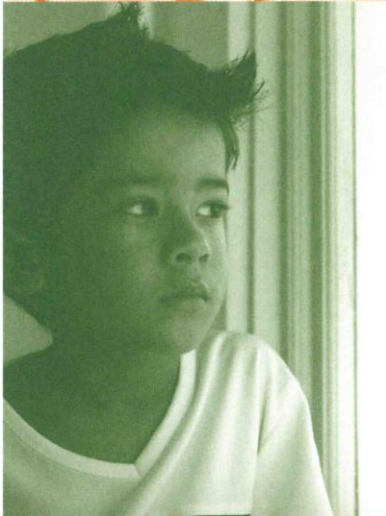


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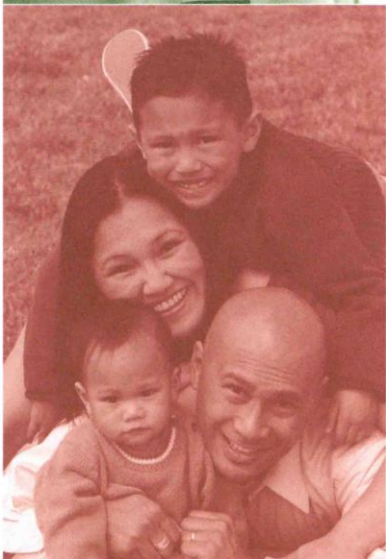


Kofi Services: 2009-10 results

Amherst H. Wilder Foundation



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Summary

Kofi Services is a culturally-specific, school-based mental health program for African American youth in grades 2 to 8 and their families who are experiencing difficulty in school, personal relationships or other areas of their lives. Kofi's goals are to: provide cultural affirmation, mentorship and role modeling for African American students; improve behaviors in the classroom and at home; maintain or improve academic performance and attendance; increase parental involvement in the child's education and school activities; and inspire hope for the future.

Youth and their families participating in Kofi Services during the 2009-10 school year were included in a process and outcome evaluation of services. Multiple data sources were used, including parent and youth feedback about services, Client Characteristics Checklists, standardized assessments of behavior (SDQ and CASII), school attendance records, program service records, and parent satisfaction data.

Description of youth

A total of 78 youth participated in Kofi Services during the 2009-10 school year. The average age of youth was 10.5 years old, although ages ranged from 8 to 14. Most youth were male (89%) and African American or Black (95%). Many youth had also experienced traumatic events and had a number of challenges, including behavioral issues such as impulsivity, hyperactivity, and attentional deficits (79% to 90%); histories of low academic performance and suspensions/expulsions (54% to 58%); and family stressors such as parental divorce or separation, involvement with social services for at least two years, and chronic economic distress (58% to 82%).

Description of services

During the 2009-10 school year, Kofi youth received a range of individual-, group-, and family-based mental health services. On average, youth received 26 hours of service, although the amount of service varied widely across youth, from one hour to up to 74 hours of service. Most youth participated in skills-based groups (91%) and received one-on-one skills training (86%). Nearly two-thirds of youth and their families (63%) also participated in psycho-educational family skills training. About one-quarter (23%) participated in therapeutic group sessions with a licensed therapist. As needed, some youth and their families were also referred to family therapy (13%) or individual therapy (6%). Two youth received crisis assistance during the school year.

Key findings

Kofi Services positively impacted youth and their families receiving services during the 2009-10 school year in multiple areas, including the child's behavior and mental health; the child's cultural identity; the parent-child relationship; the parent's involvement in and relationship with the school; and parents' knowledge and capacity to parent. Youth and parents also expressed high levels of satisfaction with the program.

Child's behavior and mental health

Multiple sources of data suggest that youth demonstrated positive behavioral changes as a result of Kofi. These changes include an enhanced ability to manage conflict, an increased awareness of one's own emotions and comfort in talking about these feelings, increased cooperation at home, less hyperactive/inattentive behavior, improved relationships with teachers, increased adherence to school rules, and somewhat fewer behavior infractions at school.

Cultural identity

Both youth and parents reported an enhanced appreciation for African American culture among youth following their participation in Kofi Services. Youth and parents alike described how youth learned more about African American history, and parents in particular noted an increased sense of confidence and pride among youth stemming from this increased cultural awareness.

Parent/child relationship

Parents generally felt their relationship with their child had improved since their involvement with Kofi. Most notably, parents said that their child was more willing to talk with them about school and their feelings, and described an improved, open pattern of communication between themselves and their child.

Parental involvement in and relationship with child's school

Many parents described more involvement in their child's schooling and improved relationships with their child's teacher as a result of Kofi. In particular, parents described how Kofi led to enhanced communication between themselves and their child's teacher, feeling more welcomed at their child's school, and feeling more positive about their interactions with the school.

Parental knowledge and capacity

Parents reported increased knowledge of school policies and an improved ability to support their child's education as a result of Kofi Services. Some parents also felt better able to meet their child's emotional, physical, and cultural needs, and many said they learned more about community resources and support because of their involvement in Kofi.

Program satisfaction

Youth generally expressed satisfaction with the program and staff, noting how Kofi provided them with a forum to talk about personal issues and topics of interest. They felt that their Kofi counselor connected with and listened to them, and helped them to make good choices. Youth described counselors as kind, encouraging, and having a good sense of humor, although a couple of students wanted counselors to listen to their perspective more when they were involved in conflicts.

Parents were overwhelmingly satisfied with the services and staff. Parents described staff as knowledgeable, caring, respectful, and culturally sensitive. They also felt staff communicated well with them. In particular, parents appreciated the one-on-one support staff provided to youth and their availability to talk with youth about issues in their life.

Issues to consider

To maintain and enhance the positive impact of services on youth and families, Kofi Services may want to consider the following issues going forward:

- Consider opportunities to expand or extend the length of the program to maximize the impact on families who might benefit from these services.
- Identify ways to provide additional support to youth during periods of conflict, to ensure youth feel listened to and supported, and ultimately make good choices.
- Although parents felt their relationship with their child improved as a result of Kofi, continue to encourage parental involvement in their child's lives and ways of routinely connecting with their child (e.g., reading, homework, eating meals together).
- Identify opportunities for youth to provide input into services and shape programming based on their needs and interests (e.g., addressing issues related to making up class time, paperwork, field trips, and volunteer opportunities).

Program overview

Kofi Services is a culturally-specific, school-based mental health program for African American youth in grades 2 to 8 and their families who are experiencing difficulty in school, personal relationships, or other areas of their lives. “Kofi” is derived from an Akan Asente (a Ghanaian dialect) word meaning “child of growth.”

Counselors and other Kofi Services professionals work closely with the students and their families in school and home settings. Kofi’s goals are to:

- Provide cultural affirmation, mentorship, and role modeling for African American students
- Improve behaviors in the classroom and at home
- Maintain or improve academic performance and attendance
- Increase parental involvement in the child’s education and school activities
- Inspire hope for the future

Kofi Services works with children attending Rondo Education Center (including Benjamin E. Mays, Capitol Hill, and Museum Magnet), Maxfield Elementary School, Galtier Elementary School, Dayton’s Bluff Elementary School, Jackson Preparatory Magnet, Michelle and Barack Obama Elementary School (formerly Webster Magnet), and Linwood Monroe Arts Plus School. Kofi Services was developed in collaboration with Ramsey County Human Services, the Saint Paul Public School District, and the Wilder Foundation.

Overview of the evaluation

The purpose of the Kofi Services evaluation was to gather information about the impact of services on youth behavior at home and in the classroom, youth attitudes toward their cultural heritage, as well as parent engagement in their child's education and school activities. A process evaluation was also conducted, which included gathering information about the services provided, participant characteristics, and parent and youth satisfaction. Multiple sources of data were used to gather this information:

- **Parent feedback.** Telephone interviews were conducted in June-July 2010 with a random sample of parents of youth involved in Kofi Services during the 2009-10 school year. A total of 50 parents were contacted, and 25 completed the interviews for a response rate of 50 percent. Interviews addressed: their child's involvement in Kofi; their involvement in Kofi and their child's schooling; their relationship with their child; their perceptions of the program's impact on their child's behavior; their perceptions of the program's impact on their child's cultural identity; their ability to support their child; their satisfaction with Kofi Services and staff; and demographic characteristics. Parents received a \$20 gift card as a thank you for their participation in the interviews.
- **Youth feedback.** A focus group was conducted with nine youth (seven boys and two girls) in June 2010. Youth were asked to share what they like best and least about Kofi Services, what they learned/gained from being involved in Kofi, their relationship and communication with their Kofi counselor, and their suggestions for improving the services.
- **Strengths and Difficulties Questionnaire (SDQ) scores.** The Strengths and Difficulties Questionnaire, or SDQ, is a brief behavioral screening for children ages 3 to 16 years old that assesses five domains of behavior: emotional symptoms, conduct problems, hyperactivity-inattention, peer problems, and prosocial behavior. Scores can be calculated for each subscale, and further classified into one of three clinical categories: normal, borderline, or abnormal. An abnormal "overall stress" or "total difficulties" score (i.e., the sum of scores on all four problem subscales, except prosocial behavior) can be used to identify children who may have mental health concerns. The SDQ is completed approximately every three months by either parents or program staff. Scores at the first (pretest) and last (posttest) administration of the SDQ for 61 youth were examined.

- **Child and Adolescent Service Intensity Instrument (CASII) ratings.** The Child and Adolescent Service Intensity Instrument (CASII) is designed to assess the level of service needs among youth. The instrument is completed by staff who rate the needs of youth across seven dimensions: risk of harm, functional status, co-occurring conditions, environmental stress, environmental support, resiliency, and treatment acceptance/engagement. Each dimension has a rating scale (1-5) that is used to quantify these ratings on a spectrum of increasing concern or severity of symptoms. The CASII is completed approximately every three months by program staff. Scores at the first (pretest) and last (posttest) administration of the CASII for 43 youth were examined.
- **School attendance records.** School attendance records for all participating students were reviewed, including the number of unexcused absences, tardies, suspensions, and dismissals. For each student, records were gathered for the semester prior to the student's entry into Kofi, and during the 2009-2010 school year while the student was enrolled in Kofi Services.
- **Service records.** Descriptive information about the type and amount of service provided to Kofi youth was gathered from Wilder's data management system (Phoenix).
- **Client Characteristic Checklists.** Staff completed checklists for 51 youth who participated in the program during the 2009-10 school year. The 60-item checklist indicates whether or not staff observed or documented a range of individual and family risk factors, predicting a range of adverse outcomes for youth.
- **Program satisfaction results.** In addition to the information collected through the parent interviews conducted in the summer of 2010, additional program satisfaction data was collected from 29 parents who participated in the bi-annual Wilder Foundation program satisfaction telephone interviews (The Family Consumer Survey) conducted between October 2010 and January 2011.

The report includes information about youth who participated in the program during the 2009-10 school year, and is supplemented with satisfaction data about the broader program collected during the 2010-2011 school year.

Background

Description of youth

A total of 78 youth participated in Kofi Services during the 2009-10 school year.¹ The majority of youth were male (89%) and African American or Black (95%). Children's ages ranged from 8 to 14, although most (71%) were between the ages of 10 and 12 (Figure 1). The average age of youth was 10.5 years old.

According to the Client Characteristic Checklists, 9 in 10 youth exhibited impulsivity, while 8 in 10 were often hyperactive (80%) or had attentional deficits (79%). About 6 in 10 youth also displayed other problematic behaviors such as irritability (63%), temper tantrums (62%), and threatening behaviors (59%). Just over half of the youth had a history of low academic performance (58%) and multiple suspensions or expulsions (54%) (Figure 2).

