



FLIGHT

Final Evaluation Report

Facilitating Long-term Improvements in Graduation and Higher Education for Tomorrow

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Prepared for: Judy Saylor
Take Stock in Children
By: Joel D. Philp
The Evaluation Group



Facilitating Long-term Improvements in Graduation and Higher Education for Tomorrow

Final Evaluation Report

Lead Agency: Take Stock in Children

Project Director: Judy Saylor

Project Manager: Ele Bautista-Bernard

Third-Party Evaluator: Joel Philp, Ph.D., The Evaluation Group

Contact information:

- ❖ Saylor: jsaylor@tsic.org
- ❖ Bautista-Bernard: ebautista-bernard@tsic.org
- ❖ Philp: 803-719-5102; joel@evaluationgroup.com

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Executive Summary

FLIGHT, an *Investing in Innovation* (i3) development-level grant funded by the U.S. Department of Education, Office of Innovation and Improvement, provides school based mentoring, college prep, and wrap-around services for at-risk students who show the potential to be successful in post-secondary education. FLIGHT is part of *Take Stock in Children* (TSIC), a larger school-based mentoring program operating throughout the state of Florida.

This evaluation report examines the three year impact of FLIGHT on students' weighted GPA, the barriers they perceive to college enrollment, and the number of days they are absent from school. In 2010, a total of 312 students from the 7th, 9th and 11th grades were randomly assigned to either the FLIGHT group (150) or to a 'business as usual' control group (162). Students were served in either Broward County, a large urban school district in southeast Florida or in Highlands/Hardee/Desoto counties, three rural school districts in south-central Florida.

Students in the 7th and 9th grade cohort were then followed and outcomes were assessed at the end of the third year. Attrition was minimal. Program fidelity was assessed in each of the three years and each year was found to meet the criteria for adequate implementation. Ordinary least squares regression was used as the primary analysis, which included the outcome measure at baseline, group assignment, and 12 background and demographic covariates in the analytic model. Compared to students in the control group, FLIGHT students did not have significantly higher weighted GPAs, perceive fewer barriers to college enrollment, or have fewer days absent from school, although each unadjusted outcome was in the intended positive direction.

There are strong indications that the program had differential effects by county. Compared to their counterparts in the control group, FLIGHT students in the rural counties tended to reduce the number of barriers they see to furthering their education, while FLIGHT students in the urban county tended to have higher weighted GPAs. The college enrollment status of the 11th grade and 9th grade cohorts revealed that 98% of the FLIGHT group had enrolled in college the first semester after graduating high school compared to 83% in the control group. Despite the null findings, which are possibly attributable to a sampling bias that resulted in having more high achieving students in the study than was expected, the results provide evidence that students with relatively few risk factors can benefit from a program such as FLIGHT.

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1. OVERVIEW OF THE INTERVENTION

Take Stock in Children (TSIC), a private non-profit with a 15-year history of providing services for students aimed at narrowing educational attainment gaps for low-income, mostly minority students in Florida, partnered with four Local Educational Agencies (Broward, Highlands, Hardee, and DeSoto School Districts) to create FLIGHT: **F**acilitating **L**ong-Term **I**mprovements in **G**raduation and **H**igher Education for **T**omorrow. The long-term overarching program goal was to increase the extent to which low-income students with academic promise are prepared for, enrolled in, and successful in college.

TSIC's established model operates in all 62 Florida counties. TSIC offers mentoring to students in grades 7-12 and provides those who successfully graduate high school with pre-paid college scholarships. FLIGHT represents a more enhanced and intensive array of services than the established TSIC program model by providing structured high school and college preparatory workshops; wrap-around services to provide more intensive case-management; and a more refined and standardized feedback loop to parents and guidance counselors in the form of the Student Detail Report. FLIGHT does not represent a different intervention than previously implemented by TSIC, but rather a more intensive and comprehensive intervention.

1.1 Resources

Prepaid student scholarships are a key input to the FLIGHT model. Each participating student is guaranteed a two-year college scholarship provided he/she maintains good standing in the program. Each scholarship is a mix of private funds provided by corporate, business, and private donors that are then matched dollar-for-dollar with public monies via the Florida Prepaid Scholarship Fund. The number of students enrolled in FLIGHT and in other TSIC programs throughout Florida is capped by the number of prepaid scholarships that have been generated as a result of these private donations. While the vast majority of these scholarships were not paid for through FLIGHT's funds and do not contribute to the implementation of FLIGHT activities, they are a significant incentive that motivates students, promotes academic achievement, and discourages negative behaviors. See the red line in the logic model that links this input to the immediate outcomes.

Other inputs include FLIGHT staff, specifically College Success Coaches, College Enrichment and Retention Advocates (CERAs), Mentor Coordinators, and TSIC support from the state office (IT Director and a MIS programmer); FLIGHT mentor volunteers; a data integration platform based in the TSIC state office; and school-based support staff who assist in coordinating student schedules and ensuring meeting space is available for workshops and mentoring sessions.

1.2 Key Components that Comprise the Intervention

FLIGHT has three pre-service activities and five student-service activities (8 total; see the numbered services in the logic model on page 11). Pre-service activities are a prerequisite to providing direct

student services and are primarily educative and preparatory in nature. Pre-service activities include training new mentors; training FLIGHT staff in the creation and distribution of Student Detail Reports; and creating lesson plans for each of the six college access workshops and the three supplemental workshops (nine annual workshops in total). Student service activities are provided directly to students (wrap around case management; one-on-one mentoring; college access workshops; supplemental workshops) or to their parents and guidance counselors in the form of the Student Detail Reports.

The FLIGHT pre-service activities are as follows:

- 1. *Mentor Training and Enrichment.*** All mentors that are new to TSIC, regardless of whether or not they have mentored previously in other programs, are required to attend a 2-hour new mentor orientation and training session prior to being assigned a mentee. In addition both new and returning mentors are offered the opportunities to participate in brief 1-hour enrichment activities throughout the year. These informal events include lunch and learn online webinars held the third Wednesday of every month or mentor appreciation breakfasts with FLIGHT staff. Mentors are asked to participate in at least one of these enrichment events per year.
- 2. *Train FLIGHT staff in the creation and distribution of the Student Detail Reports.*** FLIGHT staff are trained on how to create and distribute year-end Student Detail Reports. These brief 1-page snapshots present the student's grades; standardized test scores; attendance; office referrals; participation in FLIGHT program activities; status in the program; and any qualitative information recorded by the FLIGHT staff and mentors that reflect on the student's motivation to succeed and the extent to which the student is on track to graduate high school and pursue post-secondary education. At the conclusion of each academic year, FLIGHT staff extract this information for the school database and the TSIC management information system and combine it in an easy-to-read 1-page report and distribute the snapshot to the student's guidance counselor and parents.
- 3. *Create lesson plans for each college access workshop (6) and each supplemental workshop (3).*** FLIGHT CERAs and SAs create workshop lesson plans. Lesson plans in the topic areas below are developed and detail the learning objectives; the targeted group; the materials needed; and the step-by-step pedagogical approach to the instruction. The topic areas are as follows:
 - a) College Access Workshops (6)
 - i) College Applications/Essay Writing Workshop:
 - Juniors and Seniors
 - Basics in filling out college applications, college application checklist, and writing skills for college essays
 - ii) SAT/ACT Prep Workshop:
 - Sophomores, Juniors, and Seniors
 - Test-taking strategies for the SAT and ACT
 - iii) Senior Night/Financial Aid Workshop:
 - Seniors and their parents

- FPP and Take Stock paperwork
 - Discussion of Bright Futures and FAFSA
 - iv) FAFSA Workshop:
 - Seniors only
 - Direct support and assistance with completing the FAFSA
 - v) College Campus Tour/College 101 Workshop:
 - Juniors and Seniors in 2011, Juniors only in 2012
 - College Visit Checklist, college comparison worksheet, living on campus
 - vi) College 102 Workshop:
 - Seniors
 - Choosing a major, course selection (core vs. elective), finding your way to advisement and counseling (study skills, time management, test-taking strategies), Budgeting 101
- b) Supplemental Workshops (3)
- i) High School Prep 101
 - 7th and 8th Graders
 - Study skills, time management, test-taking strategies
 - ii) Start of Year Parent Orientation
 - All grade levels (level specific presentations)
 - Supporting Your Child's Educational Goals (communicating with the school, tracking performance)
 - Outlining TSIC and school expectations/goals for the year (distributing checklists)
 - iii) Career Education Workshops:
 - Freshmen and Sophomores
 - Career Assessment, skills assessment, job clusters.

The core of the FLIGHT program are the activities directly targeting the students (student–service activities). FLIGHT’s Student Advocates (SAs) provide students in grades 7-12 with wrap-around case management services which include intensive academic and behavioral monitoring. Advocates review student records to identify problems and work with school and district personnel to intervene accordingly. If academic, attendance, or behavior problems emerge, advocates organize meetings among teachers, guidance counselors, district specialists, parents, and the mentor to respond jointly. Student Advocates work with students and parents to develop a plan for college preparation and support through the first three semesters of college. The program also offers one-on-one mentoring from adult volunteers; high school and college preparation and transition workshops; and a year-end snapshot of each student’s progress in the form of the FLIGHT Student Detail Report.

The FLIGHT student-service activities are as follows:

- 4. *Wrap-around Case Management Services.*** The core services are structured around two types of meetings, each with a different but interrelated purpose. *College Access* meetings are held to review the student’s progress towards successful graduation and applying for

and enrolling in college, and to encourage the student's attendance at upcoming FLIGHT workshops. *Advocacy* meetings are held to monitor the student's grades, attendance, and satisfaction with his/her mentor. The minimum number and length of case management sessions are as follows:

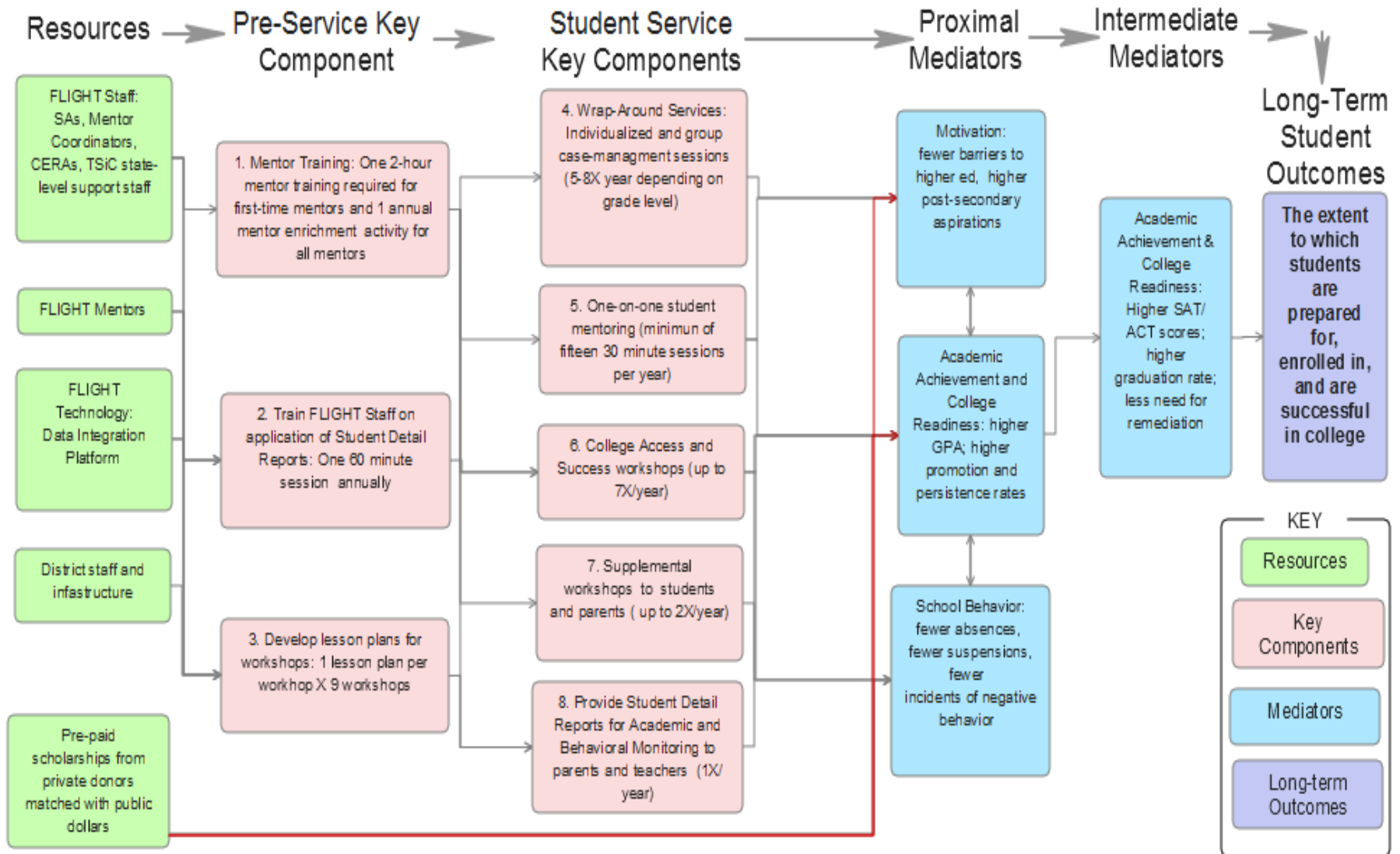
- ❖ Student Advocacy meetings are held four times per year for a minimum of 15 minutes per meeting.
- ❖ College Access and Success meetings are grade-level dependent, as follows:
 - i. Grades 6-8: 1 per year, 15 minutes, group or individual
 - ii. Grades 9-10: 1 per year, 15 minutes, individual level
 - iii. Grade 11: 2 per year, 30 minutes each, individual level
 - iv. Grade 12: 4 per year, 30 minutes each, individual level

Initially, both Broward and HHD staff were to share these duties, with the Student Advocates (SAs) being responsible for advocacy meetings and College Enrollment and Retention Specialists (CERAs) responsible for coordinating meetings geared towards college access. After the first year FLIGHT administrators realized that having CERAs work with students around college readiness and also having a Student Advocate work with the same student was redundant, particularly in the small rural counties of HHD. To streamline the work, the Student Advocates in HHD worked with the students in all facets and the CERA position was eliminated. In Broward, the CERA was retained to coordinate all of the workshops, college tours, and post-graduation case management.

