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# Comprehensive Evaluation of the Full-Service Community Schools Model in Iowa: Harding Middle School and Moulton Extended Learning Center

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**Prepared for:**
**The Milton S. Eisenhower Foundation**

**Prepared by:**
**LFA (LaFrance Associates, LLC)**
**1242 Market Street, 3rd Floor**
**San Francisco, CA 94102**
**p: (415) 241-0605**
**f: (415) 252-1068**
www.lfagroup.com

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# I. Introduction, Background, and Rationale for the Full-Service Community School Model

## A. Introduction

In 2002, the Milton S. Eisenhower Foundation began to replicate the Full-Service Community School Model in Iowa. The schools in this state are among a cohort of schools in five states across the country that are participating in the Eisenhower Foundation Full-Service Community Schools Replication Initiative. The purpose of the initiative is to apply the best practices of full-service community schools already in existence to schools ready to make the change from a traditional school model to a full-service community school model.

This evaluation report describes the implementation and outcomes discernable to date for Harding Middle School and Moulton Extended Learning Center, the full-service community schools launched as part of this initiative in Iowa.

## B. Context: Evaluation Planning and Design

The 2004-2005 school year is the second full year that LaFrance Associates, LLC (LFA) has conducted an evaluation of the initiative. The previous year saw considerable energies spent on a complete redesign of the evaluation; as a result, few quantitative data were collected. At that time, the evaluation team conducted an evaluation weighted toward qualitative methods, to get a sense of implementation progress and insight into how and why outcomes might be achieved.

This year, LFA evaluates all schools with existing full-service programs as of Fall 2003, including Harding and Moulton, using a quasi-experimental comparison group design. For the school with a program starting after Fall 2003, we worked with the Site Director to implement an experimental study. Our study will allow us to best answer questions about the value and effectiveness of the full-service model. The need for evidence of community school effectiveness remains timely and critical.

The remainder of this introductory chapter provides an overview of the need for full-service community schools as well as a detailed description of the model, including a framework outlining the defining characteristics of a community school at each of four stages of development. We conclude this chapter with the logic model that expresses our understanding, for the purposes of evaluation, of the relationships among the resources available to FSCS Initiative participants, the activities undertaken at the community schools, and expected outcomes and impacts on students, their families, and the schools as institutions.

## C. The Full-Service Community School Model: Description and Rationale

Often we assume that schools serve youth primarily by teaching academic skills, and that the best way to increase a young person's chances of developing into a competent, capable adult is for the school to be challenging academically. Schools are held accountable primarily for students' grades and performance on standardized tests, and while it is true that one of the primary tasks of school is to provide excellent academics, a broader understanding of schools' responsibility has emerged in recent decades. It is also the case that schools should help youth to develop socially and emotionally

into competent, capable adults, ready to participate in the workforce and function as an informed citizen of our democracy.

Youth need supports in cognitive, social, emotional, physical, moral and vocational domains in order to reach "productive adulthood, which is defined as having skills that will allow for participation in the labor economy, a responsible family life and an active citizenship."[1] The idea behind "community schools" or "extended-day schools" or "full-service schools"[2] is that youth are served best when all of the adults concerned about that young person come together in a central place. Being "under one roof" facilitates the communication and collaboration of those adults to meet the spectrum of youth's developmental needs. The community schools model is based on research in the youth development, education, and after-school fields that shows that collaboration among schools, community organizations, and families is associated with better outcomes for young people.

Full-service community schools are schools with academic, enrichment, behavioral health, wellness, and social service components. These schools are open past the regular school day, and they include parents, families, and community members in their "target markets" for programs and services. A local nonprofit organization partners with the school to implement the model. The school becomes the hub of relationships among youth development organizations, public school districts, volunteers, local businesses, families, and students.

Especially important are the after-school academic and enrichment programs. After-school program participation is linked with myriad indicators of positive youth development, including "better school attendance, more positive attitude toward school work, higher aspirations for college, finer work habits, better interpersonal skills, reduced drop out rates, higher quality homework completion, less time spent in unhealthy behaviors, and improved grades."[3,4] Youth in communities with a broad array of positive developmental opportunities for them, including after-school programs "experience less risk and show evidence of higher rates of positive development."[5]

Young people spend most of their days at a school building; the central idea around full-service community schools is that everything a young person would need *comes to them*. Parents do not need to re-arrange inflexible work schedules to take a child to the doctor or dentist, because the doctor or dentist comes to the school. Individual and/or family mental health services are onsite at the school. Many full-service community schools have family/parent rooms where parents or guardians can meet and talk informally. These rooms may have information about how to apply for insurance, enroll in parent education classes, or participate in other enrichment activities for adults.

The Coalition for Community Schools identified the following five conditions for effective learning environments upon which full-service community schools are designed and built:
1. The academic program is characterized by high expectations, challenging courses, and qualified teachers;
2. Students are engaged in learning before, during, and after school – wherever they are;

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[1] Children's Aid Society. Building A Community School. Third Edition, 2001.

[2] The field, including the Eisenhower Foundation, uses the terms "community school" and "full-service community school" synonymously.

[3] National Institute on Out-of-School Time, January 2003. Citing eight different studies from 1994-2000.