Most of the youth were from single parent households (88%) and had experienced a parental divorce or separation (82%). More than half of the youth's families were experiencing a range of stressors including involvement with social services for at least two years (64%) and chronic economic distress (58%) (Figure 2).

¹ Only youth who had been enrolled in the program for at least six months were included in the evaluation. A total of 96 youth received services at some point during the 2009-10 school year, but only 78 (81% of total) received a minimum of six months of service and were ultimately included in the evaluation.

1. Child characteristics (N=78)

Characteristic	N	%
Gender		
Male	69	89%
Female	9	12%
Race		
African American or Black	74	95%
White or Caucasian	1	1%
Two or more races	3	4%
Ethnicity		
Hispanic/Latino	4	5%
Not Hispanic/Latino	62	80%
Unknown	12	15%
Age		
8 years old	5	6%
9 years old	13	17%
10 years old	23	30%
11 years old	18	23%
12 years old	14	18%
13 years old	1	1%
14 years old	4	5%
Single parent household	69	89%

2. Client Characteristics: Kofi Services (N=36-51)

	Percentage
Child exhibits pattern of impulsivity/Sometimes or often true: Impulsive, acts without thinking	90%
Family is or has been headed by a single parent/Primary household is a single parent household	88%
Child has experienced parental divorce or separation	82%
Child is often hyperactive/Sometimes or often true: Hyperactive, restless, can't sit still	80%
Child is easily distractible or has attentional deficits	79%
Parental figures have been involved with social service agencies for two or more years	64%
Child is often irritable/Sometimes or often true: Stubborn, sullen, irritable	63%
Child has a history of temper tantrums/Sometimes of often true: Verbal tantrums	62%
Child threatens or intimidates others/Sometimes or often true: Verbally abusive, threatens people	59%
Family has experienced chronic economic distress	58%
Child has a history of low academic performance	58%
Child has multiple suspensions and/or at least one expulsion, administrative transfer from the school, or child care setting	54%
Child does not participate in organized religious activities/Community involvement: church groups	47%
Family exhibits frequent unresolved conflicts between parental figure and child/Sometimes or often true: parent/parent figure relationship difficulty	47%
Child is assaultive or physically attacks others/Sometimes or often true: fights or physically attacks people	45%
Parents exhibit poor or inconsistent monitoring of child's behavior	40%
Family exhibits chronic unresolved conflicts between parental figures	38%
Child has been the recipient of one or more previous outpatient intervention efforts	35%
Child exhibits unhealthy eating habits	35%
Family has had frequent changes in residence (3 or more times in the previous 5 years)	32%
Child is the recipient of special education services	31%
One or more parental figures has engaged in probable or adjudicated criminal activity	28%
Child does not participate in organized social activities (Community involvement: youth groups, volunteer work, community recreation/athletic programs, Special Olympics, summer camp/wilderness retreat)	28%
Child has witnessed violence between parental figures	26%
Child exhibits poor or insecure attachment to parents	26%
One or more parental figures has less than a high school education	24%
Child has chronic illness or health problems	23%
Child exhibits separation anxiety	22%
One or more parental figures has had previous mental illness treatment	22%

2. Client Characteristics: Kofi Services (N=36-51) (continued)

	Percentage
Family has had serial changes in parental figures	22%
Child has a history of isolative or withdrawn behavior	21%
One or more parental figures has a history of chemical abuse or is currently exhibiting chemical abuse	20%
Child's behavior endangers self or others	19%
Parental figure or sibling has a chronic illness or handicap	18%
Child has engaged in multiple acts of vandalism/Sometimes or often true: Vandalism, destroys property	13%
Child has had multiple episodes of truancy/Child has a history of truancy	12%
Child has experienced probable or substantiated physical abuse ¹	11%
Child has a history of feeding and/or sleeping problems/Sometimes or often true: Sleeping problems	10%
Child exhibits sedentary lifestyle or does not exercise regularly	10%
Child experienced prenatal exposure to drugs or alcohol/Physical condition health: Prenatal drug exposure	10%
Biological or adoptive parents terminated rights on the child/Child is a state ward	8%
Child has been in previous out-of-home placements	8%
Child has experienced probable neglect by current or previous caregivers ¹	8%
Mother was under 18 when child was born	8%
Parental figure or sibling of child has died (not suicide)	7%
Child was born prematurely	6%
Child does not have strong connections to extended family	6%
Child does not have strong positive relationships with any unrelated adults	4%
Child has had multiple episodes of running away/Sometimes or often true: Runs away	4%
Family has a history of suicide (not client)	4%
Child is an adjudicated delinquent (60 item checklist only) ¹	3%
Child has experienced probable or substantiated sexual abuse ¹	3%
Child has made a suicide attempt ¹	3%
Child is preoccupied with an/or inappropriately plays with fire/Sometimes or often true: Fire setting	2%
Child has a history of self-injurious behaviors/Sometimes or often true: self-mutilating, head banging, scratching, hair pulling	2%
Child smokes cigarettes	0%
Child exhibits probable chemical abuse or has been diagnosed as chemically dependent/ Chemical abuse/not dependent, chemically dependent/treated, chemically dependent/not treated	0%
Child has dropped out or stopped attending school	0%
Child has exhibited physical cruelty to animals/Sometimes or often true: Cruel to animals	0%
Child has had at least one pregnancy or has fathered a child	0%

¹ Data is reported only for the 60-item Client Characteristics Checklist.

Description of parents

Demographic data were collected about parents who participated in the telephone interviews. Of the 25 participating parents, all were female and most (92% to 96%) were African American or Black and identified as the child's parent (Figure 3). Nearly half of the parents (46%) reported that their child was involved in Kofi for 6 to 12 months, while most of the remaining half (50%) said their youth had received more than one year of service through Kofi at the time of the interview (Figure 4). The average length of service was one year and seven months.

3. Parent characteristics (N=24-25)

Characteristic	N	%
Gender		
Female	24	100%
Race^a		
African American or Black	24	96%
American Indian or Alaskan Native	1	4%
White or Caucasian	1	4%
Other (Puerto Rican)	1	4%
Ethnicity		
Hispanic/Latino	1	4%
Not Hispanic/Latino	24	96%
Relationship with child involved in Kofi Services		
The child's parent (either birth, adoptive, or foster)	23	92%
The child's relative (such as grandparent, aunt, uncle, etc.)	1	4%
Other (guardian/grandparent)	1	4%

^a Respondents could indicate more than one race so the total exceeds 100 percent.

4. Length of child's involvement in Kofi Services: Parent report (N=24)

Length of time child has been involved in Kofi Services¹	N	%
Less than 6 months	1	4%
6 months to 1 year	11	46%
1 to 2 years	6	25%
2 to 3 years	4	17%
More than 3 years	2	8%
Average	1 year and 7 months	

Description of services

During the 2009-2010 school year, Kofi youth received a range of individual-, group-, and family-based mental health services. On average, youth received 26 hours of service, although the amount of service varied widely across youth, from one hour to up to 74 hours of service. Most youth participated in skills-based groups (91%) and received one-on-one skills training (86%). Nearly two-thirds (63%) of youth and their families also participated in psycho-educational family skills training. About one-quarter (23%) participated in therapeutic group sessions with a licensed therapist. As needed, some youth and their families were also referred to family therapy (13%) or individual therapy (6%). Two youth received crisis assistance during the 2009-10 school year. See Figure 5 for a breakdown of services.

5. Program services provided (N=78)

Service	Number receiving service	Percentage receiving service	Minimum amount of service^a	Maximum amount of service	Average amount of service
Skills-based groups	71	91%	1 hour	44 hours	15 hours
Individual social skills training	67	86%	<1 hour	30 hours	8 hours
Psycho-educational family skills training	49	63%	<1 hour	7 hours	2 hours
Therapeutic group skills training	18	23%	4 hours	8 hours	7 hours
Family therapy	10	13%	<1 hour	24 hours	8 hours
Individual therapy	5	6%	1 hour	15 hours	6 hours
Crisis assistance	2	3%	1 hour	3 hours	2 hours
Total	78	100%	1 hour	74 hours	26 hours

^a Minimum amount of service is based only on youth who received service.

Results

The following summarizes the key findings from the 2009-10 Kofi Services evaluation. Outcome areas addressed include: child behavior and mental health; child cultural identity; the parent-child relationship; parental involvement in and relationship with the school; parenting knowledge and capacity; and parent and youth satisfaction with the program.

Child behavior and mental health

The impact of Kofi Services on child behavior and mental health was gathered from multiple sources, including the youth focus group, parent interviews, standardized assessments of behavior completed by staff (SDQs and CASIIs), and school records.

Youth perceptions

Youth who participated in the youth focus group identified several ways in which the program has impacted their lives. Several participants said that Kofi helped them to learn more about themselves and how to handle difficult life situations. Specifically, several youth described how the program taught them to be more aware of their feelings and their reactions in order to manage conflict more effectively. Some also spoke about generally learning ways to “stay out of trouble” and ways of defusing situations.

I learned a lot about myself, actually, that I didn't know at first. I didn't notice that I wasn't able to control my anger, that I had an anger problem. In certain situations, I learned to hold myself back and hang out with the right people.

I learned how to let go of stuff that's holding me back – like, don't keep on dwelling on stuff that's holding me back. Don't hold grudges. Let go and keep moving forward.

Parent perceptions

Most of the parents interviewed felt that their child's behavior at home improved in several ways. The largest proportion of parents (86%) said that their child's relationship with them and the child's other parent had “improved” since their child became involved in Kofi. At least 7 in 10 parents said that the child's relationship with his or her siblings also improved, as did the extent to which the child carried out responsibilities at home and showed self-control when upset. About two-thirds (65%) of parents felt their child had “improved” in his or her response to limits set by the parent (Figure 6). Overall, about 8 in 10 parents (79%) said that dealing with their child at home had become “easier” since their child became involved with Kofi (Figure 7). Other changes described by some parents include an improvement in their child's anger management skills and ability

to control his or her emotions, as well as their child becoming more helpful around the house (see Appendix for a full list of open-ended comments).

6. Impact of Kofi Services on child's behavior and relationships (N=21-23)

Since being involved in Kofi, how much change has your child shown in the following areas?	Improved		Stayed about the same		Gotten worse	
	N	%	N	%	N	%
Getting along with you and his other parent(s)	19	86%	3	14%	0	0%
Getting along with his/her brothers and/or sisters	15	71%	6	29%	0	0%
Carrying out responsibilities at home	18	78%	5	22%	0	0%
Showing self control when frustrated or angry	17	74%	6	26%	0	0%
Responding to limits set by you	15	65%	6	26%	2	9%

Note. Scale is: Improved a lot, improved somewhat, stayed about the same, gotten somewhat worse, and gotten a lot worse.

7. Impact of Kofi Services on child's behavior at home (N=24)

Since your child has been involved in Kofi, has dealing with him/her at home become...	Easier		Stayed about the same		More difficult	
	N	%	N	%	N	%
Since your child has been involved in Kofi, has dealing with him/her at home become...	19	79%	4	17%	1	4%

Many parents felt their child's behavior in school had also improved. In particular, about three-quarters of parents (72% to 80%) said that their child's grades, their completion of school work, their ability to follow school/teacher rules, and their ability to get along with peers and teachers had "improved" since enrolling in Kofi. Fewer (44%) felt their child's school attendance had "improved" (Figure 8).

