

Respondent Communications Materials

Draft School Letter

LETTERHEAD

Date

Name

Address

Dear Principal <name>,

In an ongoing effort to ensure college and career readiness, the National Center for Innovation in Career and Technical Education (NCICTE) is working with stakeholders and providers in North Dakota to implement the Roads to Success (RTS) program. RTS offers after-school programs, workforce and leadership development programs, and a college and career planning curriculum designed to enhance the academic and career readiness of students from 7th grade through high school.

As part of this effort, NCICTE will conduct a randomized controlled trial (RCT) study involving the random assignment of schools to the 11th and 12th grade components of RTS. North Dakota has passed legislation requiring students to develop college and career plans and is already implementing the RTS program in select schools around the state. RTS is not being implemented everywhere in the state, providing NCICTE with the opportunity to randomize additional participation. RTI International and FHI 360 have been contracted to conduct the study.

We invite you to take part in this study and ask you to review the enclosed materials. Your district has approved the school's participation, and project staff from RTI will soon contact you to describe the study in greater detail. After all participating schools have been identified, half will be assigned (by lottery) to implement the RTS curriculum, while the other half will serve as the control group. Data from students, teachers, and other staff from both groups of schools will be collected in order to compare the impact of the program.

In treatment schools, juniors and seniors will be provided with the 11th and 12th grade curriculum during the 2015-2016 school year. Students in both treatment and control schools will be administered a baseline and an end-of-year survey (post-intervention in treatment schools). Instructors of the RTS curriculum will be asked to complete a log at the end of each semester to track topics covered and assess the fidelity of implementation. Principal surveys will provide context for the school's college and career preparation agenda. In addition, the study will conduct site visits to select treatment and control schools to conduct interviews and focus groups to gain a thorough understanding of how the curriculum is being implemented; the successes and challenges faced by instructors and students in learning from the RTS material; and the differences between schools implementing the curriculum and those not.

Treatment schools will receive the RTS curriculum, along with teacher training and follow-up technical assistance at no cost. Principals at treatment and control schools will receive \$100 and \$25, respectively, for supporting study activities. Study participants (RTS instructors, school coordinator, staff survey respondents and interview participants) will receive a monetary incentive corresponding to their level of involvement.

The North Dakota Department of Education supports this important study as a key step in promoting methods to ensure student readiness for college and career. If you have any questions about participating in the study, please feel free to contact us at RTI (###) ###-#### or by email at xxx@rti.org.

I strongly encourage your participation. Thank you for your consideration.

Xxx
Title, agency
Enclosures

Draft Counselor Letter

LETTERHEAD

Date

Name
Address

Dear Counselor <name>,

In an ongoing effort to ensure college and career readiness, the National Center for Innovation in Career and Technical Education (NCICTE) is working with stakeholders and providers in North Dakota to implement the Roads to Success (RTS) program. RTS offers after-school programs, workforce and leadership development programs, and a college and career planning curriculum designed to enhance the academic and career readiness of students from 7th grade through high school.

As part of this effort, NCICTE will conduct a randomized controlled trial (RCT) study involving the random assignment of schools to the 11th and 12th grade components of RTS. North Dakota has passed legislation requiring students to develop college and career plans and is already implementing the RTS program in select schools around the state. RTS is not being implemented everywhere in the state, providing NCICTE with the opportunity to randomize additional participation. RTI International and FHI 360 have been contracted to conduct the study.

We invite your school to take part in this study and ask you to review the enclosed materials. Your district has approved the study, and project staff from RTI will soon contact your principal to describe the study in greater detail. After all participating schools have been identified, half will be assigned (by lottery) to implement the RTS curriculum, while the other half will serve as the control group. Data from students, teachers, and other staff from both groups of schools will be collected in order to compare the impact of the program.

In treatment schools, juniors and seniors will be provided with the 11th and 12th grade curriculum during the 2015-2016 school year. Students in both treatment and control schools will be administered a baseline and an end-of-year survey (post-intervention in treatment schools). Instructors of the RTS curriculum will be asked to complete a log at the end of each semester to track topics covered and assess the fidelity of implementation. Principal surveys will provide context for the school's college and career preparation agenda. In addition, the study will conduct site visits

to select treatment and control schools to conduct interviews and focus groups to gain a thorough understanding of how the curriculum is being implemented; the successes and challenges faced by instructors and students in learning from the RTS material; and the differences between schools implementing the curriculum and those not.

Treatment schools will receive the RTS curriculum, along with teacher training and follow-up technical assistance at no cost. Study participants (RTS instructors, school coordinator, staff survey respondents and interview participants) will receive a monetary incentive corresponding to their level of involvement.

The North Dakota Department of Education supports this important study as a key step in promoting methods to ensure student readiness for college and career. If you have any questions about participating in the study, please feel free to contact us at RTI (###) ###-#### or by email at xxx@rti.org.

I strongly encourage your school's participation and would appreciate your support of this effort.

Xxx
Title, agency
Enclosures

Draft School Coordinator Letter and Responsibilities

DATE

«sch_entity_name»

«sch_address»

«sch_citystzip»

Dear «sch_coord_name»,

We are looking forward to working with you and your school this school year on the Roads to Success (RTS) Study. As the designated school coordinator for RTS, you play a critical role in assisting us with study preparations. We appreciate your assistance, particularly given the many demands on your time.

The attached document, RTS School Coordinator Responsibilities, will provide you with an overview of RTS, as well as a list of tasks and timeline needed to prepare for RTS data collection. Your school has been assigned to the <TREATMENT or CONTROL> cohort.

RTS is sponsored by the National Center for Innovation in Career and Technical Education. The study will be conducted by RTI International and FHI 360, with support from the North Dakota Department of Career and Technical Education and the Department of Education. An RTS study representative will contact you shortly to answer questions you may have and to begin discussing data collection logistics. In-school data collection will take place throughout the 2015-2016 school year.

We ask you to conduct the student survey sessions, the parental response process for student components, and assist with coordinating interviews and focus groups. A school administrator and teachers implementing the RTS curriculum will also be asked to complete a questionnaire. They will be contacted separately, and their data will be collected through a web-based application or hard-copy survey.

We sincerely appreciate your help in coordinating data collection activities at your school and in ensuring that RTS is a success. Each school's participation is critical to the success of the study!

If you have any questions, please contact us at RTI (###) ###-#### or by email at xxx@rti.org.

Thank you for your support through participating in RTS.

Sincerely,

David Silver, PhD
RTI, Co-Principal Investigator
Investigator

Ivan Charner, PhD
FHI 360 Co-Principal

Enclosures

RTS School Coordinator Responsibilities

As the RTS school coordinator (SC), you play an important role in ensuring the success of the study. We will assist you as much as possible, but we will need to rely on you to complete certain tasks so that data collection will be successful.

Study Details

RTS data collection activities will include:

- **Student Surveys** – 11th and 12th grade students will be asked to complete two surveys, a baseline survey within the first month of the school year and an outcome survey at the end. The survey asks about behaviors related to college applications, college enrollment (if accepted, name of school, living arrangements, etc.), financial aid, and immediate plans for work (jobs applied for, offers), in addition to long-term career goals. Surveys will be administered online using existing school computers, and will take 30-35 minutes to complete.
- **Teacher Surveys** – Teachers (or other RTS instructors) implementing the RTS curriculum will be asked to complete two surveys to track topics covered to assess the fidelity of RTS implementation. The surveys can be completed online and should take 30 minutes to complete.
- **Principal Survey** – The principal survey will provide context for the school's college and career preparation agenda. The survey can be completed online and should take 15 minutes to complete.

Case Study Site Visits

Case studies will provide background and context for survey findings, as well as gauge the fidelity of implementation of the intervention. Some study schools will be selected to participate (10 treatment schools will receive two visits and 5 control schools will receive one visit). Case study data collection activities will include:

- **Student focus groups** – with 11th and 12th grade students to learn about the impact of RTS on planning and preparing for college and career.
- **RTS teachers** – Teachers (or others) implementing the RTS curriculum will be asked to participate in an interview to discuss their experiences with RTS.
- **Principals** – The school principal (or designee) will be interviewed to learn about the implementation and impact of RTS, as well as supports for RTS implementation.
- **Counselors** – School counselors will be interviewed to learn what college and career planning assistance students received prior to RTS, changes in students after participating in RTS, and how RTS has impacted counselors' practices and strategies.

For additional information, you may visit our website at: <http://xxx.xxx.xxx>

Your Responsibilities

You have been asked to complete several tasks related to data collection activities that will take place during the 2015-2016 school year. These include providing student information, working with RTI on student session logistics, assisting with distribution and receipt of forms from parents who wish to exclude their children from the study, conducting the student survey sessions, and helping to coordinate interviews and focus groups.

We will use the RTS secure website to exchange information, such as class and student lists. Please visit: <https://xxx.xxx.xxx> and log-in with the following information:

Study ID: #####

Password: #####

Table 1 shows the activities you will be asked to perform and a timeline for these activities.

Table 1. Activities Timeline

Task	Timeline
Provide enrollment list of 11 th and 12 th grade students.	Within 3 weeks of receipt of request
Provide names of staff participants (teachers, counselor and administrator)	Within one week of selection of classes
Coordinate logistics for the student survey (dates, times, locations, parent forms)	Within 3 weeks of receipt of request
Notify teachers, selected students, and parents of the study and benefits of participating	At least 3 weeks prior to scheduled session
Distribute parent response forms to all selected students	At least 3 weeks prior to scheduled session
Monitor return of parent response forms; distribute reminder letters as needed. Collect returned, signed forms and submit to RTI.	During the 3 weeks from distribution to survey day
Notify/remind teachers and students about the data collection sessions	One week prior and one day prior to session
Administer the student survey session, to include setting up the survey room and getting the students to the survey sessions	On the day of the session
Coordinate student focus groups	Three weeks prior to scheduled day

Providing Student Lists

All 11th and 12th grade students will be asked to complete the RTS survey. We ask you to provide a complete list of all 11th and 12th grade students enrolled at the school. The list should include: name, district ID, class, date of birth, gender. Enrollment lists should be uploaded to the secure RTS website.

Assisting with Student Survey Logistics

In order to minimize disruption at the school on the day of the student data collection, it is crucial that arrangements be made in advance. These arrangements include:

- Determine the date(s) for the student survey.
- Determine the location and time(s) of the student session(s): will the student survey session(s) take place in a computer lab or classroom. Will surveys be completed in one or multiple sessions?
- Determine best method of distributing parent response forms, tracking returned, signed forms, collecting returned forms and submitting to RTI.

- Work with RTI to identify students with special needs.
- Notify students of the RTS study, the importance of participating, and explain test day activities.
- Contact parents to encourage them to return the signed permission form (if applicable).

Parental Permission

Parental permission materials will be supplied by RTI a few weeks before the scheduled student survey session. We can either mail them directly to parents or ask that you distribute the parent permission forms to the students.