[4] Children's Aid Society. Building A Community School. Third Edition, 2001. Citing multiple studies by Vandell, 1999.

[5] Eccles, J. and Gootman, J.A., Eds. Community Programs to Promote Youth Development. Washington, DC: National Academies Press, 2002.

3. The basic needs of young people and their families are met;
4. Parents, families, and school staff have relationships based on mutual respect; and
5. Communities and schools partner to ensure safe, supportive, and respectful learning environments for students and to connect students to a wider community.[6]

## D.  Full-Service Community Schools Logic Model and Outcomes

In collaboration with the Eisenhower Foundation and our Advisory Group, we developed an initiative logic model (located on the following page) to guide this Full-Service Community Schools Replication Initiative evaluation. The logic model provides a visual representation of expected changes in each target population.

The two tables following the logic model detail the kind of data, quantitative or qualitative, available for each outcome for each full-service community school in Iowa. Some outcomes are combined or subsumed under other outcomes, or data was not collected, as noted. This report does not discuss each outcome for which data is available; only statistically significant findings are discussed.

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[6] Ibid, p. 15

# Full Service Community Schools Logic Model

## Local Inputs

**Schools**
- Facilities
- Principal leadership
- Staff support
- Connections to students, families, and communities

**Lead Agency**
- Program administration
- Staffing
- Connections to communities

### Milton S. Eisenhower Fdn. Inputs
- Multi-year funding
- Technical assistance
- Leverage additional funding and resources
- Training in best practices in youth development
- Program monitoring
- Evaluation technical assistance

## Activities
- Offer enhanced programming on school campuses
- Offer health and social services on school campuses
- Create a safe space and structured environment for students (before and) after regular school hours
- Form new partnerships between schools and CBOs
- Attend trainings in best practices re: youth development
- Track student and parent/family participation in FSCS programming
- Participate in evaluation data collection

## Outputs

**Students**
- Use the school (before and) after the regular school day
- Regularly complete their homework with adult supervision
- Access non-academic services on school campuses including:
  - Art classes
  - Recreational activities
  - Community service
  - Health services

**Parents/Families**
- Encourage their children to participate in FSCS activities
- Participation in school-sponsored parent engagement activities
- Access services on school campuses

**FSCS Program**
- Schools and CBOs collaborate to offer new school-based programs and services
- Programming reflects best practices in youth development
- Planning and implementation are responsive to local needs and assets

## Outcomes

**For Students**
- Increased school attachment
- Improved school behavior
- Improved school attendance
- Increased orientation toward learning
- Improved academic achievement
- Improved social support
- Increased sense of self-efficacy
- Increased sense of safety
- Increased ability to form and maintain positive peer relationships
- Increased ability to form and maintain positive adult relationships
- Increased interest in non-academic subjects
- Participation in new activities
- Increased access to health and social services

**For Parents/Families**
- Increased sense of safety
- Increased access to health and social services
- Increased support for at home learning
- Increased involvement and communication with school and extended day staff
- Increased involvement and communication with other families in the school community

**For FSCS**
- Increased understanding of best practices in youth development programming
- Increased capacity to meet students' and families' needs

## Performance Measures

- Program setting supports positive youth development
  - Physical and psychological safety
  - Appropriate structure
  - Supportive relationships
  - Opportunities to belong
  - Positive social norms
  - Support for efficacy and mattering
  - Opportunities for skill building
  - Integration of family, school, and community efforts

- Program has adequate capacity and is sustainable
  - Program management and administration
  - Fund development
  - Participation in evaluation

- Participants are satisfied with programs and services
  - Students
  - Parents/families

- Program is providing programs and services as planned
  - Number and demographics of students served
  - Number of classes and enrichment activities offered

- Collaborative relationship between school and CBO (lead agency)
  - Communication between school and extended day staff
  - Inclusion of FSCS staff in school decision-making

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**Exhibit 1:**
**Logic Model Outcomes and Available Data Crosswalk for Harding Middle School**

| | Logic Model Outcome | Quantitative Data | Qualitative Data | Notes |
|---|---|---|---|---|
| **Youth** | Satisfaction with school[7] | ✓ | ✓ | Combined analysis |
| | Increased school attachment | ✓ | ✓ | |
| | Improved school behavior | | ✓ | |
| | Improved school attendance | ✓ | ✓ | |
| | Increased orientation toward learning | ✓ | ✓ | Combined analysis |
| | Positive future orientation[8] | ✓ | ✓ | |
| | Improved academic achievement | ✓ | ✓ | |
| | Increased sense of self-esteem | | ✓ | |
| | Increased sense of safety | | ✓ | |
| | Increased ability to form and maintain positive peer relationships | ✓ | ✓ | |
| | Increased ability to form and maintain positive adult relationships | ✓ | ✓ | |
| | Improved social support | | | Outcome subsumed under *Increased ability to form and maintain positive peer and adult relationships* |
| | Increased interest in non-academic subjects | ✓ | ✓ | Combined analysis |
| | Participation in new activities | ✓ | ✓ | |
| | Increased access to health and social services | | ✓ | |
| **Parents / Families** | Satisfaction with school /FSCS programming[a] | ✓ | ✓ | |
| | Increased sense of safety | | | Data not collected on this outcome |
| | Increased access to health and social services | ✓ | ✓ | |
| | Increased support for at home learning | ✓ | ✓ | |
| | Increased involvement and communication with school and FSCS staff | ✓ | ✓ | |
| | Increased involvement and communication with other families in the school community | ✓ | ✓ | |
| **FSCS** | Increased understanding of best practices in youth development programming | | | Data not collected on this outcome |
| | Increased capacity to meet students' and families' needs | | ✓ | |
| | Communication between school and FSCS staff[9] | | ✓ | |
| | Partnerships between teachers and Principals to address student needs[c] | | ✓ | |
| | Participation of FSCS staff in decision-making bodies[c] | | ✓ | |
| | Partnerships with community agencies to provide school-based programs and services[c] | | ✓ | |

