



Connect with Kids
Research Study Results for Kansas and Missouri
Summary Report

CWKNetwork
Connect with kids.



Connect With Kids

Study Results for Kansas and Missouri

EXECUTIVE SUMMARY

The purpose of this study was to assess changes in student behavior in classes with teachers implementing the *Connect With Kids* (CWK) program (treatment) as compared to classes with teachers not implementing the CWK program (comparison). The study reveals significant and compelling findings related to positive changes in student attitudes and behavior as a result of the *Connect with Kids* program. The study confirms that through the proper implementation of the *Connect with Kids* program, student classroom behavior improves significantly in each of the important youth areas: Teasing and Bullying behavior, Violence Prevention, Respect for Teachers, Cheating and Lying, Academics and Respect for Classmates. Details of the study and student outcome data are described in this report.

Following the significant findings of the study, CWK Network completed the submission process to be reviewed and included in the U.S. Department of Education's What Works Clearinghouse (WWC). The WWC is overseen by the U.S. Department of Education and its objective is to identify programs that are evidence based and can serve as models on a national level. We are in the final stages of the review process and expect an announcement to be made in the next couple of weeks.

As a requirement of the study, treatment teachers were asked to: teach the CWK units for the character traits honesty, kindness, perseverance, responsibility, self-control, and tolerance; assign and discuss two CWK TV specials; and be observed while teaching one of the study traits. Data collected from each treatment and comparison class included a teacher checklist pertaining to the implementation of character education activities; pre- and post-student and teacher surveys; as well as student demographic, achievement, and disciplinary information. Overall, 24 treatment classes and 22 comparison classes were recruited for the study.

Pre-surveys and post-surveys for teachers and students were administered. For the student survey, students rated how often their classmates (Part 1) displayed specific behaviors related to the required study traits as well as how often the student himself/herself (Part 2) displayed those same behaviors. Teachers were asked to rate how often the behaviors described in each item occurred in their classroom. All survey items used a 5-point scale with anchors of "Never" (1 point) and "Always" (5 points).

Results for both elementary and middle/high students AND teachers showed **mean scores for almost all survey items and for the surveys overall either decreased less or increased more for the treatment classes as compared to the comparison classes.**

Independent samples t-tests found statistically significant differences ($p < .05$) between treatment and comparison groups on the mean change in pre- and post-survey scores for:

- 4 of 21 items for Part 1 of the elementary school student survey,
- 2 of 21 items for Part 2 of the elementary school student survey,
- 4 of 29 items and the overall survey on the elementary school teacher survey,
- 21 of 29 items and the overall survey for Part 1 of the middle/high school student survey,
- 15 of 29 items and the overall survey for Part 2 of the middle/high school student survey, and
- 4 of 29 items and the overall survey on the middle/high school teacher survey.

With regard to the level or quantity of implementation, 83.3% of treatment classes taught the required 6 character trait units and 54.2% of classes taught additional units with the traits generosity, integrity, and respect being the ones most often covered. As an overall indication of the level of implementation, the checklists for treatment classes were quantified. Overall, the average implementation score was higher for middle/high classes than elementary classes. Elementary classes were closer to the maximum implementation score; however, this is most likely due to middle/high classes having a higher maximum implementation score because the units for that grade span have more activities (i.e., more video segments, discussion questions, activities). Both elementary and middle/high classes covered their traits in as little as 1-2 months to as many as 8 months with the average being 5-6 months. With regard to the quality of implementation, the average rating was 2.67 (nearest to high quality implementation) for elementary classes and 1.95 (middle quality implementation) for middle/high classes.

INTRODUCTION

The purpose of this study was to assess changes in student behavior in classes with teachers implementing the Connect With Kids (CWK) program (treatment) as compared to classes with teachers not implementing the CWK program (comparison). To help ensure that the program was fully implemented, treatment teachers were asked to complete the following activities:

1. Teach the CWK units for the following character traits: honesty, kindness, perseverance, responsibility, self-control, and tolerance. These six study traits were selected based on

previous data, which indicated they were the traits most often addressed by teachers. For each study trait, teachers were to:

- Watch at least one of the CWK video segments in class with their students,
 - Facilitate an in-class discussion about the video segment(s) using the discussion questions provided in the CWK resource manual,
 - Complete at least one of the activities provided in the CWK resource manual, and
 - Log the video segment(s), discussion questions, and activities completed for each trait on an implementation checklist provided by the researchers (see Appendix A).
2. Assign two CWK TV specials identified by CWK Network for viewing either at home or in class (tape the special and show it in-class) and follow up with a formal in-class discussion, homework assignment, and/or other activity related to the special. Teachers also were asked to indicate how the TV specials were viewed (i.e., in-class or at home) and describe the activities used to address the special (i.e., discussion, homework assignment, and/or in-class activity) on a TV special form provided by the researchers (see Appendix A).
 3. Allow a member from CWK Network to observe them while teaching one of the study traits. The purpose of the observation was to help ensure that teachers were implementing the curriculum correctly as well as to provide teachers with feedback and technical assistance.

Given that some form of character education is often incorporated into school and/or classroom activities, comparison teachers were asked to record any character education traits (e.g., honesty, responsibility, respect, perseverance) and/or related activities they covered during the school year on a character education checklist provided by the researchers (see Appendix A). Additional data collected for each treatment and comparison class included:

- Student Survey: Students completed a survey during class time in October and May. The purpose of the survey was to assess changes in behaviors related to the six study traits for individual students as well as the class as a whole.
- Teacher Survey: Teachers completed a survey during class time in October and May. The purpose of the survey was to assess changes in behaviors related to the six study traits for the class as a whole.
- Student Data: The total number of students, number of male and female students, number of students by ethnic group, number of students with an A, B, C, D, or F in reading and math for first and fourth quarter, and number of disciplinary actions in the first and second semester were collected at the end of the school year.

