learning time for students. Participants are receiving a wide range of interventions, which highlights the personal and individualized nature of the program. Many students are retained until they experience positive and sustained gains in attendance. However, it will be critical in the coming months to talk with case managers and program management to determine why the program might be successful for some and not others (e.g., level of need or age), whether the program is targeting the right population, and whether, and why, specific experiences within the program might lead to more positive gains for participants.

### Recommendations

The findings of this evaluation suggest that there are many types of students who participated in KKIS and that their experiences and outcomes vary. The preliminary data suggest positive gains in attendance overall and these gains are more prominent for some groups of participants compared to others. It is important to better understand why this may be the case. Furthermore, the KKIS model was implemented in a variety of ways across districts, and the process evaluation revealed universal prevention strategies that were not studied in the outcome evaluation. To address these findings and the limitations of the current study, the evaluation team recommends:

- Conducting a rigorous quasi-experimental or experimental study of the KKIS model that includes:
  - Incorporating measures to examine how KKIS effects student behaviors and attitudes related to other factors associated with drop out (e.g., substance use and delinquent behavior),
  - Increasing the focus on school-wide prevention efforts;
  - Examining the impact of KKIS on the overall student population, and
  - Re-analyzing the cost and benefits of KKIS using a comparison group and including additional direct and indirect benefits of the program.
- Re-examining the KKIS logic model and participant eligibility criteria to ensure the program is targeting the right students, and that resources are being used efficiently to address needs across all tiers of students.
- Collaborating with districts, schools, case managers, and students and their families to continue to develop the KKIS model in a way that incorporates multiple stakeholder perspectives, and
- Developing additional training and technical assistance for KKIS program staff to promote reliable and accurate data collection and entry, and to ensure that the program is implemented consistently and according to the model across all program sites.

Appendix A. Keeping Kids in School Logic Model

**Program Name:** Keeping Kids in School (KKIS)

**Problem Statement:** Chronic absenteeism is linked to negative short and long term outcomes at the individual (student), family, school, and community levels. Individual level outcomes include poor educational achievement, poor future employment outcomes, relational difficulties, poor health status, and engagement in deviant and anti-social activities. School level outcomes include lost revenue and disruptions to the educational process.

**IF WE HAVE...**

**AND WE DO...**

**WE WILL ACHIEVE...**

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM & MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<ul style="list-style-type: none"> <li>JAG grant</li> <li>Strong partnership between schools, County agencies, court, CBOs</li> <li>Qualified program manager, capacity to provide technical assistance to CBOs, schools, and individual case managers</li> <li>Qualified community based contractor, experienced in delivering collaborative, flexible, comprehensive case management services (Seneca)</li> <li>Qualified evaluation consultant (WestEd)</li> </ul>	<p>Provide multi-disciplinary <b>case management services</b> that are family centered and culturally-relevant</p> <hr/> <p>Provide <b>technical assistance</b> on best practices in attendance management to partner schools and districts</p> <hr/> <p>Conduct <b>ongoing training and support</b> for case managers</p> <hr/> <p>Conduct ongoing <b>program assessment and evaluation</b></p>	<ul style="list-style-type: none"> <li># of students receiving case management services (2017 Target: 120)</li> <li># of Needs Assessments (Initial/Final/Review) completed</li> <li># of Juvenile Crime Prevention Assessments completed</li> <li># of Action Plans created</li> <li># of referrals for service</li> <li># of interventions implemented</li> </ul> <hr/> <ul style="list-style-type: none"> <li># of school-wide interventions supported</li> <li># of family/community outreach at back-to-school nights, parent-teacher conferences, etc. attended</li> <li># of trainings provided to school staff/families in supporting chronically absent students</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Weekly individual and group supervision meetings</li> <li>Train case managers in restorative practices, motivational interviewing, best practices in reducing chronic absenteeism, case management strategies, cultural humility, data-informed interventions, etc. (2017 Target: 100%)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>WestEd to conduct a process and outcome evaluation of initial project by providing quarterly, preliminary, and final reports</li> </ul>	<p>Measures to be tracked:</p> <ul style="list-style-type: none"> <li>Improved attendance</li> <li>Increased student and parent engagement with the school</li> <li>Improved educational outcomes</li> <li>Improved functioning of participant families</li> <li>Avoidance or reduction of criminal activity</li> </ul>	<p>Improved:</p> <ul style="list-style-type: none"> <li>Educational achievement</li> <li>Future employment</li> <li>Relational outcomes (increased family planning and reduced marital breakdown)</li> <li>Health status</li> <li>Capacity of school to meet educational needs of students</li> <li>Recovered school revenue based on increased attendance</li> </ul> <p>Decreased:</p> <ul style="list-style-type: none"> <li>Engagement in deviant and anti-social activities</li> </ul>

**ASSUMING THAT... ASSUMPTIONS/ THEORIES**

- Highly individualized and tailored case management programs, modeled after the wraparound model, have the ability to effectively improve students' attendance rates.
- Multi-system interventions that are grounded in a culturally responsive approach are needed to address the global drivers of truancy and chronic absenteeism
- Cross-system collaboration provides the opportunity to leverage resources and share data to improve program documentation, quality, and outcomes.
- Increased/improved attendance leads to improved educational achievement and other long term outcomes

**BUT OUR SUCCESS MAY BE AFFECTED BY...**

**ENVIRONMENTAL FACTORS**

program turnover; school/staff turnover; funding changes; school transiency

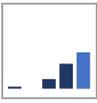
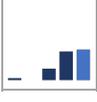
Appendix B. Student and Guardian Exit Survey Data Tables

		Strongly Disagree	Disagree	Unsure/Neutral	Agree	Strongly Agree	Total
<b>Guardian Exit Survey</b>							
My child received the kind of services I think he/she needed to improve his/her attendance.		0.0%	0.0%	1.9%	32.1%	66.0%	53
My family received the kind of services I think we needed to help my child improve his/her attendance.		0.0%	0.0%	1.9%	35.8%	62.3%	53
My child's attendance improved as a result of this program.		0.0%	0.0%	17.0%	17.0%	66.0%	53
<b>Student Exit Survey</b>							
I received help to improve my attendance.		0.0%	0.0%	8.6%	42.9%	48.6%	35
I think the services my family received helped improve my attendance.		0.0%	2.9%	22.9%	34.3%	40.0%	35
My attendance improved after being in this program.		0.0%	0.0%	20.0%	31.4%	48.6%	35

Students and guardians were asked about services and impact on student attendance. Guardians responded positively about the services received; more than 98% responding positively. When asked whether their child's attendance improved as a result of the program, more guardians were unsure or uncertain, 17%; however, a similar number of guardians(66%) strongly agreed that their child's attendance improved as a result of the program. Fewer agreed (less than strongly) 17% about the impact of the program on their child's attendance. A similar proportion of students agreed to some extent that their attendance improved after being in the program - 80%. Students were more likely to respond that they were unsure about these program services.