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[7] This is listed as a performance measure in the logic model.

[8] This outcome is in addition to the outcomes presented in the logic model.

[9] This outcome is not in the logic model, but it is an indicator of the degree to which it has been institutionalized in the school.

**Exhibit 2:**
**Logic Model Outcomes and Available Data Crosswalk for Moulton Extended Learning Center**

| | Logic Model Outcome | Quantitative Data | Qualitative Data | Notes |
|---|---|---|---|---|
| **Youth** | Satisfaction with school[10] | ✓ | ✓ | Combined analysis |
| | Increased school attachment | ✓ | ✓ | |
| | Improved school behavior | | ✓ | |
| | Improved school attendance | | | |
| | Increased orientation toward learning | ✓ | ✓ | |
| | Improved academic achievement | ✓ | ✓ | |
| | Increased sense of self-esteem | | ✓ | |
| | Positive future orientation[11] | ✓ | ✓ | |
| | Increased sense of safety | | ✓ | |
| | Increased ability to form and maintain positive peer relationships | | ✓ | |
| | Increased ability to form and maintain positive adult relationships | ✓ | ✓ | |
| | Improved social support | | | Outcome subsumed under *Increased ability to form and maintain positive peer and adult relationships* |
| | Increased interest in non-academic subjects | | ✓ | Combined analysis |
| | Participation in new activities | | ✓ | |
| | Increased access to health and social services | ✓ | ✓ | |
| **Parents / Families** | Satisfaction with school /FSCS programming[a] | ✓ | ✓ | |
| | Increased sense of safety | | | Data not collected on this outcome |
| | Increased access to health and social services | ✓ | ✓ | |
| | Increased support for at home learning | | ✓ | |
| | Increased involvement and communication with school and FSCS staff | ✓ | ✓ | |
| | Increased involvement and communication with other families in the school community | ✓ | ✓ | |
| **FSCS** | Increased understanding of best practices in youth development programming | | | Data not collected on this outcome |
| | Increased capacity to meet students' and families' needs | | ✓ | |
| | Communication between school and FSCS staff[12] | | ✓ | |
| | Partnerships between teachers and Principals to address student needs[c] | | ✓ | |
| | Participation of FSCS staff in decision-making bodies[c] | | ✓ | |
| | Partnerships with community agencies to provide school-based programs and services[c] | | ✓ | |

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[10] This is listed as a performance measure in the logic model.

[11] This outcome is in addition to the outcomes presented in the logic model.

[12] This outcome is not in the logic model, but it is an indicator of the degree to which it has been institutionalized in the school.

## E.  Assessing Program Quality

Programs implemented in alignment with current research on best practices in community schools are best positioned to meet the needs of students and families and to show positive outcomes for students, families, and schools. LFA and the Milton S. Eisenhower Foundation modified The After School Corporation's (TASC) program quality improvement self-assessment.[13]  The resulting framework is a set of program features and list of indicators that serve as a guideline for observing FSCS programs.[14] Ultimately, there exists a level of quality that cannot be assessed by any single indicator. Therefore, this program quality framework serves as one method for assessing sites' implementation of the FSCS model. Evaluators also use their understanding of the FSCS model and their accumulated knowledge of the sites' programs and implementation activities.

**Exhibit 3:**
**Program Quality Features and Indicators**

| Program Feature | Indicator<br>* Indicates that this is a component of the start-up phase of the program |
|---|---|
| Appropriate Structure | *Provides a stimulating and welcoming environment that safeguards the health and safety of participants. |
| | *Uses program space that is safe and clean and appropriately equipped and suitable for activities being conducted. |
| | *Develops and disseminates approved safety plans and procedures to staff and parents. |
| | *Provides adequate security while program is in session. |
| | *Develops and manages effective arrival, dismissal and pick-up procedures. |
| | *Is aware of, records and informs staff of special health needs of participants. |
| | *Maintains accurate and accessible medical records on participants. |
| | *Carefully documents when participants arrive and leave, where they are while at the program site, and plans for a safe transport home. |
| | Has adequate space for planned activities. |
| | Establishes and maintains well-known and understood behavioral expectations for participants and staff. |
| | Applies rewards and consequences for participant behavior appropriately and consistently. |
| Program Management and Administration | *Establishes clear attendance and participation expectations and has a system for the collection and monitoring of participant attendance data. |
| | *Establishes clear participant behavioral and performance expectations and has a system for the collection and monitoring of related participant data. |
| | *Maintains all required documents (e.g. health certificate, security clearance, insurance, etc.) where applicable. |
| | *Creates and uses an employee handbook that clarifies internal policies and procedures. |
| | *Has well-defined methods of communication between school and community-based organization. |
| | Maintains current and accurate activity schedule with room assignments. |
| Supportive Relationships | *Has staff that respects and communicates with one another and are role models of positive adult relationships. |
| | *Guides staff to interact with parents in a comfortable, welcoming way. |
| | *Treats participants with respect and listens to what they say. |