5. ***One-on-One Student Mentoring.*** Trained adult volunteers are matched with FLIGHT students to provide one-on-one school-based mentoring. Mentors provide a minimum of 15 sessions per year, 30 minutes per session during regularly scheduled school weeks (holidays and standardized testing weeks excluded). Topics and content during the mentoring sessions include, but are not limited to, the following five areas: identifying mentee's needs; personal growth and development; educational planning; supporting academic success; and career planning.
6. ***College Access and Success Workshops and Field Experiences.*** (11th and 12th graders only). Six workshops per year (one for seniors only; five for juniors and seniors), ranging from one to four hours each, dedicated to preparing students for post-secondary success. See 3a above for a description of each workshop.
7. ***Supplemental Student Workshops*** (7-10th graders only). Three workshops per year (one for 7th and 8th graders; one for 9th and 10th graders; one for only 10th graders), ranging from one to four hours each, dedicated to preparing middle school students for success at high school, goal setting, and developing study skills. See 3b above.
8. ***Student Detail Report.*** A brief one-page snapshot prepared for parents and core teachers of FLIGHT students summarizes the student's grades; standardized test scores; attendance; office referrals; participation in FLIGHT program activities; status in the program; and any qualitative information recorded by the FLIGHT staff or student's mentor that reflect on the student's motivation and the extent to which the student is on track to graduate high school and pursue post-secondary education

Figure 1.

FLIGHT Logic Model with Fidelity Indicators



2. IMPACT STUDY

The external and independent evaluation of FLIGHT was conducted by The Evaluation Group (TEG), an independent evaluation firm. Joel Philp conducted both the impact and implementation evaluation.

The impact evaluation examines the effect of FLIGHT on students' GPA, school attendance, and perceived barriers to college using a randomized control trial (RCT) design. In March 2011, 315 applicants were randomly assigned to FLIGHT (150) or a control group (165). Three were deemed ineligible, bringing the assignment to 150 FLIGHT students and 162 control students. The number of students assigned to FLIGHT was capped at 150 because that was the number of slots available based on the amount of prepaid scholarship money raised by the participating counties through private donations.

2.1 Setting

FLIGHT represents a collaborative partnership between Take Stock in Children (TSIC) and Broward, Highland, Hardee and DeSoto school districts. Students in the Broward County School District are served by a single TSIC county office located in the city of Fort Lauderdale within Broward County FL; students from the rural districts of Highland, Hardee, and Desoto (hereafter referred to as HHD) are also served by a single TSIC county office centrally located in the town of Avon Park in Highland County, FL. The HHD districts are geographically adjacent to one another. A key partner in the HHD school districts was the South Florida Community College.

2.1.1 Selection of Study Schools

The impact evaluation of FLIGHT involves four participating school districts, Broward County, plus HHD.¹

TSIC has a 15 year relationship both Broward and the HHD school districts, but limited resources has prevented them from offering the program to all middle and high schools in each county, primarily due to the limited funds from private donors that can be used to provide the one-to-one match for the publicly funded Florida Prepaid Scholarship program. Applicants for FLIGHT were solicited from students in schools where TSIC had an existing relationship with the school as of the 2010-11 academic year.

Broward County School District. With 288 schools and 255,000 students, Broward County is the 6th largest school district in the United States. Forty-eight percent of students in the Broward County School District are low income; 38% are Black; 28% are Hispanic; and 27% are White. FLIGHT

¹ A fifth school district, Monroe County, while part of the FLIGHT program, did not participate in the impact evaluation because the district did not have an overflow of TSIC applicants who could serve as a control group. Monroe County is located in the Florida Keys, a location attractive to many wealthy retirees. Consequently, TSIC administrators in Monroe report having little trouble raising scholarship money from local philanthropists whose donations are then matched dollar-for-dollar with public funds. This enviable situation gives Monroe County the ability to offer a slot to all eligible students who apply to TSIC.

applicants are drawn from 8 of the 55 middle schools and 23 of the 39 high schools. TSIC is not entrenched in every school within the district. Rather, these 31 participating schools have a history of working with TSIC to provide interested students with access to the TSIC program. Thus, the participating schools are not necessarily representative of all schools within the district, but are schools that TSIC has been able to build and maintain a good working relationship over the last 15 years. Within the 31 Broward County schools, students participating in the impact study are 32% low-income, 32% White, 38% Black, and 23% Hispanic.

HHD School Districts. In the HHD school districts, FLIGHT applicants were drawn from 5 of the 11 middle schools and 6 of the 6 high schools. In the 11 schools that contributed students to the impact study, 54% are low income; 53% are White; 16% are Black; and 29% are Hispanic. These percentages are comparable to the 17 schools in the 3 districts combined, where 63% of students are low-income; 48% are White, 18% are Black, and 28% are Hispanic.

2.2 RCT Design

FLIGHT was originally funded for three years (2010-13) but was approved for a one-year No-Cost Extension (NCE) through September 2014. This resulted in a change in treatment exposure from two years to three years after accounting for planning, start up time, and reporting. Despite this extension, time constraints did not allow us to evaluate the impact of FLIGHT on all expected outcomes, particularly outcomes that are long term and distal such as success in college. The short span of the intervention logically necessitated that we focus the confirmatory questions on the most salient and most observable of the immediate outcomes (mediators) that FLIGHT expected to achieve within three years of service delivery.

2.2.1 Confirmatory and Exploratory Research Questions

Confirmatory Questions. Confirmatory research questions focus on areas where it is believed FLIGHT will have the greatest impact. These questions were established *a priori*, before any outcome data were examined. Confirmatory results affirm the causal link between the program and the expected outcome. These are robust results on which the program can “hang its hat.” The confirmatory research questions were jointly determined by the evaluator, project director, and project coordinator and are as follows:

After three years of services, do FLIGHT students:

- C1. Have higher weighted GPAs compared to non-FLIGHT students?
- C2. Perceive fewer barriers to pursuing postsecondary education compared to non-FLIGHT students?
- C3. Have fewer days absent from school compared to non-FLIGHT students?

All three confirmatory questions address separate domains. Question 1 addresses the academic domain; question 2 addresses the motivational domain, and question 3 addresses the behavioral domain. Therefore, no correction for multiple comparisons was necessary in the analysis.

Exploratory Question. Exploratory questions involve areas of impact that are thought to be linked to the program, but due to a dearth of prior research, the exact link may be unclear or uncertain. For this reason, exploratory results are synonymous with preliminary results. We have a single exploratory question:

E1. Do a greater proportion of FLIGHT students enroll in college the first semester after graduating high school compared to control group students?

It should be stated that because FLIGHT was originally designed as a three-year program, with just two substantive years of intervention, at the time college enrollment was not considered a viable confirmatory or exploratory outcome. The sample size, consisting of just the 60 students in the 11th grade cohort, was too small and such an investigation would be statistically underpowered. However, the no-cost extension award protracted the treatment duration to three years and allowed us to track college enrollment on the 9th grade cohort as well as the 11th grade cohort, bringing the pooled sample for this outcome to 180 students. Unfortunately, by then we had determined the college enrollment status of the 11th grade cohort and, having looked at the data post hoc, could not responsibly suggest that college enrollment be used as a confirmatory outcome.

2.2.2 Inclusionary and Exclusionary Criteria

Students in the study have the following inclusionary and exclusionary criteria:

1. Income – student must be eligible for the Free and Reduced Lunch program. Verification takes place through reviewing 1040s and W2s;
2. GPA – student must have a minimum 2.0 GPA (C average), and no Ds or Fs for the previous year; there is no maximum GPA;
3. Standardized tests – Students must be performing at grade level or above in reading and math as indicated by standardized testing;
4. Behavior – student must have no out-of-school suspensions for the prior year; no more than six incidents of in-school suspension for the prior year;
5. Attendance – student must have no more than ten unexcused absences in the previous year;
6. Must be attending public school;
7. Parents must agree to adhere to TSIC's policies;
8. Student is able to be tracked between the application and enrollment period.

Special Education students were not excluded by design, but TSIC reports that historically few Special Education students are able to meet the eligibility criteria.

2.2.3 Random Assignment Procedure

Beginning in November 2010, the TSIC application packets and guidelines were distributed to the TSIC School Coordinators at each school and they, in turn, distributed them to interested students. Students were told that if they met the eligibility criteria listed in the guidelines they were welcome to take the application home, complete it with their parents, and return the application to the school guidance counselor or TSIC staff member. The application packet includes standard intake forms, an Informed Consent form, and a Release of Information form. Students were told that applications would be reviewed by TSIC staff to verify eligibility, including a review of school based data on grades and behavior. Thus, the eligibility criteria are stated *a priori* and students and their parents are invited to complete an application only if they meet the inclusionary and exclusionary criteria. Nevertheless, of the 737 students who had submitted an application between November 2010 and February 2011, 422 (57%) did not meet the eligibility criteria while 315 (43%) did meet the eligibility criteria. It is important to note that eligibility was determined by FLIGHT staff. The final list of 315 eligible applicants was sent to the evaluator, who then randomly assigned the students to FLIGHT or to the control group using the SPSS' *select random cases* function. Because the number of applicants and the number of available slots were disproportionate by grade and by county, random assignment was stratified (blocked) by county and grade level accordingly (i.e., proportionate to the number of applicants and available slots). TSIC staff and/or school guidance counselors then met individually or in small groups with the eligible students. The program was further explained to those assigned to the FLIGHT group, including the academic scholarship, the one-on-one mentoring, the workshops and meetings, the expectations for academic performance and behavior, and the parameters of the RCT study. Those assigned to the control group were told they were not randomly selected, but were strongly encouraged to participate in the evaluation study. Three applicants assigned to the FLIGHT group were later deemed ineligible. One student was unable to be tracked between the application and enrollment period, and two students from the same family had parents who did not agree to adhere to TSIC's policies. There were 150 students in FLIGHT and 162 students in the control group. See Table 1.

Table 1. RCT Summary Table, Grade by County

County	7 th Grade			9 th Grade			11 th Grade			Total		
	Total	FLT	CTRL	Total	FLT	CTRL	Total	FLT	CTRL	Total	FLT	CTRL
Broward	62	20	42	90	51	39	60	37	23	212	108	104
Desoto	12	4	8	5	4	1	0	0	0	17	8	9
Hardee	7	4	3	4	1	3	0	0	0	11	5	6
Highlands	50	18	32	22	11	11	0	0	0	72	29	43
Total	131	46	85	121	67	54	60	37	23	312	150	162

1. In February 2011 the evaluator randomly assigned a total of 315 applicants to either TSIC (based on the 150 available slots) or the control group (165). On March 15 2011, notification letters to one Broward 9th grade student randomly assigned to TSIC met with no response. The student, #671235793, was deemed ineligible, and a 9th grade student from the response group, #603072727, was randomly selected and assigned to TSIC. Notification was sent to the TSIC coordinator, Ophelia Sanders, on 03/18/11. FLT=150; Control=164; Ineligible = 1. On March 25 2011, parents of twins rescinded their application. They were marked as ineligible and two 9th grade students previously assigned to the response group (#402781 and #421134) were randomly selected for TSIC. Notification was sent to the TSIC 04/05/11. FLT = 150; Control =162; Ineligible =3.

Table 1. RCT Summary Table, Grade by County

2. In Broward, high schools with only one applicant only were automatically assigned a slot in FLIGHT, as requested by TSIC. This totaled one school.
3. For 7 th , 9 th and 11 th graders in Broward, applicants were stratified by school. Randomization within each school was proportionate to the total number of slots divided by the number of applicants per school.
4. For 7 th and 9 th graders in HHD, randomization was proportionate to the number of slots available (grade X county) divided by the number of applicants (grade X county).
5. All randomization was done via SPSS computer-based software.
6. The number of students that could be assigned to the FLT group is limited by the number of prepaid scholarships (150 "slots").