Overall, 24 treatment classes and 22 comparison classes were recruited for the study. Treatment classes were matched to comparison classes within the same school where possible. When treatment classes were located in schools implementing the CWK program school-wide,

comparison classes were selected from similar schools within the same district. Treatment and comparison classes were matched on grade level and subject area (if applicable and possible). Table 1 below provides the district, school, and grade level for all treatment and comparison classes.

Table 1. District, School, and Grade Level of Study Classes

| District | School | Grade Level | Group | % Female | % Minority |
|-------------------|---------------|--------------------|--------------|-----------------|-------------------|
| Warrensburg | Sterling | 4 | Treatment | 55% | 18% |
| | | 4 | Treatment | 50% | 14% |
| | | 4 | Comparison | 41% | 14% |
| | | 4 | Comparison | 43% | 9% |
| | | 5 | Treatment | 46% | 15% |
| | | 5 | Treatment | 41% | 22% |
| | | 5 | Comparison | 52% | 8% |
| | | 5 | Comparison | 58% | 19% |
| North Kansas City | Briarcliff | 4 | Treatment | 61% | 22% |
| | | 4 | Treatment | -- | 17% |
| | | 5 | Treatment | 37% | 30% |
| | Oakwood Manor | 4 | Comparison | 44% | 0% |
| | | 4 | Comparison | 50% | 0% |
| | | 5 | Comparison | 62% | 14% |
| Blue Valley | Valley Park | 3 | Treatment | 57% | 14% |
| | | 3 | Treatment | 57% | 43% |
| | | 3 | Treatment | 52% | 29% |
| | | 3 | Treatment | 62% | 10% |
| | Stillwell | 3 | Comparison | 36% | 0% |
| | | 3 | Comparison | 47% | 11% |
| | | 3 | Comparison | 40% | 0% |

Table 1. District, School, and Grade Level of Study Classes Continued...

| District | School | Grade Level | Group | % Female | % Minority |
|--------------------|-----------------------|-------------|------------|----------|------------|
| Blue Springs | Thomas Ultican | 4 | Treatment | 58% | 32% |
| | | 4 | Treatment | 40% | 30% |
| | | 4 | Comparison | 61% | 17% |
| Turner Kansas City | Turner | 7 | Treatment | 58% | 33% |
| | | 7 | Treatment | 50% | 27% |
| | | 7 | Comparison | 38% | 24% |
| | | 7 | Comparison | 73% | 23% |
| Warrensburg | Warrensburg | 8 | Treatment | 53% | 12% |
| | | 8 | Treatment | 54% | 38% |
| | | 8 | Treatment | 58% | 21% |
| | | 8 | Comparison | 53% | 40% |
| | | 8 | Comparison | 63% | 0% |
| | | 8 | Comparison | 38% | 8% |
| Kansas City MO | Trailwoods | 7 | Treatment | 23% | 69% |
| | Southeast Zoo Academy | 7 | Comparison | 50% | 100% |
| | | 7 | Comparison | -- | -- |
| Blue Springs | Valley View | 10-12 | Treatment | 40% | 10% |
| | | 10-12 | Treatment | 20% | 0% |
| | | 9-12 | Comparison | 38% | 0% |
| | | 9-12 | Comparison | 67% | 0% |
| | Freshman Center | 9 | Treatment | 52% | 0% |
| | | 9 | Treatment | 33% | 33% |
| | | 9 | Treatment | 46% | 58% |
| | | 9 | Comparison | 59% | 18% |
| | | 9 | Comparison | 36% | 34% |

Table 2 provides the number of students who responded by group and grade level for the pre and post survey.

Table 2. Number of Students Surveyed by Group and Grade Level

| Grade Level | Group | | | |
|--------------|------------|------------|------------|------------|
| | Treatment | | Comparison | |
| | Pre | Post | Pre | Post |
| 3 | 79 | 82 | 56 | 60 |
| 4 | 108 | 111 | 89 | 82 |
| 5 | 73 | 77 | 53 | 65 |
| 7 | 84 | 57 | 74 | 79 |
| 8 | 47 | 45 | 36 | 37 |
| 9-12 | 82 | 85 | 71 | 49 |
| Total | 473 | 457 | 379 | 372 |

IMPLEMENTATION RESULTS

As described above, treatment teachers completed an implementation checklist and a TV log form and were observed by a member of the CWK Network. (See Appendix A for copies of these instruments.) For each study and non-study character trait unit that was taught, teachers used the checklist to indicate the month each trait was taught, the amount of time spent on the trait, the video segment watched, the discussion questions covered, and the activities completed. A space also was provided for teachers to list any other activities they used to teach the trait or to give feedback on the unit. Because the videos and/or activities were not identical for each grade level, elementary, middle, and high school teachers each received a different version of the checklist.

Checklists were received for all treatment classes. In schools where the counselor not the teacher implemented the program, one checklist was used for multiple classes. Overall, 20 of the 24 treatment classes (83.3%) taught all six required study traits; two classes taught five (did not teach responsibility or tolerance), one class taught four (did not teach kindness and perseverance), and one class taught three study traits (did not teach kindness, perseverance, and self-control). Table 3 provides a list of the character trait units taught in addition to those taught for the six study traits. As shown, generosity, integrity, and respect were the non-study traits most often covered in classes. Table 4 shows the total number of non-study traits taught in elementary and middle/high treatment classes. As evident, 11 classes (8 elementary and 3 middle/high) did not cover any additional character traits.