- RTI encourages schools to send forms to parents that are only returned if the parent does not wish the child to participate, as this option lessens the burden on school staff and results in higher participation rates. If you are using this procedure, please record parent refusals onto the student tracking form (STF) which will be provided with the parent forms.
- Some schools require that parents return permission forms. If your school has this requirement, parents are asked to return signed permission forms to the school coordinator. Please keep track of the return of these forms on the STF. Please make sure any returned forms have one “box” checked, a parent/guardian signature (not just a printed name) and the name of the student.

Day of the Student Survey

- In order to have valid results from the study, we need as many students to participate as possible. We are depending on you to make certain the students and teachers are aware of the date, time, and location for their participation and to generate enthusiasm. This often makes the difference in high student participation. You may want to advertise RTS throughout the school and classroom or make a PA announcement about the study the day before and the day of the session to generate interest and encourage participation.
- Gather participating students in the survey location and administer the RTS student survey.
- Complete survey tracking form to indicate which students complete the survey and which ones should be captured in a make-up session.
- After completion of the first round of surveys, determine if make-up sessions are needed so that students who were absent have an opportunity to participate.
- Once all students have completed the survey, return all related materials (tracking forms, parental forms, etc.) to RTI.

Assisting with Case Study Site Visits

We will ask for your assistance with scheduling the student focus groups and staff interviews that will be conducted for the case study site visits.

RTI will be in contact with you to track the return of parent response forms, as well as exclusion statuses for students. Reminder forms will be sent home as needed. Check the parent response forms on the day of the first session to make sure we include only appropriate students. Please keep the returned parent response forms in a locked or secure location and fax any returned forms from your school at the end of the data collection to a secure fax machine at RTI.

Token of Appreciation

As a token of our appreciation for your time and energy with RTS, you will receive <\$150 FOR SITE VISIT or \$75 NO SITE VISIT> at the completion of the study.

THANK YOU for your help to make RTS a success!! We greatly appreciate your time and assistance!

Draft Frequently Asked Questions (FAQs)

Roads to Success: A Randomized Study of College and Career Preparation Curriculum in North Dakota

Frequently Asked Questions

What is Roads to Success (RTS)?

Roads to Success (RTS) is a guided curriculum designed to integrate college- and career-planning resources within classroom lessons. RTS offers innovative strategies to help young people forge connections between their school experiences and their aspirations for adulthood.

What is the purpose of this study?

To study the effectiveness of part of a college and career preparation curriculum – provided as part of the Roads to Success program – in enhancing 11th and 12th graders' college and career aspirations, planning for postsecondary transitions and life, and attitudes toward education and careers. As part of this study, we will specifically examine the college access and career development curriculum to 11th and 12th graders.

Who is participating in this study?

North Dakota public high schools and Bureau of Indian Education (BIE) schools with both an 11th and 12th grade will be asked to participate. Schools will be randomly assigned to the treatment or control conditions and all 11th and 12th grade students in a treatment school will be provided with RTS instruction.

Who is sponsoring Roads to Success, and who is conducting it?

The National Career for Innovation in Career and Technical Education (NCICTE) is working with the North Dakota Department of Career and Technical Education, RTI International, and FHI 360 on this study.

The National Center for Innovation in Career and Technical Education (NCICTE), funded by the US Department of Education, performs scientifically based research and evaluation to expand the understanding, increase the effectiveness, and improve the delivery of career and technical education (CTE). RTI International is one of the world's leading research institutes, dedicated to improving the human condition by turning knowledge into practice. FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions.

What is the outcome of participation?

The intervention planned as part of this study will be for one academic year and examine the end-of-year outcomes of 11th- and 12th-graders. Given this time horizon, the research questions for this study focus on concrete activities or specific student interests that are the target of each grade's intervention.

At the 11th grade, does one year of RTS instruction increase the percentage of students:

- With specific senior-year coursetaking plans?
- Having visited a college or university? Does RTS increase the number of visits?
- Having taken or registered for workforce development assessments such as the Test of Adult Basic Education (TABE), the Armed Services Vocational Aptitude Battery (ASVAB), and the ACT WorkKeys Foundational and Personal Assessments?
- Reporting preparation of a resume?
- Reporting career exploration activities such as job shadowing, attendance at career fairs, internships, or apprenticeships?
- With any interest in one or more specific careers?
- With high interest in a specific career?

At the 12th grade, does one year of RTS instruction increase the percentage of students:

- Applying to college, overall and by level (technical or trade school, two-year community college, or four-year college)? Does RTS increase the number of college applications, overall and by level?
- Completing the Free Application for Federal Student Aid (FAFSA)?
- Accepted to or registered at college for the fall semester, overall and by level? Does RTS increase the number of acceptances?
- Reporting preparation of a resume?
- Applying for a job?
- With a job offer?
- With any interest in one or more specific careers?
- With high interest in a specific career?
- Planning to major in an area related to career interests?

What does participation in Roads to Success involve?

Treatment schools will implement the RTS curriculum to all their 11th and 12th graders during the 2015-16 school year. Instruction will be delivered by teachers, guidance counselors, or hired career advisors. In addition, teachers and students in the treatment schools will be asked to complete surveys. Principals in both treatment and control schools will be asked to complete a survey. Site visits will be conducted in select treatment and control schools. All data collection procedures will be fully in accord with pertinent regulations of both the state of North Dakota and the school district, and will be approved by RTI's credentialed Human Subjects Committee.

What are the benefits to participating in the study?

Schools that implement RTS will receive the prescribed RTS curriculum for 11th and 12th graders and key models from earlier grades. Instructors will receive training from Regional Education Association (REA) coordinators or one of the four career resource coordinators (CRC) in the state. ND Department of CTE, along with REA coordinators, will provide support for the instruction throughout the year. School coordinators and principals in both treatment and control schools will receive a small honorarium..

Parent Permission Letter and Form

Dear Parent/Guardian:

In an ongoing effort to ensure college and career readiness, the National Center for Innovation in Career and Technical Education (NCICTE) is working with stakeholders and providers in North Dakota to implement the Roads to Success (RTS) program. RTS offers after-school programs, workforce and leadership development programs, and a college and career planning curriculum designed to enhance the academic and career readiness of students from 7th grade through high school. The study is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina. The study results will allow us to determine the effectiveness of RTS for students.

After all participating schools were identified, half were assigned (by lottery) to implement the RTS curriculum, while the other half will serve as the control group. Your teenager's school was selected to serve as a [INSERT TREATMENT OR CONTROL] school. In treatment schools, juniors and seniors will be provided with the 11th and 12th grade curriculum during the 2015-2016 school year, regardless of their participation in the study. Data from participating students, teachers, and other staff from both groups of schools will be collected in order to compare the impact of the program. A baseline survey will link survey and participation data to North Dakota's statewide longitudinal data system (SLEDS), which includes academic and demographic data the schools routinely collect about each student. In addition, the study will administer a follow-up survey with participating students at the end of the year, conduct site visits to select treatment and control schools to conduct interviews and focus groups to gain a thorough understanding of how the curriculum is being implemented; the successes and challenges faced by instructors and students in learning from the RTS material; and the differences between schools implementing the curriculum and those not. Completion of all surveys is completely voluntary, and students will lose no benefits if they decline.

Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies your teenager or their district to anyone outside the study team, except as required by law. Participation is voluntary and there is no penalty if you or your teenager decides not to participate. Your teenager may choose not to answer any question. There are no risks to your teenager beyond responding to standard questions about the curriculum, as one of hundreds of participants. **The data collected will be used in analyses to understand students' behaviors related to college application (including two-year and technical/trade schools), college enrollment if accepted (including name of school, living arrangements, and costs), financial aid, and immediate plans for work (including jobs applied for, job offers), in addition to long-term career and educational goals.**

If you allow your teenager to participate, you do not need to return this form. If for any reason you object to his or her participation, please fill out the enclosed form and return it to his/her school as soon as possible.

The enclosed Frequently Asked Questions sheet provides more information about Roads to Success. If you have questions about the study please call Mr. Michael Nelson at RTI, toll free at 800-334-8571 ext. 27228 between 9 AM and 5 PM Eastern time, Monday through Friday. RTI is a non-profit research organization in North Carolina that has been contracted to collect the data. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection

toll-free at 1-866-214-2043. Both Mr. Nelson and staff from the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709.

We thank you in advance for your cooperation in this important research.

Sincerely,

IF YOU GRANT YOUR PERMISSION FOR YOUR TEENAGER TO PARTICIPATE IN THE RESEARCH STUDY, YOU DO NOT NEED TO RETURN THIS FORM.

IF YOU DO NOT AGREE TO YOUR TEENAGER'S PARTICIPATION IN Roads to Success, PLEASE COMPLETE AND RETURN THIS FORM TO YOUR TEENAGER'S SCHOOL AS SOON AS POSSIBLE.

I DO NOT GRANT PERMISSION for my teenager, _____, to
(print student name)
participate in the Roads to Success Study in the current school year. I understand that my teenager will receive the curriculum regardless of whether he/she participates in the study.

Please sign and return only if you do not grant permission for your teenager to participate.

(Signature of parent or guardian)

AND

Print parent/guardian name: _____

Date of signature: _____

(_____) _____
Area code Telephone number

Email address

PLEASE PRINT:

Student name: _____

School name: _____

FOR OFFICE USE ONLY:

Student ID: _____

Principal Survey Letter (Treatment and Control Schools)

[Date]

«adminname»
«schoolname»
«addr1» «addr2»
«citystzip»

Web Address:
Your Study ID: «caseID»
Your Password: «passwd»

Dear «adminname»:

In an ongoing effort to ensure college and career readiness, the National Center for Innovation in Career and Technical Education (NCICTE) is working with stakeholders and providers in North Dakota to implement the Roads to Success (RTS) program. RTS offers after-school programs, workforce and leadership development programs, and a college and career planning curriculum designed to enhance the academic and career readiness of students from 7th grade through high school.

As part of this effort, NCICTE is conducting a randomized controlled trial (RCT) study involving the random assignment of schools to the 11th and 12th grade components of RTS. RTI International and FHI 360 have been contracted to conduct the study. After all participating schools were identified, half were assigned (by lottery) to implement the RTS curriculum, while the other half are serving as the control group. As you know, your school is in the [TREATMENT OR CONTROL] group. Data from students, teachers, and other staff from both groups of schools are being collected in order to compare the impact of the program.

We are asking you to complete a 30-minute web-based survey to provide information on your school's college and career planning activities offered to students. To access the survey, please use the web address and your unique study ID and password provided above.

Responses to this survey will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. The North Dakota Department of Education supports this important study as a key step in promoting methods to ensure student readiness for college and career. The enclosed Frequently Asked Questions sheet provides more information about Roads to Success.

If you have questions about the study please call Dr. Michael Nelson at RTI, toll free at 800-334-8571 ext. 27228 between 9 AM and 5 PM Eastern time, Monday through Friday. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection toll-free at 1-866-214-2043. Both Dr. Nelson and staff from the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709. We thank you in advance for your cooperation in this important research.