		Strongly Disagree	Disagree	Unsure/Neutral	Agree	Strongly Agree	Total
<b>Guardian Exit Survey</b>							
After participating in this program, I think my child is more engaged in his/her education.		0.0%	0.0%	17.0%	22.6%	60.4%	53
As a result of this program, I better understand how to help my child be successful in school.		0.0%	0.0%	17.0%	34.0%	49.1%	53
I would recommend the Keeping Kids in School program to other families.		0.0%	0.0%	3.8%	18.9%	77.4%	53
At the end of services, a clear transition plan was created for my child's continued success.		2.0%	2.0%	11.8%	17.6%	66.7%	51
<b>Student Exit Survey</b>							
After participating in this program, I am doing better in school.		0.0%	2.9%	20.0%	42.9%	34.3%	35
I have strong relationships with people who will support me after I complete this program.		0.0%	0.0%	28.1%	37.5%	34.4%	32
I would recommend the Keeping Kids in School program to other kids who have poor attendance.		2.9%	0.0%	11.4%	20.0%	65.7%	35
My Action Plan(s) helped me to improve my attendance.		2.9%	0.0%	11.4%	37.1%	48.6%	35
My Transition Plan will help me continue to be successful.		2.9%	0.0%	8.6%	31.4%	57.1%	35

Guardians and students were asked about their experience with the program and the impact that they perceived as a result of participating. More than 96% of guardians would recommend Keeping Kids in School to other families. A lesser percent, but still a majority of students - 85.7% of students would recommend this program to other students who have poor attendance. One student (2.9%) strongly disagreed that they would recommend this program to other students. Most students (88.5%) agreed that their Transition Plan would help them be successful (while one student disagreed); however, more than one in four students, 28.1%, were unsure or uncertain that they had a strong relationship with people who would support them after completing the program.

		Strongly Disagree	Disagree	Unsure/Neutral	Agree	Strongly Agree	Total
<b>Guardian Exit Survey</b>							
This program helped to improve communication in our family.		3.8%	0.0%	13.2%	34.0%	49.1%	53
This program helped to improve my child's relationships with staff at his/her school.		0.0%	0.0%	11.3%	34.0%	54.7%	53
This program helped to improve my relationships with the staff at my child's school.		0.0%	0.0%	9.4%	35.8%	54.7%	53
This program helped my child and family form and build relationships with people who will support us when KKIS is finished.		3.8%	0.0%	17.0%	37.7%	41.5%	53
<b>Student Exit Survey</b>							
This program helped to improve communication in our family.		2.9%	2.9%	28.6%	34.3%	31.4%	35
This program helped me have better relationships with my teachers and other school staff.		0.0%	0.0%	25.7%	40.0%	34.3%	35

Guardians and students were asked about relationships and communications. Here, again, students were more likely to report that they were unsure or uncertain about this program's impact on these outcomes; approximately one in four students answered this way. More than half (65.3%) is students agreed to some extent that the program helped improve communication in their families. Guardians agreed more strongly that this program helped improve communication within their families (73.1%) and that this program helped improve their child's (88.7%) and their (90.6%) relationship with staff.

		Strongly Disagree	Disagree	Unsure/Neutral	Agree	Strongly Agree	Total
<b>Guardian Exit Survey</b>							
My case manager understood the needs of my child and our family.		0.0%	0.0%	7.7%	21.2%	71.2%	52
I was able to communicate with my child's case manager in a language that I preferred (either directly or through a translator).		0.0%	1.9%	1.9%	17.3%	78.8%	52
My case manager quickly responded when I made attempts to communicate (phone, email, etc.)		0.0%	0.0%	1.9%	13.5%	84.6%	52
<b>Student Exit Survey</b>							
My case manager cared about me.		0.0%	0.0%	0.0%	37.1%	62.9%	35
My case manager understood what I needed.		0.0%	0.0%	2.9%	42.9%	54.3%	35
My case manager understood what my family needed.		0.0%	0.0%	17.1%	31.4%	51.4%	35
My case manager was easy to reach (by phone, text, email, in person).		0.0%	0.0%	14.3%	25.7%	60.0%	35

Guardians and students were asked about experience with their case manager. All students agreed to some extent that their case manager cared about them; however, 17.1% were not sure (or reflected neutrally) that their case manager understood what their family needed. Guardians, though, were more certain - 94.3% agreed that their case manager understood their childrens' and families' needs. Almost all, 98.1% of guardians agreed to some extent that their case manager responded quickly when they made attempts to communicate (b phone, email, etc.).

		Strongly Disagree	Disagree	Unsure/Neutral	Agree	Strongly Agree	Total
<b>Guardian Exit Survey</b>							
Staff on the Student Attendance Team cared about my child.		0.0%	0.0%	1.9%	17.3%	80.8%	52
I was allowed to invite people to the Student Attendance Team meetings who I wanted to attend.		0.0%	0.0%	19.2%	26.9%	53.8%	52
The Action Plans created during the Student Attendance Team meetings were tailored to our individual family needs.		0.0%	0.0%	13.5%	30.8%	55.8%	52
My family's values and beliefs were incorporated into my child's Action Plans.		0.0%	0.0%	13.7%	33.3%	52.9%	51
The Student Attendance Team listened to me and my child.		0.0%	0.0%	9.6%	25.0%	65.4%	52
Important decisions were always made with input from my child and me.		0.0%	0.0%	7.7%	32.7%	59.6%	52
The Action Plan was changed whenever something was not working.		0.0%	0.0%	11.5%	23.1%	65.4%	52
All members of the Student Attendance Team were held responsible for completing their action steps.		0.0%	0.0%	9.6%	30.8%	59.6%	52
<b>Student Exit Survey</b>							
My Student Attendance Team cared about me.		0.0%	0.0%	20.0%	31.4%	48.6%	35
My Student Attendance Team listened to me and my family.		0.0%	0.0%	22.9%	34.3%	42.9%	35

I was allowed to invite people to the Student Attendance Team meetings who I wanted to attend.		0.0%	2.9%	48.6%	14.3%	34.3%	35
I was always involved in decisions about my Action Plan.		0.0%	0.0%	26.5%	32.4%	41.2%	34
My Action Plan was changed whenever something was not working.		0.0%	2.9%	22.9%	42.9%	31.4%	35
The members of the Student Attendance Team worked hard to complete their action steps.		0.0%	0.0%	22.9%	31.4%	45.7%	35

Guardians and students were asked about experience with the Student Attendance Team and their Action Planning. Students were less likely to reflect that they agreed or strongly agreed that their case manager cared about them (80%) compared to guardians' reflection on the same question. Among guardians, 98.1% agreed or strongly agreed on the Student Attendance Team's care for their child. Guardians and students were asked to reflect about changes in Action Plans. Of the two populations, just one individual disagreed that Action Plans were changed when something was not working.

Appendix C. Program Forms and Instruments

## Needs Assessment (Revised)



Quick View Information

### Assessment Overview

The **Needs Assessment (Revised)** is a process that begins with the KKIS Referral Form and culminates with the assessment summary. Complete each section below as instructed. Please refer any questions regarding this assessment to your assigned supervisor.

**For students 12+ years old:** Make sure to complete the JCP Assessment BEFORE completing this assessment. You will need information from the JCP Assessment to complete this assessment.

**Remember: the findings of this needs assessment should be used to develop targeted goals and interventions for each student on your assigned caseload.**

**\*Referral Date**

-- Please Select -- ▾

This field is required.