The majority of parents also described improvement in their child's social skills and interactions with others. At least 8 in 10 parents said their child's ability to make good decisions, to communicate with others, to solve everyday problems, and to resolve conflicts had "improved" since they became involved with Kofi Services (Figure 9). When asked to further describe other changes in their child's behavior at school, several parents identified specific improvements in their child's social behavior (e.g., being more social), as well as improvements in their school performance (see the Appendix for a full list of open-ended comments).

8. Impact of Kofi Services on child's school behavior (N=24-25)

Since being involved in Kofi, how much change has your child shown in the following areas?	Improved		Stayed about the same		Gotten worse	
	N	%	N	%	N	%
Attending school	11	44%	14	56%	0	0%
Completing school work	18	72%	7	28%	0	0%
Grades	18	75%	6	25%	0	0%
Getting along with friends/peers at school	19	76%	6	24%	0	0%
Getting along with teachers and other school staff	20	80%	5	20%	0	0%
Following school and teacher rules	19	79%	5	21%	0	0%

Note. Scale is: Improved a lot, improved somewhat, stayed about the same, gotten somewhat worse, and gotten a lot worse.

9. Impact of Kofi Services on child's interaction with others (N=25)

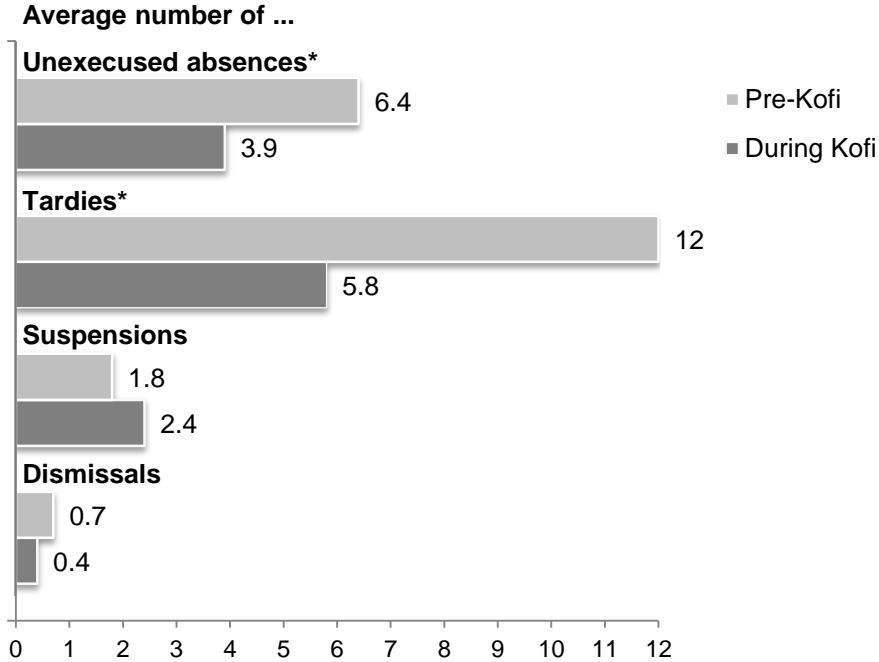
Since being involved in Kofi, how much change has your child shown in the following areas?	Improved		Stayed about the same		Gotten worse	
	N	%	N	%	N	%
His/her ability to make good decisions	22	88%	3	12%	0	0%
His/her ability to communicate with others	20	80%	5	20%	0	0%
His/her ability to solve problems that he/she experiences in everyday life	21	84%	4	16%	0	0%
His/her ability to resolve conflicts with others	22	88%	3	12%	0	0%

Note. Scale is: Improved a lot, improved somewhat, stayed about the same, gotten somewhat worse, and gotten a lot worse.

School attendance

One of the goals of Kofi Services is to improve youth's behavior in the school setting. In addition to gathering information directly from youth and parents about school behavior, school attendance records were reviewed. Specifically, information about unexcused absences, tardies, suspensions, and dismissals was gathered for students during the school year prior to their entry into Kofi Services, as well as the 2009-2010 school year when students were enrolled in Kofi. According to school records, there was a statistically significant decline in students' total number of unexcused absences (6.4 to 3.9, on average) and tardies (12 to 5.8, on average) during the 2009-10 school year while in Kofi, compared to the school year prior to entering Kofi (Figure 10). There were no changes in the average number of suspensions or dismissals experienced by youth before and during Kofi.

10. Changes in school attendance and behavior infractions (N=25)



Note. Significance tests were conducted using *t*-tests. Differences are significant at * $p < .05$, ** $p < .01$, and *** $p < .001$.

Strengths and Difficulties Questionnaire

Parents or staff regularly completed a Strengths and Difficulties Questionnaire, or SDQ, for participating youth, assessing youth on five domains of behavior: emotional symptoms, conduct problems, hyperactivity-inattention, peer problems, and prosocial behavior. The following results are based on matched parent-report SDQs, or when not available, matched staff-report SDQs. Because SDQs are administered routinely, these findings are based on differences in scores between the first (pretest) and last (posttest) administration of the SDQ during the 2009-10 school year. On average, about a year passed (median of 364 days) between the time the first and last SDQs were completed about a youth. Only records with a minimum of six months between administration time points were included. As a result, SDQ information is available for a total of 61 youth (32 parent reports, and 29 staff reports).

Key findings

SDQ scores stayed relatively stable between pretest and posttest on most subscales. The one exception was the hyperactivity scale, in which there was a statistically significant decline in hyperactivity (Figure 11). With regard to clinical categories, most youth (54% to 70%) remained in the same clinical category at pretest and posttest. Some youth, however, did show some improvement over time. The largest proportion of youth

demonstrated change in the areas of prosocial behavior and hyperactivity, in which one-quarter of youth (25%) improved at least one clinical category (i.e., from abnormal to borderline or normal, or from borderline to normal). About one in five youth (21%) also improved clinically in the area of peer relations. Fewer youth (10% to 13%) improved in the areas of emotional distress and conduct problems (Figure 12).

11. SDQ subscale change scores from first administration to last administration (N=60-61)

	First SDQ mean score	Last SDQ mean score	Possible range	T-test
Emotional symptoms scale	3.3	3.3	0-10	-0.1
Conduct problems scale	4.2	4.0	0-10	0.6
Hyperactivity scale	7.0	6.4	0-10	2.1*
Peer problems scale	3.0	3.3	0-10	-1.2
Prosocial behavior scale	6.3	6.5	0-10	-0.7
Total difficulties (overall stress) score	17.4	17.1	0-40	0.4

Note. T-tests were used to determine whether pretest and posttest means were significantly different (i.e., exceeding variation expected by chance). Difference between pretest and posttest mean is statistically significant, * $p < .05$, ** $p < .01$, *** $p < .001$.

12. Proportion of children overall who improved, declined, and maintained on SDQ from first administration to last administration by subscale (N=60-61)

	Remained "Normal"		"Improved"		"Declined"		No change		Total	
	N	%	N	%	N	%	N	%	N	%
Emotional symptoms scale	27	45%	6	10%	12	20%	15	25%	60	100%
Conduct problems scale	10	16%	8	13%	12	20%	31	51%	61	100%
Hyperactivity scale	9	15%	15	25%	12	20%	25	41%	61	100%
Peer problems scale	17	28%	13	21%	15	25%	16	26%	61	100%
Prosocial scale	27	45%	15	25%	11	18%	7	12%	60	100%
Total difficulties (overall stress) score	12	20%	13	22%	10	17%	25	42%	60	100%

Note. The "improved" category includes those who improved from abnormal to borderline, borderline to normal, and abnormal to normal from intake to discharge; the "declined" category includes those who declined from normal to borderline, borderline to abnormal, and normal to abnormal from intake to discharge; the "no change" category includes those who did not shift clinical categories (normal, borderline, and abnormal) from intake to discharge.

Child and Adolescent Service Intensity Instrument

Program staff regularly complete the Child and Adolescent Service Intensity Instrument, or CASII, for participating youth, assessing their level of service needs across seven dimensions: risk of harm, functional status, co-occurring conditions, environmental stress, environmental support, resiliency, and treatment acceptance/engagement. The following results are based on differences in ratings between the first (pretest) and last (posttest) administration of matched staff-completed CASIIs during the 2009-10 school year. Information on rating scales for each dimension is included in the Appendix. On average, about a year passed (median of 345 days) between the time the first and last CASIIs were completed about a youth. As a result, CASII information is available for a total of 43 youth.

Key findings

CASII ratings remained relatively stable between pretest and posttest. On most dimensions, there were no differences in average scores between administration periods. There was a statistically significant increase in scores on the environmental stress dimension, indicating this aspect actually worsened for youth over time. There was also a significant decrease in the overall composite score (19.4 to 18.1). This decline indicates improved overall functioning between pretest and posttest (Figure 13).

Ratings were also classified into “high functioning” and “low functioning” status, and examined for changes over time. Scores for most youth remained either high functioning (e.g., risk of harm and co-morbidity) or low functioning (e.g., resiliency and treatment history) between pretest and posttest, although there was improvement by some youth in select areas. In particular, level of functioning improved from “low” to “high” for about 1 in 5 youth (19%) in terms of their resiliency and treatment history and the youth’s acceptance of and engagement in treatment (Figure 14). About 1 in 6 youth (16%) moved into the high functioning range on functional status, environmental support, and in their parent’s/caregiver’s acceptance of and engagement in treatment.

13. CASII: Average scores across dimension ratings at first and last administration (N=43)

Dimension	Average score	
	First administration	Last administration
Risk of harm	2.0	2.1
Functional status	2.4	2.5
Co-morbidity	1.9	2.0
Recovery environment		
Environmental stress	2.7*	2.9*
Environmental support	2.5	2.6
Resiliency & treatment history	2.9	2.7
Acceptance & engagement in treatment		
Child/adolescent	2.5	2.5
Parent/caregiver	2.5	2.6
Composite score	19.4**	18.1**

Note. Scores range from 1 to 5, with lower scores indicating higher levels of functioning. Significance tests were conducted using *t*-tests. Differences are significant at **p* < .05, ***p* < .01, and ****p* < .001.

14. CASII: Changes in youth functioning from first to last administration (N=43)

	Maintained high level of functioning		Level of functioning improved		Level of functioning declined		Maintained low level of functioning	
	N	%	N	%	N	%	N	%
Risk of harm	33	77%	3	7%	4	9%	3	7%
Functional status	13	30%	7	16%	10	23%	13	30%
Co-morbidity	31	72%	2	5%	4	9%	6	14%
Recovery environment								
Environmental stress	7	16%	5	12%	10	23%	21	49%
Environmental support	14	33%	7	16%	7	16%	15	35%
Resiliency & treatment history	10	23%	8	19%	3	7%	22	51%
Acceptance & engagement in treatment:								
Child/adolescent	12	28%	8	19%	11	26%	12	28%
Parent/caregiver	16	37%	7	16%	9	21%	11	26%

Note. The 5-point rating scale used for each scoring dimension was categorized into areas of low (scores of 3-5) and high (scores of 1-2) functioning. Improvements and declines in functionality refer to youth whose scores fell into different categories at pretest and posttest.

Cultural identity

One of the goals of Kofi Services is to provide culturally-specific services that educate youth about African American culture and help youth develop a strong cultural identity. According to most of the youth who participated in the focus group, Kofi Services has helped them learn more about being African American. A couple of the students described how the group had motivated them to take school more seriously in light of certain aspects of African American history that they learned about through Kofi. Other students said that their knowledge of race relations had increased as a result of Kofi Services.