2.2.4 Random Assignment by County and School

Of the 312 students in the impact evaluation (150 FLIGHT, 162 control), 131 are 7th graders (7th grade cohort), 121 are 9th graders (9th grade cohort), and 60 are 11th graders (11th grade cohort). Two-hundred and twelve students are from the participating schools in the Broward County School District, and 100 students are from the HHD school districts. See Table 2.

Table 2. Random Assignment of Students to FLIGHT and Control Group from Participating Schools, By County

Broward County			
SCHOOL	#FLIGHT	#CONTROL	TOTAL
Atlantic Tech HS	7	5	12
Blanche Ely HS	2	2	4
Boyd Anderson HS	2	2	4
Charles W. Flanagan HS	3	2	5
Cooper City HS	5	4	9
Coral Glades HS	4	2	6
Deerfield Beach HS	12	8	20
Everglades HS	2	0	2
Fort Lauderdale HS	2	2	4
Hollywood Hills HS	3	4	7
Mcfatter Tech HS	9	6	15
Miramar HS	1	0	1
Monarch HS	8	7	15
Northeast HS	3	1	4
Nova HS	2	2	4
Pembroke Pines HS	1	2	3
Plantation HS	2	1	3
Pompano Beach HS	1	1	2
Somerset Academy HS	2	1	3
South Broward HS	5	4	9
Stoneman Douglas HS	4	3	7
Stranahan HS	4	1	5
West Broward HS	4	3	7
Deerfield Beach MS	5	9	14

Table 2. Random Assignment of Students to FLIGHT and Control Group from Participating Schools, By County

Glades MS	2	7	9
Lauderdale Lakes MS	1	0	1
Lyons Creek MS	1	4	5
Nova MS	8	10	18
Parkway MS	0	1	1
Pompano Bch MS	2	9	11
Walter C Young MS	0	2	2
Total Broward Students	108	104	212
Highlands/Desoto/Hardee			
SCHOOL	#FLIGHT	#CONTROL	TOTAL
Avon Park HS	2	5	7
Avon Park MS	4	3	7
DeSoto County HS	2	2	4
DeSoto MS	6	7	13
Hardee Junior HS	4	6	10
Hardee Senior HS	1	0	1
Hill-Gustat MS	5	7	12
Lake Placid HS	8	5	13
Lake Placid MS	3	9	12
Sebring HS	2	5	7
Sebring MS	5	9	14
Total HHD Students	42	58	100

2.2.5 Data Elements

Outcomes at Baseline and Year 3

Grade Point Average (GPA, Confirmatory Contrast 1). At baseline, an unweighted baseline GPA was computed on all students based on their grades in the 2010-11 school year on all courses using the standard letter grade formula: $(A * 4) + (B+ * 3.33) + (B * 3) + (B- * 2.67) + (C+ * 2.33) + (C * 2) + (C- * 1.67) + (D+ * 1.33) + (D * 1) + (F * 0) / \text{number of courses taken}$. However, because FLIGHT students are strongly encouraged to challenge themselves academically by taking Honors, Advanced Placement, IB, or dual enrollment courses, in Year 3 a weighted GPA was computed on students based on school records provided by FLIGHT staff to the evaluator. See Appendix B for a detailed description of how the weighted GPA was computed.

Perceptions of Educational Barriers, Revised (PEB-R, Confirmatory Contrast 2). The Perceptions of Educational Barriers, Likelihood Scale, Revised² (PEB-R) is a 27-item scale measuring the extent to

² The original PEB (McWhirter,, 2000) contains 28 items (alpha .90). Based on a further review of the literature, Gibbons (2006) added an additional 17 items to the PEB and administered the PEB-R to 272 7th grade students, of which 108 were prospective first-generation students (defined as having parents who had never attended college). Of the 45 barriers listed, 26 were perceived by these students as significant barriers (defined as having mean scores of 2.0 or higher on a 4-point Likert-type scale). In contrast, just 3 of the 45 barriers were seen as significant for the 161 prospective non-first generation students. Thus, because many TSIC enrollees are first-generation students, and to keep the length of the survey manageable and avoid survey fatigue, only the 26 barriers identified by the prospective first-generation students were included in the student survey. An additional barrier was added (*My SAT/ACT scores won't be high enough*) to capture the considerable emphasis TSIC places on SAT/ACT preparation. See McWhirter,, E. H. (2000). Perception of

which students see various barriers as likely to impede them from attending college. Students rate each barrier on a four-point Likert-type scale, from *Not a barrier at all* to *Definitely a barrier*. A mean scale score was computed across all 27 questions, range of 1.0-4.0, with higher scores indicating more perceived barriers. At baseline, perceived barriers to post-secondary education were measured with a single survey question: *“If something were to prevent you from completing more school, what do you think it would be? (Mark all that apply)”*. Students could select up to seven barriers, such as a lack of money, health concerns, or having to care for parents and siblings. This was entered in the analysis as a proxy baseline measure of the PEB-R. See Appendix D for a copy of the student survey containing the PEB-R scale.

Total Days Absent from School (Confirmatory Contrast 3). The total number of days marked absent (excused + unexcused) during the school year. This was extracted from school records at baseline and again at the end of SY 2013-14.

Covariates

Despite using a randomized controlled trial, there is the possibility that preexisting differences between students in the FLIGHT group and the control group may appear simply by chance. Therefore, in addition to the baseline measure on the outcome of interest, 12 covariates were used in the OLS regression model to control for this possibility. The covariates were selected based on their expected correlation with the outcomes of interest. Covariate data came from school records, FLIGHT intake questionnaire completed by parents, and student surveys administered at baseline.

A summary of all variables included in the impact analysis is in Table 3.

Table 3. Summary of Variables in the Impact Analysis			
Variable	Type	Description	Source
Group Assignment	Independent Variable	Program status, dichotomous 0= control, 1=FLIGHT	Randomly assigned by evaluator based on 315 eligible applicants
BL_GPA	Outcome at Baseline	Unweighted grade point average in 2010-11	School records
BL_NBarriers	Outcome at Baseline	Number of perceived barriers to college at baseline was measured with a single survey question: <i>“If something were to prevent you from completing more school, what do you think it would be? (Mark all that apply)”</i> . Students could select up to seven barriers.	Student survey
BL_Absenses	Outcome at Baseline	Total number of days marked absent from school at baseline, SY 2010-11	School records
Y3_GPA (weighted)	Outcome at Year 3	Weighted grade point average in Year	School records

Educational Barriers Scale. Lincoln, NB: Author. See also Gibbons, M.M. (2005) *College-Going Beliefs of Prospective First-Generation College Students: Perceived Barriers, Social Supports, Self-Efficacy, and Outcome Expectations*. Dissertation submitted to the Graduate School of The University of North Carolina, Greensboro, for partial fulfillment of the degree Doctor of Philosophy.

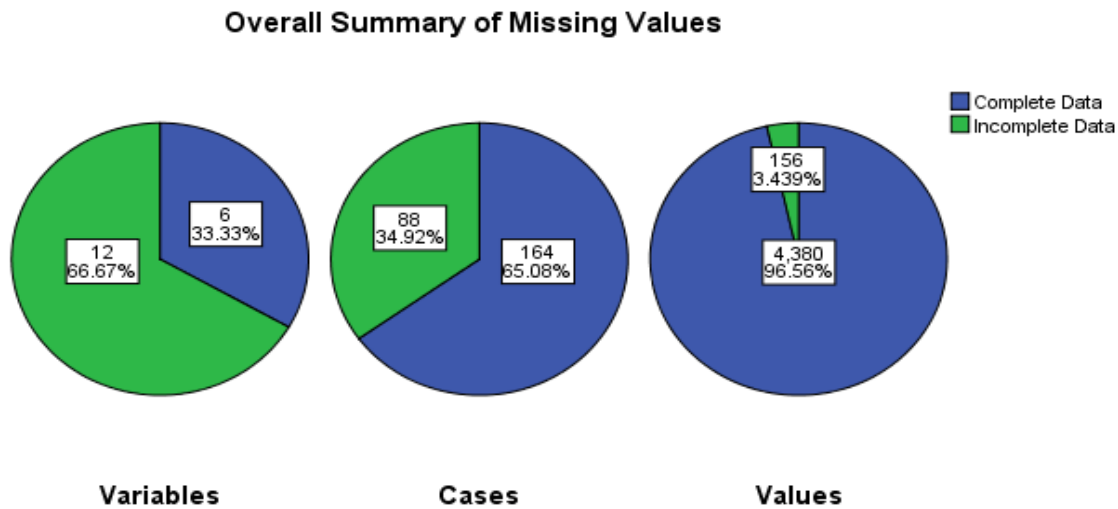
Table 3. Summary of Variables in the Impact Analysis

Variable	Type	Description	Source
		3, 2013-14, interval-level	
Y3_PEB-R	Outcome at Year 3	Mean score in Year 3 on the Perceptions of Educational Barriers scale, interval	Student survey
Y3_Absences	Outcome at Year 3	Total number of absences in the school year, interval	School records
Y1.3_College Enrollment	Exploratory outcome pooled across 11 th grade (Year 1) and 9 th grade (Year 3) cohorts	Student was enrolled in college the first semester after HS graduation (dichotomous, 0=not enrolled, 1 = enrolled)	National Student Clearinghouse's <i>Student Tracker</i> Service; TSIC administrative records.
COV1_AgeEntry	Covariate	Students age at program entry, interval-level	Intake questionnaire
COV2_NumHouse	Covariate	Number of people in the household, interval-level	Intake questionnaire
COV3_NumSiblings	Covariate	Number of siblings, interval-level	Intake questionnaire
COV4_Minority	Covariate	Minority (non-white) status, (dichotomous, 0=white, 1 = minority)	Intake questionnaire
COV5_SibsColl	Covariate	Has or had a sibling in college (dichotomous, 0=no, 1=yes)	Student survey
COV6_Hispanic	Covariate	Identifies as Hispanic (dichotomous 0=no, 1=yes)	Intake questionnaire
COV7_HHIncome	Covariate	Household income (log), interval-level	Intake questionnaire
COV8_MotherHSgrad	Covariate	Mother graduated high school (dichotomous 0=no, 1=yes)	Intake questionnaire
COV9_ActIndex	Covariate	Activity Index. Mean hourly involvement, per week, in 9 activities inside and outside of school, such as athletic teams, academic clubs, boy/girl scouts, etc. Interval –level measured on a 5-point Likert scale, from “0-None” to “5-Over 10 hours a week”.	Student survey
COV10_EligibleSS	Covariate	Family is eligible to receive social services (dichotomous 0=no, 1=yes)	Intake questionnaire
COV11_Gender	Covariate	Gender (dichotomous 0=female, 1=male)	Intake questionnaire
COV12_SingleParent	Covariate	Single parent household, (dichotomous 0=no, 1=yes)	Intake questionnaire

2.2.6 Missing Data in Confirmatory Contrasts

For each confirmatory contrast C1-C3, the total possible sample size is 252. These contrasts measure the impact of FLIGHT after three years on the 252 students from the 7th and 9th grade student cohorts wGPA (C1), Perceptions of Educational Barriers (C2), and the total number of school days absent (C3). There are a total of 18 variables (3 baseline measures, 3 outcome measures, and 12 covariates) across 252 cases for a total of 4,536 values. Twelve of the 18 variables (66%) have complete data; 164 of the 252 (65%) cases have complete data; and 4,380 of the 4,536 values (96%) are complete. See Figure 1 below.

Figure 2. Missing Value Pie Charts.



The number and percent of missing values were computed across all 18 variables. As can be seen in Table 4, no baseline measure had missing data of 5% or more, and just one outcome measure, Y3_PEB-R, had missing data of 5% or more (see Section 2.3.3, Attrition). Two of the 12 covariates used in the analytical model, COV7_HHincome and COV8_MotherHSgrad, had missing data of 8.7% and 13.1%, respectively.

Table 4. Summary of Missing Data for Confirmatory Contrasts

Variable	N	Missing	
		Count	Percent
BL_GPA (uw)	252	0	.0
BL_NBarriers	252	0	.0
BL_Absences	251	1	.4
Y3_GPA(w)	240	12	4.8
Y3_PEB-R	214	38	15.1
Y3_Absences	241	11	4.4

Table 4. Summary of Missing Data for Confirmatory Contrasts

COV1_AgeEntry	252	0	.0
COV2_NumHouse	246	6	2.4
COV3_NumSiblings	249	3	1.2
COV7_HHIncome	230	22	8.7
COV4_Minority	243	9	3.6
COV5_SibsColl	243	9	3.6
COV6_Ethnicity	252	0	.0
COV8_MotherHSgrad	219	33	13.1
COV9_ActIndex	244	8	3.2
COV10_EligibleSS	248	4	1.6
COV11_Gender	252	0	.0
COV12_SingleParent	252	0	.0

2.2.7 Imputation of Covariates for Confirmatory Contrasts C1-C3

Multiple imputation (MI) was used to account for the two variables, *household income* and *mother graduated high school*, having more than 5% missing data across each of the three contrasts. These two covariates were taken from the intake questionnaire and appear to be sensitive to non-response bias. As previously indicated, 8.7% of parents did not report their household income and 13.1% did report their maternal high school graduation status.

