

Appendix A

Review and Identification Steps and Criteria

Chart A-1. Steps in Risk Factor Identification

Step 1: Risk Factor Literature Search

Summarized major trends in risk factors

- Searched recent, relevant literature
 - ERIC & other e-databases, 1980-2005
 - NDPC/N library materials
 - Internet search
 - References in key documents
- Reviewed literature and summarized major trends in risk factors

Step 2: Key Risk Factor Domains and Categories Identification

Identified key factor domains and categories for factor search

- Developed sample matrix with domains, factor categories, and sample risk factors
- CIS staff rated domains and factor categories for relevance and importance
- Identified risk factor domains and categories for NDPC/N search

Step 3: Study Selection Criteria

Reduced citations to specific research studies

Reviewed only those articles that included all of the following:

- (1) Direct analysis of data source
- (2) School dropout and/or high school graduation as outcome
- (3) Longitudinal data over at least two years
- (4) Variety of predictors in several domains
- (5) Use of multivariate statistics/models
- (6) Sample size of 30 or more students classified as dropouts

Step 4: Initial Risk Factor Matrix Development

Identified risk factors from selected studies

- Selected 21 studies based on 12 data sources
- Searched for factors in individual and family domains and in the school environment category of school domain
- Developed initial matrix with all significant factors from each source
- Collapsed similar factors into single factor

Step 5: Significant Risk Factor Identification

Identified significant risk factors from selected studies

- In final selection from initial matrix, factor was:
 - (1) Significantly ($p \leq .10$) related to school dropout in multivariate analysis
 - (2) Significant in at least two data sources

Step 6: Risk Factor by School Level Identification

Identified significant risk factors by school level

To be identified as a primary risk factor at a particular school level, factor was:

- (1) Measured at a particular grade or school level in the analysis
- (2) Significantly ($p \leq .10$) related to school dropout at that grade or school level in multivariate analysis
- (3) Significant in at least two data sources

Chart A-2. Steps in Exemplary Program Identification

Step 1: Exemplary Program Search

Identified exemplary programs from existing program matrix

- Began with *The Matrix of Prevention Programs* with 12 program sources
- Removed four sources from review, due to issues of rigor in program selection criteria, reducing matrix to eight sources
- Selected additional sources to fill in program gaps using comparable selection criteria

Step 2: Exemplary Program Selection Criteria

Identified exemplary programs

- To be selected as exemplary, the program:
 - (1) Was identified in the top tier in at least two sources
- Then from this list, programs with the following were included:
 - (1) Currently in operation
 - (2) No major revisions since the ranking of the program
 - (3) Consistent, positive evaluation outcomes
 - (4) Target K-12 school populations

Step 3: Additional Program Search

Identified additional exemplary programs from other sources

- Selected four quality after-school programs identified from NDPC/N-CIS review
- Reviewed additional sources to fill in program gaps using comparable selection criteria
- Selected five programs that were identified as being effective in at least two sources

Chart A-3. Steps in Exemplary Program Component and Strategy Identification

I. Key Components

Step 1: Exemplary Program Component Description

Identified components used in exemplary programs

- Reviewed program descriptions and identified components of each identified exemplary program

Step 2: Key Components Identification

Identified key components of exemplary programs

- Identified components consistently appearing across programs and highlighted in program reviews
- Classified identified key components into groups

II. Evidence-Based Strategies and Strategy Categories

Step 1: Strategy Category Selection

Identified categories of strategies used in exemplary programs

Derived categories of strategies from a combination of the following:

- (1) Program categories used by the OJJDP's Model Program Guide Web site
- (2) List of services commonly used by CIS local Affiliates
- (3) Categories that emerged from a review of the approaches used by the 46 identified quality programs

Step 2: Strategy Category Identification

Identified evidence-based strategies used by exemplary programs

- Reviewed program descriptions and classified strategies into the categories