Sincerely,

Enclosure

Student Baseline Survey Letter (Treatment and Control Schools)

[DATE]

<Student_fname> <Student_lname> Web Address: <student_website>
<ADDR1> Your STUDY ID: <XXXXXXXX>
<ADDR2> Your PASSWORD: <XXXXXXXX>n
<CITY STATE ZIP>

Dear <Student_fname>:

The National Center for Innovation in Career and Technical Education (NCICTE) is working with North Dakota schools to implement the Roads to Success (RTS) program. RTS offers several tools to prepare students for college and career. The study is being conducted under contract by RTI International. RTI is a nonprofit research organization based in North Carolina. The study results will allow schools to see the effectiveness of RTS for students.

Participating schools have been divided into two groups. Half of the schools were assigned (by lottery) to teach the RTS curriculum, while the other half will not. Your school has been selected to serve as a [INSERT TREATMENT OR CONTROL] school. In treatment schools, juniors and seniors will be taught the 11th and 12th grade curriculum during the 2015-2016 school year. Data from all schools will help us compare the impact of RTS.

We ask that you provide the study information through a 30-minute online survey. The survey asks about financial aid and plans for college and work. It also asks about your long-term career and education goals. To access the survey, please use the web address and your unique study ID and password provided above. We will ask you to complete another survey at the end of this school year. Both surveys are voluntary. You may choose not to answer any items, without any penalty or loss of benefits.

Responses to this survey will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. The North Dakota Department of Education supports this important study to help ensure students are ready for college and career. The enclosed fact sheet gives more information about RTS.

Please call Dr. Michael Nelson at RTI with questions about the study. He can be reached toll-free at 800-334-8571 ext. 27228 between 9 AM and 5 PM Eastern Time, Monday through Friday. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection toll-free at 1-866-214-2043. Both Dr. Nelson and the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709. We thank you in advance for your help in this important research.

Sincerely,

Student End-of-Year Survey Letter (Treatment and Control Schools)

[DATE]

<Student_fname> <Student_lname> Web Address: <student_website>
<ADDR1> Your STUDY ID: <XXXXXXXX>
<ADDR2> Your PASSWORD: <XXXXXXXX>n
<CITY STATE ZIP>

Dear <Student_fname>:

As you may recall, the National Center for Innovation in Career and Technical Education (NCICTE) is working with North Dakota schools to implement the Roads to Success (RTS) program. RTS offers several tools to prepare students for college and career. The study is being conducted under contract by RTI International. RTI is a nonprofit research organization based in North Carolina. The study results will allow schools to see the effectiveness of RTS for students.

Participating schools have been divided into two groups. Half of the schools were assigned (by lottery) to teach the RTS curriculum, while the other half will not. Your school has been selected to serve as a [INSERT TREATMENT OR CONTROL] school. In treatment schools, juniors and seniors will be taught the 11th and 12th grade curriculum during the 2015-2016 school year. Data from all schools will help us compare the impact of RTS.

We ask that you provide the study information through a second 30-minute online survey. The survey asks about financial aid and plans for college and work. It also asks about your long-term career and education goals. To access the survey, please use the web address and your unique study ID and password provided above. Both surveys are voluntary. You may choose not to answer any items, without any penalty or loss of benefits.

Responses to this survey will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. The North Dakota Department of Education supports this important study to help ensure students are ready for college and career. The enclosed fact sheet gives more information about RTS.

Please call Dr. Michael Nelson at RTI with questions about the study. He can be reached toll-free at 800-334-8571 ext. 27228 between 9 AM and 5 PM Eastern Time, Monday through Friday. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection toll-free at 1-866-214-2043. Both Dr. Nelson and the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709. We thank you in advance for your help in this important research.

Sincerely,

Teacher Survey Letter (Treatment Schools Only)

[Date]

<TEACHER NAME>

<SCHOOL NAME>

<ADDR1>

<ADDR1>

<CITY STATE ZIP>

Web Address: www.xxx.xxx.gov

Your STUDY ID: <XXXXXXXX>

Your PASSWORD: <XXXXXXXX>m

Dear <Teacher Name>:

As you are aware, your school is participating in the Roads to Success (RTS) study. We appreciate your work with the RTS curriculum this semester. As part of the study, we are asking you to complete a 30-minute web-based survey that provides information about RTS topics covered and activities completed during the past semester. To access the survey, please use the web address and your unique study ID and password provided above. You will receive a check for <\$25> within a few weeks of completing the survey as a token of our appreciation.

Responses to this survey will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

The North Dakota Department of Education supports this important study as a key step in promoting methods to ensure student readiness for college and career. If you have questions about the study please call Dr. Michael Nelson at RTI, toll free at 800-334-8571 ext. 27228 between 9 AM and 5 PM Eastern time, Monday through Friday. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection toll-free at 1-866-214-2043. Both Dr. Nelson and staff from the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709.

We thank you in advance for your cooperation in this important research.

Sincerely,

Facsimile Student, Instructor, and Principal Surveys

Baseline 11th-grade Student Survey

INSTRUCTIONS

This survey asks about your involvement in school and the community, learning and study habits, and plans for the future. The survey should take about 35 minutes. Your answers are very important to us and will not be shared with anyone in your school, family, or community. This is not a test. There are no right or wrong answers. You may skip any question you do not wish to answer. If you have a question about the survey, raise your hand and someone will help you.

SECTION A: BACKGROUND

1. What school do you go to?

School name _____

2. How many years have you been in the Roads to Success program?

0
1
2 or more

3. What grades do you typically get in school?

1 Mostly As
2 As and Bs
3 Mostly Bs
4 Bs and Cs
5 Mostly Cs
6 Cs and Ds
7 Mostly Ds
8 Ds and Fs
9 Mostly Fs

4. Please indicate whether you agree or disagree with the following statements:

a. There is no point in deciding on a job when the future is so uncertain.
b. I can't seem to become very concerned about my future occupation.
c. I seldom think about the job that I want to enter.
d. I'm not going to worry about choosing an occupation until I am out of school.
e. As far as choosing an occupation is concerned, something will come along sooner or later.
f. I really can't find any work that has much appeal to me.

5. Different people have different strengths. No one is good at everything, and each of us emphasizes some strengths more than others. Please rate how strongly you have developed each of the following abilities using the scale below:

1 (Not strong) to 5 (Strongest)

a. Keeping upbeat
b. Making decisions by myself
c. Taking responsibility for my actions
d. Sticking up for my beliefs
e. Counting on myself
f. Doing what's right for me.

SECTION B: POSTSECONDARY PLANNING

6. Do you know what math course (if any) you will take in your senior year? If yes, please list the course name.

1 Yes
0 No
Name of course (or no course): _____

7. Do you know what science course (if any) you will take in your senior year? If yes, please list the course name.

1 Yes
0 No
Name of course (or no course): _____

8. Do you plan to take a foreign language course in your senior year? If yes, please list the language and year.

1 Yes
0 No
Name of course: _____

9. Have you visited a college, university, or other postsecondary school? If yes, how many? If no, skip the next question.	1 Yes 0 No Number visited: _____
10. What kind of school(s) have you visited? Please check all that apply.	1 Community college or 2-year school ____ 2 4-year college or university ____ 3 Technical or trade school ____
11. Have you taken or registered for a workforce test such as the ACT WorkKeys, Armed Services Vocational Aptitude Battery (ASVAB), or the Test of Adult Basic Education (TABE)? Please check all that apply.	1 Yes, ACT WorkKeys 2 Yes, ASVAB 3 Yes, TABE 4 Yes, Other (please name): _____ 5 No
12. Have you participated in any of the following? Please check all that apply	1 Job shadowing 2 Job or career fair 3 Internship 4 Apprenticeship 5 School-based business or enterprise
13. Do you have an up-to-date resume?	1 Yes 0 No
14. What are your main plans for after school? Are you:	1 Going to college (Go to Section C) 2 Starting a full-time job (Go to Section D) 3 Starting a part-time job (Go to Section D) 4 Joining the military (Go to Section D) 5 No current plans (Go to Section E)
SECTION C: COLLEGE PLANS AFTER HIGH SCHOOL If you are planning to attend college after high school, please answer the following questions.	
15. What type of college do you plan to attend?	1 2-year college 2 4-year college or university 3 Technical or trade school List name of school: _____
16. Where will you prefer to live?	1 in campus housing (dorm) 2 in off campus housing (apartment) 3 at home
17a. Do you have a major you are interested in? If no, skip the next two questions. 17b. If yes, what is that major?	1 Yes 0 No Planned major (survey-assisted): _____
17c. How interested are you in this major?	1 (not very) 2 3 4 5 (very)
18. How much do you expect to college to cost? Please provide your best guess.	1 Tuition and Fees _____ 2 Room & Board _____ 3 Books & Supplies _____ 4 Misc. _____
19. Do you plan to work while you are in school? If yes, got to SECTION D. If no, please go to SECTION E.	1 Yes 2 No 3 Not sure
SECTION D: WORK PLANS AFTER HIGH SCHOOL If you are planning to work after high school, please fill out the items below.	

20. Do you have a current job? If so, please list the job title. If yes, go to the next question. If no, go to question 25.	1 Yes 0 No Job title (survey-assisted): _____
21. Is this job:	Part-time (How many hours?: ___) Full-time
22. Do you plan to work in this job after high school? If yes, go to the next question. Otherwise, skip the next question.	1 Yes 0 No
23. Do you plan to work in this job:	Part-time (How many hours?: ___) Full-time Freelance
24. Do you plan to apply for a job for after you complete high school? If yes, please go to the next question. Otherwise, skip the next question.	1 Yes 0 No
25. Do you know what job(s) you plan to apply for? If yes, please list the job title(s).	1 Yes 0 No Job title (survey-assisted): _____
SECTION E: FUTURE PLANS AND ATTITUDES	
26a. Do you have an interest in a specific career? If no, skip the next two questions. 26b. If yes, what career? _____	1 Yes 0 No List career (survey-assisted)
26c. How interested are you in this career?	1 (not very) 2 3 4 5 (very)
27. How far in school do you think you will get?	1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know
28. What is the job or occupation you expect or plan to have at age 30?	_____ Job / occupation name (survey-assisted) 0 I don't know
29. How much education do you think you need to get the job or occupation you expect or plan to have at age 30?	1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know

SECTION F: DEMOGRAPHICS	
30. When were you born?	(Month / Day / Year)
31. Are you:	1 Male? 2 Female?
32. How do you describe yourself? 1 American Indian or Alaskan Native 2 Asian 3 Black or African-American 4 Hispanic or Latino/Latina 5 Native Hawaiian or Other Pacific Islander 6 White 7 Other (Please describe) _____	Mark all that apply
33. What is the highest level of education completed by your mother or female guardian?	1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know
34. What is the highest level of education completed by your father or male guardian?	1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know
35. What is the main language spoken at home?	1 English 2 Spanish 3 English and Spanish equally 4 Other (Please describe) _____
36. Do you or your parents have any of the following at home? Check all that apply	1 Air conditioner/air conditioning 2 Car 3 Computer 4 DVD player 5 Multiple cell phones 6 Motorcycle 7 Your own room 8 Multiple televisions 9 A washing machine
37. Do you have any siblings or anyone else in your home who currently attends college?	1 Yes 0 No

End-of-11th-grade Student Survey

INSTRUCTIONS

This survey asks about your involvement in school and the community, learning and study habits, and plans for the future. The survey should take about 30 minutes. Your answers are very important to us and will not be shared with anyone in your school, family, or community. This is not a test. There are no right or wrong answers. You may skip any question you do not wish to answer. If you have a question about the survey, raise your hand and someone will help you.