I learn more about my culture, and who I am, and about who I thought I was.

It helped me learn about being African American... in the group, we always talked about how we felt and what our culture meant to us. We never thought about what it meant (before Kofi) until one day, we came to group, and talked about it.

Parents were also asked to comment on the impact of Kofi Services on their child's cultural identity. All 25 parents interviewed felt it was either "somewhat" or "very important" for their child to develop a strong cultural identity, and most felt that the program had indeed enhanced this identity for their child. Seven in 10 parents said their child's knowledge of African American culture had "improved" since he/she became involved in Kofi, while more than half (58%) felt their child's appreciation of his/her cultural heritage or identity had "improved." More broadly speaking, many parents (79%) also thought their child's self-esteem had "improved" since he/she became involved with Kofi (Figures 15-16).

When asked to describe if their child had developed a more positive view of his or her cultural heritage as a result of Kofi, several parents pointed to their child's increased self-confidence and pride as evidence. See the Appendix for a full listing of open-ended comments.

15. Parents' perception of importance of child development of strong cultural identity (N=25)

	Parents responding "very important" or "somewhat important"	
	N	%
Parents who feel it is important for their child to develop a strong cultural identity.	25	100%

16. Impact of Kofi Services on child’s cultural identity (N=23-24)

Since being involved in Kofi, how much change has your child shown in the following areas?	Improved		Stayed about the same		Gotten worse	
	N	%	N	%	N	%
His/her knowledge of African American culture	16	70%	7	30%	0	0%
His/her appreciation of his/her cultural heritage or cultural identity	14	58%	10	42%	0	0%
How good he/she feels about him or herself, that is, her or her self-esteem	19	79%	5	21%	0	0%

Parent/child relationship

Parents described several ways in which their relationship with their child had improved since he or she had become involved with Kofi. In particular, more than half of parents said they talk with their child about school (70%), talk with their child about things that make him/her happy (61%), and do fun activities together (52%) “more often now” than before Kofi. In particular, when describing how their relationship with their child has changed since Kofi, a vast majority of parents noted improved communication between themselves and their child. Parents noted how their child opened up to them more and was more willing to share his or her feelings with the parent (see Appendix for a full listing of open-ended comments).

About 4 in 10 parents (39%) also reported reading more often with their child and talking more often with their child about things that make him/her sad or upset, as well as about their African American heritage (Figure 17). Overall, 88 percent of parents interviewed felt that their relationship with their child had “improved” as a result of their child’s involvement in Kofi Services (Figure 18).

17. Parent/child interaction since involvement in Kofi (N=23)

Since your child became involved in Kofi, how often do you...	More often now		About the same as before Kofi		Less often now	
	N	%	N	%	N	%
Talk about things that make your child happy or excited	14	61%	9	39%	0	0%
Read to or with your child	9	39%	14	61%	0	0%
Help your child with homework	7	30%	15	65%	1	4%
Talk about school	16	70%	7	30%	0	0%
Eat a meal together	8	35%	15	65%	0	0%
Do something fun that you both enjoy, such as watching TV or playing a game	12	52%	11	48%	0	0%
Talk about things that make your child sad, worried, or mad	9	39%	13	57%	1	4%
Talk about your African American heritage	9	39%	14	61%	0	0%

18. Improvement of parent/child relationship (N=25)

	Improved		Stayed the same	
	N	%	N	%
As a result of your child's involvement in Kofi, do you feel like your relationship with your child has...	22	88%	3	12%

Parent involvement in and relationship with child's school

Kofi Services staff strive to make connections with the parents of youth involved in the program and encourage their involvement in their child's schooling. At the time of the interview, all parents (100%) reported having attended a meeting with someone from their child's school during the school year, and most (88% to 92%) said they had attended a parent-teacher conference or a school event such as an open house during the school year (Figure 19). More than half of parents (58%) said that this involvement in their child's school had increased as a result of their child's involvement in Kofi (Figure 20).

19. Parent attendance at school functions (N=23-25)

	N	%
Parents who attended a school event, such as Open House, Family Fun Night, African American parent day, or an athletic event	22	88%
Parents who attended a meeting with someone from their child's school, such as a teacher, counselor, and/or principal (not including parent-teacher conferences)	25	100%
Parents who attended a parent-teacher conference during the school year	23	92%
	Mean	Range
Number of parent-teacher conferences attended	2.4	1-3

20. Increased parent involvement in child's school (N=23-25)

	Involvement "increased a lot" or "increased somewhat"	
	N	%
Parents who feel that their involvement in their child's school has increased as a result of their child's involvement in Kofi.	14	58%

Related to this increased involvement, parents also reported more positive perceptions of their child’s school and teachers as a result of Kofi. All parents who were interviewed (100%) felt more welcome at their child’s school and more comfortable talking with their child’s teacher since their child enrolled in Kofi. Two-thirds (67%) were also more comfortable getting involved in their child’s activities at school. In general, almost all parents (92%) said they felt more positive about their child’s school since their child became involved with Kofi (Figure 21). The majority of parents (88% to 92%) rated their relationship with their child’s teacher and other school staff as either “very positive” or “somewhat positive” (Figure 22).

Three-quarters (76%) went on to say that their relationship with the child’s teacher had in fact “improved” as a result of Kofi (Figure 23). For most parents, better communication between the parent and the teacher was the reason for this improved relationship. Parents described how they were able to talk with teachers and that teachers listened to them more since they became involved with Kofi. See the Appendix for a full listing of open-ended comments.

21. Parent perception of their experience in the school setting (N=24-25)

Since my child became involved in Kofi...	Parents who “strongly agree” or “agree”	
	N	%
I feel more welcome at my child’s school	25	100%
I feel more comfortable talking to my child’s teacher(s)	24	100%
I feel more comfortable getting involved in activities at my child’s school	23	67%
I feel more positive about my child’s school in general	22	92%

22. Parent perception of their relationship with school staff and Kofi counselor (N=24-25)

How would you rate your relationship with...	Parents who said “very positive” or “somewhat positive”	
	N	%
Your child’s teacher	23	92%
Other school staff	22	88%

23. Improvement of parent/teacher relationship (N=25)

	Improved		Stayed about the same		Gotten worse	
	N	%	N	%	N	%
Parents whose relationship to their child's teacher has "improved" as a result of their involvement in Kofi	19	76%	6	24%	0	0%

Parenting knowledge and capacity

Through their work with families, program staff hope to affect parents' capacity to support their child's physical, emotional, educational, and cultural well-being. With regard to children's education, 6 in 10 parents interviewed said that their ability to support their child's education had "improved" while just over half (56%) reported an improvement in their knowledge of school policies and rules since their child's involvement in Kofi. About half (52%) felt their ability to meet their child's emotional needs had "improved," while one-third (32%) were better able to meet their child's physical needs after Kofi. Just over half (56%) reported an "improved" ability to help their child develop a positive cultural identity. Six in 10 parents also felt their knowledge of available community resources and support had increased as a result of their child's involvement in Kofi (Figure 24).

24. Impact of Kofi Services on parenting knowledge and capacity (N=25)

Since being involved in Kofi, do you feel that there have been any changes in...	Improved		Stayed about the same		Gotten worse	
	N	%	N	%	N	%
Your knowledge and understanding of school policies and classroom rules	14	56%	11	44%	0	0%
Your ability to support your child's education	15	60%	10	40%	0	0%
Your ability to meet your child's physical needs, such as providing good nutrition and going to the doctor for check-ups	8	32%	17	68%	0	0%
Your ability to meet your child's emotional needs, such as giving praise or supporting your child when there is a crisis	13	52%	12	48%	0	0%
Your ability to help your child develop a positive cultural identity as an African American	14	56%	11	44%	0	0%
Your knowledge of available community resources and support	15	60%	10	40%	0	0%

Parent and youth satisfaction with program

Youth perceptions

Youth participating in the focus group generally expressed satisfaction with the program and staff. When asked to identify what they liked best about Kofi Services, participants were most likely to describe how Kofi provided them with a forum to talk about life issues as well as to learn about different subjects of interest to them. Several students said that they liked being able to get advice from the Kofi counselor and other students about personal troubles. Others enjoyed learning about culture and politics. The majority of students said they felt comfortable talking with their Kofi counselor about certain topics and that he/she generally understood them. They felt that the counselor connected with them, listened to them talk about issues in their life, and helped them to make good choices. Youth described counselors as kind, encouraging, and having a good sense of humor, and appreciated that they planned interesting field trips.

If we have problems, our Kofi teacher will help us and... when we have group, we have someone to talk with.

Kofi Services, by far, is the best program I've ever been in!

A few students in the focus group said that they would like their counselor to be more open and listen to their perspective, particularly in situations when the youth is involved in a conflict at school with teachers or other students. Some mentioned wanting counselors to listen to them first before making assumptions about the situation in question. Other suggestions by youth centered on logistical issues. Two youth felt there was too much paperwork required to participate in activities. Another noted that it was difficult to make up the time spent out of class. Additional recommendations included more field trips, more activities that give youth an outlet for their anger, and more volunteer opportunities.

Parent perceptions

In general, parents expressed high levels of satisfaction with Kofi Services and staff. All parents who were interviewed (100%) said that the program met their expectations and that the Kofi counselors helped them address concerns that they or their child's teacher had about the youth (Figure 25). In particular, all parents (100%) "strongly agreed" or "agreed" that staff were knowledgeable and skilled, caring and warm, understood their child's problems, communicated with them well, connected well with their child, were respectful to them and their child, and were aware of and sensitive to their cultural values and background (Figure 26). All parents also rated their relationship with their child's Kofi counselor as "very positive" or "somewhat positive" (Figure 27).

These satisfaction ratings are consistent with those reported by parents participating in the bi-annual Wilder satisfaction surveys. This sample of Kofi parents expressed high levels of satisfaction with their access to services (93% to 100%) and the program’s cultural sensitivity (93% to 96%), in particular. All parents felt that staff worked well with their child and that the family’s input is considered when making decisions about services for the child. Most (93%) also thought staff understood their child’s problems and the impact they have on his/her life. Somewhat fewer parents (74% to 75%) felt that their child received enough services or that their child’s issues were less of a problem as a result of the services. Overall, however, almost all parents (96%) said they were satisfied with the services their child received (Figure 28).

According to parents, the most positive aspect of the services was the one-on-one support youth received from their Kofi counselor and the opportunity to have someone with whom they could talk. A few parents felt the program’s positive impact on their child’s homework and attitude were also beneficial outcomes. Few felt changes to the program were needed, although a couple of parents wanted to see the program extended or expanded. See the Appendix for a full listing of open-ended comments.