Table 3. Names of Non-Study Traits Covered

| Non-Study Trait | # of Classes |
|-----------------|--------------|
| Generosity | 7 |
| Integrity | 6 |
| Respect | 6 |
| Cooperation | 4 |
| Civility | 3 |
| Convictions | 3 |
| Loyalty | 3 |
| Citizenship | 2 |
| Compassion | 2 |
| Peace | 2 |
| Fairness | 1 |
| Honor | 1 |
| Trust | 1 |

Table 4. Number of Non-Study Traits Covered in Elementary and Middle/High Classes

| # of Non-Study Traits Taught | # of Elementary Classes | # of Middle/High Classes |
|------------------------------|-------------------------|--------------------------|
| Five | 0 | 2 |
| Four | 3 | 1 |
| Three | 1 | 1 |
| Two | 1 | 3 |
| One | 0 | 1 |
| No additional | 8 | 3 |

Implementation checklists were quantified to obtain an overall indication of the extent to which a teacher or counselor implemented the program in a class. For each trait: 1 point was awarded if a trait was taught (0 if it was not). This number (0 or 1) was multiplied by a number from 1 to 6 which indicated the amount of class time spent on the trait (1=less than 15 minutes, 2=15 to 25 minutes, 3=26 to 35 minutes, 4=36 to 45 minutes, 5=46 to 55 minutes, and 6=more than 55 minutes). The product was then added to the total number of CWK video segments watched for the trait (maximum of 1 for elementary and 3 for middle/high), plus the number of videos for which CWK discussion questions were used (maximum of 1 for elementary and 3 for middle/high), plus the total number of CWK activities completed for the trait (maximum of 2 for elementary and 4 for middle/high). For example, the score for honesty might be:

| | |
|----------|---|
| | 1 (taught honesty) |
| x | 3 (spent 30 minutes on honesty) |
| + | 2 (number of video segments watched) |
| + | 2 (number of videos used discussion questions) |
| + | <u>1 (number of activities completed)</u> |
| | 8 points |

Elementary classes could receive up to 10 points and middle/high classes could receive up to 16 points for each character trait covered.

Once calculated, the scores for all study and non-study trait were added together to create an overall score representing the level or amount of implementation (not to be confused with the quality of implementation). Additionally, because only 5 out of the 24 treatment classes (20.8%) were assigned one or both of the TV specials (i.e., Mirror, Mirror and Primary Colors), the specials were included in the total score as an activity. Specifically, 1 point was added to the total score if the TV special was viewed by students in class and/or 1 point was added to the total score if the TV special was discussed in class for a maximum of 4 points.

The maximum number of points possible for completion of the **six required study traits and TV specials** was 64 points for elementary classes (10 points x 6 study traits + 4 points for TV specials) and 100 points for middle/high classes (16 x 6 study traits + 4 points for TV specials). For each additional non-study trait covered, elementary classes received up to 10 points and middle/high classes received up to 16 points (same as for the study traits). Table 5 provides the mean, standard deviation, and range of the implementation level scores for elementary and middle/high treatment classes. As shown, elementary classes were not too far from reaching the maximum number of points possible for the required study traits (keep in mind this average also includes points for the non-study traits covered). In contrast, middle/high classes were almost 50 points from their maximum. It should be noted, however, that

middle/high classes had quite a few more options when it came to the videos, discussion question sets, and activities available. Hence, for a given trait, if a middle/high class covered a trait for one hour, watched one of the three video segments, covered one of the three sets of discussion questions, and conducted two of the four activities this would equal the maximum number of points possible for an elementary class covering the same trait.

Table 5. Implementation Level for Elementary and Middle/High Treatment Classes

| Group | N | Mean | Std | Minimum | Maximum |
|------------------------------------|----|------|------|---------|---------|
| Elementary Classes (Max.=64*) | 13 | 46.5 | 15.6 | 22 | 70 |
| Middle/High Classes (Max.=100*) | 11 | 52.1 | 26.6 | 13 | 79 |

*Maximum possible for the 6 required study traits.

Table 6 shows the average number of months in which character traits were taught across the school year. This information provides a sense of how long the program was implemented across the school year. As shown, classes covered all their study and/or non-study character traits in as little as 1-2 months and as many as 8 months. On average, however, traits were covered across a 5-6 month time span.

Table 6. Implementation Months for Elementary and Middle/High Treatment Classes

| Group | N | Mean | Std | Minimum | Maximum |
|---------------------|----|------|-----|---------|---------|
| Elementary Classes | 13 | 5.4 | 2.0 | 1 | 8 |
| Middle/High Classes | 11 | 6.0 | 2.1 | 2 | 8 |

In addition to the quantity of implementation, the quality of implementation was assessed. Specifically, each treatment teacher or counselor was observed teaching one of the CWK character units by a member of the CWK Network. (The observation protocol can be found in Appendix A.) Based on their observations, CWK Network provided the evaluation team with a rating for each teacher regarding the quality of their implementation. Ratings ranged from low (0.75 - 1.25), medium (1.75 – 2.25), to high (2.75 – 3.25). Table 7 provides the average rating for elementary and middle/high teachers and counselors. As shown, the average rating was 2.67 (nearest to high quality implementation) for elementary teachers and counselors and 1.95 (middle quality implementation) for middle/high teachers and counselors.

Table 7. Implementation Quality Ratings for Elementary and Middle/High Treatment Classes

| Group | N | Mean | Std | Minimum | Maximum |
|---------------------|----|------|-----|---------|---------|
| Elementary Classes | 13 | 2.67 | .64 | 1.00 | 3.25 |
| Middle/High Classes | 11 | 1.95 | .68 | 1.00 | 3.25 |

SURVEY RESULTS

ELEMENTARY SCHOOL RESULTS

The following results are based on survey data collected from students and teachers in both treatment and comparison classes. Survey items were constructed based on the six CWK character education traits included in the study (i.e., honesty, perseverance, self-control, tolerance, kindness, and responsibility). In order to make the elementary school survey more age appropriate, the reading level and number of items were reduced as compared to the items on the middle/high school student survey. Both surveys, however, asked students to rate how often their classmates (Part 1) displayed specific behaviors as well as to rate how often the student himself/herself displayed the same behaviors (Part 2). Teachers received a survey containing the same items as the middle/high school survey but only completed Part 1 of the survey asking them to rate how often the behaviors described in each item occurred in their classroom. All survey items used a 5-point scale with anchors of “Never” (1 point) and “Always” (5 points).