SECTION A: BACKGROUND

1. What school do you go to?

School name _____

2. How many years have you been in the Roads to Success program?

0
1
2 or more

3. What grades do you typically get in school?

1 Mostly As
2 As and Bs
3 Mostly Bs
4 Bs and Cs
5 Mostly Cs
6 Cs and Ds
7 Mostly Ds
8 Ds and Fs
9 Mostly Fs

4. Please indicate whether you agree or disagree with the following statements:

a. There is no point in deciding on a job when the future is so uncertain.
b. I can't seem to become very concerned about my future occupation.
c. I seldom think about the job that I want to enter.
d. I'm not going to worry about choosing an occupation until I am out of school.
e. As far as choosing an occupation is concerned, something will come along sooner or later.
f. I really can't find any work that has much appeal to me.

5. Different people have different strengths. No one is good at everything, and each of us emphasizes some strengths more than others. Please rate how strongly you have developed each of the following abilities using the scale below:

1 (Not strong) to 5 (Strongest)

a. Keeping upbeat
b. Making decisions by myself
c. Taking responsibility for my actions
d. Sticking up for my beliefs
e. Counting on myself
f. Doing what's right for me.

SECTION B: POSTSECONDARY PLANNING

6. Do you know what math course (if any) you will take in your senior year? If yes, please list the course name.

1 Yes
0 No
Name of course (or no course): _____

7. Do you know what science course (if any) you will take in your senior year? If yes, please list the course name.

1 Yes
0 No
Name of course (or no course): _____

8. Do you plan to take a foreign language course in your senior year? If yes, please list the language and year.

1 Yes
0 No
Name of course: _____

9. Have you visited a college, university, or other postsecondary school? If yes, how many? If no, skip the next question.	1 Yes 0 No Number visited: _____
10. What kind of school(s) have you visited? Please check all that apply.	1 Community college or 2-year school ____ 2 4-year college or university ____ 3 Technical or trade school ____
11. Have you taken or registered for a workforce test such as the ACT WorkKeys, Armed Services Vocational Aptitude Battery (ASVAB), or the Test of Adult Basic Education (TABE)? Please check all that apply.	1 Yes, ACT WorkKeys 2 Yes, ASVAB 3 Yes, TABE 4 Yes, Other (please name): _____ 5 No
12. Have you participated in any of the following in the last year? Please check all that apply	1 Job shadowing 2 Job or career fair 3 Internship 4 Apprenticeship 5 School-based business or enterprise
13. Do you have an up-to-date resume?	1 Yes 0 No
14. What are your main plans for after school? Are you:	1 Going to college (Go to Section C) 2 Starting a full-time job (Go to Section D) 3 Starting a part-time job (Go to Section D) 4 Joining the military (Go to Section D) 5 No current plans (Go to Section E)
SECTION C: COLLEGE PLANS AFTER HIGH SCHOOL If you are planning to attend college starting in the Fall of next year, please answer the following questions.	
15. What type of college do you plan to attend?	1 2-year college 2 4-year college or university 3 Technical or trade school List name of school:
16. Where will you prefer to live?	1 in campus housing (dorm) 2 in off campus housing (apartment) 3 at home
17a. Do you have a major you are interested in? If no, skip the next two questions. 17b. If yes, what is that major?	1 Yes 0 No Planned major (survey-assisted): _____
17c. How interested are you in this major?	1 (not very) 2 3 4 5 (very)
18. How much do you expect to college to cost? Please provide your best guess.	1 Tuition and Fees _____ 2 Room & Board _____ 3 Books & Supplies _____ 4 Misc. _____
19. Do you plan to work while you are in school? If yes, got to SECTION D. If no, please go to SECTION E.	1 Yes 2 No 3 Not sure
SECTION D: WORK PLANS AFTER HIGH SCHOOL If you are planning to work after high school, please fill out the items below.	

20. Do you have a current job? If so, please list the job title. If yes, go to the next question. If no, go to question 25.	1 Yes 0 No Job title (survey-assisted): _____
21. Is this job:	Part-time (How many hours?: ___) Full-time Freelance
22. Do you plan to work in this job after high school? If yes, go to the next question. Otherwise, skip the next question.	1 Yes 0 No
23. Do you plan to work in this job:	Part-time (How many hours?: ___) Full-time
24. Do you plan to apply for a job for after you complete high school? If yes, please go to the next question. Otherwise, skip the next question.	1 Yes 0 No
25. Do you know what job(s) you plan to apply for? If yes, please list the job title(s).	1 Yes 0 No Job title (survey-assisted): _____
SECTION E: FUTURE PLANS	
26a. Do you have an interest in a specific career? If no, skip the next two questions. 26b. If yes, what career? _____	1 Yes 0 No List career (survey-assisted)
26c. How interested are you in this career?	1 (not very) 2 3 4 5 (very)
27. How far in school do you think you will get?	1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know
28. What is the job or occupation you expect or plan to have at age 30?	_____ Job / occupation name (survey-assisted) 0 I don't know
29. How much education do you think you need to get the job or occupation you expect or plan to have at age 30?	1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know

Baseline 12th-grade Student Survey

INSTRUCTIONS

This survey asks about your involvement in school and the community, learning and study habits, and plans for the future. The survey should take about 35 minutes. Your answers are very important to us and will not be shared with anyone in your school, family, or community. This is not a test. There are no right or wrong answers. You may skip any question you do not wish to answer. If you have a question about the survey, raise your hand and someone will help you.

SECTION A: BACKGROUND

1. What school do you go to?

School name

2. How many years have you been in the Roads to Success program?

0
1
2 or more

3. Do you plan to graduate this year?

1 Yes
0 No

4. What grades do you typically get in school?

1 Mostly As
2 As and Bs
3 Mostly Bs
4 Bs and Cs
5 Mostly Cs
6 Cs and Ds
7 Mostly Ds
8 Ds and Fs
9 Mostly Fs

5. Please indicate whether you agree or disagree with the following statements:

a. There is no point in deciding on a job when the future is so uncertain.
b. I can't seem to become very concerned about my future occupation.
c. I seldom think about the job that I want to enter.
d. I'm not going to worry about choosing an occupation until I am out of school.
e. As far as choosing an occupation is concerned, something will come along sooner or later.
f. I really can't find any work that has much appeal to me.

6. Different people have different strengths. No one is good at everything, and each of us emphasizes some strengths more than others. Please rate how strongly you have developed each of the following abilities using the scale below:

1 (Not strong) to 5 (Strongest)

a. Keeping upbeat
b. Making decisions by myself
c. Taking responsibility for my actions
d. Sticking up for my beliefs
e. Counting on myself
f. Doing what's right for me.

SECTION B: POSTSECONDARY PLANNING

7. Do you plan to apply to or register at any colleges (including 2 year, 4 year, and technical/trade) this year? Please include any colleges you have already submitted applications to or registered at. If yes, please answer questions 8-11. If no, please go to question 12.

1 Yes
0 No

8. How many 2-year schools do you plan to apply to or register at?	1 0 2 1 3 2-4 4 More than 4 List names of schools : _____
9. How many 4-year schools do you plan to apply to or register at?	1 0 2 1 3 2-4 4 More than 4 List names of schools : _____
10. How many tech/trade schools do you plan to apply to or register at?	1 0 2 1 3 2-4 4 More than 4 List names of schools : _____
11. Have you been accepted to any schools? If so, how many?	1 2-year schools ____ 2 4-year schools ____ 3 Tech/trade schools ____ List names of schools : _____
12. Do you have an up-to-date resume?	1 Yes 0 No
13. What are your main plans for after school? Are you:	1 Going to college (Go to Section C) 2 Starting a full-time job (Go to Section D) 3 Starting a part-time job (Go to Section D) 4 Joining the military (Go to Section D) 5 Other (for example, travel, volunteer, or mission) (Go to Section E) 6 No current plans (Go to Section E)
SECTION C: COLLEGE PLANS AFTER HIGH SCHOOL If you are planning to attend college starting in the Fall of next year, please answer the following questions.	
14. What type of college do you plan to attend?	1 2-year college 2 4-year college or university 3 Technical or trade school List name of school: _____
15. Where will you prefer to live?	1 in campus housing (dorm) 2 in off campus housing (apartment) 3 at home
16a. Do you know what you will major in? If no, skip the next two questions. 16b. If yes, what is your planned major?	1 Yes 0 No Planned major (survey-assisted): _____
16c. How interested are you in this major?	1 (not very) 2 3 4 5 (very)
17. How much do you expect to college to cost? Please provide your best guess.	1 Tuition and Fees _____ 2 Room & Board _____ 3 Books & Supplies _____ 4 Misc. _____

18. Have you or your parents filled out the Free Application for Federal Student Aid (FAFSA)?	1 Yes 0 No
19. Have you received offers of financial aid? If no, skip the next question.	1 Yes 0 No
20. What amount of financial aid have you been offered?	1 Loans _____ 2 Scholarships _____ 3 Grants _____ 4 Work Study _____
21. Do you plan to work while you are in school? If yes, got to SECTION D. If no, please go to SECTION E.	1 Yes 2 No 3 Not sure
SECTION D: WORK PLANS AFTER HIGH SCHOOL If you are planning to start a full-time or part-time job next Summer or Fall, please fill out the items below.	
22. Do you have a current job? If so, please list the job title. If yes, go to the next question. If no, go to question 24.	1 Yes 0 No Job title (survey-assisted): _____
23. Is this job:	Part-time (How many hours?: ____) Full-time
24. Do you plan to work in this job after high school? If yes, go to the next question. Otherwise, skip the next question.	1 Yes 0 No
25. Do you plan to work in this job:	Part-time (How many hours?: ____) Full-time Freelance
26. Have you applied for [a job/other] jobs for after you complete high school? If so, please list the job title(s).	1 Yes 0 No Job title (survey-assisted): _____
27. Have you received a job offer for work after you complete high school? If so, please list the job title(s).	1 Yes 0 No Job title (survey-assisted): _____
28. Do you plan to apply for a job for after you complete high school? If yes, please go to the next question. Otherwise, skip the next question.	1 Yes 0 No
29. Do you know what job(s) you plan to apply for? If yes, please list the job title(s).	1 Yes 0 No Job title (survey-assisted): _____
[For those not planning to go to college after high school {i.e., skipping from section B to D}:] 30. Do you plan to take postsecondary classes while working?	1 Yes 0 No
SECTION E: FUTURE PLANS	
31a. Do you have an interest in a specific career? If no, skip the next two questions. 31b. If yes, what career? _____	1 Yes 0 No List career (survey-assisted)