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[13] http://www.tascorp.org/programs/building/Final%20SA%20tool.pdf
[14] Indicators are adapted from the TASC Program Quality Self-Assessment Tool.
 http://www.tascorp.org/programs/building/S33_assesment_tool.pdf

**Exhibit 3:**
**Program Quality Features and Indicators**

| Program Feature | Indicator<br>* Indicates that this is a component of the start-up phase of the program |
|---|---|
| | Encourages participants to interact with one another in positive ways. |
| | Encourages participants to make choices and become more responsible. |
| | Is sensitive to the culture and language of participants. |
| | Establishes meaningful community collaborations. |
| | Maximizes its available school, CBO, and community resources to best meet the needs of participants and their families. |
| | Provides opportunities for formal and informal interactions, communications, and feedback for all stakeholders. |
| | Encourages program alumnae to contribute as volunteers or staff. |
| Staffing/ Professional Dev. | *Has a program director who is committed to his/her own professional development and attends and participates in training. |
| | *Recruits, hires and retains engaged program staff who reflect the diversity and culture(s) of the community. |
| | *Has sufficient staff to maintain required or recommended staff/participant ratio. |
| | *Provides positive working conditions for staff and appropriate supervision, support, and feedback. |
| | Has regular staff meetings. |
| Opportunities for Skill Building | *Provides activities that reflect the mission of the program and address the cognitive and affective needs of the participants. |
| | *Features activities that are commensurate with the age and skill level of the participants and enable participants to develop skill mastery over time. |
| | *Offers activities that are project-based and experiential and foster creativity and the development of participants' self expression. |
| | *Offers academic support, including tutoring and homework help. |
| | *Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation, and health. |
| | *Includes activities that take into account the language and culture of the participants. |
| Academic Achievement | *Secures commitment of resources (e.g., classroom space, bulletin boards, storage space, computer facilities, Site Director's office) from school principal. |
| | Maintains communication with school principal and administration. |
| | *Establishes strong links to the school day and incorporates programming that seamlessly integrates and complements school-day activities. |
| | *Ensures staff has competence in core academic areas. |
| | Collaborates regularly with school-day personnel regarding use of facilities and resources. |
| | Communicates with school-day staff to monitor academic and behavioral progress of students. |
| | Allocates sufficient program time for homework and homework help. |
| Opportunities to Belong | *Provides participants with a variety of engagement strategies that make after-school different from but connected to the school day. |
| | Provides opportunities for youth involvement in planning and decision making. |
| | Enables participants to develop life skills, resiliency, and self-esteem through participation in activities such as internships, field trips, community service, and mentoring activities. |
| | Affords participants the opportunity to express their ideas, concerns and opinions. |
| | Promotes cooperative teamwork/spirit and positive behavior. |
| | Has participants recruit others into the program. |

**Exhibit 3:**
**Program Quality Features and Indicators**

| Program Feature | Indicator<br>* Indicates that this is a component of the start-up phase of the program |
|---|---|
| Integration of Family, School, and Community Efforts | *Develops a plan for parent and family involvement and regularly reviews and updates this plan for effectiveness. |
| | Involves parents and families in decision making and planning. |
| | Involves parents, families and the community in program events. |
| | Encourages staff to communicate with parents on matters concerning the wellbeing of the child. |
| | Provides parents and families with information about community resources to meet their needs. |
| | Builds relationships with arts, cultural, and other community institutions to expand and enhance program offerings. |

The "Implementation" section of this report includes tables detailing program quality assessment notes for Harding and Moulton.

# II. Evaluation Methods

In this chapter we describe the evaluation methods and design for assessing the implementation process and program outcomes for sites participating in the Full-Service Community Schools Initiative.

## A. Outcomes Evaluation

The outcomes evaluation focuses on change experienced by individuals including students and parents as well as impacts at the school (organizational) level. The research design is tailored for each level of analysis and type of study population.

### Students

Students are the primary targets of change for Full-Service Community Schools and therefore the evaluation design is the most scientifically rigorous for assessing student outcomes. Through a quasi-experimental pre/post comparison cohort design, the evaluation tested the hypothesis that students participating directly in the FSCS after-school programs will show greater improvement over time than students *not* participating. Improvement is measured with respect to these outcomes:

- School behavior (disciplinary action);
- School attendance;
- Academic achievement;
- Satisfaction with school;
- Attachment to school;
- Orientation toward learning;
- Exposure to new activities;
- Participation in school activities (outside of FSCS programs);

- Interest in non-academic subjects (art, music, dance, etc)
- Social support;
- Self-esteem (sense of achievement);
- Positive future orientation;
- Positive peer and adult relationships;
- Access to needed services; and
- Sense of safety.