25. Parent satisfaction with program and counselors (N=20-25)

	N	Percentage who said “yes”
Did Kofi meet your expectations?	25	100%
Did Kofi counselors help address the concerns that you or your child’s teacher have?	20	100%

26. Parent satisfaction with Kofi counselors' skills (N=23)

Kofi counselors were...	Strongly agree		Agree		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%
Knowledgeable and skilled	19	83%	4	17%	0	0%	0	0%
Able to understand my child's problems	19	83%	4	17%	0	0%	0	0%
Able to communicate with me in an understandable fashion	18	78%	5	22%	0	0%	0	0%
Well connected with my child	19	83%	4	17%	0	0%	0	0%
Respectful towards me	19	83%	4	17%	0	0%	0	0%
Respectful towards my child	19	83%	4	17%	0	0%	0	0%
Caring and warm	18	78%	5	22%	0	0%	0	0%
Easy to contact	18	78%	4	17%	0	0%	1	4%
Able to relate to my child's cultural background	19	83%	4	17%	0	0%	0	0%
Sensitive to cultural issues	17	68%	6	26%	0	0%	0	0%
Aware of my child's cultural values	18	78%	5	22%	0	0%	0	0%
Knowledgeable about culturally relevant community resources	17	74%	6	26%	0	0%	0	0%

27. Parent perception of their relationship with school staff and Kofi counselor (N=24)

How would you rate your relationship with...	Parents who said "very positive" or "somewhat positive"	
	N	%
Your child's counselor at Kofi	24	100%

28. Parent satisfaction ratings of staff, accessibility, and other program areas by item (N=27-29)

	N	Percentage who “agree” or “strongly agree”
Access		
Location of services is convenient.	28	100%
Services are available at convenient times.	28	100%
Types of services my child needs are available when needed.	26	93%
Cultural sensitivity		
Staff are sensitive to our family’s cultural background.	27	96%
My child and I feel welcome and at ease in the service setting.	26	93%
Quality and appropriateness		
Staff work well with my child.	29	100%
Staff understand my child’s diagnosis or problems and the impact they have on (his/her) life.	27	93%
My child gets the right kinds of services to meet (his/her) needs.	23	82%
My child gets enough service to meet (his/her) needs.	21	75%
Treatment planning		
My family’s input is considered to make decisions about my child’s services.	29	100%
I received enough information about my child’s diagnosis or problem.	24	86%
Outcomes		
My child’s symptoms or issues are less of a problem as a result of the services.	20	74%
My child’s life is better because of the services.	24	86%
Overall satisfaction		
Overall, I am satisfied with the services my child received.	27	96%

Notes. *These results were gathered from The Family Consumer Survey, which was conducted between October 2010 and January 2011 as part of the bi-annual Wilder Foundation satisfaction surveys conducted with clients served throughout the Foundation.*

Scale is: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree.

Conclusions

Kofi Services positively impacted youth and their families receiving services during the 2009-10 school year in multiple areas, including the child's behavior and mental health; the child's cultural identity; the parent-child relationship; the parent's involvement in and relationship with the school; and parents' knowledge and capacity to parent. Youth and parents also expressed high levels of satisfaction with the program.

Child's behavior and mental health

Multiple sources of data suggest that youth demonstrated positive behavioral changes as a result of Kofi. These changes include an enhanced ability to manage conflict, an increased awareness of one's own emotions and comfort in talking about these feelings, increased cooperation at home, less hyperactive/inattentive behavior, improved relationships with teachers, increased adherence to school rules, and somewhat fewer behavior infractions at schools.

Cultural identity

Both youth and parents reported an enhanced appreciation for African American culture among youth following their participation in Kofi Services. Youth and parents alike described how youth learned more about African American history, and parents in particular noted an increased sense of confidence and pride among youth stemming from this increased cultural awareness.

Parent/child relationship

Parents generally felt their relationship with their child had improved since their involvement with Kofi. Most notably, parents said that their child was more willing to talk with them about school and their feelings, and described an improved, open pattern of communication between themselves and their child.

Parental involvement in and relationship with child's school

Many parents described more involvement in their child's schooling and improved relationships with their child's teacher as a result of Kofi. In particular, parents described how Kofi led to enhanced communication between themselves and their child's teacher, feeling more welcomed at their child's school, and feeling more positive about their interactions with the school.

Parental knowledge and capacity

Parents reported increased knowledge of school policies and an improved ability to support their child's education as a result of Kofi Services. Some parents also felt better able to meet their child's emotional, physical, and cultural needs, and many said they learned more about community resources and support because of their involvement in Kofi.

Program satisfaction

Youth generally expressed satisfaction with the program and staff, noting how Kofi provided them with a forum to talk about personal issues and topics of interest. They felt that their Kofi counselor connected with and listened to them, and helped them to make good choices. Youth described counselors as kind, encouraging, and having a good sense of humor, although a couple of students wanted counselors to listen to their perspective more when they were involved in conflicts.

Parents were overwhelmingly satisfied with the services and staff. Parents described staff as knowledgeable, caring, respectful, culturally sensitive, and felt staff communicated well with them. In particular, parents appreciated the one-on-one support staff provided to youth and their availability to talk with youth about issues in their life.

Issues to consider

To maintain and enhance the positive impact of services on youth and families, Kofi Services may want to consider the following issues going forward:

- Consider opportunities to expand or extend the length of the program to maximize the impact on families who might benefit from these services.
- Identify ways to provide additional support to youth during periods of conflict, to ensure youth feel listened to and supported, and ultimately make good choices.
- Although parents felt their relationship with their child improved as a result of Kofi, continue to encourage parental involvement in their child's lives and ways of routinely connecting with their child (e.g., reading, homework, eating meals together).
- Identify opportunities for youth to provide input into services and shape programming based on their needs and interests (e.g., addressing issues related to making up class time, paperwork, field trips, and volunteer opportunities).

Appendix

Open-ended responses

CASII rating scale

Evaluation forms

Parent interview

Youth focus group protocol

Open-ended responses

A1. Open-ends: How did your child get involved in Kofi?

Through teacher/school

By his teacher.

He had behavior problems – his school suggested it.

His school. {Staff person.} Yes.

Her teacher recommended.

His teacher and principal recommended it.

His teacher.

{Staff person} at the school.

{Staff person} at school.

Somebody at school, the social worker maybe, I don't remember. I think the social worker's name was {social worker}.

Teacher recommended. My oldest was a Kofi graduate.

Teacher.

The school/his teacher told me.

Through Learn Center – Obama.

Through Kofi staff

{Kofi staff person} suggested it.

Knew the director of the Kofi program.

Kofi counselor and Jackson Elementary.

Project Voice referred to Kofi by the director.

Other child involved in Kofi

My older son was in Kofi.

My oldest son graduated from Kofi. I felt this would be for him as well.

My other son was involved.

Social worker/psychologist

I inquired about it myself and social worker referred.

My psychologist told me about Kofi – suggested I enroll my child.

The social worker.

Wilder Foundation social worker.

Miscellaneous

I knew about Kofi because I worked in community education. He was coming from Harvest Prep. I wanted that African American focus to continue.

**A2. Open-ends: What does your child enjoy most about participating in Kofi?
Why?**

Having someone for youth to talk to/listen to him or her

Having counselor to talk to.

Having someone to listen to him without judging.

Interacting with the staff. It gives her another outlet to share/talk about than she would with me.

Talking with the counseling, have someone she can talk with when she is in trouble.

The one-on-one time when needed, being able to talk with {Kofi staff}.

The one-on-one with Kofi counselor.

The one-on-one time, the outings and to know someone is there for her.

The one-on-one help from the Kofi counselor.

The support and encouragement from the group and {Kofi staff}; the one-on-one with him.

Having on-site support at school. Someone to talk with and socially with the groups.

Talking and being in the group meeting.

Quality time with counselor and help with school work.

Activities outside of the classroom

Being social and keeping busy.

Getting on the computer and working using the musical instruments. It was a change of pace from classroom.

Interacting with other Kofi brothers and playing the drums.

Reading.

That he can do other things outside of the classroom.

The activities and being taken out of the classroom when he needs it.

The projects they have at the Kofi meetings.

Miscellaneous

Connecting with the leader {Kofi staff} and communication. {Kofi staff} closed the communication between us and the school.

Enjoyed having someone there – Kofi counselor to talk to if he felt wronged about something, i.e., if he was having a bad day, the Kofi counselor was there and she taught different techniques to calm himself down. Body movement, stretches that would relieve tension to calm himself down. Just wish this was in all schools.

Everything.

He likes the openness and with kids like him and the same peer group.

The counselor {Kofi staff} and the way he talked with him about how to handle his anger/emotion.

The groups and appreciate the support from the Kofi counselor – bridging.

**A3. Open-ends: What does your child enjoy least about participating in Kofi?
Why?**

Miscellaneous

At first that there was a man she had to talk to; a guy was a bit challenging for her. Otherwise, everything is okay.

Being told what to do. He felt it it's an after school program; they shouldn't tell him what to do.

Can't think of anything. Having to stay in the office until I talk with {Kofi staff} – attend classes until he calms down.

I haven't noticed anything different.

I made her go because she is a pre-teen and she doesn't think she needs it.

Sometimes he would miss his music to attend Kofi – music is his favorite class.

The group interaction. He likes the one-on-one time. He is very quiet and more like a loner.

The home visit – we get to talk and compare notes. {Staff person.}

Nothing/no response

No response. (4 responses)

Nothing. (6 responses)

Not aware of any least enjoyment.

Nothing he doesn't like.

Nothing. All was good.

Nothing. Overall enjoys.

Everything is good.

He likes everything. Happy with everybody.

Don't know that she had anything that she is not happy with or enjoys the least.

A4. Open-ends: How would you describe your relationship with your child's school and teachers before your child was involved in Kofi?

Positive relationship

Actually, it was great.

Fine, good relationship.

Good relationship.

Good. (3 responses)

Good. Pretty good.

It was fine.

It/we had a good relationship. They knew me well. My child has attended this school since 3rd grade.

I was always involved with school and teacher. No change.

Okay.

Okay. It was never a problem.

Negative/tense/stressful relationship

At first, it was a little rocky.

It was at risk earlier in the year but we worked it out.

It was hard because I didn't understand what they wanted me to do to help him after he was diagnosed with ADHD and Kofi got involved.

It was stressful because my child came from another school that he had problems. I felt teachers continued to hold that against him.

Not so good. It was really difficult because my son was misbehaving and didn't know how to help at school. {Kofi staff} knows what resources that were available and helped us get the help needed.

Not so good. They (school staff) didn't know he had an I.E.P. when he started.

Not very good. It was little bit rocky. I felt they put too much emphasis on my child in terms of, instead of following policies set by the SPPS, they sent my child home and not both children if there was a problem.

We didn't communicate until he did something wrong.

His teachers/school weren't understanding what I was saying. Now they understand his actions and Kofi helps him. Before it was not good.

Before Kofi I spent a great deal of time with school staff because of his behavior.

Miscellaneous

Before – I think he was comfortable with being the funny kid and teachers just assume that he was a trouble maker. Teachers seem to be okay with it.

I got along with the teacher. It was okay. I didn't understand why he was acting up all the time.

Okay. They're a little strange at Capitol Hill. "Hoity toities" and they don't get that not everyone is as fortunate as they are.

A5. Open-ends: How would you describe your relationship with your child's school and teachers now?

Better/good relationship

Better – having someone onsite. Kofi counselor to talk with.

Better.

Even better. Kofi is a great addition. It's great to have on the premises to advocate for African American children – before it gets to sending them home or to the office.

Good but now much better.

Good. (2 responses)

Great. Now they are listening – teachers and staff.

It was helpful that now I don't have to speak with the principal/teacher. Now I talk with {Kofi staff}.

It's better now because if I don't understand, I have a Kofi counselor who works with my child and can explain to me what the teacher is attempting to get out of my son. I can be more helpful if I understand, and the teacher as well, that he has these problems and we worked together for the good of all.

It's better now.

It's better. I'm doing better overall. I don't have so much stress in my life.

It's great.

It's okay. We communicate better.

It's positive. It's better now.

It's very good. Now we keep in touch by email, phone calls, and written notes.

Little bit better. {Kofi staff} is there as a mediation with me, my son, and teachers.

Now they've seen (since being in Kofi) a positive change, and I've had several emails since April saying he has improved.

Very open. They can call me about anything. There is a clear line of communication open now.