**\*Date of Needs Assessment**

MM/DD/YYYY

**\*Assessment Type**

- Initial
- Final
- Other

### Instructions: Risk Domains

**For each domain section below (student-specific, family-specific, school-specific, neighborhood-specific) there are several risk categories identified that describe possible factors impacting a student's attendance at school. Please read each risk category thoroughly and identify the level of current risk for your student. The levels are as follows:**

**0 - No evidence of risk**

**1- Significant history or possible risk that is not interfering with school attendance**

**2- Risk interferes with school attendance**

**3- Risk significantly interferes with school attendance or is dangerous or disabling**

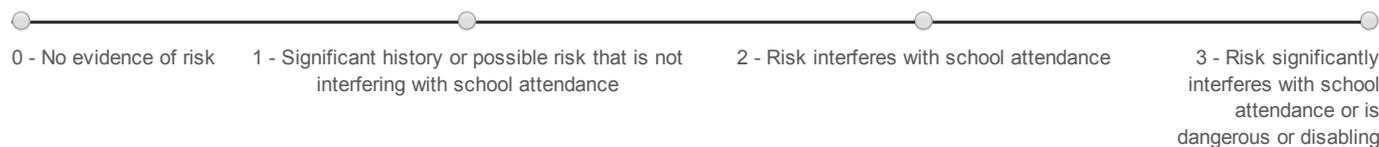
### Student Specific Domains

#### Attendance

Includes...

- school attendance
- understanding of attendance laws
- school transiency
- illness that occurs during the school day

**\*Attendance Risk**



**Attendance Risk Notes**

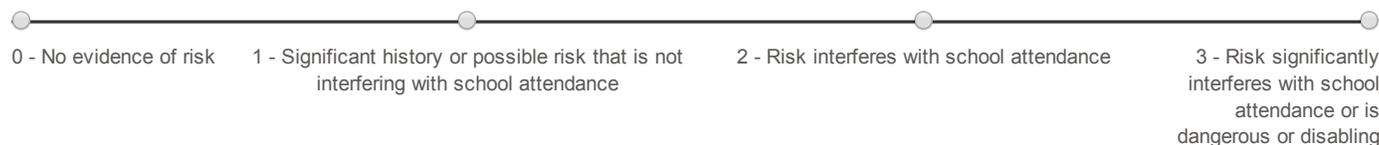
Notes

## Academics/Learning

**Includes...**

- academic performance
- reading or math proficiency
- ability to learn
- learning disability(ies)
- grade promotion
- learning style
- vision or auditory problems

**\*Academics/Learning Risk**



**Academics/Learning Risk Notes**

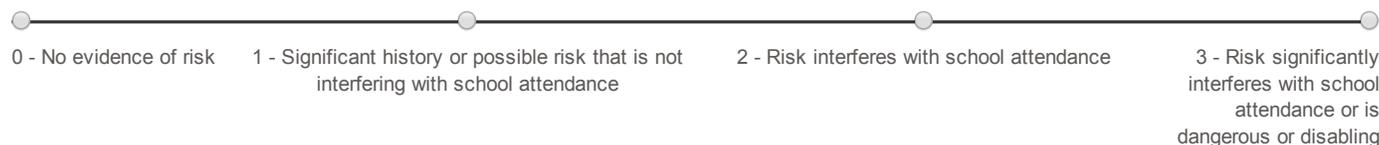
Notes

## School Attitudes/Feelings

**Includes...**

- motivation
- general attitude/feelings towards school or work
- feelings about school expectations, feelings about authority school holds (or in general)
- level of boredom with school
- feelings of belonging at school
- ability to feel part of school culture
- feelings towards teachers
- feelings toward other school staff
- feelings of safety with teachers or administrators
- feelings of physical safety to/from and at school
- school-related anxiety
- school phobia
- participation of school activities and extra-curriculars

**\*School Attitudes/Feelings Risk**



**School Attitudes/Feelings Risk Notes**

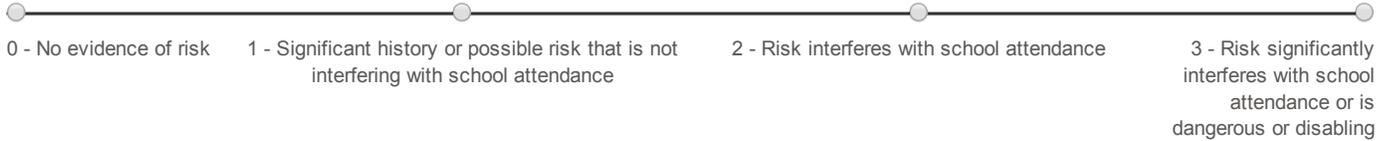
Notes

## Behavior

### Includes...

- conduct disorders
- behaviors requiring disciplinary measures
- suspensions and expulsions
- school violence

### \*Behaviors Risk



### Behaviors Risk Notes

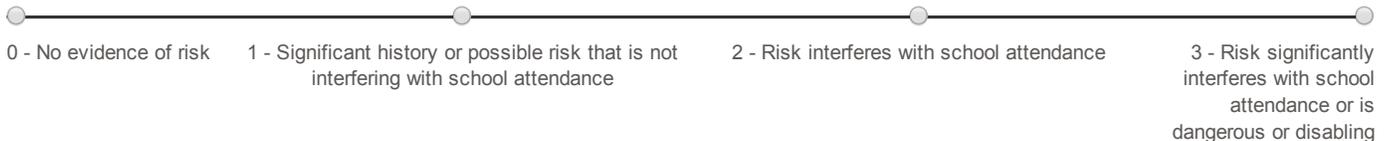
Notes

## Peer Relationships

### Includes...

- peer relationships
- peer relationships at school
- friends older in age
- non-school oriented friends
- social competence
- inter-personal skills
- ethnic or racial dissonance
- social exposure (isolation vs. inclusion)
- bullying

### \*Peer Relationships Risk



### Peer Relationships Risk Notes

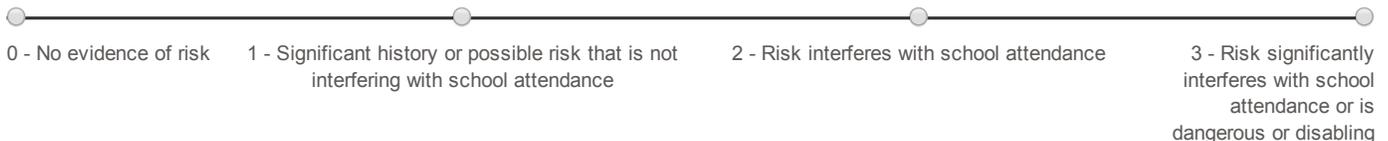
Notes

## Physical Well-Being

### Includes...

- physical appearance
- physical health

### \*Physical Well-Being Risk



### Physical Well-Being Notes

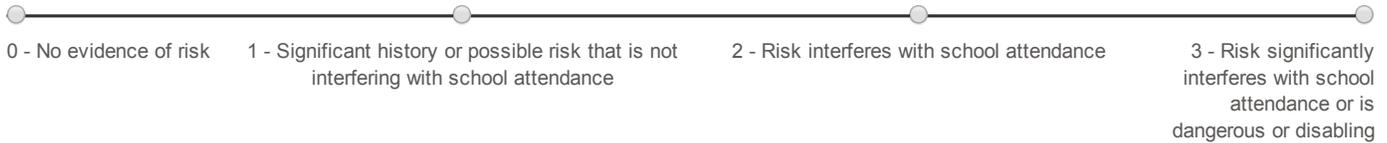
Notes

# Mental Health

**Includes...**

- mental health difficulties
- mental or emotional stability
- social and emotional functioning
- emotional coping
- autonomy disorders
- childhood depression
- self-esteem and self-concept
- feeling lack of control over life
- separation anxiety