Data on these outcomes were collected from school records at the end of each semester for the 2003-04 and 2004-05 academic years. School records provide data on standardized test scores, grades, attendance, and disciplinary action.

For youth development outcomes such as orientation toward learning, LFA administered surveys to students at the beginning and end of the academic year. Of 689 students at Harding, 134 completed surveys at both the beginning and end of the school year (19% response rate overall). Approximately 71 (53%) of respondents are participants in FSCS activities. Of the 132 sixth, seventh and eighth grade students at Moulton,[15] 30 completed surveys at both the beginning and end of the school year (23% response rate overall). Approximately 25 (83%) of respondents are participants in FSCS activities.

In addition, LFA explored students' own understanding of the effects that the programs have had through focus groups with students who actively participate in the FSCS programs at each school.

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[15] Only the sixth, seventh and eighth grades were surveyed at Moulton.

*Parents*

For parents, LFA conducted end-of-year assessments of outcomes experienced by parents personally, parents' perceptions of student outcomes, and parents' perceptions of school outcomes. Parent outcomes include:

- Increased communication home/school;
- Increased communication among parents;
- Increased support for learning at home; and
- Participation in school/support activities.

All parents were given the opportunity to complete a survey to assess change experienced in these areas, as well as their perceptions of changes in their children and impacts at the school.

*Schools*

The Eisenhower Foundation also provides schools with extensive technical assistance to implement Full-Service Community Schools. Due to this school-wide assistance, the model is intended to affect schools at the organizational level. The evaluation therefore includes an assessment of the following school/organizational level outcomes:

- Increase in communication between school and extended day staff;
- Increased school capacity to meet student needs;
- Improved partnerships between teachers and Principals to address student needs;
- Increased participation of FSCS staff in decision-making bodies; and
- Increase in partnerships with community agencies to provide school-based programs and services.

Evaluators also conducted site visits. During site visits, they observed FSCS functioning, interviewed teachers, Principals, and other program staff; and during focus groups, gathered information from students about changes in how the school works to meet student and family needs.

## B. Process Evaluation

The process evaluation for this initiative has two broad areas of focus. The first is to track information about students served and their participation in FSCS programs and services. The second is to ascertain the extent to which replication sites implemented programs according to plans, the barriers they encountered and how they addressed them.

Research questions answered regarding **students served and program participation** include:

1. How many students were served in each Full-Service Community School site?
2. In what specific types of Full-Service Community School activities did students participate and at what levels of participation?
3. What are the demographic characteristics of students participating in Full-Service Community School activities?
4. How do students participating intensively in Full-Service Community School activities compare to students in the same schools who do not participate intensively or at all in terms of demographic, behavioral, and academic characteristics?

Research questions answered regarding the **program implementation** include:

1. To what extent did sites implement components of the program as described in submitted plans?
2. In what ways is this program a high quality program?
3. To what extent is the Full-Service Community School model becoming institutionalized within participating schools?
4. What barriers to implementation did sites experience?
5. How did sites address implementation barriers?
6. What plans are in place—including securing funding and other necessary resources—at sites for sustaining Full-Service Community School programs and services?

Research methods and data collection for the process evaluation include:

- Key informant interviews with teachers, Principals, and other school staff;
- Key informant interviews with Site Directors (FSCS staff who serve as liaison to LFA's evaluation team);
- Key informant interviews with other FSCS staff;
- Review of available documents such as summaries of program objectives, implementation plans, progress reports, and logic models;
- Youth journal-writing exercise and photo project;
- Youth focus groups;
- Extraction and analysis of data collected through existing management information systems (MIS) about students served maintained through www.youthservices.net; and
- Observations of program operations during site visits.

## C. Data Collection Procedures

The sources of research material include information available through archival records as well as information collected through surveys, interviews and focus groups with study participants. The primary source of data about student participation in FSCS activities and services is youthservices.net, a web-based database. Each school's Site Director is responsible for ensuring accurate and timely data entry into the database.

During site visits, evaluators coordinated with school or district personnel to gather archival school records. Archival data includes student grades, standardized test scores, school disciplinary action reports, and school attendance records. Evaluators also conducted key informant interviews and focus groups with participants during these visits.

In addition, surveys were administered to students (both treatment and comparison) and parents of FSCS program participants only. Surveys were administered at the beginning and at the end of the school year, during the regular school day, to every student for whom evaluators had received parental consent. Parent surveys were distributed by mail to homes, and at Harding, surveys were also distributed at parent-teacher conferences.

# III.    Harding Middle School

Harding Middle School has been a full-service community school for three years. This report provides a picture of the school's full-service community school model in its third year of implementation, the 2004-05 school year. Urban Dreams is the lead agency for both Harding Middle School and Moulton Extended Learning Center.

## A. Overview

The Eisenhower Foundation replicated full-service community schools in selected sites nationwide as part of its mission to "…replicate and communicate scientifically evaluated, multiple solution successes to problems experienced by the poor, racial minorities, the jobless, the undereducated, youth, families, persons leaving prison and America's beleaguered inner cities."[16] The Eisenhower Foundation, along with Urban Dreams, worked to secure funding from Senator Harkin for the Foundation's Full-Service Community Schools Initiative. Replication sites include two in Des Moines.