31c. How interested are you in this career?	1 (not very) 2 3 4 5 (very)
32. How far in school do you think you will get?	1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know
33. What is the job or occupation you expect or plan to have at age 30?	_____ Job / occupation name (survey-assisted) 0 I don't know
34. How much education do you think you need to get the job or occupation you expect or plan to have at age 30?	1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know
SECTION F: DEMOGRAPHICS	
35. When were you born?	(Month / Day / Year)
36. Are you:	1 Male? 2 Female?
37. How do you describe yourself? 1 American Indian or Alaskan Native 2 Asian 3 Black or African-American 4 Hispanic or Latino/Latina 5 Native Hawaiian or Other Pacific Islander 6 White 7 Other (Please describe) _____	Mark all that apply

<p>38. What is the highest level of education completed by your mother or female guardian?</p>	<p>1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know</p>
<p>39. What is the highest level of education completed by your father or male guardian?</p>	<p>1 Some high school 2 GED 3 High school graduate 4 Technical or trade school 5 Associates degree (2 year college degree) 6 Bachelor's degree (4 year college degree) 7 Master's degree or equivalent 8 Ph.D., MD or other advanced degree (like a medical or law degree) 9 Other (Please describe) _____ d Don't know</p>
<p>40. What is the main language spoken at home?</p>	<p>1 English 2 Spanish 3 English and Spanish equally 4 Other (Please describe) _____</p>
<p>41. Do you or your parents have any of the following at home? Check all that apply</p>	<p>1 Air conditioner/air conditioning 2 Car 3 Computer 4 DVD player 5 Multiple cell phones 6 Motorcycle 7 Your own room 8 Multiple televisions 9 A washing machine</p>
<p>42. Do you have any siblings or anyone else in your home who currently attends college?</p>	<p>1 Yes 0 No</p>

End-of-12th-Grade Student Survey

<p>INSTRUCTIONS</p> <p>This survey asks about your involvement in school and the community, learning and study habits, and plans for the future. The survey should take about 35 minutes. Your answers are very important to us and will not be shared with anyone in your school, family, or community. This is not a test. There are no right or wrong answers. You may skip any question you do not wish to answer. If you have a question about the survey, raise your hand and someone will help you.</p>	
<p>SECTION A: BACKGROUND</p>	
1. What school do you go to?	School name
2. How many years have you been in the Roads to Success program?	0 1 2 or more
3. Are you graduating this year?	1 Yes 0 No
4. What grades do you typically get in school?	1 Mostly As 2 As and Bs 3 Mostly Bs 4 Bs and Cs 5 Mostly Cs 6 Cs and Ds 7 Mostly Ds 8 Ds and Fs 9 Mostly Fs
5. Please indicate whether you agree or disagree with the following statements:	<p>a. There is no point in deciding on a job when the future is so uncertain.</p> <p>b. I can't seem to become very concerned about my future occupation.</p> <p>c. I seldom think about the job that I want to enter.</p> <p>d. I'm not going to worry about choosing an occupation until I am out of school.</p> <p>e. As far as choosing an occupation is concerned, something will come along sooner or later.</p> <p>f. I really can't find any work that has much appeal to me.</p>
6. Different people have different strengths. No one is good at everything, and each of us emphasizes some strengths more than others. Please rate how strongly you have developed each of the following abilities using the scale below: 1 (Not strong) to 5 (Strongest)	<p>a. Keeping upbeat</p> <p>b. Making decisions by myself</p> <p>c. Taking responsibility for my actions</p> <p>d. Sticking up for my beliefs</p> <p>e. Counting on myself</p> <p>f. Doing what's right for me.</p>
<p>SECTION B: POSTSECONDARY PLANNING</p>	
7. Did you apply to or register at any colleges (including 2 year, 4 year, and technical/trade) this year? If yes, please answer questions 8-11. If no, please go to question 12.	1 Yes 0 No

8. How many 2-year schools did you apply to or register at?	1 0 2 1 3 2-4 4 More than 4 List names of schools : _____
9. How many 4-year schools did you apply to or register at?	1 0 2 1 3 2-4 4 More than 4 List names of schools : _____
10. How many tech/trade schools did you apply to or register at?	1 0 2 1 3 2-4 4 More than 4 List names of schools : _____
11. How many schools were you accepted to?	1 2-year schools ____ 2 4-year schools ____ 3 Tech/trade schools ____ List names of schools : _____
12. Do you plan on applying to college in the future?	1 Yes 0 No
13. Do you have an up-to-date resume?	1 Yes 0 No
14. What are your main plans for the fall? Are you:	1 Going to college (Go to Section C) 2 Starting a full-time job (Go to Section D) 3 Starting a part-time job (Go to Section D) 4 Joining the military (Go to Section D) 5 Other (for example, travel, volunteer, or mission) (Go to Section E) 6 No current plans (Go to Section E)
SECTION C: IMMEDIATE PLANS-COLLEGE If you are planning to attend college starting in the Fall, and you've been accepted or have registered, please answer the following questions.	
15. What type of college will you be attending?	1 Community college or 2-year college 2 4-year college or university 3 Technical or trade school List name of school: _____
16. Where will you be living?	1 in campus housing (dorm) 2 in off campus housing (apartment) 3 at home
17a. Do you have a major you are interested in? If no, skip the next two questions. 17b. If yes, what is that major?	1 Yes 0 No Planned major (survey-assisted): _____
17c. How interested are you in this major?	1 (not very) 2 3 4 5 (very)

18. What is the cost of attending school next year?	1 Tuition and Fees _____ 2 Room & Board _____ 3 Books & Supplies _____ 4 Misc. _____
19a. Did you or your parents fill out the Free Application for Federal Student Aid (FAFSA)? If no, go to 18b. If yes, skip 18b.	1 Yes 0 No
19b. What are the reasons you or your parents did not complete a FAFSA? [MARK ALL THAT APPLY]	1 You or your family did not want to take on debt 2 You or your family can afford school or college without financial aid 3 You or your family thought you may ineligible or may not qualify 4 You or your family did not have enough information about how to complete a FAFSA 5 You or your family thought the FAFSA forms were too much work or too time-consuming 6 You or your family did not know you could complete a FAFSA
20. Will you be receiving financial aid? If no, skip the next question.	1 Yes 0 No
21. What amount of financial aid are you receiving?	1 Loans _____ 2 Scholarships _____ 3 Grants _____ 4 Work Study _____
22. Will you be working while you are in school? If no, go to SECTION E. If yes, go to next question.	1 Yes 2 No 3 Not sure
23. Is this a work-study placement? If no, got to SECTION D. If yes, go to SECTION E.	1 Yes 0 No
SECTION D: IMMEDIATE PLANS-WORK If you are planning to start a full-time or part-time job this Summer or Fall, please fill out the items below.	
24. What jobs have you applied for?	List jobs (survey-assisted)
25. What will be your position/title?	List position/title (survey-assisted)
26. Is this job:	Part-time (How many hours?: ____) Full-time
27. If you have not received a job offer yet, please write what jobs you're considering on the lines below.	Jobs I'm considering: [then, for each job provided:] Have you applied? (yes/no) Have you interviewed? (yes/no)
[For those not planning to go to college after high school {i.e., skipping from section B to D}:] 28. Do you plan to take postsecondary classes while working?	1 Yes, part-time 2 Yes, full-time 0 No
[For those not planning to take postsecondary classes]: 29. Which of the following are reasons why you have decided NOT to take postsecondary classes right after high school? [MARK ALL THAT APPLY]	1 You don't like school 2 Your grades aren't good enough 3 Your college admission scores weren't high enough 4 You won't need more education for the career you want 5 You can't afford to go on to school 6 You haven't taken the right courses

	<p>7 No one in your family has ever gone on to school after high school</p> <p>8 You plan to join the military</p> <p>9 You'd rather work and make money than go to school</p> <p>10 You don't feel that going to school is important</p> <p>11 Your counselors or teachers recommend you work rather than continue your education</p> <p>12 You need to help support your family</p>
SECTION E: FUTURE PLANS	
<p>30a. Do you have an interest in a specific career? If yes, go to next question. If no, skip next two questions.</p> <p>30b. If yes, what career? _____</p>	<p>1 Yes</p> <p>0 No</p> <p>List career (survey-assisted)</p>
<p>30c. How interested are you in this career?</p>	<p>1 (not very)</p> <p>2</p> <p>3</p> <p>4</p> <p>5 (very)</p>
<p>31. How far in school do you think you will get?</p>	<p>1 Some high school</p> <p>2 GED</p> <p>3 High school graduate</p> <p>4 Technical or trade school</p> <p>5 Associates degree (2 year college degree)</p> <p>6 Bachelor's degree (4 year college degree)</p> <p>7 Master's degree or equivalent</p> <p>8 Ph.D., MD or other advanced degree (like a medical or law degree)</p> <p>9 Other (Please describe) _____</p> <p>d Don't know</p>
<p>32. What is the job or occupation you expect or plan to have at age 30?</p>	<p>_____ Job / occupation name (survey-assisted)</p> <p>0 I don't know</p>
<p>33. How much education do you think you need to get the job you expect or plan to have at age 30?</p>	<p>1 Some high school</p> <p>2 GED</p> <p>3 High school graduate</p> <p>4 Technical or trade school</p> <p>5 Associates degree (2 year college degree)</p> <p>6 Bachelor's degree (4 year college degree)</p> <p>7 Master's degree or equivalent</p> <p>8 Ph.D., MD or other advanced degree (like a medical or law degree)</p> <p>9 Other (Please describe) _____</p> <p>d Don't know</p>