The tables below provide the average elementary school student ratings for each item and for the survey overall (i.e., Part 1 overall and Part 2 overall). Negatively worded items were recoded such that an increase in the mean rating for any item indicates a positive change. As shown in Table 8, generally the mean change in student ratings for each item on Part 1 of the survey (behavior of classmates) decreased for both the treatment and comparison students. On 18 of the 21 items, however, mean changes were less negative or more positive for the treatment students as compared to the comparison students. Additionally, the overall mean pre- and post-survey scores for the treatment group were higher than for the comparison group. The results of an independent samples t-test found a statistically significant difference between treatment and comparison students on the mean change in pre- and post-survey scores for 4 of 21 items related to the behavior of classmates ($p < .05$).

With regard to Part 2 of the survey (behavior of self), mean changes in student ratings for Part 2 of the survey were more positive for the treatment classes on 17 of 21 items (decreased less on 7 items and increased more on 10 items). The overall mean pre- and post-survey scores were higher for the treatment students. The results of an independent samples t-

test found a statistically significant difference between treatment and comparison students on the mean change in pre- and post-survey scores for 2 of 21 items related to self ($p < .05$).

Table 10 provides the mean pre- and post-survey ratings for both treatment and comparison teachers. On all items but one (item number 26), mean ratings increased for treatment teachers. The mean positive changes ranged from .08 to .92 (almost one point on the rating scale). In contrast, mean ratings for comparison teachers decreased for 12 items, remained the same for 4 items, and increased for 13 items (mean increases ranged from .09 to .64). Overall, the pre-survey mean was lower and the post-survey mean was higher for the treatment group. The results of an independent samples t-test found a statistically significant difference between treatment and comparison teachers on the mean change in pre- and post-survey scores for 4 of 21 items and overall ($p < .05$).

Table 8. Elementary School Student Class Results (Part 1)

| Item | Mean Pre-Survey | | Mean Post-Survey | | Mean Change | |
|---|-----------------|-------------|------------------|-------------|--------------|--------------|
| | Treatment | Comparison | Treatment | Comparison | Treatment | Comparison |
| Students in this class... | | | | | | |
| 1. take things from other students when they shouldn't. | 4.12 | 3.97 | 4.08 | 3.64 | -0.04 | -0.33 |
| 2. tell lies to the teacher or other students. | 4.18 | 3.95 | 3.91 | 3.57 | -0.27 | -0.39 |
| 3. cheat on tests or schoolwork.* | 4.32 | 4.42 | 4.34 | 4.03 | 0.02 | -0.39 |
| 4. tell the truth even if it will get them in trouble.* | 3.41 | 3.48 | 3.56 | 3.28 | 0.16 | -0.20 |
| 5. do their best on schoolwork even when it is hard. | 4.10 | 4.08 | 3.96 | 3.77 | -0.15 | -0.31 |
| 6. give up when things are too hard. | 4.09 | 4.03 | 3.93 | 3.81 | -0.17 | -0.21 |
| 7. stop playing games when they are losing. | 4.13 | 4.05 | 3.99 | 3.74 | -0.14 | -0.31 |
| 8. hit other students when they get mad. | 4.50 | 4.48 | 4.32 | 4.22 | -0.18 | -0.26 |
| 9. wait for other students if they are slow. | 3.49 | 3.49 | 3.50 | 3.31 | 0.01 | -0.18 |
| 10. yell in class when they get angry. | 4.39 | 4.12 | 4.27 | 3.82 | -0.12 | -0.30 |
| 11. play with students who are of a different race. | 4.04 | 3.91 | 4.23 | 4.18 | 0.19 | 0.27 |
| 12. tease students who are of a different race. | 4.63 | 4.47 | 4.51 | 4.27 | -0.12 | -0.20 |
| 13. make fun of other students. | 4.12 | 3.99 | 3.94 | 3.71 | -0.17 | -0.28 |
| 14. are nice to students they do not know well. | 4.01 | 3.92 | 3.77 | 3.72 | -0.25 | -0.20 |
| 15. share their things with other students. | 3.86 | 3.88 | 3.80 | 3.67 | -0.06 | -0.21 |
| 16. help each other even if they are not friends. | 3.70 | 3.64 | 3.72 | 3.42 | 0.03 | -0.22 |
| 17. try to make others feel better when they are sad.* | 4.07 | 4.14 | 4.02 | 3.83 | -0.05 | -0.32 |
| 18. pick on or bully other students.* | 4.32 | 4.36 | 4.24 | 3.98 | -0.08 | -0.38 |
| 19. blame others when they get in trouble. | 3.94 | 3.91 | 3.81 | 3.54 | -0.13 | -0.37 |
| 20. follow the class rules. | 4.02 | 3.84 | 3.93 | 3.54 | -0.09 | -0.30 |
| 21. do what the teacher tells them. | 4.08 | 3.76 | 3.99 | 3.67 | -0.09 | -0.08 |
| Overall | 4.07 | 3.99 | 3.99 | 3.75 | -0.08 | -0.25 |

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Table 9. Elementary School Student Self Results (Part 2)