They are more involved and attentive to what's going on and I'm more involved being able to talk to the Kofi counselor.

About the same/no change

About the same. No problem.

It's still good.

It's still good. Communication is good. Basically if you want a good relationship you have to work at it. The communication must be both ways.

It's the same. Okay.

Still good.

Both positive and negative

It's a mixture of both positive and negative but more positive now that he is in Kofi. {Kofi staff} worked with us (teacher, me and child) so that it's all good.

A6. Open-ends: In what ways has your relationship with your child's teacher changed since he or she started Kofi?

Improved communication

Because I go to the school and the Kofi counselor keeps me updated on my child's progress.

I can talk to them better – now they listen.

It's just more positive. Teachers say both me and the teacher are doing better. She's less critical and communications are overall better.

Just being able to communicate better.

Overall the communication is better. Now I can call or/and come to the school to find out if something is going on.

She listens and wants to hear what I have to say. His teachers prior to Kofi (3 & 4th grade) had almost given up on him. They were constantly calling me at work.

The communications are now open.

The teachers now listen more to what I and my son have to say.

We communicate and have a better relationship with my child.

We communicate more now.

We communicate more.

We have a better relationship. We/I take more time to listen to him.

We have better communication.

We talk more now since he's been in Kofi.

We're more involved. Now she'll call me, send emails about how he is doing both academically and emotionally.

Miscellaneous

Because she got a different teacher. Before Kofi they were not accountable. I felt that some staff did not care. My child would be out of class for 15-20 minutes without the teacher calling the appropriate person to report. Since Kofi, all the procedures are in place and office staff are now being accountable.

He notices. It's now more positive than negative which makes (unknown).

It's changed for the best.

Just a (little) better. Because of his disability – ADHD.

No response

No response. (6 responses)

A7. Open-ends: In what ways has your relationship with your child changed since he or she started Kofi?

More/improved communication

{Child} opens up more to talk about his feelings and or problems. He is more social with everyone now.

Emotionally, mentally, and now we talk more.

He is more willing to talk now. He'll now participate and more talkative. Before it was a one word conversation.

He is much happier and willing to talk about his feelings.

He is much more open and willing to trust me. Kofi taught him that the people around you are there to help.

He is opening up more about feelings, talking more.

He knows now that his dad's absence is not my fault. Our relationship changed for the better.

He talks more about Project Kofi which opens the door for more communication for us.

He talks more with me now.

His attitude and communication is better.

Now we actually talk about what he likes and doesn't like and his school and his feelings. He speaks up now.

She listens better.

She's easier to talk to now.

She's opening up more. She's talking about how she feels now. She's dealing with her feelings instead of just getting quiet and not talking.

We both learned how to discuss/talk without screaming. I've learned how to be more firm, how to say no with conviction and stick to no without further discussion now.

We talk more now than before.

We talk more, do things together. He listens more.

We talk/communicate better and more openly.

Miscellaneous

He's more mature, makes better choices.

I've learned to look at things differently.

It's better because he's not getting into trouble as much.

We were not seeing eye-to-eye on {child}. He wanted to run his own world. Now he realizes that here is an adult role and a child role. Often he wanted to be the adult. Since Kofi he's realized his role.

No response

No response. (3 responses)

A8. Open-ends: Are there any other ways you have seen changes in your child's behavior at home?

Anger management/self-regulation of emotions

His temper is better – less angry.

Yes. He has learned to better control his anger.

She's not flipping out, melting down, crying and not cooperating.

Yes. She is able now to be (unknown) and show her emotions.

More helpful around the house

She now wants to help with preparing meals and helping out at home with other chores.

Yes. He helps me with work around the house now.

He helps his brother and sister. He acknowledges he's older – needs to set examples for his younger brother and sister.

Miscellaneous

His maturity has improved.

He is happier. He laughs more.

He is more excited about African American culture. {Kofi staff} has been able to demonstrate/mirror what I was trying to do at home. It's been a blessing. He is more willing to talk more about African American men as a whole.

He is not getting into trouble.

He started to be more respectful and cares about what and how he says things.

His reading.

His vocabulary is very good now. He doesn't lie as much now.

More talkative and willing to talk about his feelings, school, etc.

Child's behavior/attitude is worse

Attitude is getting worse – just her.

No/none

No. (6 responses)

No response. (2 responses)

None.

A9. Open-ends: Are there any other ways you have seen changes in your child's behavior at school?

Improvements in social behavior

He's more social and wants to be involved in everything.

More social.

She's having less problems socially – interacts better with other kids.

Yes. He tries to be more patient now. Overall, patient with everybody.

She is taking a leadership role, not just sitting back. She now speaks up more.

Improvements in school performance

Academically now he's improved.

His math – now he's learned times tables.

I don't get calls from the teacher. He is more focused this year.

Miscellaneous

Doing better.

He gets into less trouble.

Her self-confidence. No change.

No/none

No. (13 responses)

None.

A10. Open-ends: Are there any other areas that were not mentioned that you feel your child has shown improvement in since participating in Kofi?

Miscellaneous

All around, he is more self-confident.

At home, his attitude and willingness to be part of the family.

His overall self-esteem. He doesn't make negative comments about himself, call himself dumb, work is too hard. Doesn't make those comments.

Yes. He is calmer.

Better decision making. She now gets herself dressed and out the door.

His level of reading books increased. Before he would pick fights with guns, fighting, etc. Now he chooses books about different cultures.

Problem solving. Willingness to deal with things.

No, just his attitude. It's better.

No/none

No. (16 responses)

None.

A11. Open-ends: What kinds of cultural traditions, activities, and/or celebrations do you and your child participate in?

Miscellaneous

African American holiday, Black History Month.

African American meeting (Black Month). Yes, just learning more about African American leaders and the accomplishments that they have made.

African American parent Involvement Days, MLK, Black History Month.

African American, Cinco De Mayo and church events.

All of them; Black History Month celebrations, family roots, Rondo.

Attend church; music and celebration, June-teenth and many cultural discussions of past and present leaders, of course, Rondo Days.

Basic Christian holidays; Christmas, Thanksgiving, Rondo Days, Black History Month.

Birthdays. Cinco de Mayo.

Black History Month.

Church – holidays.

Church activities.

Community events, e.g., at Rondo.

Dinner, movies, park, family gatherings.

Easter/Lent; all of the traditions I grew up with such as Christmas, Black History Month, Rondo Days, and Kwanza after traditional Christmas.

Family events.

Family holidays – Christmas and Black History Month.

Family reunions. We celebrate firsts in our family history - police, lawyer, etc.

Holidays – Christmas, Thanksgiving, New Year's, the usual holidays.

Kwanza and Rondo celebrations, Jun-teenth celebration, and church celebrations.

MLK day.

None really. Christmas, Thanksgiving, etc.

Reading, arts, Black History Month, activities.

Regular, normal holidays: Christmas, Thanksgiving, Rondo Days and MLK celebration.

Rondo Days, June-teenth, Grand Ole Day, Black History Month celebration, MLK holiday.

Slavery – before African Americans came to this country; and what African Americans had to go through; attend Black History Months; attend Rondo Celebration, and local Black history in Minnesota.

A12. Open-ends: Overall, do you feel your child has developed a positive view of his/her African American heritage by participating in Kofi?

Yes – more confident about him/herself

Yes, because before the Kofi program, he felt certain things were limited to him because of his disabilities. Now since Kofi, he knows that he can do many things, even with ADHD.

Yes, because before she was the whiny, weeping type. She learned that you have to work at self-development. She didn't like herself. Now she shows great improvement in who she is.

Yes, because he had a complex about his skin because his brother and sister would tease.

Yes, because I can tell by her own confidence. She brought home and read a book on Great Blacks and Athletes, Doctors, etc.

Yes, he is more confident and aware. He is not so easily influenced by others.

Yes – feels sense of pride

Yes. Now he is proud of who he is.

Yes. When he was studying one of the African American men, he was excited, he wanted me to hear his speech and read me the paper. He was very proud to be part of that.

Yes, just he feels he is a part of something. He is non-social. He likes being part of the group.

Miscellaneous

Yes, because before he thought all kids were bad and acted up. Now he is around other positive boys that were having similar problems; as a result, he's more positive.

Yes, because he knows his African American male role model, he wants to make a (unknown).

Yes, because he talks about it.

Yes, because of her relationship with {Kofi staff} – grandmotherly type.

Yes, because his leader sees people who are different.

Yes, because Kofi connected us to {Kofi staff}, it shows and sets the message of his identity in his (unknown).

Yes, because of the way she responds to certain (unknown).

Yes, because of the project they participated in.

Yes, because they talk about African American culture.

Yes, the activity he participates in – can't remember.

Yes. He is more involved in his African American and Hispanic culture and wants to know more.

Yes. He is very excited about getting that red and green jacket. We're thinking about relocating to Atlanta and he resisted that because he wants his Kofi jacket.

Yes. He knows. They taught him about the culture of African history.

Yes. I explain his history and cultural background. Now he knows more about who he is.

Yes and no

Yes, no. Can't explain it.

No

No. He/we never had a problem.

A13. Open-ends: What expectations did you have of Kofi when your child first joined?

Help child with his/her emotions

Expected that Kofi would help develop social skills, deal with conflicts and manage his emotions.

How to handle her emotions not just ignore them. Deal with her emotions in a positive way.

Really wanted them to help him understand his emotions and take responsibility.

Teach him to respect others. How to communicate and better deal with emotions.

Help him understand and how to deal with his feelings in a positive way.

Help child behaviorally/socially

Able to help me help my son get through. Help support him in developing his own identity and social skills.

Help him listen more and not get into trouble as much or at all.

Help with his behavior and attitude issues.

Help him have an outlet. Greater self identity.

I just hoped they would help him gain confidence and social skills.

Help child learn about his/her culture

He would have the support he needed at school and learn about African American heritage. Be a part of a support group.

That he would learn about his African American culture and learn to act better in class.

To learn more about his culture and get the support he needed and a positive male role model in his life.

Miscellaneous

Didn't have any. I hope he would learn to communicate and problem solve better.

Have classroom support and develop leadership skills.

Hoped it would help her cope with society as a whole in terms of how things should be, not how things really are, i.e., it's okay to have big nose, no matter what size. Your health is more important than being thin.

That they get to know my son personally.

They would help him respect authority, with homework.

I was told about resource activity for the kids. No one followed up.

No expectations/unsure

I was wondering if this program would help.

I wasn't sure.

No expectation – didn't know anything about Kofi.

I didn't have any expectation. I decided just wait and see.

I don't know about what Kofi did. Didn't have any.

I had no idea about what it was.

A14. Open-ends: Did Kofi meet your expectations? Why not?**No answer**

No answer. (25 responses)

A15. Open-ends: Did you have any concerns about your child's behavior when he/she first joined Kofi?**Yes, concerns about child's behavior/attitude**

A little concern because she resisted Kofi. The title counselor gave her the implication that she wasn't ok.

Worried he would get kicked out for his behavior.

Yes, he has an I.E.P. – EBD. Overall concern about his mental health.

Yes, that he was acting out/up in class.

Yes, that he would be withdrawn and not want to participate.

Yes, he was not getting along with the teacher.

Yes, his attitude and anger.

Yes. Concern about his low self-esteem, concern he felt he had no friends.

Yes. Concerned that academically he was not performing and lacking self-control and confidence, self-esteem.

Yes. He was over active.

Yes. He's engaging earlier with the rest of class.

Yes. His frustration, his attention span and his social skills.

Yes. His overall behavior in classrooms, on bus, etc.