**\*Mental Health Risk**



**Mental Health Risk Notes**

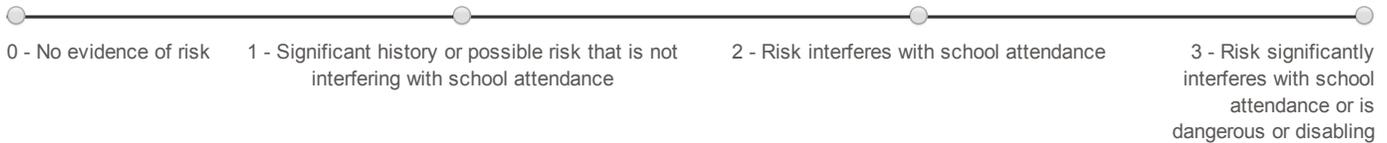
Notes

# Home Responsibilities

**Includes...**

- domestic responsibilities of child
- child staying home to care for parent
- absent from home without parent consent

**\*Home Responsibilities Risk**



**Home Responsibilities Risk Notes**

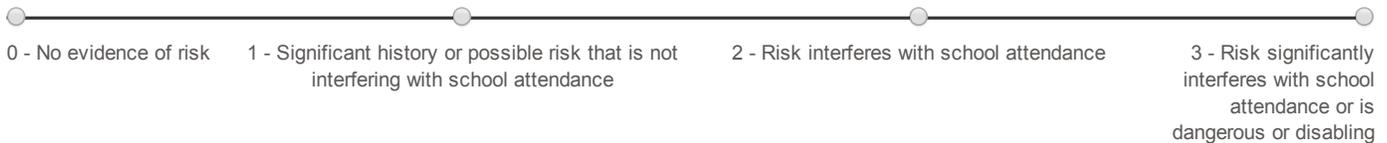
Notes

# Substance Abuse

**Includes...**

- substance abuse

**\*Substance Abuse Risk**



**Substance Abuse Risk Notes**

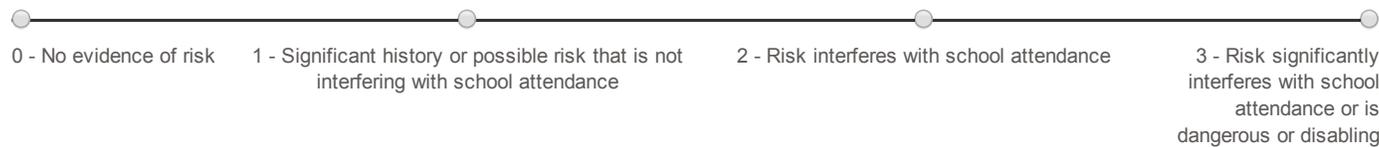
Notes

# Life Elements

**Includes...**

- teen parenting or pregnancy
- recent traumatic event

**\*Life Elements Risk**



**Life Elements Risk Notes**

Notes

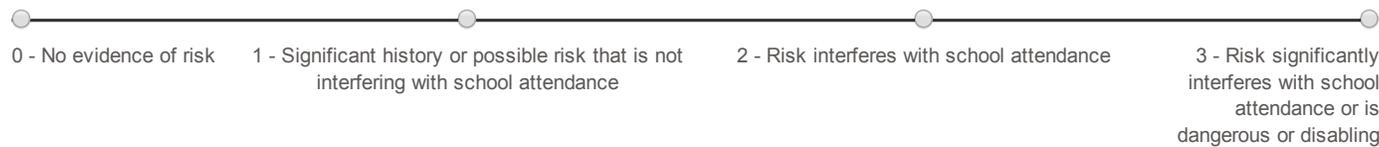
**Family Specific Domain**

**Parent/Guardian School Attitudes/Feelings**

**Includes...**

- parental knowledge of truancy
- awareness of attendance laws
- general attitudes toward education
- parent-school involvement
- parent-school communication

**\*Parent/Guardian School Attitudes/Feelings Risk**



**Parent/Guardian School Attitudes/Feelings Risk Notes**

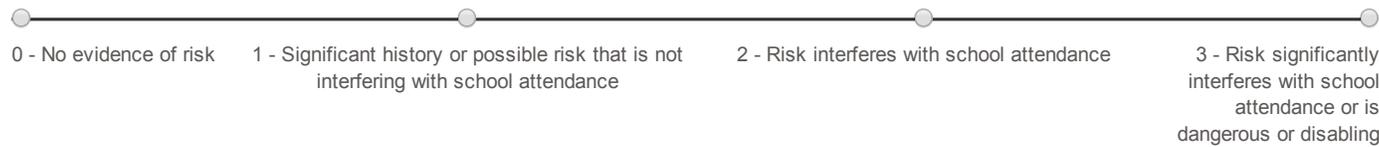
Notes

**Parenting Skills**

**Includes...**

- guidance or parental supervision
- parenting skills

**\*Parenting Skills Risk**



**Parenting Skills Risk Notes**

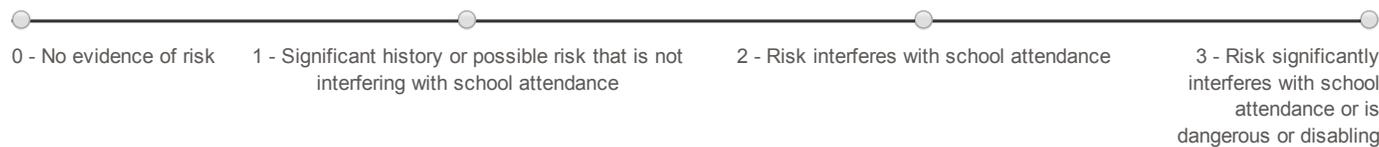
Notes

**Family Environment**

**Includes...**

- family environment
- domestic violence
- abuse or neglect
- drug/alcohol abuse

**\*Family Environment Risk**



**Family Environment Risk Notes**

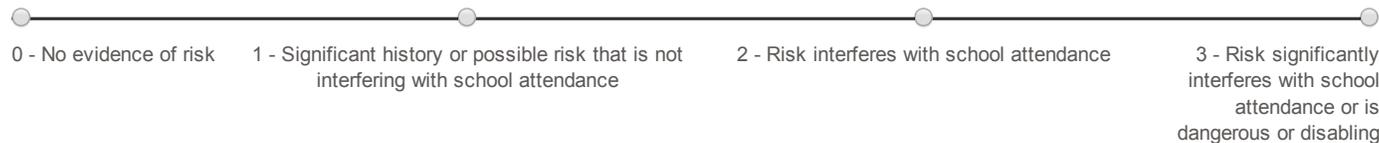
Notes

## Parent Guardian Mental Health

**Includes...**

- parental physical or mental health
- parental emotional stability
- parental level of child acceptance
- parental concern for child's welfare
- parental indulgence towards child
- parental protectiveness towards child
- parental fear of loss of companionship

**\*Parent/Guardian Mental Health Risk**



**Parent/Guardian Mental Health Risk Notes**

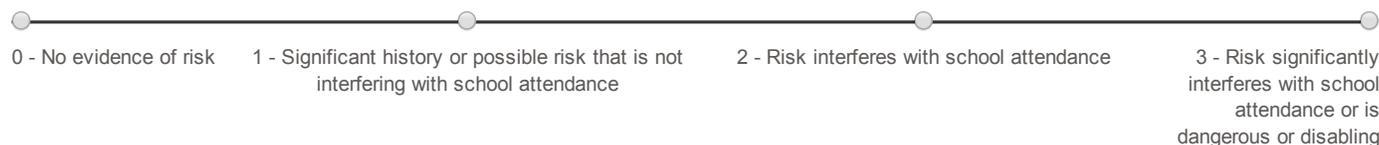
Notes

## Home Elements

**Includes...**

- single parent homes
- parents who hold multiple jobs
- parental educational attainment
- sibling(s) school performance
- language
- poverty
- mobility rate
- affordability of daycare
- financial costs for school
- transportation costs