| Item | Mean Pre-Survey | | Mean Post-Survey | | Mean Change | |
|--|-----------------|-------------|------------------|-------------|--------------|--------------|
| | Treatment | Comparison | Treatment | Comparison | Treatment | Comparison |
| 1. I take things from other students when I shouldn't | 4.86 | 4.89 | 4.83 | 4.83 | -0.02 | -0.06 |
| 2. I tell lies to the teacher or other students. | 4.82 | 4.77 | 4.76 | 4.71 | -0.06 | -0.06 |
| 3. I cheat on tests or schoolwork. | 4.87 | 4.87 | 4.89 | 4.84 | 0.02 | -0.03 |
| 4. I tell the truth even if it will get me in trouble. | 4.16 | 4.26 | 4.28 | 4.15 | 0.12 | -0.11 |
| 5. I do my best on schoolwork even when it is hard. | 4.44 | 4.43 | 4.58 | 4.30 | 0.14 | -0.12 |
| 6. I give up when things are too hard. | 4.46 | 4.50 | 4.55 | 4.52 | 0.09 | 0.02 |
| 7. I stop playing a game when I am losing. | 4.60 | 4.68 | 4.63 | 4.55 | 0.03 | -0.13 |
| 8. I hit other students when I get mad at them. | 4.88 | 4.85 | 4.77 | 4.76 | -0.11 | -0.08 |
| 9. I wait for other students if they are slow. | 4.05 | 4.12 | 4.09 | 3.92 | 0.04 | -0.20 |
| 10. I yell in class when I get angry. | 4.90 | 4.83 | 4.85 | 4.72 | -0.05 | -0.11 |
| 11. I play with students who are of a different race. | 4.39 | 4.36 | 4.41 | 4.31 | 0.01 | -0.05 |
| 12. I tease students who are of a different race. | 4.85 | 4.72 | 4.87 | 4.66 | 0.02 | -0.06 |
| 13. I make fun of other students. | 4.70 | 4.79 | 4.75 | 4.65 | 0.05 | -0.14 |
| 14. I am nice to students that I do not know well.* | 4.39 | 4.49 | 4.29 | 4.06 | -0.10 | -0.44 |
| 15. I share my things with all other students. | 4.19 | 4.28 | 4.12 | 3.99 | -0.07 | -0.29 |
| 16. I help others even if they are not my friend.* | 4.19 | 4.28 | 4.29 | 4.02 | 0.10 | -0.27 |
| 17. I try to make others feel better when they are sad. | 4.46 | 4.46 | 4.41 | 4.19 | -0.05 | -0.27 |
| 18. I pick on or bully other students. | 4.92 | 4.84 | 4.79 | 4.59 | -0.13 | -0.25 |
| 19. I blame others when I get in trouble. | 4.75 | 4.83 | 4.67 | 4.66 | -0.09 | -0.16 |
| 20. I follow the class rules. | 4.59 | 4.39 | 4.51 | 4.41 | -0.07 | 0.02 |
| 21. I do what the teacher tells me. | 4.68 | 4.43 | 4.65 | 4.49 | -0.03 | 0.06 |
| Overall | 4.58 | 4.57 | 4.57 | 4.44 | -0.01 | -0.13 |

*Indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Table 10. Elementary School Teacher Results

| Item | Mean Pre-Survey | | Mean Post-Survey | | Mean Change | |
|--|-----------------|-------------|------------------|-------------|-------------|--------------|
| | Treatment | Comparison | Treatment | Comparison | Treatment | Comparison |
| Students in this class... | | | | | | |
| 1. take things from other students without asking. | 3.58 | 3.73 | 4.00 | 3.27 | 0.42 | -0.45 |
| 2. tell lies to the teacher or other students.* | 3.25 | 3.45 | 3.92 | 3.36 | 0.67 | -0.09 |
| 3. cheat on tests or schoolwork. | 3.33 | 3.82 | 4.00 | 3.82 | 0.67 | 0.00 |
| 4. tell the truth even if it will get them into trouble. | 2.75 | 3.45 | 3.69 | 3.36 | 0.83 | -0.09 |
| 5. present accurate and factual information. | 3.08 | 3.64 | 3.69 | 3.64 | 0.58 | 0.00 |
| 6. do their best on schoolwork even when it is hard. | 3.33 | 3.36 | 3.69 | 3.55 | 0.33 | 0.18 |
| 7. give up when faced with problems.* | 2.67 | 3.36 | 3.62 | 3.27 | 0.92 | -0.09 |
| 8. quit when they are losing. | 3.25 | 3.45 | 3.62 | 3.09 | 0.25 | -0.36 |
| 9. continue to pursue goals despite setbacks or failures. | 3.42 | 3.27 | 3.62 | 3.55 | 0.17 | 0.27 |
| 10. solve problems by fighting.* | 3.58 | 3.73 | 4.23 | 3.64 | 0.67 | -0.09 |
| 11. hit other students when they are mad. | 3.75 | 4.27 | 4.31 | 4.09 | 0.58 | -0.18 |
| 12. are patient with each other. | 3.25 | 3.36 | 3.46 | 3.45 | 0.17 | 0.09 |
| 13. yell in class when they get angry. | 3.83 | 3.64 | 4.31 | 4.09 | 0.42 | 0.45 |
| 14. get back at others who make them angry. | 3.83 | 3.36 | 4.08 | 3.36 | 0.17 | 0.00 |
| 15. get along with students of different races. | 4.17 | 4.55 | 4.62 | 4.49 | 0.42 | -0.06 |
| 16. tease students who look different from them. | 3.67 | 3.27 | 4.08 | 3.55 | 0.33 | 0.27 |
| 17. make fun of other students. | 3.08 | 3.00 | 4.00 | 3.45 | 0.83 | 0.45 |
| 18. stick up for students who are being teased or picked on. | 3.00 | 3.45 | 3.69 | 3.64 | 0.67 | 0.18 |
| 19. are tolerant of students who have different beliefs. | 3.83 | 3.91 | 4.31 | 4.00 | 0.42 | 0.09 |
| 20. are nice to each other. | 3.75 | 3.73 | 4.19 | 3.64 | 0.46 | -0.09 |
| 21. will share their things with other students. | 3.92 | 4.00 | 4.19 | 3.73 | 0.21 | -0.27 |
| 22. help each other even if they are not friends. | 3.17 | 3.45 | 4.00 | 3.82 | 0.75 | 0.36 |
| 23. try to comfort others who are upset. | 3.58 | 3.55 | 4.15 | 4.18 | 0.50 | 0.64 |
| 24. pick on or bully other students. | 3.83 | 3.45 | 3.92 | 3.45 | 0.08 | 0.00 |
| 25. try "risky" or "dangerous" things. | 3.83 | 3.27 | 4.08 | 3.55 | 0.25 | 0.27 |
| 26. report violations of class rules to the teacher. | 4.25 | 4.36 | 3.92 | 4.18 | -0.33 | -0.18 |
| 27. blame others when they get into trouble.* | 2.58 | 2.91 | 3.31 | 2.73 | 0.67 | -0.18 |
| 28. follow the class rules. | 3.50 | 3.64 | 3.92 | 3.82 | 0.42 | 0.18 |
| 29. obey the teacher. | 3.67 | 3.73 | 4.00 | 3.91 | 0.33 | 0.18 |
| Overall* | 3.47 | 3.59 | 3.95 | 3.64 | 0.44 | 0.05 |