Yes. How she would dress at home. She would take another set of clothes and change into another set once at school. She would wear make-up at school.

Yes. Just he wanted to run his own world.

Yes. She was flipping out a lot – not so much since Kofi.

Yes. That he was the class clown and number of suspensions as result of being class clown and fighting.

Yes. The way he was acting like fighting.

No/no response

No response. (6 responses)

No.

A16. Open-ends: Did your child's teacher(s) express any concerns about your child's behavior when he/she first joined Kofi?

Yes, concerns about child's behavior/attitude

Yes because she was overactive during class time.

Yes that he was goofing off in class.

Yes, same as mine – his behavior and his reading level was low.

Yes, some because he was not getting along in class.

Yes, the same. Attitude.

Yes.

Yes. His acting out in class. He would have uncontrollable outbursts, throw things and leave the classroom. No one would know where he was.

Yes. Concerned about her emotions.

Yes. Concerns that he couldn't sit still, trying to help others and not doing his own work.

Yes. He did not follow rules.

Yes. He would talk back.

Yes. His emotion and attitude.

Yes. His emotional behavior.

Yes. His inability to sit still and stay focused.

Yes. She felt that Kofi would give him help he needed in order to control his emphasis.

Yes. She was about him controlling his anger because they didn't realize he had an I.E.P. and Kofi.

Yes. That she would make her grade.

Yes. The same. Not focusing on his school work and not listening to the teacher.

Yes. This inability to stay focused and pay attention during class.

No, no concerns

No. I don't [think] the teacher/principal realize what Kofi is all about.

No. (5 responses)

A17. Open-ends: How did Kofi help to address your concerns or your child's teacher(s) concerns?

Kofi met and spoke with parent, child, and teacher together

By meeting and talking with us (me, child & teacher).

By meeting with both, hear each other's side. Kofi was the mediator giving him the support when he was at school.

Everybody worked together.

He met with us and listened.

Head on we met with teacher, {Kofi staff}, talked about academics, cultural and the world.

Kofi, teacher and staff, they met with us, talked about how to help him sit still to get homework direction.

Met and talked with us, teachers, me and my child.

Talked to all of us – me and teacher.

Talked with the three of us. Kofi developed a plan to work with her.

They talked with him and we met with teacher and Kofi counselor.

We all met, including the child. Wrote a plan and schedule. All agreed to work that plan and schedule. If problems arose, all met again or kept in communication.

We met: the teacher, principal, and Kofi counselor, me and my son.

Miscellaneous

By meeting with us, letting {child} say what he felt was important to him and Kofi set goals and solution that worked for everybody.

By talking to {child} and letting know for every action there is a reaction and helped him make better decisions.

Gave her and me someone to reach out to. Someone to relate to.

Positive praise and anger management.

She met with me and my child and showed him different ways to solve his problems without getting mad or fighting.

Talking, one-on-one, and made sure he got the help, praises and respect he needed.

They helped find resources that diagnosed that he had ADHD.

They met with him on a regular basis to talk about his behavior and how to respond in a positive way.

They were always there at every meeting in support of me and my child. He was a mediator for all of us.

No response

No response. (4 responses)

A18. Open-ends: Is there anything Kofi counselors could have done better to address your concerns or your child's teacher(s)?

No, nothing else

Don't think so.

Don't think so. Things went well.

No. (18 responses)

Nothing, no.

No response. (4 responses)

A19. Open-ends: What was the most positive aspect of your child's involvement in services?

Kofi counselors/one-on-one time with and support from Kofi staff

That he got the one-on-one time with Kofi counselors.

The Kofi counselor; the one-on-one when he takes a break from the classroom.

One-on-one counseling.

Being understood and making him feel included and heard. Overall, the counselors are excellent.

Having a mentoring relationship with his counselor.

The part that he had someone to talk to when he felt he couldn't talk to anyone else; the Kofi counselors were there.

The reinforcement, praise, and the one-on-one with his Kofi counselor.

Having someone to talk to.

Overall support.

Them giving praise and spending time with him by attending community events.

He learned how to ask for help and control his behavior. The one-on-one with Kofi counselor and the small number of children.

Improvement in homework

His improvement – homework. One hundred percent in doing his homework.

Learning to stay focused, listening and completing his homework and handing it in at the time it's due.

Change in child's attitude

Being able to get his attitude together.

They changed his attitude about himself and how to deal with emotions.

Miscellaneous

Explaining the rules, developing leadership skills and having classroom support.

His learning to appreciate his cultural background and that we as a people come in all shades of color.

Learning social skills that helped make good decision about how involved she wanted to be with her (unknown). She learned/decided when and how to walk away and interact with her peer.

She was warming up to the idea of being in Kofi. I could see a positive change.

That he had other young men he could interact and relate to.

The counseling and their feedback.

The group meeting Tuesday and Thursday.

The same Kofi reading program.

No response/don't know

Don't know.

No response.

A20. Open-ends: If you could change one thing about the services your child received, what would that be?

Nothing

Nothing. (14 responses)

Nothing. It's good.

No. (2 responses)

Expand/extend program

Having Kofi available at my son's school – Franklin Music Magnet.

The program would be extended or in high school.

Time of involvement. I would have her in Kofi in 3rd or 4th grade.

Increase the number of counselors in the schools. Make African Americans more aware of Kofi program.

I wish Kofi was in all SPPS and open to all students and part of the school curriculum starting in 3rd grade. In a perfect world, Kofi would have a school called Kofi.

Miscellaneous

Do more to reach more people.

I would like them to send me more information about Kofi.

Kofi would stay in the Rondo building.

CASII rating scale

The Child and Adolescent Service Intensity Instrument (CASII) examines youth functionality across seven domains. Within each domain, a 5-point rating scale is used to categorize the severity of problems in that area. The rating scales used for each domain are listed below:

- Risk of harm: 1=Low risk of harm, 2=Some risk of harm, 3=Significant risk of harm, 4=Serious risk of harm, 5=Extreme risk of harm
- Functional Status: 1=Minimal impairment, 2=Mild impairment, 3=Moderate impairment, 4=Serious impairment, 5=Severe impairment
- Co-Morbidity: 1=No co-morbidity, 2=Minor co-morbidity, 3=Significant co-morbidity, 4=Major co-morbidity, 5=Severe co-morbidity
- Recovery environment- environmental stress: 1=Minimally stressful environment, 2=Mildly stressful environment, 3=Moderately stressful environment, 4=Highly stressful environment, 5=Extremely stressful environment
- Recovery environment- environmental support: 1=Highly supportive environment, 2=Supportive environment, 3=Limited support in environment, 4=Minimal support in environment, 5=No support in environment
- Resiliency & treatment history: 1=Full response to treatment, 2=Significantly resilient and/or response to treatment, 3=Moderate or equivocal response to treatment and recovery management, 4=Poor response to treatment and recovery management, 5=Negligible response to treatment
- Acceptance & engagement in treatment: (child/adolescent OR parent and/or primary caretaker): 1=Optimal, 2=Constructive, 3=Obstructive, 4=Destructive, 5=Inaccessible

Evaluation forms

Parent interview

Youth focus group protocol

**Kofi services
Parent survey**

Introduction:

Hi, my name is _____. I'm calling from Wilder Research on behalf of Kofi Services. We are talking with parents of children who are involved in Kofi to give them the opportunity to express their thoughts and opinions of Kofi Services. We are interested in how your child is doing at home and in school, as well as your perceptions of the help and support you and your child received from Kofi. We are conducting brief telephone interviews with parents that last about 20 minutes. The telephone interview is voluntary, so you decide whether you want to participate or not. If you choose to participate, you also decide how much you want to share. If there are any questions that you don't want to answer, we can skip them. Whether you chose to participate or not will not affect your or your child's relationship with Kofi. Your thoughts and responses will be kept confidential and will be used to help Kofi improve its services for African American children and youth. If you choose to participate in this interview, you'll receive a \$20 gift card to either Target or Wal-Mart for your time. Would you like to participate in this telephone interview today?

If **YES**: Proceed

If **NO**: Would you like to participate in the telephone interview at a later time?

If yes: when would you be available for the interview?

Date: _____

Time: _____

If no: Thank you so much for your time today. Have a great day. Goodbye.

Involvement in Kofi Services

First, I'd like to ask you some questions about your child's involvement in Kofi Services.

1. How long has your child participated in Kofi?

_____ Months _____ Years

Refused.....-7

Don't know-8

2. How did your child get involved in Kofi? [PROBES: Who referred your child to Kofi Services? How did you hear about Kofi Services?]

3. What does your child enjoy the **most** about participating in Kofi? Why?

4. What does your child enjoy the **least** about participating in Kofi? Why?

Parent involvement in Kofi Services and child's schooling

Next, I'm going to ask you some questions about your involvement in your child's school and Kofi Services.

5. During this school year, did you do the following...

	Yes	No	REF	DK	NA
a. Attend a school event, such as Open House, Family Fun Night, African-American parent day, or an athletic event?	1	2	7	8	9
b. Attend a meeting with someone from your child's school, such as a teacher, counselor, and/or principal? This does NOT include parent-teacher conferences.	1	2	7	8	9

6. Did you attend a parent-teacher conference this school year?

- Yes (How many? _____) 1
 No..... 2
 Refused.....-7
 Don't know-8

7. How would you describe your relationship with your child's school and teachers **BEFORE** your child was involved in Kofi?

8. How would you describe your relationship with your child's school and teachers **NOW**? [PROBES: Is it more or less positive now? How is it different from before, if at all? What role, if any, did Kofi counselors play in changing that relationship?]

9. As a result of your child's involvement in Kofi, do you feel your involvement in your child's school has...

- Increased a lot, 5
 Increased somewhat,..... 4
 Stayed the same,..... 3
 Decreased somewhat, or 2
 Decreased a lot? 1
 Refused..... 7
 Don't know 8

10. How much do you agree or disagree with the following statements about your experience at your child's school? Would you say you...

Since my child became involved in Kofi...	Would you say you...						
	Strongly agree,	Agree,	Disagree, or	Strongly disagree?	REF	DK	NA
a. I feel more welcome at my child's school.	4	3	2	1	7	8	9
b. I feel more comfortable talking to my child's teacher(s).	4	3	2	1	7	8	9
c. I feel more comfortable getting involved in activities at my child's school.	4	3	2	1	7	8	9
d. I feel more positive about my child's school in general.	4	3	2	1	7	8	9

11. How would you rate your relationship with...

	Would you say it is...							
	Very positive,	Somewhat positive,	Neither positive nor negative,	Somewhat negative, or	Very negative?	REF	DK	NA
a. Your child's teacher?	5	4	3	2	1	7	8	9
b. Other school staff?	5	4	3	2	1	7	8	9
c. your child's counselor at Kofi?	5	4	3	2	1	7	8	9

12. As a result of your involvement in Kofi, would you say your relationship with your child's teacher has...

Improved, 3
 Stayed the same, or..... (GO TO Q. 14)..... 2
 Gotten worse?..... 1
 Refused..... 7
 Don't know 8

13. In what ways has your relationship with your child's teacher changed since he or she started Kofi?

Parent/child relationship

Now, I'm going to ask you about your relationship with your child and activities you may do together.