**\*Home Elements Risk**



**Home Elements Risk Notes**

Notes

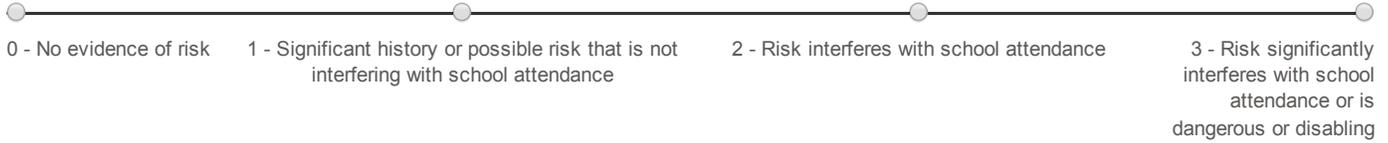
## School Specific Domain

## School Policy

### Includes...

- administrative policies
- procedures for dealing with chronic absenteeism
- consequences available for truant youth

### \*School Policy Risk



### School Policy Risk Notes

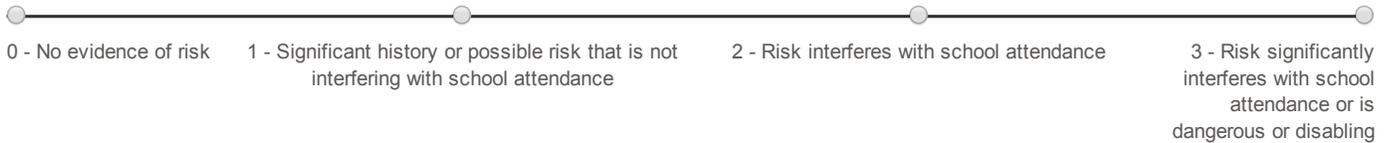
Notes

## School Climate

### Includes...

- school climate
- counseling and guidance staff
- cultural humility

### \*School Climate Risk



### School Climate Risk Notes

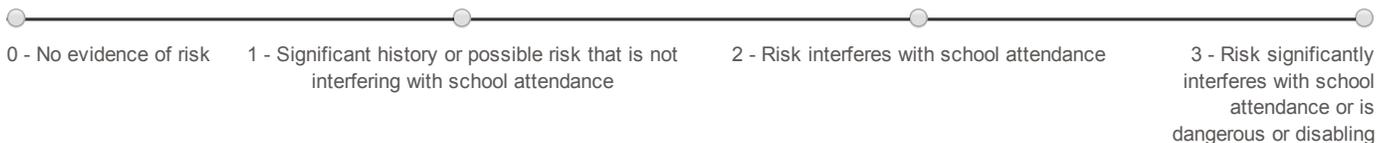
Notes

## School Services/Placement

### Includes...

- identification of services for student
- services provided for student
- school/class placement

### \*School Services/Placement Risk



### School Services Placement Risk Notes

Notes

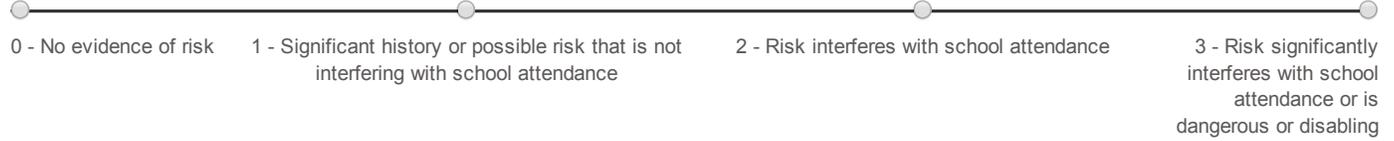
## Teacher/Class Elements

### Includes...

- teacher attendance
- teacher level of concern
- teacher classroom management style

- teacher expectations
- accommodation of student learning style(s)
- teacher-student relationship
- curriculum relevance/interest
- class size

**\*Teacher/Class Elements Risk**



**Teacher/Class Elements Risk Notes**

Notes

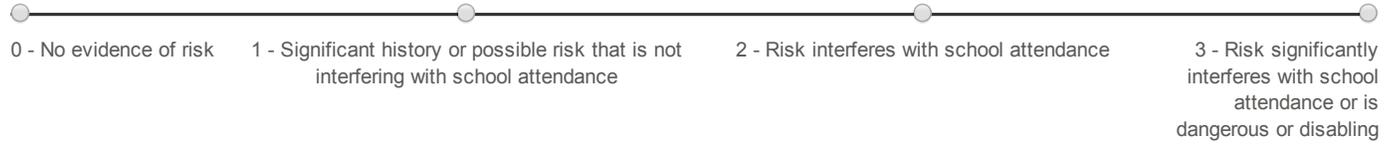
**Neighborhood Specific Domains**

**Neighborhood Elements**

Includes...

- neighborhood elements

**\*Neighborhood Elements Risk**



**Neighborhood Elements Risk Notes**

Notes

**Risk Domain Summary**

Total Student Specific Risk Score (10 Factors)	Total Family Specific Risk Score (5 Factors)	Total School Specific Risk Score (4 Factors)	Total Neighborhood Specific Risk Score (1 Factor)	Total Risk Score (All Domains)
<input type="text"/>	<input type="text"/>	<input type="text"/>	0 <input type="text"/>	0 <input type="text"/>
Average Student Specific Factors Score	Average Family Specific Risk Score	Average School Specific Risk Score	Average Neighborhood Specific Risk Score	Average Risk Score (All Domains)
0 <input type="text"/>	0 <input type="text"/>	0 <input type="text"/>	0 <input type="text"/>	0 <input type="text"/>

**JCP Assessment (MANDATORY for students 12+ years old)**

**Instructions:** Complete the JCP Assessment as required for students **12+ years old** utilizing best practices learned during training. The JCP Assessment can be found in the Additional Documents of the Student Profile. Use the information from the completed JCP Assessment to complete this section following the instructions below. This is necessary to record all identified student needs in one section.

**\*What was the student's level of risk on the JCP Assessment?**

- Low
- Medium
- High

JCP Not Completed

### Family Functioning Assessment (MANDATORY for students < 12 years old)

**Instructions:** Complete the following family functioning assessment (adapted from the JCP Assessment) as required for students <12 years old.