To account for this missing data, the MI procedure produced five separate iterations of estimates based on patterns in the original data. It then pooled the five estimates into a single pooled estimate, which was used in the analytic model and the results presented in section 2.2.6. Tables 5 and 6 below present the original data and the pooled MI results for both variables across each of the three confirmatory contrasts. As can be seen, there is little difference between the original data estimates and estimates produced by the pooled MI procedure. For example, in the control group, under C1, the MI procedure accounted for the 13 missing cases by removing just 0.01 from the mean estimate of household income (log); in the FLIGHT groups, the MI procedure accounted for the eight missing cases, but the estimate remained unchanged. **No other adjustments for missing data were performed on any of the remaining covariates, and no adjustments for missing data were performed on either the C1-C3 baseline data or the C1-C3 outcome data.**

Table 5. Original Data and Imputed Data of Household Income (log), by Contrast and Group

	Control			FLIGHT		
	N	Mean	SE	N	Mean	SE
C1- GPA						
Original Data	121	10.04	.043	98	10.12	.047
MI Pooled Data	134	10.03	.043	106	10.12	.047
C2- PEB-R						
Original	105	10.05	.047	90	10.10	.049
MI Pooled Data	116	10.05	.047	98	10.10	.050

C3 – Absences						
Original	120	10.04	.044	100	10.12	.046
MI Pooled Data	133	10.03	.044	108	10.11	.046

Table 6. Original Data and Imputed Data of Mother Graduated HS by Contrast and Group						
	Control			FLIGHT		
	N	Freq.	%	N	Freq.	%
C1- GPA						
Original Data	114	89	78.1	94	72	76.6
MI Pooled Data	134	106	79.1	106	83	79.3
C2- PEB-R						
Original	98	75	76.5	88	66	75.0
MI Pooled Data	116	90	77.5	98	75	76.5
C3 – Absences						
Original	113	89	78.8	96	73	76.0
MI Pooled Data	133	106	79.6	108	84	77.7

2.3 Analysis and Results

2.3.1 Multiple Regression Analytic Model (C1-C3)

A multiple regression model was used to answer all three confirmatory questions. No correction for multiple comparison was needed because all three questions addressed separate and distinct outcome domains (GPA = academic domain; PEB-R = motivational domain; Days absent = behavioral domain). Each of the three multiple regression models used predictors that included the grouping variable, a measure of the outcome at baseline, and 12 covariates.

The Ordinary Least Squares multiple regression equation used for answering confirmatory question 1, GPA, is as follows: $Y_{post} = (b_0 + b_1T_1 + b_2Y_{BL} + b_3X_1 + b_4X_2 + b_5X_3 + b_6X_4 + b_7X_7 + b_8X_6 + b_9X_7 + b_{10}X_8 + b_{11}X_9 + b_{12}X_{10} + b_{13}X_{11} + b_{14}X_{12}) + e$

Where:

Y_{post} = post GPA

b_0 =intercept

b_1T_1 = beta coefficient of the treatment indicator (Treatment, Control)

b_2Y_{pre} = beta coefficient of the baseline (pretest) GPA

b_3X_1 = beta coefficient of the first covariate, age at entry

b_4X_2 = beta coefficient of the second covariate, number in household

b_5X_3 = beta coefficient of the third covariate, number of siblings

b_6X_4 = beta coefficient of the fourth covariate, minority status

b_7X_5 = beta coefficient of the fifth covariate, has/had sibling in college

b_8X_6 = beta coefficient of the sixth covariate, Hispanic

b_9X_7 = beta coefficient of the seventh covariate, annual household income in Log\$

$b_{10}X_8$ = beta coefficient of the eighth covariate, mother graduated from HS

$b_{11}X_9$ = beta coefficient of the ninth covariate, baseline activity index

$b_{12}X_{10}$ = beta coefficient of the tenth covariate, eligible to receive social services

$b_{13}X_{11}$ = beta coefficient of the eleventh covariate, gender

$b_{14}X_{12}$ = beta coefficient of the twelfth covariate, single-parent household

e = residual

Forced entry was used as the method of regression. The interpretation of the effect parameters are based on the overall R^2 for the model; the size of the standardized beta-weights, also used as a measure of effect size; and the size and significance level of the t-test for each significant individual predictor, specifically the predictor of group membership. The level of significance at which we rejected the null hypothesis, $b_1= 0$, was $p<.05$.

Identical regression models were used answer C2 and C3, with outcomes measures and baseline measures substituted accordingly.

2.3.2 Logistic Regression Analytic Model (E1)

Logistic regression was used to analyze data for the single exploratory question which examined the effect of FLIGHT on college enrollment. An odds ratio was derived from the logistic regression analysis:

$$\text{Odds Ratio (OR)} = (P_i (1 - P_i)) / (P_c (1 - P_c))$$

Where:

P_i is the probability of college enrollment in the intervention group

P_c is the probability of college enrollment in the control group

Following WWC guidelines, an effect size was calculated using the Cox index (see WWC, F.6)

2.3.3 Baseline Sample Size

A total of 312 students (150 FLIGHT, 162 control) were in the sample at baseline. The average age was 14.80; 80% were minority (non-white) and 47% were Hispanic. A little over one-third (37%) came from single parent homes, 54% were eligible to receive social services such as food stamps or

Medicaid, and 78% had a mother who is a high school graduate. On average, the students had two siblings and, rather surprisingly, 40% reported that they have (or had) a sibling enrolled in college. Just 35% of the sample is male. See Table 7.

Table 7. Characteristics of the Sample at Baseline				
	Group Assignment	Mean (%)	N	Std. Deviation
COV1_AgeEntry	Control	14.51	162	1.49
	FLIGHT	15.12	150	1.55
	Total	14.80	312	1.55
COV2_NumHouse	Control	3.92	156	1.48
	FLIGHT	3.55	148	1.51
	Total	3.74	304	1.50
COV3_NumSiblings	Control	2.26	159	1.34
	FLIGHT	2.03	148	1.28
	Total	2.15	307	1.31
COV4_Minority	Control	(.79)	155	na
	FLIGHT	(.81)	147	na
	Total	(.80)	302	na
COV5_SibsColl	Control	(.35)	148	na
	FLIGHT	(.46)	136	na
	Total	.(40)	284	na
COV6_Hispanic	Control	(.51)	139	na
	FLIGHT	(.42)	113	na
	Total	(.47)	252	na
COV7_HHincome(log)	Control	10.05	125	.47
	FLIGHT	10.10	105	.46
	Total	10.07	230	.47
COV8_MotherHSgrad	Control	(.80)	137	na
	FLIGHT	(.75)	136	na
	Total	(.78)	273	na
COV9_ActIndex	Control	1.42	154	.44
	FLIGHT	1.43	149	.41
	Total	1.43	303	.43
COV10_EligibleSS	Control	(.53)	158	na
	FLIGHT	(.56)	148	na
	Total	.(54)	306	na
COV11_Gender	Control	(.35)	160	na
	FLIGHT	(.36)	149	na
	Total	(.35)	309	na

Table 7. Characteristics of the Sample at Baseline

COV12_SingleParent	Control	(.38)	162	na
	FLIGHT	(.37)	150	na
	Total	(.37)	312	na

2.3.4 Study Attrition

We used an *intent-to-treat* model rather than a *treatment of treated* model. That is, all 150 students assigned to FLIGHT are included in any analytic sample, assuming data availability, regardless of their duration and/or exposure to the intervention.

We expected attrition in the FLIGHT group to be minimal. Historically, few students leave TSIC voluntarily. State-wide, TSIC reports a termination rate of between 1-5%, depending on the county. However, FLIGHT will expel students for severe infractions. Grounds for automatic termination include the following:

- Expulsion from school
- Conviction of a criminal offense
- Alcohol or drug use

FLIGHT will also give students a warning for less severe, but nevertheless concerning infractions. Grounds for issuing a warning that could lead to termination include an inability to maintain a “C” average; poor behavior; and non-participation. Consistent with the intent-to-treat model, terminated FLIGHT students remained in the study group. Attrition in the treatment group was documented within TSIC’s management information system, including date and reason for termination. Attrition within the control group was assessed through school based-records accessible by TSIC staff. Incentives such as a McDonald’s gift card were used to encourage students in both groups to remain in the evaluation study.

Table 8 describes the attrition in the FLIGHT and control groups across each contrast. According to WWC standards, the attrition rate across three of the four contrasts is low. Attrition for the second confirmatory contrast comparing PEB-R scores was moderate. This is primarily due to the difficulties in accessing students and having them complete a survey given they may have been terminated from the program (6), moved in or out of state (12) or, in the case of the control group, had reported significant scheduling conflicts (18). Other contrasts did not rely on survey data but rather on student records (C1, GPA; C3, Absences) or data provided by the National Student Clearinghouse’s *Student Tracker Service* (E1).

Table 8. Attrition and Loss, by Contrast

		Confirmatory and Exploratory Contrasts							
		C1		C2		C3		E1	
		GPA (weighted)		PEB-R		Absences		Coll. Enrollment	
		FLT	CTRL	FLT	CTRL	FLT	CTRL	FLT	CTRL

Table 8. Attrition and Loss, by Contrast								
# of students randomized	113	139	113	139	113	139	102	78
# of students in impact analysis	106	134	98	116	108	133	100	78
# of students lost to attrition	7	5	15	23	5	6	2	0
Overall attrition (%)	4.8%		15.1%		4.4%		1.1%	
Differential attrition (%)	0.2%		3.3%		0.2%		2.0%	
WWC Attrition Category	Low		Moderate		Low		Low	
Reason for Loss								
Moved out-of-state	4	4	3	4	4	4		
Moved in-state; records unattainable		1	4	1		1		
Terminated from FLIGHT	1		6		1		2	
Graduated HS early	1		1					
Unable to access to complete survey				18				
In an alternative school	1		1					
Data not reported						1		

2.3.5 Pre-intervention Characteristics of Analytic Sample.

The WWC states that baseline equivalence does not need to be demonstrated in RCTs with low attrition. Attrition was low in C1 and C3 but moderate in C2. Nevertheless, baseline equivalence was examined across all three confirmatory contrasts.

For each of the three contrasts, we found no significant between-group differences on either the outcome measure at baseline or on any of the 12 covariates. Inferential testing used either a one-way ANOVA (for interval-level variables) or Chi-square tests (for dichotomous variables). Effect size differences of the outcome measure at pretest were also examined and, most importantly, two of the three outcomes at pretest, GPA and Absences, showed only marginal differences (using Hedges *g*) and both were under the WWC standard of 0.05. The difference between the control and FLIGHT groups on one outcome measure at baseline, PEB-R, slightly exceeded the 0.05 threshold. See Table 9 for equivalence of the outcome measures at baseline; See Appendix C for baseline equivalence tables for the 12 covariates across each confirmatory contrast.

Table 9. Baseline Equivalence of the Analytic Sample, C1-C3								
Contrasts	Group	n	Mean	St. Error	sd	Mean difference	Pooled sd	Effect size (Hedges)
C1: GPA at baseline	Control	134	3.49	.04	.45	0.01	.42	0.02
	FLIGHT	106	3.48	.04	.40			
C2: Barriers at baseline	Control	116	1.33	.80	.07	0.07	.78	.08
	FLIGHT	98	1.26	.63	.06			

Contrasts	Group	n	Mean	St. Error	sd	Mean difference	Pooled sd	Effect size (Hedges)
C3: Days absent at baseline	Control	132	7.27	10.68	.93	0.47	8.97	.05
	FLIGHT	108	6.80	6.28	.60			

2.3.6 Post Intervention Findings

Confirmatory Question 1. *After three years of program participation, do FLIGHT students have higher weighted GPAs compared to students in the control group?*

No, students in FLIGHT did not have significantly higher wGPAs than students in the control group, although the results were in the expected direction. FLIGHT students had a mean wGPA of 4.02 (*sd* 0.91) while control group students had a mean wGPA of 3.95 (*sd* .86). Testing the regression model

Group	Mean	N	sd
Control	3.95	134	.86
FLIGHT	4.02	106	.91
Total	3.99	240	.88

described in section 2.3.1, with wGPA as the dependent variable, baseline GPA (unweighted) as the measure of the dependent variable at baseline, group assignment as the independent variable, including 12 background and demographic variables as covariates, and blocking by grade and county, we found that these variables in combination significantly predicted wGPA ($F(20, 163) = 10.87, p < .001$), with an overall adjusted R^2 of .57. However, an inspection of the beta coefficients, t-test and significance level in Table 11 indicates that group assignment did not significantly contribute to the model. GPA at baseline was the strongest predictor of GPA(w) three years later. The variables having sibling in college and coming from a single parent home made a small, albeit significant, contribution to the model.