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Teachers who implemented the CWK Program also completed a survey to provide information about the quality of the program and its impact. Table 11 provides the results for the three survey items related to impact. Teachers were asked to rate the degree to which they believed each item to be true on a scale of 1 (not at all true) to 5 (very true). As shown, teachers strongly believed that the program impacted students' ability to self-reflect about their behavior and its impact on others.

**Table 11. Elementary School CWK Teacher Results
(n=13)**

| Item | Mean | Standard Deviation |
|---|------|--------------------|
| 11. As a result of the Connect With Kids videos/ discussions/ activities, students are better able to self-reflect about their behavior and its impact on others. | 4.46 | .66 |
| 12a. As a result of the Connect With Kids videos/ discussions/ activities, the individual classroom behavior of students in my class changed in a positive way. | 3.91 | 1.14 |
| 13a. As a result of the Connect With Kids videos/ discussions/ activities, students in my class interact with others in a more positive way. | 3.80 | 1.03 |

MIDDLE AND HIGH SCHOOL RESULTS

The following results are based on survey data collected from middle and high school students and teachers in both treatment and comparison classes. Survey items were constructed based on the six CWK character education traits included in the study (i.e., honesty, perseverance, self-control, tolerance, kindness, and responsibility). The survey asked students to rate how often their classmates (Part 1) displayed specific behaviors as well as to rate how often the student himself/herself displayed the same behaviors (Part 2). Teachers received a survey containing the same items but only completed Part 1 of the survey regarding the behaviors of the students in their classroom. All survey items used a 5-point scale with anchors of "Never" (1 point) and "Always" (5 points).

The tables below provide the average middle and high school student ratings for each item and for the survey overall (i.e., Part 1 overall and Part 2 overall). Negatively worded items were recoded such that an increase in the mean rating for any item indicates a positive change. As shown in Table 17, the mean student rating for the behaviors of students in their class increased for 27 of 29 items for the treatment classes and increased for only two items for the comparison classes. Additionally, the treatment classes started with a lower overall mean pre-survey score but finished with a higher overall mean score on the post-survey than the comparison classes. The results of an independent samples t-test found a statistically significant difference between treatment and comparison students on the mean change in pre- and post-survey scores for 21 of 29 individual items related to class and for the overall survey ($p<.05$).

With regard to Part 2 of the survey (behavior of self), changes in the mean ratings for Part 2 of the survey were positive for the treatment classes on 21 of 29 items and positive for the comparison classes on only one item (Table 18). The overall mean pre-survey score for the treatment was .21 lower than the pre-survey score for the comparison classes and the overall mean post-survey score was .10 higher for the treatment group. The results of an independent samples t-test found a statistically significant difference between treatment and comparison students on the mean change in pre- and post-survey scores for 15 of 29 items related to self and for the overall survey ($p < .05$).

Table 19 provides the mean pre- and post-survey ratings for both treatment and comparison teachers. On all items but three (items 5, 9, and 20), mean ratings increased for treatment teachers. These positive changes ranged from .09 to .98 (almost one point on the rating scale). In contrast, mean ratings for comparison teachers decreased for 20 items and increased for only 9 items, with increases ranging from .06 to .28. Overall, the pre-survey mean for the treatment was lower for 28 items and the post-survey mean was higher for 12 items than for the comparison group. In other words, based on teachers' perceptions, the treatment group started at a lower level but improved beyond the level of the comparison group on 41% of the items on the survey. The results of an independent samples t-test found a statistically significant difference between treatment and comparison teachers on the mean change in pre- and post-survey scores for 4 of 29 items and for the overall survey ($p < .05$).

Table 17. Middle/High School Student Class Results (Part 1)