In Spring 2002, Des Moines Public Schools administratorsproposed Hyatt and Harding Middle Schools as the first two schools for the initiative in Iowa. Moulton Extended Learning Center was proposed as a third site to be added later. The Eisenhower Foundation instead selected Moulton Extended Learning Center and Harding Middle School as implementation sites. Hyatt Middle School had not hired a new Principal at the time, and the Foundation had concerns about the viability of the potential implementation in the absence of strong Principal commitment. Des Moines Public Schools' central office, Urban Dreams and the Eisenhower Foundation selected the two replication sites based on the interest of the Principals of each school, the demographics of the students, and on the level of identified need at each school. In addition to meeting these criteria, Harding was already familiar with extended day, as it had been a 21st Century Community Learning School for three years, from 1997 to 2000. At the time it was selected, Moulton Extended Learning Center was a K-5 school with plans to expand the school by adding the sixth grade in 2002, seventh grade in 2003 and eighth grade in 2004. Moulton was a recently renovated building with plenty of physical space and resources, conveniently nestled between the Grubb YMCA, a community church and the local lead agency, Urban Dreams. Moulton had a history of strong community collaboration. After Harding and Moulton were selected as the two FSCS replication sites, representatives of the schools, the district and Urban Dreams were taken by Eisenhower to visit two model sites, attended trainings on the full-service community school model, and brought back best practices to guide the work in Des Moines.

> **About Urban Dreams**
>
> Urban Dreams' location in the heart of Des Moines' Enterprise Community makes certain that Urban Dreams is accessible to all residents living within an area that leads Polk County in high school drop out rates, ex-offender residency, gang participation, crime rates and abandoned property.
>
> The agency works with the City of Des Moines, Polk County, the State of Iowa, United Way of Central Iowa, Drake University and numerous other service organizations and businesses which are mutually committed to the well-being of our community.
>
> **—Retrieved from website http://www.urbandreams.org/**

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[16] http://www.eisenhowerfoundation.org/aboutus/fr_mission.html. Retrieved July 8, 2004

### Community Context: Northern Des Moines

Harding Middle School and Moulton Extended Learning Center are located on the north side of Des Moines, about a ten-minute drive from the city's center. The schools have all the complexities of a very urban setting. The children in the area come from families of relative financial scarcity: the 2000 U.S. Census reports that approximately 20% of families in Des Moines who live below the poverty line reside in the northern part of the city. The median family income in the area is less then $35,000 per year. [17] In addition to challenging economic circumstances, there are also social and cultural barriers that children face. The north side of Des Moines is home to a large Latino and Asian immigrant population. A very small percentage of people in the community have received their college degrees and many kids are the first in their families to graduate from high school. In fact, according to the 2000 U.S. Census, less than 15% of the northern Des Moines' population has received a bachelor degree or higher.

### Local Lead Agency: Urban Dreams

Urban Dreams, founded in 1985, provides information and referral services, ex-offender support, youth recreational opportunities, and a safe space for community members to use the telephone or relax. The building is also available to other community organizations for use as a meeting space. The Executive Director of Urban Dreams, Wayne Ford, was elected an Iowa State Representative for House District 71 in 1996 and became an Eisenhower Foundation Board member in 1999.

### The School: Harding Middle School

Harding is located on busy Euclid Avenue in Des Moines. The school is in a tree-filled green space, and the front door feels accessible and "kid-sized." The building, erected in 1926, is in the shape of a figure eight, with two interior courtyards that contain structures built by students including benches and a trellis. There is a parking lot across the side street, on the same side of Euclid, next to the school's basketball courts and playground. Cars move quickly down the side street, and there is one stoplight between a side-door of the school and the basketball court's fence gate.

As one walks toward the front door, one can hear the school band practicing. Turning right into the main offices, a student helper and two administrative workers share greeting duty. There is a small reception area directly in front of the door, and articles featuring Harding students and programs are posted prominently. The Principal's office is on the immediate right, and a conference room is next door. The doors to both appear to be closed as a rule; not surprisingly, given the high level of activity in the office. The phones ring nearly constantly; tardy students sign in and receive passes for class; a parent brings her child's lunch money.

The Full-Service Community School office is down two hallways on the basement level. Each hallway in the building has a set of doors at its end, creating sections within the school. The sixth grades are sectioned off from the seventh and eighth graders. There are flags from various nations hanging in the hallways; the flag of Palestine provides visitors with an invaluable landmark for a left down to the FSCS office in the basement. The space there is shared with a special needs class and a SUCCESS[18] worker's office.

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[17] 2000 U.S. Census reports FactFinder map, http://factfinder.census.gov/
[18] SUCCESS workers are social workers.

AYP is the cornerstone of No Child Left Behind, federal education legislation, created to hold schools accountable for results. In order to access federal funds schools must meet AYP standards. Each state sets an annual target for AYP, which indicates the minimum percentage of students that must achieve grade level standards in math and reading. [19] Harding did not make AYP in 2004-2005.