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	b*		
Model	GPA (unweighted) at baseline	1.27	.099	.605	12.866	.000
	Group Assignment	-.047	.084	-.039	-.552	.581
	COV1_AgeEntry	-.131	.075	-.227	-1.754	.080
	COV2_NumHouse	-.031	.046	.033	-.673	.501
	COV3_NumSiblings	.006	.044	-.015	.127	.899
	COV4_Minority	-.010	.252	-.101	-.038	.970
	COV5_SibsColl	-.194	.078	-.164	-2.472	.015
	COV6_Hispanic	-.157	.148	-.048	-1.060	.291
	COV7_HHincome	-.009	.107	-.071	-.084	.933
	COV8_MotherHSgrad	.046	.111	.028	.418	.676
	COV9_ActIndex	.059	.111	.064	.533	.594
	COV10_EligibleSS	.044	.090	.019	.490	.624
COV11_Gender	-.167	.087	-.059	-1.914	.056	

Table 11. OLS Regression Results for Contrast 1 - wGPA

	COV12_SingleParent	-.291	.106	-.113	-2.749	.006
	Block 1: County	-.435	.099	-.290	-4.387	.000
	Block 2: Grade	.951	.168	.594	5.672	.000

*The reporting of standardized coefficients from the pooled MI data is not supported by SPSS. Therefore we report the standardized coefficients from the original data.

Confirmatory Question 2. After three years of program participation do FLIGHT students perceive fewer barriers to college enrollment compared to students in the control group?

No, students in FLIGHT do not see fewer barriers to post-secondary college enrollment than students in the control group, although the results were in the expected direction. Control group students had a mean barrier score of 1.55 (sd 0.36); FLIGHT students had a mean barrier score of 1.48 (sd 0.33).

The same predictive model described under Confirmatory Question 1 resulted in a significant overall model $F(20, 146) = 1.67$, $p < .05$, but explained just over 7% of the variance in PEB-R score ($R^2 = .075$). Moreover, gender but not group assignment was the only variable to make a significant contribution to the model. See Table 13.

Table 12. Mean Unadjusted PEB-R Score at Year 3

Group	Mean	N	sd
Control	1.55	116	.36
FLIGHT	1.48	98	.34
Total	1.52	214	.35

Table 13. OLS Regression Results for Contrast 2 – PEB-R

Variables		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	b*		
Model	#Barriers at baseline	.058	.035	-.058	1.660	.097
	Group Assignment	-.029	.050	.064	-.580	.562
	COV1_AgeEntry	.028	.043	.033	.661	.509
	COV2_NumHouse	-.001	.026	.087	-.025	.980
	COV3_NumSiblings	.018	.027	.098	.672	.502
	COV4_Minority	.228	.142	.133	1.611	.111
	COV5_SibsColl	.044	.043	.051	1.023	.307
	COV6_HispEth	.089	.085	.127	1.042	.298
	COV7_HHIncome	.001	.063	-.060	.012	.991
	COV8_MotherHSgrad	-.028	.062	.007	-.447	.655
	COV9_ActIndex	.050	.069	.056	.723	.471
	COV10_EligibleSS	.017	.054	.042	.322	.747
	COV11_Gender	-.145	.052	-.156	-2.814	.005
	COV12_SingleParent	.098	.063	.140	1.552	.121
	Block 1: County	.112	.058	.126	1.939	.052
	Block 2: Grade	-.033	.098	.024	-.339	.735

*The reporting of standardized coefficients from the pooled MI data set is not supported by SPSS. Therefore we report the standardized coefficients from the original data

Confirmatory Question 3. *After three years of program participation do FLIGHT students have significantly fewer days absent from school compared to students in the control group?*

No, students in FLIGHT do not have significantly fewer days absent from school than students in the control group. Students in the control group averaged 7.27 days absent (*sd* 10.6); FLIGHT students averaged 6.80 (*sd* 6.20).

The same predictive model described under Confirmatory Question 1 resulted in a non-significant overall model $F(20, 163) = 1.60$, $p = .058$, which explained just over just over 6% of the variance in days absent. The only predictor that was significant was *days absent at baseline*. Group assignment did not significantly contribute to the model. See Table 15.

Table 14. Mean Unadjusted Days Absent at Year 3

Group	Mean	N	sd
Control	12.45	133	11.04
FLIGHT	12.00	108	12.31
Total	12.25	241	11.60

Table 15. OLS Regression Results for Contrast 3 – Days Absent

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	b*		
Days absent at baseline	.344	.084	.043	4.113	.000
Group Assignment	.082	1.557	.240	.052	.958
COV1_AgeEntry	1.092	1.302	.082	.839	.402
COV2_NumHouse	-.863	.829	-.205	-1.042	.298
COV3_NumSiblings	.874	.810	.146	1.079	.281
COV4_Minority	-.263	4.225	-.116	-.062	.951
COV5_SibsColl	.479	1.300	.020	.368	.713
COV6_HispEth	3.755	2.499	.073	1.503	.133
COV7_HHIncome	-2.445	1.887	-.009	-1.296	.195
COV8_MotherHSgrad	3.590	1.966	.141	1.826	.068
COV9_ActIndex	.534	1.972	.007	.271	.787
COV10_EligibleSS	-.745	1.626	.027	-.458	.647
COV11_Gender	-2.899	1.593	-.112	-1.820	.069
COV12_SingleParent	-.791	1.918	.000	-.412	.680
Block 1: County	3.226	1.783	.214	1.810	.070
Block 2: Grade	-.183	2.911	.050	-.063	.950

*The reporting of standardized coefficients from the pooled MI data set is not supported by SPSS. Therefore we report the standardized coefficients from the original data

Exploratory Question 1. *“Are FLIGHT students more likely to enroll in college the first semester after HS graduation compared to students in the control group?”*

Logistic regression using an odds ratio was used to answer the question. The analytic sample consisted of 178 students pooled from the 11th grade and 9th grade cohort. College enrollment was the dependent measures (0=not enrolled, 1= enrolled). No significant differences were found between the FLIGHT and control group on any baseline outcome measure or covariate. A series of regression models was run with each successive model adding on a baseline measure or a covariate with an effect size (Phi coefficient) greater than 0.05. After group membership, the order of inclusion was as follows: BL_Barriers, Age, # of siblings, minority, siblings in college, Hispanic, and

eligible for social services. After group membership, no variables significantly contributed to the model.

A second series of logistic regressions was run, this time with BL_GPA, BL_Barriers, and interaction terms (wGPA X Group; PEB-R X Group) in the model. Again, after group membership, no other terms made a significant contribution to the model.

We then calculated and reported the simple odds ratio, group X college enrollment. Of the 100 students in FLIGHT, 98 were enrolled in college the first semester after graduation. Of the 78 control group students, 65 enrolled in college. The odds of a FLIGHT student enrolling in college are 9.8 times greater than that of a student not in FLIGHT. See Tables 16 and 17.

			Group Assignment		Total
			Control	FLIGHT	
Enrolled in College	Not enrolled	Count	13	2	15
		% within Group Assignment	16.7%	2.0%	8.4%
	Enrolled	Count	65	98	163
		% within Group Assignment	83.3%	98.0%	91.6%
Total		Count	78	100	178
		% within Group Assignment	100.0%	100.0%	100.0%

Model		B	S.E.	Wald	df	Sig.	Exp(B)
	Group	2.282	.776	8.646	1	.003	9.800
	Constant	1.609	.304	28.061	1	.000	5.000

As recommended by the WWC, to compute an effect size of a dichotomous outcome we first computed the log odds ratio (LOR) by subtracting the log (odds) of the control group from the log (odds) of the FLIGHT (intervention) group:

$$LOR = \ln(Odds)_i - \ln(Odds)_c$$

$$LOR = 1.69 - 0.69 = 1.0$$

The LOR was then standardized using the Cox index, as follows:

$$LOR_{cox} = \omega \frac{LOR}{1.65}$$

$$1.00 / 1.65 = .61$$

The results is an effect size of 0.61, or a large effect according to Cohen (1988). And after controlling for baseline GPA, the odds increase slightly, to 10.42. See Table 18.

Table 18. Odds Ratio for FLIGHT Student Enrolling in College Compared to Control Group Student, Controlling for Baseline GPA

Model	B	S.E.	Wald	df	Sig.	Exp(B)
Group	2.344	.783	8.961	1	.003	10.42
BL_GPA	1.189	.611	3.789	1	.052	3.283
Constant	-2.319	1.999	1.346	1	.246	.098

A summary of the findings from all contrasts are in Table 19.

Table 19. Summary of Findings from Confirmatory and Exploratory Contrasts.

Contrast	Description	N FLIGHT	N Control	Impact Estimate	Effect Size	Impact SE	p- value	df
GPA(w)	Weighted GPA	106	134	-.05 ^a	-.06	.08	.58	239
PEB-R	Perceived educational barriers -R	98	116	-.03 ^a	-.08	.05	.56	211
Days absent	Total days absent from school	108	133	.08 ^a	.01	1.56	.95	237
College Enrollment ^b	College enrollment	100	78	9.8 ^c	.61 ^d	.78	.001 ^c	1

a = unstandardized beta coefficient for group assignment in OLS regression

b = based on dichotomized outcome variable (1= enrolled, 0 = not enrolled)

c = Chi Square statistic (Yates continuity correction), based on a 2 X 2 contingency table, group (FLIGHT v control) X enrollment (enrolled/not enrolled)

d = Cox index computed on log odds ratio. Control group students are 9.8 times more likely to not be enrolled in college the first semester after graduation than FLIGHT students

3. IMPLEMENTATION EVALUATION

It has long been recognized that developing effective interventions is just the first step toward achieving positive impacts. Implementing programs into the variety of contexts and settings that make up the “real world” is complicated and challenging. More often than not, programs fail to achieve their intended outcomes not due to poor theory but due to inadequate or improper implementation. Despite their best intentions, many programs are not implemented as planned (i.e., with fidelity to the program model).

The evaluation of implementation is based on one research question: *Were the key components of FLIGHT adequately implemented?*

Key components include three planning or preparation (pre-service) components and five student-centered direct service components. In consultation with FLIGHT staff, an indicator(s) of fidelity was identified for each key component. Indicators include either one or two of the following criteria of fidelity:

- *Adherence*: The extent to which the activities are provided;
- *Reach*: The extent to which targeted participants attend or receive the activity in the prescribed dosage.

The logic model on page 11 maps the program model onto eight fidelity indicators aligned to each key component.

3.1.1 Period of Implementation Evaluation

Program Year 1, 2011-12, served as a pilot year for the implementation evaluation during which protocols were tested and data collection procedures were established. In Year 1, a simple ratio formula was used to compare what was expected to occur (the target fidelity score) with what actually occurred (the actual fidelity score) for each of the eight services. The resulting ratio was differentially weighted and averaged across services to arrive at a final fidelity index or score. The fidelity score for this pilot year indicated that services were delivered slightly above the expected level. In Years 2 and 3, the evaluation plan was modified slightly to align with the reporting requirements of the National i3 evaluation team. The major differences between the fidelity assessment in the pilot year and in the subsequent years lie in the weighting and reporting. In Year 1, there is no differential weighting of the key indicators used to assess any one key component. Rather, each key program component is assessed independently and all indicators carry the same weight. In addition, implementation is reported as a dichotomous value (adequate/not adequate) rather than a continuous variable. The Nei3 guidelines for assessing implementation were incorporated into the evaluation of program Year 2, SY 2012-13, and program Year 3, SY 2013-14.

3.1.2 Thresholds for Implementation

Each indicator for each key component is assigned a target, or threshold, indicating the expected level of service delivery. For example, in the case of mentoring, FLIGHT staff believe that students should receive, on average, at least 15 mentoring sessions per year. Thresholds were assigned by the evaluator in consultation with the program staff. In general, thresholds were set higher for program components under the direct control of FLIGHT staff (ex., creating Student Detail Reports) compared to key components not under the direct control of the FLIGHT staff (ex., the number of one-on-one mentoring sessions the volunteer mentor delivers). In two of the eight key components, thresholds for Year 3 increased slightly over Year 2 to reflect the expected refinement in service delivery as FLIGHT matures. Each indicator has a two-level typology that reflects adequate or inadequate implementation.

Table 20. Summary of Fidelity Ratings for Years 2 and Year 3

Key Component (indicator)	Year	Rating	Comment
Pre-Service Planning and Preparation			
Train Mentors (Attend training and at least one enrichment event each year)	Year 2	Adequate	95 of the 95 mentors (100%) completed training (score of 2); 79 of the 95 mentors (83%) attended one or more enrichment events.
	Year 3	Adequate	All 95 mentors (100%) completed training; 83 of the 95 mentors (87%) attended one or more enrichment events.
Student Detail Report (SDR) Training (% of staff trained on SDR)	Year 2	Adequate	All 14 FLIGHT staff (100%) completed the training on the creation and application of the Student Detail Report.
	Year 3	Adequate	All 16 FLIGHT staff (100%) completed the training on the creation and application of the Student Detail Report.
Create Workshops (% with a detailed lesson plan)	Year 2	Adequate	9 (90%) of the workshops contain a detailed lesson plan.
	Year 3	Adequate	10 workshops (100%) contain a detailed lesson plan.
Direct Student Centered Services			
Case Management Meetings (CMMs) (% attending)	Year 2	Adequate	97 of the 99 active students (98%) students received the required number of CMMs.
	Year 3	Adequate	92 of the 95 active students (97%) received the required number of CMMs
Mentoring (Average of 15 mentoring session per student)	Year 2	Inadequate	FLIGHT fell just short (14.6) of the target threshold of an average of 15 mentoring sessions per student, per year.
	Year 3	Adequate	Students received an average of 17.0 mentoring sessions.
College Access and Success Workshops (CASWs) (# offered, % attending)	Year 2	Adequate	FLIGHT offered 6 CASWs; 62% of targeted students attended the required number of CASWs.
	Year 3	Adequate	FLIGHT offered 6 CASWs; 71 of the 95 students (75%) attended the required number of CASWs.