14. Since your child became involved in Kofi, how often do you do the following things with your child...

	Would you say you do this....					
	More often now,	About the same as before Kofi, or	Less often now?	REF	DK	NA
a. Talk about things that make your child happy or excited?	3	2	1	7	8	9
b. Read to or with your child?	3	2	1	7	8	9
c. Help your child with homework?	3	2	1	7	8	9
d. Talk about school?	3	2	1	7	8	9
e. Eat a meal together?	3	2	1	7	8	9
f. Do something fun that you both enjoy, such as watching TV or playing a game?	3	2	1	7	8	9
g. Talk about things that make your child sad, worried, or mad?	3	2	1	7	8	9
h. Talk about your African American heritage?	3	2	1	7	8	9

15. As a result of your child's involvement in Kofi, do you feel your relationship with your child has...

Improved, 3
 Stayed the same, or..... (GO TO Q. 17)..... 2
 Gotten worse? 1
 Refused..... 7
 Don't know 8

16. In what ways has your relationship with your child changed since he or she started Kofi?

Impact of Kofi Services on child's behavior

Next, I'm going to ask you about the impact of Kofi Services on your child's behavior at home and in school. First, I'd like to ask about behavior at home.

17. Since being involved in Kofi, how much change has your child shown in the following areas? Would you say...

	Would you say your child has...							
	Improved a lot,	Improved somewhat,	Stayed about the same,	Gotten somewhat worse, or	Gotten a lot worse?	REF	DK	NA
a. Getting along with you and his other parent(s)?	5	4	3	2	1	7	8	9
b. Getting along with his/her brothers and/or sisters?	5	4	3	2	1	7	8	9
c. Carrying out responsibilities at home?	5	4	3	2	1	7	8	9
d. Showing self control when frustrated or angry?	5	4	3	2	1	7	8	9
e. Responding to limits set by you?	5	4	3	2	1	7	8	9
f. Are there any other ways you have seen changes in your child's behavior at home ?	<hr/> <hr/> <hr/>							

Now I'd like to ask about your child's schooling.

18. Since being involved in Kofi, how much change has your child shown in the following areas? Would you say...

	Would you say your child has...							
	Improved a lot,	Improved somewhat,	Stayed about the same,	Gotten somewhat worse, or	Gotten a lot worse?	REF	DK	NA
a. Attending school?	5	4	3	2	1	7	8	9
b. Completing school work?	5	4	3	2	1	7	8	9
c. Grades?	5	4	3	2	1	7	8	9
d. Getting along with friends/peers at school?	5	4	3	2	1	7	8	9
e. Getting along with teachers and other school staff?	5	4	3	2	1	7	8	9
f. Following school and teacher rules?								

g. Are there any other ways you have seen changes in your child's behavior at **school**?

Now I'd like to ask about your child's interactions with others.

19. Since being involved in Kofi, how much change has your child shown in the following areas? Would you say...

	Would you say your child has...							
	Improved a lot,	Improved somewhat,	Stayed about the same,	Gotten somewhat worse, or	Gotten a lot worse?	REF	DK	NA
a. His/her ability to make good decisions?	5	4	3	2	1	7	8	9
b. His/her ability to communicate with others?	5	4	3	2	1	7	8	9
c. His/her ability to solve problems that he/she experiences in everyday life?	5	4	3	2	1	7	8	9
d. His/her ability to resolve conflicts with others?	5	4	3	2	1	7	8	9

20. Are there any other areas that were not mentioned that you feel your child has shown improvement in since participating in Kofi? If yes, what other areas has your child shown improvement in?

Impact of Kofi services on child's cultural identity

Now, I'm going to ask you some questions regarding your child's cultural identity.

21. How important is it for your child to develop a strong cultural identity? Would you say...

- Very important, 4
- Somewhat important, 3
- Not very important, 2
- Or not at all important? 1
- Refused 7
- Don't know 8

22. What kinds of cultural traditions, activities, and/or celebrations do you and your child participate in?

23. Since being involved in Kofi, how much change has your child shown in the following areas?

	Would you say your child has...							
	Improved a lot,	Improved somewhat,	Stayed about the same,	Gotten somewhat worse, or	Gotten a lot worse?	REF	DK	NA
a. His/her knowledge of African American culture?	5	4	3	2	1	7	8	9
b. His/her appreciation of his/her cultural heritage or cultural identity?	5	4	3	2	1	7	8	9
c. How good he/she feels about him or herself, that is, his or her self-esteem?	5	4	3	2	1	7	8	9

24. Overall, do you feel your child has developed a positive view of his/her African American heritage by participating in Kofi? Why or why not?

Parent support from Kofi Services

These next questions will ask you about the support you may have received as a parent as a result of your child's involvement in Kofi Services.

25. Since your child has been involved in Kofi, has dealing with him/her at home become...

- Much easier, 5
- Somewhat easier, 4
- Somewhat more difficult, 3
- Much more difficult, or 2
- Has it stayed about the same? 1
- Refused 7
- Don't know 8

26. As a result of being involved in Kofi Services, do you feel that there have been any changes in...

	Would you say it has...							
	Improved a lot,	Improved somewhat,	Stayed about the same,	Gotten somewhat worse, or	Gotten a lot worse?	REF	DK	NA
a. your knowledge and understanding of school polices and classroom rules?	5	4	3	2	1	7	8	9
b. your ability to support your child's education?	5	4	3	2	1	7	8	9
c. your ability to meet your child's physical needs, such as providing good nutrition and going to the doctor for check-ups?	5	4	3	2	1	7	8	9
d. your ability to meet your child's emotional needs, such as giving praise or supporting your child when there is a crisis?	5	4	3	2	1	7	8	9
e. your ability to help your child develop a positive cultural identity as an African American?	5	4	3	2	1	7	8	9
f. your knowledge of available community resources and support?	5	4	3	2	1	7	8	9

Satisfaction with Kofi services and staff

The next questions will ask you about your thoughts about Kofi services and staff.

27. What expectations did you have of Kofi when your child first joined? [PROBE: What kinds of things did you hope your child would gain or learn from Kofi?]

28. Did Kofi meet your expectations?

- Yes (GO TO Q. 30) 1
- No 2
- Refused (GO TO Q. 30) 7
- Don't know (GO TO Q. 30) 8

29. Why not?

30. Did **you** have any concerns about your child's behavior when he/she first joined Kofi? [PROBE: What kind of concerns?]

31. Did your **child's teacher(s)** express any concerns about your child's behavior when he/she first joined Kofi? [PROBE: What kind of concerns?]

(IF NONE IN Q. 30 AND 31, GO TO Q. 35)

32. Did Kofi counselors help address the concerns that you or your child's teacher have?

- Yes 1
- No..... (GO TO Q. 34) 2
- Refused..... (GO TO Q. 35) 7
- Don't know (GO TO Q. 35) 8

33. How did Kofi help to address your concerns or your child's teacher(s) concerns?

34. Is there anything Kofi counselors could have done to better address your concerns or your child's teacher(s) concerns?

35. To what extent do you agree or disagree with the following statements...

Kofi counselors were...	Would you say you...						
	Strongly agree,	Agree,	Disagree, or	Strongly disagree?	REF	DK	NA
a. knowledgeable and skilled.	4	3	2	1	7	8	9
b. able to understand my child's problems.	4	3	2	1	7	8	9
c. able to communicate with me in an understandable fashion.	4	3	2	1	7	8	9
d. well connected with my child.	4	3	2	1	7	8	9
e. respectful towards <u>me</u> .	4	3	2	1	7	8	9
f. respectful towards <u>my child</u> .							
g. caring and warm.	4	3	2	1	7	8	9
h. easy to contact.	4	3	2	1	7	8	9
i. able to relate to my child's cultural background.	4	3	2	1	7	8	9
j. sensitive to cultural issues.	4	3	2	1	7	8	9
k. aware of my child's cultural values.	4	3	2	1	7	8	9
l. knowledgeable about culturally relevant community resources.	4	3	2	1	7	8	9

36. What was the most positive aspect of your child's involvement in services?

37. If you could change one thing about the services your child received, what would it be?

Demographic characteristics

Finally, I would like to ask you a couple of questions about yourself and your background.

38. [NOTE TO INTERVIEWER: ONLY ASK IF UNSURE]. Are you...

- Male, or 1
- Female? 2
- Refused..... 7
- Don't know 8

39. Are you Hispanic or Latino?

- Yes 1
- No..... 2
- Refused..... 7
- Don't know 8

40. How would you describe your race? Would you say... **(CIRCLE ALL THAT APPLY.)**

- African-American or Black? 1
- American Indian or Alaskan Native? 2
- Asian? 3
- Native Hawaiian or Pacific Islander? 4
- White or Caucasian?, or 5
- Something else? (Please describe: _____) ... 6
- Refused..... -7
- Don't know -8

41. How would you describe your relationship to the child involved in Kofi Services? Would you say you are...

- The child's parent (either birth, adoptive, or foster), 1
- The child's relative (such as a grandparent, aunt, uncle, etc.), or 2
- Something else? (Please describe: _____)..... 3
- Refused..... 7
- Don't know 8

That is all of the questions I have for you today. Thank you for taking the time to complete our interview. As a thank you, we would like to send you a \$20 gift card to either Target or Walmart. To which store would you prefer your gift card?

- Target..... 1
- Walmart..... 2

Your gift certificate will be sent by certified mail within the next week or two. This means that the mail carrier will bring it to your door for someone to sign for it so we know that it isn't lost or stolen. INTERVIEWER; IF CERTIFIED MAIL IS A PROBLEM, GIVE R A CHOICE OF HAVING IT SENT ELSEWHERE OR HAVING IT SENT BY REGULAR MAIL AT HIS/HER OWN RISK. THIS MEANS THAT IF THEY DON'T RECEIVE IT, WE WILL NOT REPLACE IT.

- Certified..... 1
- Regular mail..... 2

What name and address should we send the gift card to?

Name: _____

Address: _____

Thank you again for your time!

Kofi Services

Youth focus group

Make sure we have a signed parent consent form for each youth participating.

Welcome:

Now that we are settled in, I want to thank you all for taking the time to participate in this focus group today. My name is _____ and I am a researcher at Wilder Research and this is [note-taker's name], who also works at Wilder Research and will be taking notes today.

We're here to talk to you today to learn about your experiences in Kofi. I will be asking you questions about your participation in Kofi. If there are some questions that you do not feel comfortable answering – it is okay to skip them.

In our discussion today, there are no right or wrong answers. Your thoughts today will help make Kofi better for youth like you. Everything you share with me will be kept private; so no one, except for me and [note taker's name] will know what you said personally. With that said, we also would like to ask that you all keep what is shared today private as well.

When the focus group is over, we will summarize the main points from our discussion into a report for Kofi. The people who work at Kofi may share this report with others, including teachers and other school staff, people who work at Wilder, and community members. However, your name will **not** be included in the report.

Before I begin, I would like your permission to record what we talk about today so that we can make sure that we are capturing your thoughts accurately and because we can't write or type as fast as we can talk. The recording only records what we say and only [note taker's name] will listen to the recording when she is writing up her notes. Is it okay to record today's discussion?

Do you have any questions before we start?

To begin, let's go around the table and introduce ourselves. I'd like you all to tell us your first name and one thing that you are excited about doing this summer.

Questions:

1. What do you like best about being in Kofi? Why?
2. What do you like least about being in Kofi? Why?
3. Do you think kids should participate in Kofi? Why? What do you get out of being in Kofi?
4. What did you learn from being in Kofi? Do you feel Kofi helped you learn more about being African American?
5. Do you feel your Kofi counselor was able to understand you? Did you feel comfortable talking to your Kofi counselor? What did you like about your Kofi counselor? Is there anything more that your Kofi counselor could have done for you or your family?
6. If you can change one thing to make Kofi better for other kids and youth, what would you change?