### Harding Students

There were 689 students enrolled at Harding in the 2004-2005 school year.[20]

Harding students are diverse, as shown in Exhibit 4 at right. Nearly one in four (24%) are Latino, and one in five (20%) are African American. Harding students speak 12 different native languages. ➲

**Exhibit 4:**
**Student Demographics[3]**

| Ethnicity | Percent in Building (n=689) | Percent in District (n=31,851) |
|---|---|---|
| Caucasian | 48% | 66% |
| Latino | 24% | 13% |
| African American | 20% | 16% |
| Asian | 8% | 5% |
| Native American | 1% | 1% |

Three-quarters (75%) of Harding students receive free or reduced-price lunch. This is a commonly accepted indicator of a student's economic status. ➲

**Exhibit 5:**
**Free- or Reduced-Price-Lunch Status[21]**

| Status | Percent in Building (n=689) | Percent in District (n=31,851) |
|---|---|---|
| Free- or Reduced-Price-Lunch Recipients | 75% | 53% |
| Non-Free- or Non-Reduced-Price-Lunch Recipients | 25% | 47% |

Over one-quarter (27%) of Harding students are in a special education program, and one-quarter are enrolled in the English as a Second Language (ESL) program. There are 14 classrooms in the building dedicated to different types of special education from resource through self-contained programs. ➲

**Exhibit 6:**
**Involvement in Special Programs[4]**

| Type of Program | Percent in Building (n=689) | Percent in District (n=31,851) |
|---|---|---|
| Special Education | 27% | 18% |
| Gifted and Talented | 13% | 13% |
| English as a Second Language (ESL) | 25% | 11% |

There are 52 full-time classroom teachers at Harding[22], creating a student-teacher ratio of 13:1, which is the same as the district average student-teacher ratio.[23]

## B. FSCS Staffing and Programs and Services for Students

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[19] http://www.schoolmatters.com/App/SES/SPSServlet/MenuLinksRequest?StateID=39&LocLevelID=118&StateLocLevelID=153&LocationID=1305&CatID=-1&SecID=-1&CompID=771

[20] Des Moines Public Schools Minority Report as of September 17, 2004 http://www.dmps.k12.ia.us/facts/6EnrollmentMinority2004.pdf

[21] Des Moines Public Schools District—based on September 2004 enrollment

[22] Des Moines Public Schools, Harding Middle School 2004-05 School Improvement Plan

[23] District average student-teacher ratio http://www.greatschools.net/cgi-bin/ia/district_profile/123

*FSCS Staffing*

The adults at Harding who are dedicated staff for FSCS activities include a Site Director, a part-time Community Coordinator, a data entry clerk, and regular day teachers who lead activities. Harding has one full-time Urban Dreams staff member who functions as the Site Director.

Staff members and roles are:

- Cliff Kessler, Site Director;
- Bobby Stanley, Community Liaison;
- Karen Brown, Resource Director at Urban Dreams;
- Over ten Harding Middle School teachers help to run the Full-Service Community Schools activities; and,
- Community partners from various organizations in the city that also help to run the FSCS activities.

Specifically, there are 12 FSCS staff members who also work for Harding during the day: 10 certified teachers, one part-time physical education teacher and one data entry clerk. Each of these staff works between three and five hours a week for the FSCS Initiative. There are five FSCS paid staff members and several volunteer staff from partner organizations and from the general community.

*Overview of FSCS Programs and Services*

Harding's after-school programs have centered on academics—even with its signature soccer program, students must participate in one hour of academic work before practice begins. Harding offers tutoring and homework help after school each Monday, Tuesday and Thursday, and regular day teachers lead the "study tables" and academic support groups or "tutoring clubs." Exhibit 7 below details the variety of offerings for students at Harding.

**Exhibit 7:**
**FSCS Programs and Services for Harding Students**

| After-School Programs | | | Services |
|---|---|---|---|
| **Academic** | **Enrichment** | **Behavioral Health and Life Skills** | **Health / Wellness** |
| • 6th, 7th and 8th Grade Tutoring and Homework Clubs<br>• Read 180<br>• ESL Academic Support<br>• Basketball Study Table<br>• ITBS Test Preparation | • Intramural Basketball<br>• Intramural Soccer<br>• Tournament Games Club<br>• Y Community Service Club<br>• Chess Club<br>• Drama Workshop<br>• Guitar Club<br>• Video Graphics Club<br>• Volunteer Group | • "Mariposa" Latina Group<br>• "Sisters for Success" African American Girls Group<br>• Young Men's Group | • Daily Snacks<br>• Dental Screenings<br>• Dental Treatments<br>• Mercy/Mayo Youth Physicals |

In addition to the programs and services listed above, there are several programs and services offered at Harding Middle School that contribute to the full-service model but are not directly funded by the FSCS Initiative. Descriptions of these programs and services are given later in this section.

Additionally, one-time activities over the regular school year include:

- A visit from Japanese Kendo artists, for students;
- Community service at the Asian Festival;
- A "Get Your Grill On" barbeque training at Cookie's Barbecue Factor, where students learn about food safety, food handling and the food is prepared by students;
- A parent/family barbecue held during parent conferences;
- A field trip to Drake University; and
- Mercy Medical "Caring Hands Health Care" Career Days.

Harding also offers activities over the summer for students, as detailed in Exhibit 8 below.