Table 21. Summary of Fidelity Ratings for Years 2 and Year 3

Supplemental Student Workshops (# offered, % attending)	Year 2	Adequate	FLIGHT offered 3 SWs; 89 of the 99 students (90%) attended the required number of SWs.
	Year 3	Adequate	FLIGHT offered 3 supplemental workshops; 58 of the 95 students (61%) attended the required number of SWs.
Student Detail Report (% of students with a SDR)	Year 2	Adequate	All 99 active students (100%) received a SDR.
	Year 3	Adequate	All 95 active students (100%) received an SDR.

Implementation sites. Implementation was assessed at two sites, Broward and HHD, which are the same two program sites encompassing the same four school districts in the impact evaluation.

Data Sources. The data sources include data elements extracted from TSIC’s Student Tracking And Reporting (STAR) database, a state-wide data management system that contains over 26,000 case records of TSIC mentors and mentees both past and present. Every FLIGHT student as well as his/her mentor has a record in the STAR system. Staff were given until August 1 of 2013 (Year 2) and 2014 (Year 3) to update the information. Hard-copy documents such as sign-in sheets were also used to confirm participation in scheduled workshops and verify that each FLIGHT student had a SDR.

In Year 2, seven of the eight (88%) key components of FLIGHT were adequately implemented; in Year 3 all eight components were adequately implemented. Table 20 below summarizes the implementation of each key component in Year 2 and 3.

See Appendix A for specific details on the calculations used to assign a rating of adequate or inadequate to each component for Year 2. The calculations and results are nearly identical for Year 3.

4. SUMMARY OF FINDINGS

Three hundred twelve students from grades 7, 9, and 11 were randomly assigned to FLIGHT (150) or to the control group (162). Students were served in Broward County (n=212), a large urban county in southeast Florida, or in Highlands/Hardee/Desoto (HHD) counties in rural south-central Florida. Key student-centered services included one-on-one mentoring, career and college prep workshops, case management, and summary reporting. In theory, randomization ensures both groups are equated on known and unknown characteristics. Equivalence on the outcomes at baseline was confirmed with inferential testing. Adjustments to any preexisting differences on known covariates were made in the regression model. Yet, after three years of services we did not find significant effects on weighted GPA, the perception of barriers to college, and the total number of days absent. Given that the FLIGHT program was well implemented, and that the groups were equated at baseline, what could account for finding non-significant results across each of the three confirmatory questions?

Sample students were advanced at baseline. We discovered that the students in the study sample represent a more advantaged and academically proficient group of students than is typically served by TSIC. TSIC recruits students who have academic potential (they must have a minimum “C” average, or a GPA of 2.0) but for various reasons are at-risk for not enrolling in college after graduating high school, a primary reason being they are first-generation college goers with few college-going role models. However, students in the study sample had an average unweighted GPA at baseline of 3.48, and 40% reported that they have (or had) a sibling attend college, suggesting that it is likely that many students were already “on track” to go to college prior to entering FLIGHT. They had higher grades than most students, and although they met the financial hardship criteria, many had already seen first-hand that barriers to college, including financial, could be overcome because they have a college-going sibling. If these students were already in a college-going mindset, it is reasonable to believe they were academically engaged and unlikely to miss many days of school. An analysis of the TSIC’s risk typologies supports this hypothesis. TSIC classifies potential students into four types depending on their risk factors. Type 1 students have few risk factors and are likely to finish high school and attend college without intervention; Type 2 students have potential but have more risk factors and are unlikely to attend college without assistance; Type 3 students have even more risk factors and are likely to drop out of high school without direct intervention; and Type 4 students are deemed to be very high risk and are not targeted by TSIC. Within their student population, TSIC strives to serve Type 1, 2, and 3 students only at a ratio of 10-80-10, respectively. However, in Year 2 we found that within 252 students from the 7th and 9th grade cohorts, 30% are Type 1 students, 60% are Type 2 students, and 10% are Type 3 students. In our opinion, having students at or near ceiling at baseline on the outcomes of interest represents a sampling bias that left little room for the program to demonstrate significant effects, at least on the selected outcomes. Had we known this at the program onset, we would have ensured adequate representation of the types through stratified random assignment.

Strength of the intervention. Was the FLIGHT program strong enough? This is always a question of any program that did not achieve the desired results despite being implemented with fidelity. The

FLIGHT program is developmentally tailored, but all students were to have at least 15 mentoring sessions annually. Senior students were to have at least four case management meetings per year and attend at least six college prep workshops. Feedback to parents on their student's progress was provided annually through the Student Detail Reports. Could the outcomes have been achieved if the students had more mentoring sessions, additional college and career workshops, more intensive case management, or more frequent progress reporting through the SDR? This is possible, but an inspection of the implementation data indicated that many students actually exceeded the requisite number services, particularly the required number of case management meetings. Although whether or not the program would have had an impact with an increased "dosage" is an empirical question, it seems unlikely, at least with the present sample, again due to sampling bias. A more intensive intervention would not have improved the outcomes of students that were already near ceiling, at least not on the outcomes represented in this study. Perhaps an impact would have been shown on these same students if we had used other mediating outcomes, such as knowledge of the FAFSA application process or quality of the written college essay, that are likely to have a base rate of near zero and room for improvement is clearly evident.

County context. FLIGHT was intentionally implemented in two very different contexts. Broward County in Ft. Lauderdale FL represents a large urban setting home to many colleges and universities. Students are exposed almost daily to a college-going atmosphere, including myriad forms of college advertising, witnessing students just a few years older than themselves attending college, or simply being in close proximity to college campuses. This context gives ample opportunity to be exposed to a college-going mindset, and it is not inconceivable that the only barrier to college attendance students would see would be first and foremost their academic achievement in the form of their GPA. If this is the case, then perhaps FLIGHT students in Broward County improved their GPAs, but their perceptions of the barriers to college enrollment remained low and unchanged.

In direct contrast to Broward County, HHD counties lie in the heart of the orange-groves of rural south-central Florida. There is only one Community College within an hour drive; many students come from farm families and know only the farm life; and there are few opportunities or experiences beyond the high school to be exposed to a college-going mindset. With so few college-going contextual influences, perhaps it is not one's weighted GPA that needs improvement, but rather a reduction in the perceived barriers to college enrollment.

There is evidence that this is indeed the case. We ran an ANOVA test to examine possible differential effects between counties on wGPA and PEB-R scores and included baseline scores and a group X county interaction term in the model. For both dependent measures, interaction term approached but did not reach statistical significance at the $p < .05$ level. That is, in Broward County (but not HHD) FLIGHT students had higher wGPAs than students in the control group. In HHD (but not in Broward County) FLIGHT students had lower PEB-R scores than did control group students. It may have been that FLIGHT program staff in HHD put more emphasis on reducing the perceived barriers to college and convincing their students that college was a realistic and attainable goal. On the other hand, staff in Broward County may have emphasized improving the student's wGPA knowing that students already recognize that college enrollment was attainable. As a result, when

the results were analyzed in the aggregate the effects in one county are (statistically speaking) “washed-out” by the non-effects on that same outcome found in the other county.

Promising results. Although results for all three confirmatory questions did not reach statistical significance, they all were in the intended positive direction and can therefore be said to be promising. On average, at the end of three years FLIGHT students had a higher wGPA (4.02 v. 3.95), perceived fewer barriers to college enrollment (1.48 v. 1.55); and had fewer days absent (12.00 v 12.45) than did students in the control group, although these differences disappeared when controlling for other factors. Moreover, of the 178 students we tracked post-graduation, 98% of FLIGHT students had entered college compared to 83% of the student in the control group. This compares favorably with national- and state-level data. Nationally, 66% of high school graduates go on to enroll in college the following fall³. In Florida, the rate is 63%⁴. When we consider that college enrollment is the desired long-term impact of FLIGHT and see that almost all participants enrolled in college, not having a significant impact on the mediating outcomes seems almost inconsequential. Of course, the question remains as to why these students enrolled in college at a higher rate than did students in the control group and what variables mediated this outcome. Did the prepaid scholarship offered to each FLIGHT student contingent upon graduation reduce the financial burden on themselves and their families to the point where they perceived college as affordable? Did the college prep workshops enhance their skills in preparation for the SAT and in writing high-quality college essays? Or perhaps the one-on-one mentoring and case management provided the emotional support and encouragement they needed to envision a college career and submit the college application? In all likelihood, it is a combination of these factors.

This report would not be complete without hearing the voice of the students in FLIGHT. In 2012, a series of seven focus groups totaling 42 FLIGHT students were conducted in both participating sites. When asked what impact the program might have had thus far on their grades, attendance, and the perceived barriers to pursuing a post-secondary education, there were two distinct response patterns, seemingly based on the history and ability of the students.

The first group of students can be characterized as having average academic achievement, having acceptable but less than exemplary attendance, and giving the impression that their behavior can be provocative at school but certainly not overtly disruptive. These students report that the increased monitoring from their Student Advocate, the positive relationship they have with their mentor, and the very real threat of losing their scholarship if they do not perform (and hence disappointing or angering their parents), has channeled their energies into maintaining--and in comes cases improving-- their grades, behavior, and attendance. In fact, some of these students report that their attendance had improved because they make a specific point of being in school the day they are scheduled to meet with their mentors. When asked to speculate about how things may be different for them if they had not joined the program, these students invariably said that their grades may not

³ <http://nces.ed.gov/fastfacts/display.asp?id=51>

⁴ <http://www.higheredinfo.org/dbrowser/index.php?submeasure=63&year=2010&level=nation&mode=map&state=0>

be as high as they are now, and their behavior may have suffered, but otherwise things would be the same.

The second group of students reported having a history of high academic achievement, good behavior, and solid school attendance. These students said they were very committed to their education prior to joining FLIGHT and for them excelling at school is the norm, not the exception. They reported that the program had not (yet) impacted them in any significant way, again in large part because their grades and attendance were already at or near ceiling. Interestingly, most of these students reported that if they had not joined FLIGHT, they would have simply looked elsewhere for scholarships, knowing that their high grades and their parent's modest means makes them highly qualified for other types of financial aid. These savvy students believed they were already "on track" to go to college before joining the program, and that if they did not get financial help from FLIGHT they would find it elsewhere.

Other than financial considerations, both groups of students reported that they perceived few barriers to pursuing post-secondary education, and both groups aspired to continue their education beyond high school. The results from the focus groups provide additional qualitative evidence that indeed the sample students comprise a combination of Type 1 and Type 2 students.

Clearly, the impact study suffers from sampling bias and these results cannot be generalized to all TSIC students. Randomization of the 312 eligible applicants was done independently from FLIGHT staff, but randomization was not used in the determination of eligibility from the pool of 737 applicants. Nevertheless, it does provide evidence that even higher achieving students with relatively few risk factors can benefit from a program such as FLIGHT.

Appendix A: Fidelity Criteria

Assessing Fidelity of Each Key Component - Results From Year 2

Key Component 1: Train Mentors

Implementation of component = sum of implementation scores for 2 indicators (Range 0-4)

0 - Inadequate = score of 0-2; 1 - Adequate = score of 3-4

Indicator	Key Elements	Operational Definition for Indicator	Data Source(s) for Measuring Indicator	Data Collection Schedule for Obtaining Data on Indicator	Raw Scoring and Scoring Criteria for Fidelity				
					Indicator Scoring	Implementation Criteria for Year 3	Results (B=Broward; H=Highlands)	Implementation Score	Fidelity Rating
1	Mentors attend and complete the entire 2-hour TSIC sponsored training	% of mentors completing TSIC 2-hour training session	TSIC's STAR MIS	Data is recorded in the STAR system by the county coordinators; mentors were assigned to 95 of 99 eligible FLIGHT students	0 – Did not complete training 1 - Did complete training	0 (low) = 55% or fewer mentors complete training 1 (moderate) = 56% – 84% of mentors complete 2 (high) = 85% or more of complete training	100% of the mentors in both counties attended training	2- High	Adequate
2	Mentors attend at least one TSIC sponsored enrichment activity per year.	% of mentors attending at least one enrichment activity per year	TSIC's STAR MIS	Data is recorded in the STAR system by the county coordinators;	0 – Did not attend 1 or more enrichment events; 1 - Did attend one of more enrichment events.	0 (low) = 55% or fewer mentors attend one of more enrichment events. 1 (moderate) = 56% – 84% of mentors attend one of more enrichment events. 2 (high) = 85% or more attend one of more enrichment events.	83% (79/95) of the mentors attended at least 1 enrichment event. (B=76%, 46/62; H=100%, 33/33)	1 -Moderate	

Key Component 2: Train FLIGHT Staff on Application of Student Detail Report

Implementation of component = implementation score for 1 indicator (Range 0-2).