**PF5.1 Communicates effectively with family members (shared communication is both verbal and nonverbal and includes establishing and maintaining healthy relationship boundaries).**

- Yes
- More Info Needed
- No

**R5.2 Poor family supervision and control (family does not know where the youth goes, what he or she does, or with whom, and has little or no influence in such matters).**

- Yes
- More Info Needed
- No

**R5.3 Serious family conflicts (people in youth’s family often yell at and insult each other, in ways that make the youth uncomfortable or unhappy).**

- Yes
- More Info Needed
- No

**R5.4 History of reported child abuse/neglect or domestic violence (Reports of abuse or neglect of this youth are being investigated or have been substantiated; youth is a victim or witness of family violence).**

- Yes
- More Info Needed
- No

**R5.6 Criminal family member (family member or someone in youth’s household has history of criminal behavior that is having an impact on youth’s current behavior).**

- Yes
- More Info Needed
- No

**PF5.10 Has close, positive, supportive relationship with at least one family member (Youth enjoys spending time with parent or family member, feels he/she can talk with them about issues that are important to her/him, and feels at least one family member supports, encourages, and recognizes pro-social achievements. Do not answer “yes” if close family member is supporting and encouraging criminal behavior). [Not Scored]**

**PF5.10 Score**

CP

- Yes
- More Info Needed
- No

**Family Functioning Total Score**

00

### Assessment Summary (completed after initial Student Attendance Team meeting)

**Instructions:** Write a brief summary of this needs assessment. Briefly describe risk and protective factors as they relate to student attendance.

**\*Summary:**

Notes

## Seneca Case Management Needs (mandatory for Seneca employees)

**\*Instructions: Identify any needs/interventions this family may need assistance with using information obtained from the assessment.**

- Basic Needs
- Applying for Public Benefits
- Housing & Physical Permanency (including furniture)
- Assistance w/ Housekeeping
- Assistance w/ Personal Hygiene
- Assistance w/ Other Skills Regarding Activities of Daily Living
- Daily Living
- Employment
- Medical Care
- Dental Care
- Mental Health Care (medication/therapy/other)
- Services for Child's Special Needs
- Parenting Classes
- Crisis Support
- Respite
- Tutoring
- Finding Community Programs
- Finding Recreation/Leisure Activities
- Support of Spirituality
- Support Group
- Interaction w/ Criminal System
- Independent Living Skills

## System Fields



# Keeping Kids in School

JCP Assessment

**Student:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Gender:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **District:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**Parent/guardian:** \_\_\_\_\_ **Caseworker:** \_\_\_\_\_

The JCP Assessment was developed to identify dynamic and static risk and protective factors that put youth at risk of delinquency, and to use this information to guide decisions regarding level and type of intervention and/or supervision.

Additional information and materials are available at: <http://www.npresearch.com>.

For sample interview or survey questions, please see the Screener Prompt Sheet, Interview Questions, or Youth and Parent/Family Surveys in the OJCP Screen/Assessment User's Guide or on the Web at <http://www.npresearch.com>.

**IMPORTANT: Only trained staff should complete this assessment. The youth or the youth's parent/guardian should NEVER complete the assessment. This is not a structured interview or survey instrument.**

## PART ONE: INDICATORS

Complete Sections 2.0 – 8.0 for both Initial Screens and Final Assessments

**Instructions:** Fill in all responses. If you don't have sufficient information for a "Yes" or "No" response, or have conflicting information, check "More Info Needed." Do not leave the item blank. You may make any necessary revisions/adjustments to responses within 30 days of the assessment date.

2.0	SCHOOL ISSUES	More Info. Needed	Score <sup>1</sup>
<input type="checkbox"/>	<i>*Some of the school indicators may not be applicable if youth has graduated from high school or has completed, or is currently working on, a GED. If youth is being assessed during the summer, code the last regular semester and use the last month of school for the "past month" questions.</i>	Yes No	
PF2.1	<b>Significant school attachment/commitment</b> (has significant attachments, beliefs, commitment and/or involvement with and within his/her school; youth motivated to do well in school).	<input type="checkbox"/> <input type="checkbox"/> <input type="radio"/>	
R2.2	<b>Academic failure</b> (recently failed, or currently failing two or more classes; not meeting minimal academic standards; not performing at grade level appropriate to youth's age).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R2.3	<b>Chronic truancy</b> (skips school at least once a week, or has more than four unexcused absences in past month).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R2.4	<b>School dropout</b> (has stopped attending school or is not enrolled. Do not count if graduated, completed/working on GED, or attending alternative education/trade program).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	

3.0	PEER RELATIONSHIPS	More Info. Needed	Score
<input type="checkbox"/>		Yes No	

PF3.1	<b>Friends disapprove of unlawful behavior</b> ( <i>associates on a regular basis with <u>more than one friend</u> who disapproves of unlawful acts such as stealing, physically hurting others, vandalism, etc.</i> ).	<input type="checkbox"/> <input type="checkbox"/> <input type="radio"/>	
R3.2	<b>Friends engage in unlawful or serious acting-out behavior</b> ( <i>has <u>one or more friends</u> or routine contact with peer(s) who actively engage in unlawful behaviors including delinquency, substance abuse, or violent activities</i> ). ▲ <sup>2</sup>	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R3.3	<b>Has friends (or routine contact with peers) who have been suspended or expelled or dropped out of school</b> ( <i>associates with one or more friends who have been suspended in the last six months, expelled, or dropped out of school</i> ).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
PF3.4	<b>Has friends who are academic achievers</b> ( <i>has friendships and meaningful acquaintances with <u>more than one other youth</u> achieving academic excellence</i> ).	<input type="checkbox"/> <input type="checkbox"/> <input type="radio"/>	
T3.5	<b>Substance abusing friend(s)</b> ( <i>Youth hangs out with one or more other youth who use alcohol and/or drugs on a regular basis [e.g., using several times per month]</i> ). [Not Scored]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	CP
PF3.6	<b>There is an adult in youth's life (other than a parent) she/he can talk to</b> ( <i>youth reports having good conversations or connections with an adult, other than a parent, within the last month</i> ).	<input type="checkbox"/> <input type="checkbox"/> <input type="radio"/>	
PF3.7	<b>Lives in a low crime and/or stable, supportive neighborhood</b> ( <i>Neighborhood has low crime rate and/or youth reports living in neighborhood where there is stability and strong attachment to pro-social norms, such as law-abiding behavior, friendly interaction with neighbors, or neighbors helping each other. Neighborhood should be defined as the area around which the youth is living</i> ). [Not Scored]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	CP

4.0 <input type="checkbox"/>	BEHAVIOR ISSUES	More Info. Needed Yes No	Score
R4.1	<b>Chronic aggressive, disruptive behavior at school starting before age 13</b> ( <i>stealing, fighting, bullying, threatening, shunning, starting rumors/malicious gossiping</i> ).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
C4.2	<b>Aggressive, disruptive behavior at school during past month</b> ( <i>stealing, fighting, bullying, threatening, shunning, starting rumors/malicious gossiping</i> ).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R4.3	<b>Three or more referrals for criminal offenses</b> ( <i>misdemeanor or felony charges, such as burglary, theft, assault, vandalism. Exclude curfew, truancy, runaway, minor in possession (MIP) of alcohol or tobacco, incorrigibility, technical probation violations, violations of local ordinances and infractions</i> ).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R4.4	<b>Referred for a criminal offense at age 13 or younger</b> ( <i>misdemeanor or felony charge. Exclude curfew, truancy, runaway, minor in possession (MIP) of alcohol or tobacco, incorrigibility, technical probation violations, and/or violations of local ordinances and infractions</i> ). [Not Scored]▲	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	CP
PF4.5	<b>Involved in constructive extra-curricular activities</b> ( <i>Youth is involved in extra-curricular or after-school activities (within or outside of the school) such as sports, clubs, student or religious groups, practice of music, theater, or other arts</i> ).	<input type="checkbox"/> <input type="checkbox"/> <input type="radio"/>	
R4.6	<b>Chronic runaway history</b> ( <i>runaway history involving an extended period [1 week or more] or repeated [3 or more] short episodes [1 to 3 days]</i> ).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
C4.7	<b>Recent runaway</b> ( <i>in past month, youth has run away for at least one day/night</i> ).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R4.9	<b>In past month, youth's behavior has hurt others or put them in danger</b> ( <i>in the past month, youth has been charged with a violent crime or been violent or extremely threatening/aggressive to others. Limit to harm or serious threats such as robbery, carried a handgun or other illegal weapon, has been in a fight with a weapon, physically attacked someone with the idea of seriously hurting him/her, sexually assaulted someone, or driven a vehicle after drinking or using illegal drugs</i> ).▲	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R4.10	<b>Behavior hurts youth or puts her/him in danger</b> ( <i>check if has been true at any time in the past</i> ) ( <i>limit to physical harm or threat of harm; e.g., attempted suicide, riding in a vehicle with a teenage driver who had been drinking or using drugs, taking other excessive risks</i> ).	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	