| Item | Mean Pre-Survey | | Mean Post-Survey | | Mean Change | |
|--|-----------------|-------------|------------------|-------------|-------------|-------------|
| | Treatment | Comparison | Treatment | Comparison | Treatment | Comparison |
| Students in this class... | | | | | | |
| 1. take things from other students without asking. * | 3.59 | 3.90 | 3.89 | 3.66 | .30 | -.24 |
| 2. tell lies to the teacher or other students. * | 3.26 | 3.74 | 3.61 | 3.33 | .34 | -.39 |
| 3. cheat on tests or schoolwork. * | 3.83 | 4.13 | 3.87 | 3.75 | .04 | -.36 |
| 4. tell the truth even if it will get them into trouble. | 2.80 | 2.93 | 3.03 | 2.81 | .24 | -.06 |
| 5. present accurate and factual information. | 3.14 | 3.29 | 3.43 | 3.41 | .29 | .16 |
| 6. do their best on schoolwork even when it is hard. | 3.39 | 3.72 | 3.58 | 3.59 | .19 | -.09 |
| 7. give up when faced with problems. * | 3.60 | 3.92 | 3.70 | 3.63 | .10 | -.28 |
| 8. quit when they are losing. | 3.89 | 4.08 | 3.66 | 3.79 | -.23 | -.31 |
| 9. continue to pursue goals despite setbacks or failures. * | 3.34 | 3.72 | 3.46 | 3.43 | .12 | -.26 |
| 10. solve problems by fighting. * | 3.16 | 3.50 | 3.61 | 3.35 | .45 | -.15 |
| 11. hit other students when they are mad. * | 3.71 | 4.01 | 3.92 | 3.64 | .21 | -.38 |
| 12. are patient with each other. * | 2.92 | 3.34 | 3.34 | 2.98 | .42 | -.35 |
| 13. yell in class when they get angry. * | 3.44 | 3.61 | 3.61 | 3.35 | .18 | -.23 |
| 14. get back at others who make them angry. * | 2.91 | 3.39 | 3.30 | 2.98 | .39 | -.43 |
| 15. get along with students of different races. | 4.32 | 4.38 | 4.30 | 4.41 | -.02 | .06 |
| 16. tease students who look different from them. | 3.58 | 3.77 | 3.72 | 3.48 | .14 | -.28 |
| 17. make fun of other students. * | 3.04 | 3.26 | 3.49 | 3.08 | .45 | -.19 |
| 18. stick up for students who are being teased or picked on. * | 3.03 | 3.23 | 3.24 | 3.09 | .21 | -.14 |
| 19. are tolerant of students who have different beliefs. | 3.54 | 3.61 | 3.74 | 3.53 | .20 | -.08 |
| 20. are nice to each other. * | 3.36 | 3.79 | 3.75 | 3.53 | .40 | -.29 |
| 21. will share their things with other students. * | 3.56 | 3.78 | 3.69 | 3.52 | .13 | -.29 |
| 22. help each other even if they are not friends. * | 3.10 | 3.34 | 3.26 | 3.00 | .16 | -.34 |
| 23. try to comfort others who are upset. * | 3.20 | 3.42 | 3.54 | 3.29 | .34 | -.16 |
| 24. pick on or bully other students. * | 3.41 | 3.73 | 3.66 | 3.37 | .25 | -.34 |
| 25. try “risky” or “dangerous” things. * | 3.12 | 3.48 | 3.32 | 3.11 | .20 | -.40 |
| 26. report violations of class rules to the teacher. * | 2.43 | 2.78 | 2.56 | 2.33 | .12 | -.47 |
| 27. blame others when they get into trouble. | 3.24 | 3.45 | 3.45 | 3.17 | .21 | -.24 |
| 28. follow the class rules. * | 3.04 | 3.69 | 3.58 | 3.23 | .54 | -.43 |
| 29. obey the teacher.* | 3.40 | 3.83 | 3.73 | 3.60 | .33 | -.18 |
| Overall* | 3.32 | 3.61 | 3.55 | 3.37 | .23 | -.25 |

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Table 18. Middle/High School Student Self Results (Part 2)

| Item | Mean Pre-Survey | | Mean Post-Survey | | Mean Change | |
|--|-----------------|------------|------------------|------------|-------------|------------|
| | Treatment | Comparison | Treatment | Comparison | Treatment | Comparison |
| 1. I take things from other students without asking. * | 4.30 | 4.49 | 4.49 | 4.33 | .19 | -.16 |
| 2. I tell lies to the teacher or other students. * | 4.19 | 4.45 | 4.34 | 4.21 | .14 | -.24 |
| 3. I cheat on tests or schoolwork. | 4.45 | 4.49 | 4.40 | 4.29 | -.04 | -.19 |
| 4. I tell the truth even if it will get me into trouble. * | 3.38 | 3.67 | 3.81 | 3.63 | .43 | -.04 |
| 5. I present accurate and factual information. * | 3.51 | 3.84 | 3.88 | 3.74 | .37 | -.10 |
| 6. I do my best on schoolwork even when it is hard. * | 4.14 | 4.33 | 4.15 | 4.02 | .01 | -.31 |
| 7. I give up when faced with problems. | 4.13 | 4.18 | 4.14 | 4.04 | .01 | -.14 |
| 8. I quit when I am losing. | 4.41 | 4.39 | 4.19 | 4.24 | -.21 | -.15 |
| 9. I continue to pursue my goals despite setbacks or failures. | 4.05 | 4.16 | 4.20 | 4.04 | .15 | -.12 |
| 10. I solve problems by fighting. * | 4.03 | 4.42 | 4.22 | 4.03 | .19 | -.39 |
| 11. I hit other students when I am mad. | 4.48 | 4.55 | 4.43 | 4.47 | -.05 | -.08 |
| 12. I am patient with other students. | 3.60 | 3.87 | 3.72 | 3.70 | .12 | -.17 |
| 13. I yell in class when I get angry. | 4.39 | 4.29 | 4.21 | 4.31 | -.18 | .02 |
| 14. I get back at others who make me angry. * | 3.50 | 3.82 | 3.82 | 3.53 | .32 | -.28 |
| 15. I get along with students of different races. | 4.61 | 4.61 | 4.58 | 4.53 | -.03 | -.08 |
| 16. I tease students who look different from me. | 4.56 | 4.65 | 4.40 | 4.30 | -.16 | -.34 |
| 17. I make fun of other students. * | 4.02 | 4.29 | 4.24 | 4.13 | .22 | -.16 |
| 18. I stick up for students who are being teased or picked on. | 3.45 | 3.67 | 3.47 | 3.50 | .02 | -.17 |
| 19. I am tolerant of students who have different beliefs. | 3.89 | 3.96 | 4.10 | 3.83 | .20 | -.13 |
| 20. I am nice to other students. * | 4.04 | 4.39 | 4.13 | 4.14 | .09 | -.25 |
| 21. I share my things with other students. * | 3.73 | 4.01 | 3.80 | 3.70 | .06 | -.31 |
| 22. I help others students even if they are not friends. * | 3.57 | 3.85 | 3.74 | 3.51 | .17 | -.34 |
| 23. I try to comfort others who are upset. * | 3.57 | 3.90 | 3.77 | 3.68 | .19 | -.22 |
| 24. I pick on or bully other students. | 4.39 | 4.58 | 4.34 | 4.35 | -.05 | -.23 |
| 25. I try "risky" or "dangerous" things. | 3.49 | 3.62 | 3.55 | 3.32 | .06 | -.31 |
| 26. I report violations of class rules to the teacher. * | 2.39 | 2.84 | 2.68 | 2.38 | .29 | -.47 |
| 27. I blame others when I get into trouble. | 4.24 | 4.42 | 4.13 | 4.24 | -.11 | -.18 |
| 28. I follow the class rules. * | 3.80 | 4.27 | 4.13 | 3.92 | .34 | -.35 |
| 29. I obey the teacher. * | 4.09 | 4.47 | 4.17 | 4.17 | .09 | -.30 |
| Overall* | 3.94 | 4.15 | 4.04 | 3.94 | .10 | -.21 |