First Semester 11th-Grade Instructor Survey

<p>INSTRUCTIONS</p> <p>This survey asks about college and career instruction provided to your students as part of the Roads to Success program. The survey should take about 30 minutes. Your answers are very important to us and will not be shared with anyone at your school or community.</p>													
SECTION A: INSTRUCTOR BACKGROUND													
1. We would like to confirm your sex. Are you male or female?	1 Female 2 Male												
2. Are you of Hispanic or [Latino/Latina] origin?	1 Yes 0 No												
3. [In addition to learning about your Hispanic background, we would also like to know about your racial background.] Which of the following choices describe your race? You may choose more than one. (Check all that apply.)	1 White 2 Black/African-American 3 Asian 4 Native Hawaiian or Other Pacific Islander 5 American Indian or Alaska Native												
4. What is the highest degree you have earned?	1 Associate's degree 2 Bachelor's degree 3 Master's degree 4 Ph.D., M.D., law degree, or other professional degree 5 You do not have a degree												
5. Not including this school year, how many years (if any) have you taught a high school grade (9-12) or been a school counselor?	Whole number												
6. Not including this school year, how many years (if any) have you taught any grade or been a school counselor?	Whole number												
SECTION B: ROADS TO SUCCESS INSTRUCTION													
In answering the following questions, please focus on instruction provided in the first half of the school year.													
7. Which of the following topic areas and modules have you taught to your class so far this year? (Check all that apply)													
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Topic area</td> <td style="text-align: center;">Module</td> </tr> <tr> <td style="text-align: center;">Introduction to Roads to Success</td> <td>[Introduction]</td> </tr> <tr> <td style="text-align: center;">Test Preparation</td> <td>Introduction to the ACT/SAT ACT/SAT Registration ACT/SAT Practice Questions Workforce and Adult Education Tests</td> </tr> <tr> <td style="text-align: center;">Careers</td> <td>Interest Inventory Career Choice My Career Research Work and Values Completing Job Applications</td> </tr> <tr> <td style="text-align: center;">Job Shadow</td> <td>Introduction to Job Shadow Informational interview I Informational Interview II Creating Resumes I Creating Resumes II Workplace Behavior Reflection and Thank-you Note</td> </tr> <tr> <td style="text-align: center;">Education after High School</td> <td>Choosing Courses for Senior Year Two and Four-Year College Programs</td> </tr> </table>	Topic area	Module	Introduction to Roads to Success	[Introduction]	Test Preparation	Introduction to the ACT/SAT ACT/SAT Registration ACT/SAT Practice Questions Workforce and Adult Education Tests	Careers	Interest Inventory Career Choice My Career Research Work and Values Completing Job Applications	Job Shadow	Introduction to Job Shadow Informational interview I Informational Interview II Creating Resumes I Creating Resumes II Workplace Behavior Reflection and Thank-you Note	Education after High School	Choosing Courses for Senior Year Two and Four-Year College Programs	
Topic area	Module												
Introduction to Roads to Success	[Introduction]												
Test Preparation	Introduction to the ACT/SAT ACT/SAT Registration ACT/SAT Practice Questions Workforce and Adult Education Tests												
Careers	Interest Inventory Career Choice My Career Research Work and Values Completing Job Applications												
Job Shadow	Introduction to Job Shadow Informational interview I Informational Interview II Creating Resumes I Creating Resumes II Workplace Behavior Reflection and Thank-you Note												
Education after High School	Choosing Courses for Senior Year Two and Four-Year College Programs												

<p style="text-align: center;">Money Matters</p> <p style="text-align: center;">Portfolio Review</p>	<p>Choosing a College College Visits College Research I College Research II College Research III Choosing a College Major Letters of Recommendation Other Education Paths Evaluating Postsecondary Options Understanding Credit Credit Cards Let's Go Car Shopping Paying for a Car Renting Your First Place Signing a Lease Year in Review</p>
<p>8. For each of the modules you have taught, have you encountered any challenges/difficulties in teaching students? If so, what kinds?</p>	
<p>[List of each module checked in prior question. Teachers to provide a response for each module.]</p>	<p>1 No challenges 2 Lack of materials 3 Lack of student interest 4 Limited instructional time 5 Other (please specify): _____</p>
<p>9. About how minutes per week have you spent on Roads to Success instruction?</p>	<p>Whole number</p>
<p>10. Have you provided Roads to Success instruction each week of the school year so far? [If yes, skip the next two questions]</p>	<p>1 Yes 0 No</p>
<p>11. About how many weeks, if any, have you not been able to provide Roads to Success instruction?</p>	<p>Whole number</p>
<p>12. Have you "doubled up" instruction in other weeks to catch up on Roads to Success material?</p>	<p>1 Yes 0 No</p>
<p>13. What obstacles or challenges have prevented you from providing Roads to Success instruction?</p>	<p>1 Lack of preparation time 2 Lack of training on module's content 3 Competing classroom demands 4 Other (please specify): _____</p>
<p>14. Have you graded student work produced as part of Roads to Success instruction?</p>	<p>1 Yes, Check/check minus or complete/incomplete 2 Yes, Letter or number grade 3 No</p>
<p>15. Do you plan on providing students a final grade for their Roads to Success participation?</p>	<p>1 Yes, Pass/fail or complete/incomplete 2 Yes, Letter or number grade 3 No</p>
<p>16. Which of the following specific activities, if any, have your students completed as part of your class?</p>	<p>1 Registered for a workforce development test such as WorkKeys, ASVAB, or TABE? 2 Prepared a resume 3 Participated in a job shadow 4 Participated in a career fair 5 Participated in an internship 6 Participated in an apprenticeship 7 Developed a senior-year course-taking plan 8 Filled out a job application</p>

	9 Completed a career interest inventory
SECTION C: OTHER QUESTIONS	
17. Have you taught a specific college and career preparation curriculum before (either Roads to Success or another curriculum)?	1 Yes 0 No
18. Did you receive training in how to teach Roads to Success? If no, skip the next two questions.	1 Yes 2 No
19. How would you rate the amount of training you received to teach Roads to Success?	1 Poor 2 Fair 3 Good 4 Excellent
20. How would you rate the quality of training you received to teach Roads to Success?	1 Poor 2 Fair 3 Good 4 Excellent
21. How would you rate the quality of Roads to Success materials and instruction guides so far?	1 Poor 2 Fair 3 Good 4 Excellent
22. To what extent have school staff (principal, counselors, or other teachers) supported you in implementing Roads to Success so far?	1 A great extent 2 Somewhat 3 A little 4 Not at all

Second Semester 11th-grade Instructor Survey

INSTRUCTIONS

This survey asks about college and career instruction provided to your students as part of the Roads to Success program. The survey should take about 30 minutes. Your answers are very important to us and will not be shared with anyone at your school or community.

SECTION A: ROADS TO SUCCESS INSTRUCTION

In answering the following questions, please focus on instruction provided in the second half of the school year.

1. Which of the following topic areas and modules have you taught to your class so far this year?
(Check all that apply)

Topic area	Module
Introduction to Roads to Success	[Introduction]
Test Preparation	Introduction to the ACT/SAT ACT/SAT Registration ACT/SAT Practice Questions Workforce and Adult Education Tests
Careers	Interest Inventory Career Choice My Career Research Work and Values Completing Job Applications
Job Shadow	Introduction to Job Shadow Informational interview I Informational Interview II Creating Resumes I Creating Resumes II Workplace Behavior Reflection and Thank-you Note
Education after High School	Choosing Courses for Senior Year Two and Four-Year College Programs Choosing a College College Visits College Research I College Research II College Research III Choosing a College Major Letters of Recommendation Other Education Paths Evaluating Postsecondary Options
Money Matters	Understanding Credit Credit Cards Let's Go Car Shopping Paying for a Car Renting Your First Place Signing a Lease
Portfolio Review	Year in Review

2. For each of the modules you have taught, have you encountered any challenges/difficulties in teaching students? If so, what kinds?

[List of each module checked in prior question. Teachers to provide a response for each module.]

- 1 No challenges
- 2 Lack of materials
- 3 Lack of student interest
- 4 Limited instructional time

	5 Other (please specify): _____
3. About how minutes per week have you spent on Roads to Success instruction in the second half of the school year?	Whole number
4. In the second half of the school year, have you provided Roads to Success instruction each week? [If yes, skip the next two questions]	1 Yes 0 No
5. About how many weeks, if any, have you not been able to provide Roads to Success instruction?	Whole number
6. Have you “doubled up” instruction in other weeks to catch up on Roads to Success material?	1 Yes 0 No
7. In the second half of the school year, what obstacles or challenges have prevented you from providing Roads to Success instruction?	1 Lack of preparation time 2 Lack of training on module’s content 3 Competing classroom demands 4 Other (please specify): _____
8. In the second half of the school year, have you graded student work produced as part of Roads to Success instruction?	1 Yes, Check/check minus or complete/incomplete 2 Yes, Letter or number grade 3 No
9. Do you plan on providing students a final grade for their Roads to Success participation?	1 Yes, Pass/fail or complete/incomplete 2 Yes, Letter or number grade 3 No
10. For each student in your class, please provide the final grade you expect to give for their Roads to Success participation IN TERMS OF PASS/FAIL.	Grade (Pass/Fail) Name A _____ Name B _____ Etc.
11. Which of the following specific activities, if any, have your students completed as part of your class?	1 Registered for a workforce development test such as WorkKeys, ASVAB, or TABE? 2 Prepared a resume 3 Participated in a job shadow 4 Participated in a career fair 5 Participated in an internship 6 Participated in an apprenticeship 7 Developed a senior-year course-taking plan 8 Filled out a job application 9 Completed a career interest inventory
SECTION B: OTHER QUESTIONS	
12. How would you rate your students’ reaction to the Roads to Success curriculum overall?	1 Very Positive 2 Positive 3 Neutral 4 Negative 5 Very Negative
13. How likely are you to use Roads to Success in the future?	1 Very unlikely 2 Unlikely 3 Neutral 4 Likely 5 Very Likely
14. How would you rate the quality of Roads to Success materials and instruction guides?	1 Poor 2 Fair 3 Good 4 Excellent
15. To what extent have school staff (principal,	1 A great extent

counselors, or other teachers) supported you in implementing Roads to Success?	2 Somewhat 3 A little 4 Not at all
--	--

First Semester 12th-Grade Facilitator Survey

INSTRUCTIONS

This survey asks about college and career instruction provided to your students as part of the Roads to Success program. The survey should take about 30 minutes. Your answers are very important to us and will not be shared with anyone at your school or community.

SECTION A: TEACHER BACKGROUND

1. We would like to confirm your sex. Are you male or female?	1 Female 2 Male
2. Are you of Hispanic or [Latino/Latina] origin?	1 Yes 0 No
3. [In addition to learning about your Hispanic background, we would also like to know about your racial background.] Which of the following choices describe your race? You may choose more than one. (Check all that apply.)	1 White 2 Black/African-American 3 Asian 4 Native Hawaiian or Other Pacific Islander 5 American Indian or Alaska Native
4. What is the highest degree you have earned?	1 Associate's degree 2 Bachelor's degree 3 Master's degree 4 Ph.D., M.D., law degree, or other professional degree 5 You do not have a degree
5. Not including this school year, how many years have you taught a high school grade (9-12)?	Whole number
6. Not including this school year, how many years have you taught any grade?	Whole number

SECTION B: ROADS TO SUCCESS INSTRUCTION

In answering the following questions, please focus on instruction provided in the first half of the school year.

