

How Research Data was Obtained and Analyzed

CFY-ETS Impact Study: Findings from year one of a three year study

During the 2005-06 school year, CFY and ETS drew a sample of 174 sixth- and seventh-grade students from approximately 2,000 students participating in CFY's program. CFY and ETS then administered surveys to these students three to six months after they received the CFY intervention. About one-third of students were also informally interviewed about their survey responses. Students attended five public middle schools in New York City (NYC). Sixty-four percent were sixth graders and 36% were seventh graders. Of the students, 89% were eligible for free- or reduced-priced lunches, 70% were Latino and 29% were African-American; and 43% were female. Prior to CFY's intervention, a majority of students scored below grade level on standardized tests of math and reading. Individual-level data on demographics and standardized test scores were acquired from the NYC Department of Education for the year prior to (2005), and following (2006), the CFY intervention. CFY and ETS used statistical methods to analyze the data, including logistic regression. Because NYC changed its tests considerably between these two years, we were not able to use change scores. Instead, we included 2005 scores as covariates in relevant statistical analyses.

2006 Family Workshop Evaluation

In October and November, 2006, CFY surveyed 660 families at three schools in Queens, New York. These families had participated in CFY family learning workshops and received CFY computer-based home learning centers prior to completing the survey. The survey included several items in which families assessed the quality of the workshops and rated the impact of the program.

FY05-06 Impact Study

During the 2005-06 academic year, CFY surveyed students and teachers from six New York City CFY partner schools in East Harlem, Washington Heights, Brooklyn, and Queens. In total 213 sixth and seventh graders participated. Forty-six percent were female, 54% were male, and over 90% were from minority backgrounds—predominantly Black, Latino and Caribbean-American. Over 80% of students in the six participating schools qualified for free and reduced-priced lunches. For the study, students completed a post-survey in May, 2006.

FY04-05 Impact Study

During the 2004-05 academic year, CFY surveyed students and teachers from six New York City partner schools in East Harlem, Washington Heights, and Brooklyn (Brownsville and East New York). The total number of middle-school students who participated was 199. Fifty-three percent of the students surveyed were girls, and 46% were boys. The average age of CFY students was 12.6 years. CFY also collected pre- and post-ratings of students' performance from English/Language Arts teachers and used statistical methods to analyze the student and teacher survey data.

FY03-04 Comparison Study

For this study, we surveyed students and teachers from three New York City middle schools in East Harlem and Brownsville. The Brownsville school and one of the East Harlem schools participated in CFY's program. The other East Harlem school did not participate in CFY's

program but was housed in the same building as the one that did (this was the comparison school). The total number of middle-school students who participated was 133. The study included seventh graders from both East Harlem schools, which are predominantly Hispanic (63%), and sixth graders from the Brownsville school, which is predominantly African- and Caribbean-American (94%). We used statistical methods to analyze student pre- and post-surveys and pre- and post-ratings from the English/Language Arts teachers of individual students' effort, participation, and performance in class.

Report from 2002 Telephone Survey

In August of 2002, CFY conducted telephone surveys with 63 families (30% of the 209 contacted) who had received CFY computers and training between October 2000 and June 2002. We used a purposive sampling technique to select 209 families out of a possible 1,168 for the study. CFY's telephone survey protocol consisted of 29 questions in both English and Spanish. Eighty percent (80%) (n=51) of the interviews were conducted in English and 20% (n=12) in Spanish. Respondents were all adults in the household—primarily the parents, guardians or grandparents of the students who received the computers. Most were female. Qualitative data were coded and statistically analyzed using familiar statistical techniques.

FY02-03 Impact Study

During the 2002-03 academic year, CFY surveyed students and teachers from three New York City partner schools in East Harlem and Brooklyn. In total, 89 students and seven teachers participated in this study. The student sample consisted of 54 females and 33 males, ranging in age from 11 to 14 years. Forty-five percent of students were in eighth grade, 27% were seventh graders, and 27% were sixth graders. Of the 52 participants who reported ethnicity, 34% identified themselves as African-American, 33% as Caribbean-American, 25% as Latino, and 8% as multi-ethnic. Based on teacher ratings, 47 students were grouped as high-performing, and 39 as low-performing. For the study, students completed post-surveys and daily home computer use journals for three days. Teachers completed ratings forms in which they assessed students' academic performance, participation in class and overall effort.