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Table 19. Middle/High School Teacher Results

| Item | Mean Pre-Survey | | Mean Post-Survey | | Mean Change | |
|--|-----------------|-------------|------------------|-------------|-------------|-------------|
| | Treatment | Comparison | Treatment | Comparison | Treatment | Comparison |
| Students in this class... | | | | | | |
| 1. take things from other students without asking. * | 3.27 | 3.75 | 4.18 | 3.13 | .91 | -.63 |
| 2. tell lies to the teacher or other students. | 3.27 | 4.00 | 3.73 | 3.50 | .45 | -.50 |
| 3. cheat on tests or schoolwork. | 3.27 | 3.25 | 3.91 | 3.13 | .64 | -.13 |
| 4. tell the truth even if it will get them into trouble. | 2.82 | 3.13 | 2.91 | 2.75 | .09 | -.38 |
| 5. present accurate and factual information. | 3.36 | 3.75 | 3.36 | 3.38 | .00 | -.38 |
| 6. do their best on schoolwork even when it is hard. | 2.82 | 3.25 | 3.00 | 3.13 | .18 | -.13 |
| 7. give up when faced with problems. | 2.82 | 3.63 | 3.36 | 3.25 | .55 | -.38 |
| 8. quit when they are losing. * | 2.73 | 3.88 | 3.45 | 3.50 | .73 | -.38 |
| 9. continue to pursue goals despite setbacks or failures. | 3.27 | 3.50 | 3.27 | 3.25 | .00 | -.25 |
| 10. solve problems by fighting. * | 3.09 | 3.88 | 4.00 | 3.63 | .91 | -.25 |
| 11. hit other students when they are mad. | 3.64 | 4.00 | 4.00 | 3.88 | .36 | -.13 |
| 12. are patient with each other. | 3.00 | 3.38 | 3.73 | 3.63 | .73 | .25 |
| 13. yell in class when they get angry. | 3.45 | 4.13 | 3.82 | 3.75 | .36 | -.38 |
| 14. get back at others who make them angry. | 3.00 | 3.75 | 3.18 | 3.50 | .18 | -.25 |
| 15. get along with students of different races. | 3.64 | 4.38 | 3.91 | 4.38 | .27 | .00 |
| 16. tease students who look different from them. | 3.18 | 3.63 | 3.82 | 3.75 | .64 | .13 |
| 17. make fun of other students. | 2.91 | 3.00 | 3.18 | 3.38 | .27 | .38 |
| 18. stick up for students who are being teased or picked on. | 2.73 | 3.38 | 3.27 | 3.38 | .55 | .00 |
| 19. are tolerant of students who have different beliefs. | 3.40 | 4.13 | 3.91 | 4.13 | .60 | .00 |
| 20. are nice to each other. | 3.64 | 4.00 | 3.45 | 3.88 | -.18 | -.13 |
| 21. will share their things with other students. | 3.73 | 4.38 | 4.27 | 4.13 | .55 | -.25 |
| 22. help each other even if they are not friends. | 3.27 | 3.75 | 3.55 | 4.13 | .27 | .38 |
| 23. try to comfort others who are upset. | 3.45 | 4.25 | 3.91 | 4.13 | .45 | -.13 |
| 24. pick on or bully other students. | 3.27 | 4.25 | 3.82 | 4.00 | .55 | -.25 |
| 25. try "risky" or "dangerous" things. | 2.91 | 4.25 | 3.09 | 3.75 | .18 | -.50 |
| 26. report violations of class rules to the teacher. | 2.73 | 3.50 | 2.73 | 3.50 | .00 | .00 |
| 27. blame others when they get into trouble.* | 2.27 | 3.25 | 3.27 | 3.00 | 1.00 | -.25 |
| 28. follow the class rules. | 3.36 | 4.00 | 3.73 | 3.75 | .36 | -.25 |
| 29. obey the teacher. | 3.73 | 4.13 | 3.91 | 3.75 | .18 | -.38 |
| Overall* | 3.17 | 3.78 | 3.49 | 3.48 | .41 | -.18 |

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Teachers who implemented the CWK Program also completed a survey to provide information about the quality of the program and its impact. Table 20 provides the results for the three survey items related to impact. Teachers were asked to rate the degree to which they believed each item to be true on a scale of 1 (not at all true) to 5 (very true). As shown, teachers were very positive in their responses that the program impacted middle and high school students' ability to self-reflect about their behavior and its impact on others.

**Table 20. Middle and High School CWK Teacher Results
(n=11)**

| Item | Mean | Standard Deviation |
|---|------|--------------------|
| 11. As a result of the Connect With Kids videos/ discussions/ activities, students are better able to self-reflect about their behavior and its impact on others. | 3.50 | .71 |
| 12a. As a result of the Connect With Kids videos/ discussions/ activities, the individual classroom behavior of students in my class changed in a positive way. | 2.89 | .93 |
| 13a. As a result of the Connect With Kids videos/ discussions/ activities, students in my class interact with others in a more positive way. | 2.89 | .93 |

CONCLUSION

The findings from the independent evaluation of the *Connect with Kids* program reveal that proper implementation of the *Connect with Kids* program leads to significant and important outcomes with regards to critical youth issues. Significant findings were found across grade level, age and in diverse urban, rural and suburban settings. Both students and teachers reported positive changes. Interesting to note is that in many cases the students participating in the *Connect with Kids* program improved over the course of the year, while students without the program actually declined in their behavior. For more information about this study, please contact us at info@cwknetwork.com.