R4.12	<b>A pattern of impulsivity combined with aggressive behavior toward others</b> ( <i>Youth exhibits a pattern of behavior that is both impulsive and aggressive in nature. This could include recurrent episodes of poor anger control or reacting without thinking in a verbally or physically threatening way.</i> )	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R4.13	<b>Harms or injures animals</b> ( <i>Youth reports torturing animals or there is evidence youth has tortured animals. Do not include harm in connection with hunting.</i> )	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R4.14	<b>Preoccupation with or use of weapons.</b>	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R4.15	<b>Youth has history of setting fires</b> ( <i>Youth has self-reported or official record of setting one or more fires at any time in the past.</i> ) <b>[Not Scored]</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	CP

<b>5.0</b> <input type="checkbox"/>	<b>FAMILY FUNCTIONING</b>	More Info. Needed Yes No	Score
PF5.1	<b>Communicates effectively with family members</b> ( <i>shared communication is both verbal and nonverbal and includes establishing and maintaining healthy relationship boundaries.</i> )	<input type="checkbox"/> <input type="checkbox"/> <input type="radio"/>	
R5.2	<b>Poor family supervision and control</b> ( <i>family does not know where the youth goes, what he or she does, or with whom, and has little or no influence in such matters.</i> )	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R5.3	<b>Serious family conflicts</b> ( <i>people in youth's family often yell at and insult each other, in ways that make the youth uncomfortable or unhappy.</i> )	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R5.4	<b>History of reported child abuse/neglect or domestic violence</b> ( <i>Reports of abuse or neglect of this youth are being investigated or have been substantiated; youth is a victim or witness of family violence.</i> )	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R5.6	<b>Criminal family member</b> ( <i>family member or someone in youth's household has history of criminal behavior that is having an impact on youth's current behavior.</i> )	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
PF5.10	<b>Has close, positive, supportive relationship with at least one family member</b> ( <i>Youth enjoys spending time with parent or family member, feels he/she can talk with them about issues that are important to her/him, and feels at least one family member supports, encourages, and recognizes pro-social achievements. Do not answer "yes" if close family member is supporting and encouraging criminal behavior.</i> ) <b>[Not Scored]</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	CP

<b>6.0</b> <input type="checkbox"/>	<b>SUBSTANCE USE</b>	More Info. Needed Yes No	Score
R6.1	<b>Substance use beyond experimental use</b> ( <i>uses alcohol and/or other drugs regularly.</i> )	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R6.2	<b>Current substance use is causing problems in youth's life</b> ( <i>youth is having problems with school, the law, family, friends or community related to alcohol/drug use.</i> )	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R6.3	<b>Substance use began at age 13 or younger</b> ( <i>began use of alcohol or other drugs, or regular use of tobacco, at age 13 or younger.</i> ) ▲	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	
R6.4	<b>Has been high or drunk at school at any time in the past</b> ( <i>Youth, school, or other reliable source reports that youth has been high or drunk at school at any time in the past.</i> )	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/>	

<b>7.0</b> <input type="checkbox"/>	<b>ATTITUDES, VALUES, &amp; BELIEFS</b> <i>*Note R7.1 is included in the risk factor total, but not counted as one of the 5 JCP domains.</i>	More Info. Needed Yes No	Score
R7.1	<b>Anti-social thinking, attitudes, values, beliefs</b> (Youth reveals thought patterns, attitudes, values or beliefs which are accepting of criminal or delinquent behavior, drug use, and/or violence).	○ <input type="checkbox"/> <input type="checkbox"/>	
<b>8.0</b> <input type="checkbox"/>	<b>MENTAL HEALTH INDICATORS</b> <i>Youth with multiple mental health indicators are at increased risk of offending. Consider additional mental health assessment and/or services and supervision for these youth.</i> <i>*Note, these items are not included in the JCP Evaluation Score.</i>	More Info. Needed Yes No	Score
8.1	<b>Actively suicidal or prior suicide attempts.</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MH
8.2	<b>Depressed or withdrawn.</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MH
8.3	<b>Difficulty sleeping or eating problems.</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MH
8.4	<b>Hallucinating, delusional, or out of touch with reality (while not on drugs or alcohol).</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MH
8.5	<b>Social isolation: youth is on the fringe of her/his peer group with few or no close friends. ▲</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MH

## PART TWO: SCORING TOTALS

### Scoring Instructions:

- For each item where a circle is checked, place a “1” in the box to the right of the indicator.
- For each domain with at least one indicator with a score of “1,” place a check in the box next to each domain title.
- Complete the table below according to the directions and record the level of risk score on the KKIS Needs Assessment.

<b>9.0</b>	<b>TOTALS</b>	
<b>9.2</b>	<p><b><u>Risk Assessment -</u></b></p> <p><b>Total JCP Evaluation (Risk and Protective) Score</b> - count circles in <u>un-shaded boxes</u> (exclude mental health indicators) (maximum of 30)</p> <p style="text-align: center;"><b>Level of Risk Score (check one)</b></p> <p style="text-align: center;"> <input type="checkbox"/> Low (0-5)                                      <input type="checkbox"/> Medium (6-13)                                      <input type="checkbox"/> High (14+)             </p>	
<b>9.3</b>	<b>Total Mental Health Indicators</b> - count items checked “yes” in Section 8 (maximum of 5)	
<b>10.0</b>	<b>Violence Indicator</b> (add items (3.2, 4.4, 4.9, 6.3 & 8.5) with a “▲”) (maximum of 5)	

*Please note:*

Shaded items are not included in the scoring of the assessment, but are included here for case planning (CP) and evaluation purposes.

The risk factor numbers begin with the letter "R," the protective factor items begin with the letters "PF," items indicating change over time begin with the letter "C," and those that begin with the letter "T" are test items and are not scored.

Items indicated with "MH" are mental health indicators. The presence of a mental health item indicates the assessor should consider additional mental health assessments and/or services and supervision for these youth.

Research suggests that youth who have one or more of the JCP **violence indicators** may be more at risk of committing a violent act in the future.



# Keeping Kids in School

## Student Participant Exit Survey

This survey is to understand how you feel about the Keeping Kids in School (KKIS) program. What you tell us will be used to improve services so we hope you will answer honestly.

Your answers will be kept private. No one will be able to tell that your answers came from you. Your name will not be used anywhere and your responses will NOT be shared with your case manager or anyone else. Your response will not impact any other services you receive from the school or Seneca. Completing this survey is voluntary – you can choose to do it or not. You can also choose to skip any questions you do not want to answer.