0 - Inadequate = score of 0 -1; 1 - Adequate = score of 2

1	FLIGHT staff attend and complete the entire 60-minute TSIC sponsored training	% of TSIC staff completing the TSIC 1-hour training session	FLIGHT sign –in attendance sheet	Attendance sheet is maintained by the county coordinators and sent to the evaluator in July of each program year.	0 - Did not complete training 1 - Did complete training	0 (low) = 65% or fewer staff complete training; 1 (moderate) = 66% – 89% of staff complete training; 2 (high) = 90% or more of staff complete training	100% (14/14) of FLIGHT staff completed SDR Training (B=100%, 8/8; HHD =100%, 6/6)	2 - High	Adequate
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Key Component 3: Develop lesson plans for workshops

Implementation of component = implementation score for 1 indicator (Range 0-2):

0 - Inadequate = score of 0-1; **1 - Adequate** = score of 2

Indicator	Key Elements	Operational Definition for Indicator	Data Source(s) for Measuring Indicator	Data Collection Schedule for Obtaining Data on Indicator	Indicator Scoring	Implementation Criteria for Year 3	Results (B=Broward; H=Highlands)	Implementation Score	Fidelity Rating
1	TSIC produces detailed lesson plans for each workshop (ex., timelines, goals, objectives).	% of workshops with a detailed lesson plan	Hard copies of FLIGHT College Readiness Workshop lesson plans. Mailed to the evaluator in July of Years 2-4	Lesson-plans for each workshop are provided to the evaluator in July of each program year.	0 – Did not provide lesson plans for each workshop 1 - Did provide a lesson plans for each workshop	0 (low) = 1-3 workshops have a detailed lesson plan; 1 (moderate) = 4-8 workshops have a detailed lesson plan; 2 (high) = 9 or more workshops have a detailed lesson plan.	100%; 9 or more workshops with a detailed lesson plan (indicator is project wide)	2 - High	Adequate

Key Component 4: Case Management Meetings (CMMs):

Implementation of component = implementation score for 1 indicator (Range 0-2):

0 - Inadequate = score of 0-1; **1 - Adequate** = score of 2

1	Students receive between 2-8 CMMs per year, depending on their grade level; CMMs last a minimum of 15 minutes per meeting.	% of FLIGHT students receiving the expected number of case management meetings	TSIC STAR information management system	CMMs are recorded by date and content area in the STAR system by the student advocates; data is extracted by the evaluator in July of each program year. Study students who were terminated from TSIC during the school year, withdrew, or had previously graduated were omitted for this calculation	0 – Student did not receive the required number of CMMs 1 - Student did participate in the required number of CMMs	0 (low) = 60% or fewer students received the required number of CMMs; 1 (moderate) = 61% – 75% of students received the required number of CMMs; 2 (high) = 76% or more of students received the required number of CMMs	Of the 99 active students, 97 (98%) received the required number of CMMs, at least 6 for 11 th graders and; at least 5 for 9 th graders. (B=64/65, 98%; HHD=33/34, 97%)	2 - High	Adequate
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Key Component 5: Student mentoring

Implementation of component = implementation score for 1 indicator (Range 0-2):

0 - Inadequate = score of 0-1; **1 - Adequate** = score of 2

Indicator	Key Elements	Operational Definition for Indicator	Data Source(s) for Measuring Indicator	Data Collection Schedule for Obtaining Data on Indicator	Indicator Scoring	Implementation Criteria for Year 3	Results (B=Broward; H=Highlands)	Implementation Score	Fidelity Rating
1	Students meet one-on-one with their mentors through-out the school year	Students receive an average of fifteen (15) 45-minute student one-on-one mentoring sessions per year	TSIC STAR information management system	Mentoring sessions are recorded by date in the STAR system by the Student Advocates; data is extracted by the evaluator in July of program Years 2-4.	Number of mentoring sessions student received per year	0 (low) – Students received an average of 0-7 mentoring sessions per year 1 (moderate) - Students received an average of 7.1 to 14.9 mentoring sessions per year 2 (high) - Students received an average of 15 or more mentoring sessions per year.	Students in FLIGHT received an average of 14.6 mentoring sessions in SY 2012-13. Range 0-36, <i>sd</i> 8.8. (B=aver 14.5; HHD= aver 14.7)	1 - Moderate	Inadequate

Key Component 6. College Access and Success Workshops (CASWs)

Implementation of component = sum of implementation scores for 2 indicators (Range 0-4).

0 - Inadequate = score of 0-2; **1 - Adequate** = score of 3 -4

1	Students have an opportunity to participate in CASWs	Number of CASWs offered each year	FLIGHT student workshop sign –in sheets; STAR database	County coordinators maintain attendance sheets and mail hard copies to the evaluator in July of each program year.	N/A	0 (low) = 1-3 CASWs offered per year 1 (moderate) = 4-5 CASWs offered per year students 2 (high) = 6 CASWs offered per year	Broward Co. offered 5 CASWs to 11 th grade students (SAT/ACT prep; College Tour; Exploring Your College choices; SAT Scoreback session; and an additional SAT prep). HHD offered 2 CASWs to 11 th grade students (SAT/ACT prep; College Tour). The required number of CASWs is 2 for 11 th graders.	2-High	Adequate
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Indicator	Key Elements	Operational Definition for Indicator	Data Source(s) for Measuring Indicator	Data Collection Schedule for Obtaining Data on Indicator	Indicator Scoring	Implementation Criteria for Year 3	Results (B=Broward; H=Highlands)	Implementation Score	
2	Students participate in CASWs; the number of required CASWs to attend varies by grade level	% of targeted students participating in the required # of CASWs offered each year	FLIGHT student workshop sign –in sheet; STAR database	Student participation is recorded by date and topic area in the STAR system; data is extracted by the evaluator starting in July of each program year	0 (low) Did not attend the required number of CASWs1 (high) - Did attend the required number of CASWs	0 (low) = 60% or fewer students attended the required number of CMMs 1 (moderate) = 61% – 74% of students attended the required number of CMMs 2 (high) = 75% or more of students attended he required number of CMMs	Of the 58 11 th grade students, 36 (62%) attended at least 2 CASWs. (B=32/46, 69%; HHD=4/12, 33%)	1 - Moderate	
Key Component 7: Supplemental Student Workshops (SWs) Implementation of component = sum of implementation scores for 2 indicators. (Range 0-4) 0 - Inadequate = score of 0-2; 1 - Adequate = score of 3 -4									
1	Students have an opportunity to participate in SWs	Number of SWs offered each year	FLIGHT student workshop sign –in sheet; STAR database	County coordinators maintain attendance sheets and mail hard copies to the evaluator in July of program Years 2-4	N/A	0 (low) = 1 SWs offered per year 1 (moderate) = 42 SWs offered per year students 2 (high) = 3 SWs offered per year	Study students in Broward and Highlands were county offered 3 supplemental workshop/events (parent orientation, preparing for HS success, and FACTS Forward)	2- High	
2	Student participation in SWs; number of required SWs to attend varies by grade level	% of targeted students participating in the required # of SW offered each year	FLIGHT student workshop sign –in sheet; STAR database	Student participation is recorded by date and topic area in the STAR system; data is extracted starting in July of each program year. Study students in grades 11 and 9 were to participate in at least 1 and 2 two supplemental workshops.	0 (low) Did not attend the required number of SWs 1 (high) - Did attend the required number of SWs	0 (low) = 60% or fewer students attended the required number of SWs 1 (moderate) = 61% – 74% of students attended the required number of SWs 2 (high) = 75% or more of students attended he required number of SWs	Of the 99 students, 89 (89%) participated in the required supplemental workshops.	2 -High	Adequate

Key Component 8: Student Detail Report (SDR)

Implementation of component = implementation score for 1 indicator (Range 0-2):

0 - Inadequate = score of 0-1; 1 - Adequate = score of 2

Indicator	Key Elements	Operational Definition for Indicator	Data Source(s) for Measuring Indicator	Data Collection Schedule for Obtaining Data on Indicator	Raw Scoring and Scoring Criteria for Fidelity				
					Indicator Scoring	Implementation Criteria for Year 3	Results (B=Broward; H=Highlands)	Implementation Score	Fidelity Rating
1	A SDR is a single page snapshot detailing the student's status in the program, including grades, attendance, participation and goals for the new school year	% of targeted students with a completed SDR each program year	Hard-copies of SDRs	County coordinators mail hard copies of SDRs to the evaluator in September of each program year. Staff have the option of issuing the SDRs at the beginning or end of each academic year	0 - Student did not have a completed SDR 1 - Student did have a completed SDR	0 (low) = 80% or fewer students have an SDR 1 (moderate) = 81% – 89% of students have an SDR 2 (high) = 90% or more of students have an SDR	Of the 97 active study cases in August 2013, all received a SDR (note: 2 of the 99 active cases were terminated prior to the distribution of the SDR in the fall of 2013).	2- High	Adequate

Appendix B: Computing the Weighted GPA

Weighted GPA takes into account the rigor and challenge associated with an academic course. Additional quality points are given for Honors; Advanced Placement (AP); Pre-International Baccalaureate (Pre-IB); International Baccalaureate (IB); Pre-Advanced International Certificate of Education (Pre-AICE); Advanced International Certificate of Education (AICE) and Dual Enrollment (DE) courses. The following weighting guidelines are from the School District of Broward County, FL, where over 70% of the study students reside. All efforts were made to equate the weighting used in Broward County with the HHD school districts.

1. Honors, Pre-AP, and Pre-IB courses.

All courses, which are clearly labeled on a student’s transcript as “Honors”, (also named “Advanced Placement” or “Gifted”), carry one additional quality point per full credit if the grade received is C or above; all classes that are clearly labeled Pre-AICE or Pre-IB shall also receive one quality point, if the grade received is C or above.

“Honors, Pre-AICE, and Pre-IB” courses			
Letter Grade	Numerical	Points Per .5 Credit	Points Per 1.0 Credit
A	90-100	2.5	5
B+	87-89	2.25	4.5
B	80-86	2.0	4.0
C+	77-79	1.75	3.5
C	70-76	1.5	3.0
D+	67-69	.75	1.5
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

2. AP, AICE, IB and DE to Receive Quality Points:

- a. All classes that are clearly labeled Pre-AICE or Pre-IB shall receive one quality point, if the grade received is C or above.
- b. All classes that are clearly labeled AP, AICE, IB, or DE shall receive two quality points if, the grade received is C or above.

“AP, AICE, IB, and Dual Enrollment” courses			
Letter Grade	Numerical	Points Per .5 Credit	Points Per 1.0 Credit
A	90-100	3.0	6.0
B+	87-89	2.75	5.5
B	80-86	2.5	5.0
C+	77-79	2.25	4.5
C	70-76	2.0	4.0
D+	67-69	.75	1.5
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

Appendix C: Baseline Equivalence on Covariates

The following tables describe the baseline equivalence of the each analytic sample in contrasts C1-C3 and E1, on interval-level and categorical-level covariates.

C1: wGPA: Baseline Equivalence of the Analytic Sample on Interval-level Covariates								
Covariates	Group	n	Mean	St. Error	sd	Mean difference	Pooled sd	Effect size
Age at program entry	Control	134	14.08	.09	1.09	0.36	1.10	0.32
	FLIGHT	106	14.44	.11	1.12			
Number in Household	Control	130	3.94	.13	1.49	0.31	1.47	0.21
	FLIGHT	104	3.63	.14	1.47			
Number of Siblings	Control	133	2.27	.12	1.38	0.28	1.33	0.21
	FLIGHT	104	1.99	.12	1.28			
Household Income (log)	Control	134	10.03	.04	.48	0.09	.48	0.18
	FLIGHT	106	10.12	.04	.48			
Activity Index	Control	128	1.38	.03	.38	0.03	.38	0.07
	FLIGHT	105	1.41	.03	.38			

C1: wGPA: Baseline Equivalence of the Analytic Sample on Categorical-level Covariates						
Covariate	Group	n	Percent	% difference	Chi Square X^2 -(1 df)	p value
% Minority	Control	129	77.5	1.8	.10	p=.75
	FLIGHT	103	75.7			
% with Sibling in College**	Control	123	35.8	8.1	1.5	p=.22
	FLIGHT	98	43.9			
% Hispanic	Control	134	51.5	8.1	1.55	p=.21
	FLIGHT	106	43.4			
% Mother graduated HS*	Control	134	79.1	0.8	.02	p=.88
	FLIGHT	106	78.3			
% Eligible for Social Services*	Control	132	54.5	2.2	.11	p=.73
	FLIGHT	104	56.7			
% Male	Control	134	32.8	6.0	.41	p=.52
	FLIGHT	106	36.8			
% Single Parent household	Control	134	35.8	2.8	.20	p=.65
	FLIGHT	106	33.0			