7. Which of the following topic areas and modules have you taught to your class so far this year? (Check all that apply)

Topic area	Module
Introduction to Roads to Success	Introduction I Introduction II
Applying to College	Completing a College Application Essay Writing I Essay Writing II Essay Writing III Essay Writing IV
Finding a Job	Work and Values Interest Inventory Who Gets Jobs? Your Network Company Research I Company Research II Your Resume Job Applications Cover Letter I Cover Letter II The Interview Follow-up
Financial Aid	Financial Aid Options

	<p>Scholarship I Scholarship II FAFSA I FAFSA II Comparing Aid Packages "Freshman Year" Budget Big Ticket Expenses Health Insurance Budgeting Details Freshman Year Survival Guide Advice from the Experts Getting Ahead at Work</p>
<p>Money Matters</p> <p>Next Steps</p>	
8. For each of the modules you have taught, have you encountered any challenges/difficulties in teaching students? If so, what kinds?	
[List of each module checked in prior question. Teachers to provide a response for each module.]	<p>1 No challenges 2 Lack of materials 3 Lack of student interest 4 Limited instructional time 5 Other (please specify): _____</p>
9. About how minutes per week have you spent on Roads to Success instruction?	Whole number
10. Have you provided Roads to Success instruction each week of the school year so far? [If yes, skip the next two questions]	<p>1 Yes 0 No</p>
11. About how many weeks, if any, have you not been able to provide Roads to Success instruction?	Whole number
12. Have you "doubled up" instruction in other weeks to catch up on Roads to Success material?	<p>1 Yes 0 No</p>
13. What obstacles or challenges have prevented you from providing Roads to Success instruction?	<p>1 Lack of preparation time 2 Lack of training on module's content 3 Competing classroom demands 4 Other (please specify): _____</p>
14. Have you graded student work produced as part of Roads to Success instruction?	<p>1 Yes, Check/check minus or complete/incomplete 2 Yes, Letter or number grade 3 No</p>
15. Do you plan on providing students a final grade for their Roads to Success participation?	<p>1 Yes, Pass/fail or complete/incomplete 2 Yes, Letter or number grade 3 No</p>
16. Which of the following specific activities, if any, have your students completed as part of your class?	<p>1 Filled out a college application (real or simulated) 2 Completed a Free Application for Federal Student Aid (FAFSA) 3 Prepared a resume 4 Filled out a job application 5 Participated in an internship 6 Participated in an apprenticeship 7 Completed a career interest inventory</p>
SECTION C: OTHER QUESTIONS	

17. Have you taught a specific college and career preparation curriculum before (either Roads to Success or another curriculum)?	1 Yes 0 No
18. Did you receive training in how to teach Roads to Success? If no, skip the next two questions.	1 Yes 2 No
19. How would you rate the amount of training you received to teach Roads to Success?	1 Poor 2 Fair 3 Good 4 Excellent
20. How would you rate the quality of training you received to teach Roads to Success?	1 Poor 2 Fair 3 Good 4 Excellent
21. How would you rate the quality of Roads to Success materials and instruction guides?	1 Poor 2 Fair 3 Good 4 Excellent
22. To what extent have school staff (principal, counselors, or other teachers) supported you in implementing Roads to Success?	1 A great extent 2 Somewhat 3 A little 4 Not at all

Second Semester 12th-grade Facilitator Survey

INSTRUCTIONS

This survey asks about college and career instruction provided to your students as part of the Roads to Success program. The survey should take about 30 minutes. Your answers are very important to us and will not be shared with anyone at your school or community.

SECTION A: ROADS TO SUCCESS INSTRUCTION

In answering the following questions, please focus on instruction provided in the second half of the school year.

1. Which of the following topic areas and modules have you taught to your class so far this year?
(Check all that apply)

Topic area	Module
Introduction to Roads to Success	Introduction I Introduction II
Applying to College	Completing a College Application Essay Writing I Essay Writing II Essay Writing III Essay Writing IV
Finding a Job	Work and Values Interest Inventory Who Gets Jobs? Your Network Company Research I Company Research II Your Resume Job Applications Cover Letter I Cover Letter II The Interview Follow-up
Financial Aid	Financial Aid Options Scholarship I Scholarship II FAFSA I FAFSA II Comparing Aid Packages
Money Matters	"Freshman Year" Budget Big Ticket Expenses Health Insurance Budgeting Details
Next Steps	Freshman Year Survival Guide Advice from the Experts Getting Ahead at Work

2. For each of the modules you have taught, have you encountered any challenges/difficulties in teaching students? If so, what kinds?

[List of each module checked in prior question. Teachers to provide a response for each module.]	1 No challenges 2 Lack of materials 3 Lack of student interest 4 Limited instructional time 5 Other (please specify): _____
--	---

3. About how minutes per week have you spent on Roads to Success instruction in the second half of the

Whole number

school year?	
4. In the second half of the school year, have you provided Roads to Success instruction each week? [If yes, skip the next two questions]	1 Yes 0 No
5. About how many weeks, if any, have you not been able to provide Roads to Success instruction?	Whole number
6. Have you "doubled up" instruction in other weeks to catch up on Roads to Success material?	1 Yes 0 No
7. In the second half of the school year, what obstacles or challenges have prevented you from providing Roads to Success instruction?	1 Lack of preparation time 2 Lack of training on module's content 3 Competing classroom demands 4 Other (please specify): _____
8. In the second half of the school year, have you graded student work produced as part of Roads to Success instruction?	1 Yes, Check/check minus or complete/incomplete 2 Yes, Letter or number grade 3 No
9. Do you plan on providing students a final grade for their Roads to Success participation?	1 Yes, Pass/fail or complete/incomplete 2 Yes, Letter or number grade 3 No
10. For each student in your class, please provide the final grade you expect to give for their Roads to Success participation IN TERMS OF PASS/FAIL.	Grade (Pass/Fail) Name A _____ Name B _____ Etc.
11. Which of the following specific activities, if any, have your students completed as part of your class?	1 Filled out a college application (real or simulated) 2 Completed a Free Application for Federal Student Aid (FAFSA) 3 Prepared a resume 4 Filled out a job application 5 Participated in an internship 6 Participated in an apprenticeship 7 Completed a career interest inventory
SECTION B: OTHER QUESTIONS	
12. How would you rate your students' reaction to the Roads to Success curriculum overall?	1 Very Positive 2 Positive 3 Neutral 4 Negative 5 Very Negative
13. How likely are you to use Roads to Success in the future?	1 Very unlikely 2 Unlikely 3 Neutral 4 Likely 5 Very Likely
14. How would you rate the quality of Roads to Success materials and instruction guides?	1 Poor 2 Fair 3 Good 4 Excellent
15. To what extent have school staff (principal, counselors, or other teachers) supported you in implementing Roads to Success?	1 A great extent 2 Somewhat 3 A little 4 Not at all

Principal Survey

INSTRUCTIONS

This survey asks about college and career preparation provided to the students in your school. The survey should take about 15 minutes. Your answers are very important to us and will not be shared with anyone at your school or community. If you choose, you may designate some or all of the questions to be answered by another staff member (such as assistant principal or guidance counselor) who is equally capable of providing accurate answers.

SECTION A: SCHOOL CHARACTERISTICS

1. Which of the following describes your school? Would you say...	<ul style="list-style-type: none"> a. A regular school b. A special program school [or magnet school] -- such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school c. A vocational or technical school or d. An alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting)?
2. What was the average daily attendance (ADA) for high school students in your school last year?	Number
3. For the following question, your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category. About what percentage of last year's 12th-grade class...	<ul style="list-style-type: none"> a. went on to 4-year, bachelor's degree-granting colleges? b. went on to 2-year, associate's degree-granting colleges or technical institutes? c. entered the labor market? d. joined the military? e. did something else?
4. About what percentage of last year's 12 th -grade class was enrolled in a career and technical education program?	Number
5. Please indicate how much each of the characteristics below describes your school climate 1 (Not accurate at all) to 5 (Very accurate)	<ul style="list-style-type: none"> a. Student morale is high b. Teachers at this school press students to achieve academically c. Teacher morale is high d. Students place a high priority on learning e. Students are expected to do homework

SECTION B: COLLEGE AND CAREER PLANNING ACTIVITIES

6. Does your school offer any of the following? If so, about what percentage of 11 th or 12 th graders participated in the activity?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Percent in</th> <th style="width: 20%;"></th> </tr> <tr> <th></th> <th style="text-align: center;">11th grade</th> <th style="text-align: center;">12th grade</th> </tr> </thead> <tbody> <tr> <td>1 Internships</td> <td></td> <td></td> </tr> <tr> <td>2 Apprenticeships</td> <td></td> <td></td> </tr> <tr> <td>3 Career interest inventories</td> <td></td> <td></td> </tr> <tr> <td>4 College admissions test prep</td> <td></td> <td></td> </tr> <tr> <td>5 Career assessments (e.g., ACT WorkKeys) test prep</td> <td></td> <td></td> </tr> <tr> <td>6 College application seminars or trainings</td> <td></td> <td></td> </tr> </tbody> </table>		Percent in			11 th grade	12 th grade	1 Internships			2 Apprenticeships			3 Career interest inventories			4 College admissions test prep			5 Career assessments (e.g., ACT WorkKeys) test prep			6 College application seminars or trainings		
	Percent in																								
	11 th grade	12 th grade																							
1 Internships																									
2 Apprenticeships																									
3 Career interest inventories																									
4 College admissions test prep																									
5 Career assessments (e.g., ACT WorkKeys) test prep																									
6 College application seminars or trainings																									

	7 School-based enterprises 8 College financial aid seminars or trainings 9 Job shadowing 10 Career mentors
7. For activities in question 4 that your school does NOT provide, what challenges, if any, is there to providing them? [List of activities to be crossed with response options]	1 No challenges 2 Lack of materials 3 Lack of student interest or relevance 4 Limited instructional time 5 Other (please specify): _____
8. Do students in your school engage in each of the following activities during their high school years? a. Development of a career plan (i.e., a written plan of study based on the student's career interests) b. Selection of a student career major or pathway that specifies the academic and vocational-technical courses to be taken c. Special program that helps students plan or prepare for college (e.g., Upward Bound, GEAR UP)	1 Yes, all students 2 Yes, some students (about what percentage: __) 3 No, students do not do this
SECTION C: ROADS TO SUCCESS [This section is only for principals or their designees at treatment schools]	
9. How would you rate students' reaction to the Roads to Success curriculum overall?	1 Very Positive 2 Positive 3 Neutral 4 Negative 5 Very Negative
10. How likely are you to recommend or use Roads to Success in your school in the future?	1 Very unlikely 2 Unlikely 3 Neutral 4 Likely 5 Very Likely
11. Have you received training or guidance on supporting RTS instructors? If no, skip the next question.	1 Yes 0 No
12. How would you rate the quality of training or guidance you have received?	1 Excellent 2 Good 3 Fair 4 Poor

Appendix C
Site Visit Procedures and Protocols

Site Visit Procedures and Protocols

Overview

This appendix offers an overview of protocols and procedures for planning and conducting case study site visits to treatment and control schools. The case study site visits will provide rich background and context for survey findings and opportunities to gauge the fidelity of implementation of the intervention. Site visit data will be collected from schools in both the treatment and control groups to allow the study team to examine how RTS in context might differ from other college and career planning services provided in schools in the state. The site visits are designed to help researchers understand how and why RTS may have impacted 11th- and 12th-graders' perceptions of their college and career preparedness and their plans after high school. The following overarching research questions will guide case study data collection and analysis:

- What college and career planning assistance did students receive prior to their current year?
- What challenges and successes have instructors and students experienced in implementing the program?
- To what extent was the program implemented with fidelity to the model (e.g., how many of the components were introduced, for how long, to what cross-section of students, and in what ways)?
- How did college and career development strategies differ in the treatment and control schools?