Please read each item below and check the box that best matches your opinion about KKIS services. When you complete this survey, please put it in the sealed envelope and return it to your case manager.

	Strongly Disagree	Disagree	Unsure/ Neutral	Agree	Strongly Agree
<b>OVERALL SATISFACTION</b>					
I received help to improve my attendance.	<input type="checkbox"/>				
I think the services my family received helped improve my attendance.	<input type="checkbox"/>				
My attendance improved after being in this program.	<input type="checkbox"/>				
After participating in this program, I am doing better in school.	<input type="checkbox"/>				
This program helped to improve communication in our family.	<input type="checkbox"/>				
This program helped me have better relationships with my teachers and other school staff.	<input type="checkbox"/>				
I would recommend the Keeping Kids in School program to other kids who have poor attendance.	<input type="checkbox"/>				

About how long were you enrolled in the program? (Please check one box.)

- Less than one month     
  Between 1-2 months     
  Between 2-3 months     
  More than 3 months

About how often did you meet with your case manager? (Please check one box.)

- Once per month     
  Every other week     
  Once per week     
  More than once per week

	Strongly Disagree	Disagree	Unsure/ Neutral	Agree	Strongly Agree
<b>Program Services</b>					
My case manager cared about me.	<input type="checkbox"/>				
My case manager understood what I needed.	<input type="checkbox"/>				
My case manager understood what my family needed.	<input type="checkbox"/>				
My case manager was easy to reach (by phone, text, email, in person)	<input type="checkbox"/>				
My Student Attendance Team cared about me.	<input type="checkbox"/>				
I was allowed to invite people to the Student Attendance Team meetings who I wanted to attend.	<input type="checkbox"/>				
My Action Plan(s) helped me to improve my attendance.	<input type="checkbox"/>				
My Transition Plan will help me continue to be successful.	<input type="checkbox"/>				

**Please check any services that you or your family participated in while enrolled in the Keeping Kids in School Program.**

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Tutoring                   | <input type="checkbox"/> Student Counseling                           | <input type="checkbox"/> Sports Team                       | <input type="checkbox"/> Transportation Aid      |
| <input type="checkbox"/> Conflict Resolution        | <input type="checkbox"/> Family Counseling                            | <input type="checkbox"/> Other extra –curricular activity  | <input type="checkbox"/> Daycare Support         |
| <input type="checkbox"/> Special Education          | <input type="checkbox"/> Other Student Mental Health Services         | <input type="checkbox"/> Mentoring                         | <input type="checkbox"/> Other Financial Support |
| <input type="checkbox"/> Other School-Based Support | <input type="checkbox"/> Other Family/Guardian Mental Health Services | <input type="checkbox"/> Youth Group                       | <input type="checkbox"/> Attendance Rewards      |
|   |   | <input type="checkbox"/> Boys and Girls Club               |  |
|   |   | <input type="checkbox"/> Other Community Activity/Resource |  |

**On this page, please share any additional comments regarding the Keeping Kids in School program. As with all of your responses in this survey, these comments are private and will be used to improve program services.**

1. What did you like most about the Keeping Kids in School program?

2. What didn't you like about the Keeping Kids in School program?

3. Please share any additional thoughts you have about the Keeping Kids in School program.



# Keeping Kids in School

## Parent/Guardian/Caregiver Exit Survey

This survey is to understand how you feel about the services your child received while participating in the Keeping Kids in School (KKIS) program. What you tell us will be used to improve services so we hope you will answer honestly.

How you respond is confidential. Your name will not be used anywhere and your responses will NOT be shared with your case manager or anyone else. Your response will not impact any other services you receive from the school or Seneca. Completing this survey is voluntary – you can choose to do it or not. You can also choose to skip any questions you do not want to answer.

Please read each item below and check the box that best matches your opinion about KKIS services. When you complete this survey, please put it in the sealed envelope and return it to your case manager.

	Strongly Disagree	Disagree	Unsure/ Neutral	Agree	Strongly Agree
<b>OVERALL SATISFACTION</b>					
My child received the kind of services I think he/she needed to improve his/her attendance.	<input type="checkbox"/>				
My family received the kind of services I think we needed to help my child improve his/her attendance.	<input type="checkbox"/>				
My child's attendance improved as a result of this program.	<input type="checkbox"/>				
After participating in this program, I think my child is more engaged in his/her education.	<input type="checkbox"/>				
This program helped to improve communication in our family.	<input type="checkbox"/>				
This program helped to improve my child's relationships with staff at his/her school.	<input type="checkbox"/>				
This program helped to improve my relationships with the staff at my child's school.	<input type="checkbox"/>				
As a result of this program, I better understand how to help my child be successful in school.	<input type="checkbox"/>				
I would recommend the Keeping Kids in School program to other families.	<input type="checkbox"/>				

Approximately how long was your child enrolled in the program? (Please check one box.)

- Less than 30 days     
  Between 30 and 60 days     
  Between 60 and 90 days     
  90 days or more

Approximately how often did you meet with the case manager? (Please check one box.)

- Monthly
  Bi-weekly
  Weekly
  More than once per week

Approximately how often did your youth meet with the case manager? (Please check one box.)

- Monthly
  Bi-weekly
  Weekly
  More than once per week

	Strongly Disagree	Disagree	Unsure/Neutral	Agree	Strongly Agree
<b>Program Services</b>					
My case manager understood the needs of my child and our family.	<input type="checkbox"/>				
I was able to communicate with my child’s case manager in a language that I preferred (either directly or through a translator).	<input type="checkbox"/>				
My case manager quickly responded when I made attempts to communicate (phone, email, etc.)	<input type="checkbox"/>				
Staff on the Student Attendance Team cared about my child.	<input type="checkbox"/>				
I was allowed to invite people to the Student Attendance Team meetings who I wanted to attend.	<input type="checkbox"/>				
The Action Plans created during the Student Attendance Team meetings were tailored to our individual family needs.	<input type="checkbox"/>				
At the end of services, a clear transition plan was created for my child’s continued success.	<input type="checkbox"/>				

**Please check any services that you, your family, or your child received or participated in while enrolled in the Keeping Kids in School Program.**

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Tutoring                   | <input type="checkbox"/> Student Counseling                           | <input type="checkbox"/> Sports Team                       | <input type="checkbox"/> Transportation Aid      |
| <input type="checkbox"/> Conflict Resolution        | <input type="checkbox"/> Family Counseling                            | <input type="checkbox"/> Other extra –curricular activity  | <input type="checkbox"/> Mentoring               |
| <input type="checkbox"/> Special Education          | <input type="checkbox"/> Other Student Mental Health Services         | <input type="checkbox"/> Youth Group                       | <input type="checkbox"/> Daycare Support         |
| <input type="checkbox"/> Other School-Based Support | <input type="checkbox"/> Other Family/Guardian Mental Health Services | <input type="checkbox"/> Boys and Girls Club               | <input type="checkbox"/> Other Financial Support |
|   |   | <input type="checkbox"/> Other Community Activity/Resource | <input type="checkbox"/> Attendance Reward       |

**On this page, please share any additional comments regarding your child's participation in the Keeping Kids in School program. As with all of your responses in this survey, these comments are confidential and will be used to improve program services.**

1. What did you like most about the Keeping Kids in School program?

2. What challenges or barriers did you face with the Keeping Kids in School program?

3. Please share any additional comments you have regarding the Keeping Kids in School program.