C2: PEB-R: Baseline Equivalence of the Analytic Sample on Interval level Covariates								
Covariates	Group	n	Mean	sd	St. Error	Mean difference	Pooled sd	Effect size
Age at program entry	Control	116	14.00	1.08	.10	0.51	1.09	.46
	FLIGHT	98	14.51	1.12	.11			
Number in Household	Control	114	4.13	1.48	.14	0.56	1.45	0.38
	FLIGHT	97	3.57	1.44	.14			
Number of Siblings	Control	116	2.40	1.38	.12	0.48	1.48	0.32
	FLIGHT	97	1.92	1.61	.11			
Household Income (log)*	Control	116	10.04	.48	.04	0.06	.47	0.12
	FLIGHT	98	10.10	.46	.04			
Activity Index	Control	112	1.37	.38	.03	0.05	.38	0.13
	FLIGHT	97	1.42	.38	.03			

C2: PEB-R: Baseline Equivalence of the Analytic Sample on Categorical-level Covariates						
Covariate	Group	n	Percent	% difference	Chi Square χ^2 (1 df)	P value
% Minority	Control	112	76.8	1.3	.05	p=.81
	FLIGHT	96	78.1			
% with Sibling in College**	Control	106	35.8	7.2	1.06	p=.30
	FLIGHT	93	43.0			
% Hispanic	Control	116	53.4	10.05	2.35	p=.12
	FLIGHT	98	42.9			
% Mother graduated HS*	Control	116	77.5	1.0	.02	p=.88
	FLIGHT	98	76.5			
% Eligible for Social Services	Control	115	54.8	2.5	.13	p=.71
	FLIGHT	96	57.3			
% Male	Control	116	31.0	4.7	.52	p=.46
	FLIGHT	98	35.7			
% Single Parent household	Control	116	32.8	0.5	.02	p=.88
	FLIGHT	98	33.7			

C3: Days Absent: Baseline Equivalence of the Analytic Sample on Interval level Covariates								
Covariates	Group	n	Mean	sd	St. Error	Mean difference	Pooled sd	Effect size
Age at program entry	Control	133	14.08	1.09	.09	0.35	1.10	.31
	FLIGHT	108	14.43	1.12	.10			
Number in Household	Control	129	3.98	1.48	.13	0.34	1.47	.23
	FLIGHT	106	3.64	1.46	.14			
Number of Siblings	Control	132	2.28	1.38	.12	0.28	1.31	.21
	FLIGHT	106	2.00	1.22	.12			
Household Income (log)*	Control	133	10.03	.48	.04	0.08	.47	.17
	FLIGHT	108	10.11	.46	.04			
Activity Index	Control	127	1.38	.38	.03	0.03	.38	.07
	FLIGHT	107	1.41	.37	.03			

C3: Days Absents: Baseline Equivalence of the Analytic Sample on Categorical-level Covariates						
Covariate	Group	n	Percent	% difference	Chi Square X^2 -(1 df)	P value
% Minority	Control	128	77.3	2.1	.14	p=.70
	FLIGHT	105	75.2			
% with Sibling in College**	Control	122	36.1	7.9	1.44	p=.22
	FLIGHT	100	44.0			
% Hispanic	Control	133	51.1	7.6	1.38	p=.24
	FLIGHT	108	43.5			
% Mother graduated HS*	Control	133	79.6	1.9	.13	p=.71
	FLIGHT	108	77.7			
% Eligible for Social Services	Control	131	55.0	1.6	.06	p=.80
	FLIGHT	106	56.6			
% Male	Control	133	33.1	3.0	.24	p=.62
	FLIGHT	108	36.1			
% Single Parent household	Control	133	35.3	2.9	.22	p=.63
	FLIGHT	108	32.4			

E 1: College Enrollment: Baseline Equivalence of the Analytic Sample on Interval level Covariates								
Covariates	Group	n	Mean	sd	St. Error	Mean difference	Pooled sd	Effect size
GPA at BL	Control	78	3.38	.44	.05	0.03	3.36	.008
	FLIGHT	102	3.35	.40	.04			
Number of Barrier at BL	Control	78	1.11	.66	.07	0.14	0.63	.22
	FLIGHT	102	1.25	.61	.06			
Age at program entry	Control	78	15.80	.98	.11	0.16	1.05	.15
	FLIGHT	102	15.96	1.10	.10			
Number in Household	Control	74	3.73	1.37	.16	0.39	1.48	.26
	FLIGHT	101	3.34	1.50	.15			
Number of Siblings	Control	75	2.05	1.12	.130	0.13	1.27	.10
	FLIGHT	101	1.92	1.26	.127			
Household Income (log)	Control	48	10.01	.47	.07	0.04	10.03	.003
	FLIGHT	60	10.05	.50	.06			
Activity Index	Control	72	1.49	.47	.05	0.00	1.49	.000
	FLIGHT	101	1.49	.44	.04			

E1: College Enrollment: Baseline Equivalence of the Analytic Sample on Categorical-level Covariates							
Covariate	Group	n	Percent	% difference	Chi Square χ^2 (1 df)	p value	Phi
% Minority	Control	73	79.5	4.7	.64	p=.42	.06
	FLIGHT	101	84.2				
% with Sibling in College**	Control	72	37.5	8.9	1.40	p=.26	.09
	FLIGHT	92	46.7				
% Hispanic	Control	73	34.2	12.3	2.35	p=.10	.12
	FLIGHT	101	46.5				
% Mother graduated HS*	Control	65	84.6	10.1	2.85	p=.09	.12
	FLIGHT	94	74.5				
% Eligible for Social Services	Control	75	54.7	6.3	.70	p=.34	.06
	FLIGHT	100	61.0				
% Male	Control	76	31.6	4.0	.32	p=.57	.04
	FLIGHT	101	35.6				
% Single Parent household	Control	78	39.7	3.7	.23	P=.54	.04
	FLIGHT	102	35.3				



TSIC -FLIGHT Year-End Student Survey

This information is solicited under the authority of **Take Stock in Children**. All information you provide will be treated as confidential and used only for research and statistical purposes by the survey sponsors (US DOE) and their contractor for the purpose of analyzing data and preparing reports. Any information publicly released will be in a form that does not personally identify you. Your response is voluntary and failure to provide some of the requested information will not adversely affect you. On average, it should take 15 minutes to complete the survey although your actual time may vary depending upon your circumstances. If you have any questions about this survey you may contact Judy Saylor at TSIC (904.434.8008) or Joel Philp at The Evaluation Group (803.790.5102).

Conducted by:

Take Stock in Children and The Evaluation Group

**For the
US Department of Education
Investing in Innovation Fund (i3)
Spring 2014**

i 3

INSTRUCTIONS

Thank you for taking the time to complete this survey.

Remember:

- Some questions ask you to “Mark All that Apply” and other questions ask you to “Mark Only One Answer.” Be sure you follow these instructions.
- This is not a test. There is no right or wrong answers.
- Please be honest. If you do not want to answer a question, you have the right not to answer it.
- You may use either a pen or pencil.
- Mark each box by filling it in.
- If you need to change an answer, please make sure your old answer is completely erased or clearly crossed out.
- Once completed, return the survey to the TSIC Student Advocate as soon as possible.

**Once we receive your survey you
will be given a gift card as a small
token of our appreciation!**

Thanks once again for your help! We really appreciate it.

Please Answer All Of The Questions Below As Completely As You Can.
THIS INFORMATION IS CONFIDENTIAL.

Please Print Neatly

1. Name _____
FIRST MIDDLE LAST

2. My address is:

NUMBER STREET TOWN/CITY STATE ZIP

3. My telephone number is: _____
AREA CODE NUMBER

4. My email address is: _____ @ _____

5. Are you on Face Book? ____yes ____no
My Space? ____yes ____no

We are interested in keeping up with you in the coming years to see how you are doing. But people move and phone numbers change. Please help us by listing the name, address and phone number of a **relative** who does **NOT** live with you but will always know where you are (for example, a Grandparent, Aunt, Uncle, Cousin, etc.) **Fill in as much information as you can**

6. Relative's Name: _____
FIRST NAME LAST NAME

7. Relative's Phone Number: _____
(AREA CODE) + PHONE NUMBER

8. Relatives address (if known):

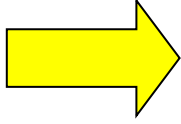
Number Street Name City/Town

9. Relatives email address (if known):

_____ @ _____

Thank You!!

A SURVEY FOR TSIC STUDENTS and 2011 APPLICANTS



PART A – About You

The first few questions ask about you and your background.

1. Please **PRINT** your name:

_____ first _____ last

2. What is today's date?

_____/_____/_____
month day year

3. What is your date of birth?

_____/_____/_____
month day year

4. What is your gender?

- Male
- Female

5. What is the name of your school?

Name of school

6. What grade are you in?

- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

7. How far do you plan to go in school?
(Mark only one answer)

- I plan to quit school as soon as I can
- I plan to finish high school but that's it
- I plan to go to a tech school
- I plan to go to college/university
- I plan to go to college/university and then take further study

8. If you were to go on to college, how do you think you'll do? (Mark only one answer)

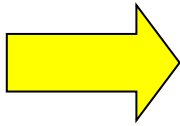
- I may flunk out
- I'll struggle to get passing grades
- I'll do ok
- I'll do pretty good
- I'll do very well
- I'll do fantastic – All As

9. **RIGHT NOW**, What kind of grades are you getting in school? (Mark only one answer)

- Mostly A's
- Mostly A's and B's
- Mostly B's
- Mostly B's and C's
- Mostly C's
- Mostly C's and D's
- Mostly Ds
- Mostly D's and Fs

10. During this school year did you receive any failing grades?

- No
- Yes

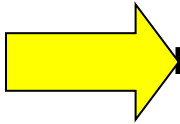


PART B Things that you do

Some students are involved in many clubs or activities, and other students are not. Either way, it's OK.

11. In a typical week, how many hours do you spend in the clubs and activities listed below?

	None - Zero	About 1 hour per week	2-5 hours a week	6-10 hours a week	Over 10 hours a week
a. School Athletic Teams? (ex., baseball, golf, swimming)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School Recreation Clubs? (ex., chess, drama, film)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. School Academic Clubs? (ex., debate club, science club, math club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Student Leadership (ex., student council, student newspaper)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Big Brother/Big Sisters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Boys and Girls Club?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Boy Scouts/Girl Scouts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. A Volunteer for a community project or organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. YMCA or YWCA?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Something else: (write it below and mark a bubble)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PART C Barriers you see to going to college or university.

There are many reasons why some students on to college or university while other do not.

12. Below is a list of issues that could get in the way of YOU going on to college or university and being successful. For each issue on the list, please indicate the extent to which you see it as a problem that might prevent you from going to college or university.

Issue	Not a problem at all	A little	Somewhat	Definitely a problem
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Issue	Not a problem at all	A little	Somewhat	Definitely a problem
a. Not having enough money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Having to work while going to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The college program I want is very expensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Not getting help with the college application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Not taking the right courses in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My SAT/ACT scores won't be high enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Being married	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Pregnancy/having children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Not wanting to move away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Takes a long time to finish college/university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Not being interested in college/university classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Lack of study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. College/university is too stressful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Not fitting in at college/university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. College/university I want is not available here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Not knowing what college/university I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Not being able to get into the college/university I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Others don't think I can do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. People believing that kids of my race or ethnicity don't do well in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Not having enough people of my ethnicity at college/university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Racial or ethnic discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Being treated differently because of my ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. No one in my family has gone to college/university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. My parents don't have knowledge about college/university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Pressure to not pay attention in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Pressure to get a job rather than go to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. During this school year, did you get any awards?

- No
- Yes

14. During this school year, were you ever on the honor roll?

- No
- Yes

15. During this school year, how many days of school have you missed because you skipped or “ditched”? (Mark only one answer)

- None
- 1 day
- 2 days
- 3 days
- 4-5 days
- 6-10 days
- 11 or more days

16. During this school year how many times were you punished in school or sent to the office?

(Mark only one answer)

- None
- 1 time
- 2 times
- 3 times
- 4-5 times
- 6 or more times

17. During this school year were you ever suspended from school?

- No
- Yes

18. During this school year did you take an AP, IB, or Dual Credit class?

- No
- Yes

19. During this school year, how many times have you been in a physical fight?

- None
- 1 time
- 2 times
- 3 times
- 4-5 times
- 6 or more times

20. RIGHT NOW, are you participating in any club, organization or program where you are assigned a one-on-one ADULT MENTOR?

- No
- Yes

21. If you have an older college-age brother or sister, have they ever attended a college or university?

- No
- Yes
- I have no older college-age brothers or sisters. The question does not apply to me.

If you are a **SENIOR STUDENT** (grade 12), please continue to the next page.

If you are **NOT A SENIOR STUDENT**, you are done with the survey. Thank you!

FOR SENIOR STUDENTS ONLY:

22. What will you be doing in September 2014? (check all that apply):

- | | |
|---|--|
| <input type="radio"/> Enrolled in college/university full-time | <input type="radio"/> Working part-time |
| <input type="radio"/> Enrolled in college/university part-time | <input type="radio"/> Working full-time |
| <input type="radio"/> Enrolled in an apprenticeship program | <input type="radio"/> In the military |
| <input type="radio"/> I'm not sure what I'll be doing
write it below | <input type="radio"/> Something else not listed: |

23. If you will be in college or university in September 2014, what is the name of the school?

Name of college or university: _____

24. Will you be taking any remedial classes in college or university in September 2014?

- No
- Yes

Thank You! You are done with the survey!