Because we anticipate incorporating up to 47 treatment schools as part of the study, visiting each school would be cost-prohibitive; however, researchers plan to visit 14 of the treatment schools and 6 of the control schools to enhance the generalizability of site visit findings. Researchers will visit each of the selected sites once in the spring of 2016 (April or May). While the high schools will be the cases, several populations associated with RTS will serve as secondary cases or data sources in the treatment schools, including: 11th- and 12th-grade students, teachers, academic and career counselors, and administrators. The high schools will serve as the context in which collaboration between these groups around RTS occurs.

Information to be Collected

Researchers will conduct interviews with RTS teachers, academic teachers, counselors, and principals, as well as focus groups with 11th- and 12th-grade students and observations of RTS lessons. These strategies will allow study team members to collect information on various perspectives on RTS and triangulate across these data sources to develop a full, detailed picture of RTS implementation in schools and its effectiveness. Open-ended, exploratory questions will be presented to respondents and focus groups in order to prompt reflection and allow for elaboration beyond what is allowable within a structured, closed-ended survey design. Questions to be used as part of the site visits can be grouped into the following four areas pertaining to (1) prior college and career planning assistance; (2) challenges and successes with RTS; (3) fidelity of implementation; and (4) other college and career planning activities:

1. What college and career planning assistance did students receive prior to their current year?

- What college and career planning assistance did students receive prior to RTS, if any? How helpful was it? What aspects were most valuable?
- Did RTS participation change senior year course taking patterns? Why? How?
- Did RTS participation change students' plans for applying to college and careers? Why? How?
- Did RTS participation change students' college course taking plans and/or plans for college major? Why? How?
- How has RTS impacted teachers' instructional practices or strategies?
- How has RTS impacted counselors' practices or strategies? How?
- Has RTS impacted students' preparedness for college and/or career in comparison to previous years? How?

2. What challenges and successes have instructors and students experienced in implementing the program?

- What assistance was provided in registering and preparing for workforce development assessments? How helpful was it? Have students' plans changed as a result?
- What assistance was provided in identifying and applying for employment? How helpful was it? Have students' career plans changed as a result? How?
- What assistance was provided in preparing a resume? How helpful was it? Have students' career plans changed as a result? How?

- What assistance was provided in identifying and applying for sources of financial aid (FAFSA, scholarships, etc.)? How helpful was it? Have students' postsecondary plans changed as a result? How?
- What assistance was provided in identifying colleges and preparing and submitting college applications? How helpful was it? Have students' postsecondary plans changed as a result? How?
- What 11th and 12th grade RTS topic areas have students found most and least useful? Why?
- What 11th and 12th grade RTS topic areas have teachers found most and least effective? Why?
- How do principals, counselors, and teachers assess students' level of preparedness for college and career?

3. To what extent was the program implemented with fidelity to the model?

- What college and career readiness topics were covered during RTS training?
- How many RTS components were introduced over the course of the academic year? For how long? To what cross-section of students? In what ways?
- How, if at all, does the RTS model advocate integrating college and career planning instruction with academic and CTE topics?
- What ongoing supports for RTS implementation, if any, do teachers receive during the academic year?
- What aspects of RTS training were most and least useful? Why?

4. How did college and career development strategies differ in the treatment and control schools?

- What college and career planning assistance do students receive? How helpful is it?
- What assistance is provided in registering and preparing for workforce development assessments?
- What assistance is provided in preparing a resume?
- What career exploration activities are provided?
- What assistance is provided in enrolling or planning to enroll in college?
- What assistance is provided in identifying and applying for sources of financial aid (FAFSA, scholarships, etc.)?
- What assistance is provided in identifying and applying for employment?

- What impact, if any, has participation in college and career planning activities had on students? How do participants know that these changes have occurred?

Site Visit Procedures and Protocols

Before the Site Visit

Site Selection: Researchers plan to visit 14 of the treatment schools and six of the control schools to enhance the generalizability of study findings. The study team will randomly select treatment schools from each of the four largest districts in the state (Bismarck, Minot, Fargo, and Williston), and randomly select the remainder of treatment schools from each of seven regional education associations (REAs¹) (1-2 additional treatment schools per REA). We plan to randomly select two control schools from among the four largest districts and the remaining four from other REAs. This will ensure geographic diversity and diversity of school size across our sites. Researchers will visit each of 14 treatment schools and six control schools once in the spring of the 2015-2016 academic year.

Site Visit Planning: A school coordinator to serve as main point of contact will be identified for each of the site visit schools. One member of the research team will serve as site visit lead for planning and conducting each site visit. Researchers will seek to provide ample advance planning time to school coordinators before the site visit. To facilitate site planning, the research team will share with the school coordinator several documents in advance of the site visit, including:

- A list of suggested interview and focus group participants and guidance for recruiting each.
- A one-page overview of the study, research questions, and information that will be sought during the site visit from each group of participants.
- A list of background documentation requested.
- A sample site visit agenda.

¹ As noted in our sampling plan, two of the smallest REAs would be combined and treated as one REA as part of the study.

The site visit lead and school coordinator will collaborate to finalize the list of participants and schedule for each one-day site visit.

Site Visit Training: Prior to data collection, senior staff at FHI 360 will conduct a one-day training session to promote consistency in data collection, analysis, and reporting of qualitative data. The training will be offered in-person and via webcast. The schedule for site visits and all interview, focus group, and observation protocols will be made available to all participants two weeks prior to the one-day training session.

Notebooks prepared for the case study training will include background on RTS; the research design, including major research questions and other tasks; the project organization chart and staffing/role of site researchers; project abstracts and contact information for all sites to be visited; interview, focus group, and observation protocols; a checklist for site visit planning; outlines for individual case descriptions; and a college and career planning literature review.

Researchers will receive training on effective moderating practices for interviews and focus groups, such as establishing a comfortable environment, remaining neutral, using pauses and probes effectively, transitioning between major topics, and maintaining participants' interest throughout the interview or focus group. Team members will also be trained on collecting observational data.

Documentation: Prior to the site visit, the site visit lead will work with the school coordinator to identify and collect appropriate background information on college and career curricula in the school. This documentation might include program descriptions, lesson plans, planning documents and additional relevant information associated with RTS and the students participating in the curriculum. Site visit team members will review background documentation prior to the site visit and come prepared with clarifying questions and requests for further information, as appropriate. Information gleaned from documentation will help researchers understand the school context for college and career planning implementation and inform analysis of data collected during the site visit.

During the Site Visit

Teacher and Staff Interviews: During each site visit, researchers will conduct standardized, open-ended interviews with RTS and academic teachers, principals, and school counselors. Because of the small size of most North Dakota high schools, in most instances there will be only one representative from each category. The site visit lead will work with the site coordinator in advance of the visit to identify up to three academic teachers with appropriate perspectives on 11th and 12th graders' college and career readiness. Interview guides will ask for participants' perspectives on behaviors and opinions related to how RTS is implemented, its impact on students, and why or why not it has been successful in their schools.

For each interview, researchers will follow generally accepted best practices for preparing and conducting interviews, including: selecting interview settings with few distractions; explaining the purpose of the interview to participants; addressing the terms of confidentiality; explaining the format of the interview and encouraging participants to offer candid answers and ask clarifying questions; indicating that the interview will take approximately one hour; providing contact information for the research team; asking neutral, open-ended questions one at a time; providing appropriate probes and prompts to encourage the participant; providing transitions between major topics; remaining neutral to responses; carefully checking the time to cover all questions in the allotted one hour; and thanking all participants. The last question will be to allow participants' to provide any additional information.

With participant permission, all interviews will be audio recorded and transcribed to facilitate data analysis.

Student Focus Groups: The site visit lead will serve as focus group moderator, working with the school coordinator to recruit participants and establish a comfortable environment. Six to eight carefully selected students will be recruited for each of two 90-minute focus groups during site visits; focus groups of 11th and 12th grade students will be conducted separately. The site visit lead will ask the school coordinator in advance to identify and recruit students who will likely be able to share varied and comprehensive perspectives on RTS.

Researchers will follow generally accepted best practices for preparing and conducting focus groups, including: reducing barriers to participation by scheduling around participants' previously-scheduled commitments; clearly explaining the

purpose of the research; following a prepared script to welcome participants and establish ground rules; asking short, focused, open-ended, and unambiguous questions; encouraging participation by all members; using probes and prompts to clarify responses and elicit additional information; summarizing long or complex comments to check for understanding; and thanking all participants. The moderator will seek out varied opinions and ideas from all members of the group related to their participation in the college and career planning curriculum and the curriculum's impact.

With participant permission, all focus groups will be audio recorded and transcribed to facilitate data analysis.

Classroom Observations: Observations allow researchers to see programs “in action,” and provide data to cross-check and validate information collected during interviews and focus groups. Teacher-student interactions are crucial to student outcomes. Observations will provide direct evidence of behavior and processes to enhance data on perceptions, attitudes, and beliefs collected through interviews. Observation protocols developed for this study will be descriptive rather than evaluative. Drawing on the RTS Program Manual, researchers will seek information on tools and materials shared with students through RTS as well as any supplemental information and how RTS lessons are carried out. The observation tool will ask for documentation of, for example, the lesson topic, instructional setting, instructor practice, student time on task, and evidence for students' active engagement in the lesson.

Researchers will follow best practices for conducting classroom observations, including: providing adequate training on the observation tool; observing in consistent ways across classrooms; focusing on rich description of observable behaviors; and limiting inferences to the scope of the tool. Observers will also conduct a short debrief with teachers to gauge their perceptions of the lesson.

After the Site Visit

Data Analysis: Initial site-specific data analysis will begin during the data collection phase. All audio transcripts, observation notes, and documentation will be

immediately uploaded to NVivo for initial coding to identify themes within and across cases. The initial themes derived from early analysis will inform the development of a code book to guide subsequent analyses. Early data analysis will also provide the research team with the opportunity to collect additional data that could inform study findings. Once all of the data has been coded, researchers will conduct a within-case analysis to compare informant responses at each high school to understand implementation of RTS, fidelity to the model, participant perceptions on implementation and outcomes, and program outcomes.

Reporting: A cross-case analysis will serve as the report for the case study phase of documentation. Researchers will conduct the cross-case analysis following completion of data analysis for individual sites. Analyzing the data across cases allows the research team to compare high schools in different contexts to identify common elements, themes, and patterns emerging across cases. The cross-site report will develop a thematic understanding of the challenges and opportunities for students and schools as a whole, in order to draw broader lessons about the constraints and considerations schools and sites face in implementing a college and career planning curriculum. Each researcher conducting a site visit will contribute to the cross-case report. All members of the research team will be expected to review and comment on the first draft of the cross-case report. The authors will elicit feedback on future drafts based on staff expertise.