**Exhibit 8:**
**Summer Session: FSCS Programs and Services for Harding Students**

| Summer Programs | | | Services |
|---|---|---|---|
| **Academic** | **Enrichment** | **Behavioral Health and Life Skills** | **Health / Wellness** |
| • Math Facts<br>• 6th Grade Math<br>• 8th Grade Math Orientation Session<br>• 8th Grade Math Preparation<br>• Jump Start math and reading improvement and orientation for incoming 6th grade students<br>• Must-have Math<br>• Sports Math<br>• "Freaky Fractions" Math<br>• "GeARTmetry" Math and Art<br>• Independent Reading<br>• Language Arts<br>• "Fractured Fairy Tales"<br>• Folk Tales<br>• Author Study– *Monster* by Jerry Spinelli<br>• "Write Right" Overview of Phonics<br>• *There's a Boy in the Girls' Bathroom* book study<br>• Constellation/ The Zodiac science program<br>• The Body Trip science class on the human body | • Drawing/Cartooning<br>• Golf Club<br>• Guitar<br>• Scrapbooking<br>• Crafts<br>• Games Club<br>• Large Motor Activities<br>• Journalism<br>• "Worlds Most Dangerous Animals" Wildlife Program<br>• Swimming<br>• Time to Work It physical fitness<br>• Field Trips | • Camp Dodge (leadership training course sponsored by US Military that involves team outdoor problem solving) | • Community Health Clinic<br>• Breakfast and Lunch |

Summer programming is ongoing as of this writing; there are approximately 103 students enrolled in programs and services for the 2005 summer session.[24]

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[24] Data extracted from enrollment report in youthservices.net.

## FSCS Programs and Services for Students: Offerings and Participation

Exhibit 9 below provides information on each program offering and on the average daily attendance for each program or service; detailed descriptions of the programs and services are provided in the sections following this table.

**Exhibit 9:**
**FSCS Student Programs and Services: Description and Participation Information**

| Program / Service | | When Offered | | Average Daily Attendance (# students) |
|---|---|---|---|---|
| | | Days[a] | # Hrs. | |
| **Academics** | 6th Grade Academic Support | M T R | 1 | 4 |
| | 7th Grade Academic Support | M T R | 1 | 6 |
| | 8th Grade Academic Support | M T R | 1 | 4 |
| | Read 180 | T R | 1 | 4 |
| | ESL Academic Support | T R | 1 | 9 |
| | Basketball Study Table | M T W R F | 1 | 22 |
| **Enrichment** | Intramural Basketball | S | 2 | 13 |
| | Intramural Soccer | T R S | 1 | 20 |
| | Tournament Games Club | T | 1 | 11 |
| | Chess Club | T R | 1 | 6 |
| | Y Community Service Club | R | 2 | 5 |
| | Drama Workshop | M | 2 | 15 |
| | Guitar Club | S | 2 | 2 |
| | Video Graphics Club | R | 1 | 2 |
| | Volunteer Group | M T R | ½ | 1 |
| **Life Skills** | "Mariposa" Latina Group | R | 1½ | 8 |
| | "Sisters for Success" African-American Girls Group | T | 1½ | 8 |
| | Young Men's Group | T | 2 | 9 |
| **Health** | Daily Snacks | M T R | ½ | 43 |
| | Dental Screenings | n/a | n/a | 37[b] |
| | Dental Treatments | n/a | n/a | 55[c] |
| | Youth Physicals | n/a | n/a | 70[c] |

[a] M=Monday, T = Tuesday, W = Wednesday, R = Thursday, F = Friday, S = Saturday
[b] This service was provided twice during the 2004-05 school. It lasted 2-3 hours each time.
[c] This service was provided one time during the 2004-05 school year.

The FSCS Site Director estimates that more than 400 students at Harding have been involved in the FSCS Initiative in one way or another during the school year, whether it is through participation in an after-school or Saturday activity, or by receiving some type of free health service. On average, there are 40 students who participate in after-school programs on Mondays. There are approximately 75 students who attend programs on Tuesdays and Thursdays, and about 35 students who come to Harding on Saturdays.[25] This is about the number of students that Harding expected to serve. The FSCS Site Director estimates that, compared to the prior school year 2003-04, they reached more students because they offered more programs.

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[25] Participation averages are the FSCS Site Director's estimates.

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***6th, 7th and 8th Grade Academic Support.*** These homework help and tutoring programs are divided among grade levels. They offer support in completing homework and individualized instruction in specific subject areas. Academic support is offered three days a week, and each student must be signed up for an academic support program or have a C average to participate in an enrichment program.

***Read 180.*** This is a computer-based reading and literacy program that adjusts reading instruction to the individual student's grade level, providing practice and application of reading skills for multiple skill levels. Read 180 supports and motivates students as they progress toward becoming lifelong readers and learners.

***ESL Academic Support.*** This is an extension of the academic support programs described above, specialized for Limited English Proficient (LEP) students.

***Basketball Study Table.*** This "study hall" is provided for 8th-grade girls to offer homework help before intramural basketball begins.

**Enrichment Programs**

***Intramural Basketball and Intramural Soccer.*** These are co-ed programs with games and open gym. Participants are divided up for mini games. Sportsmanship (respect) and cooperation (teamwork) are emphasized. Each student must have a C average to participate in an enrichment program or be signed up for both an enrichment program and an academic support program.

***Tournament Games Club.*** The Tournament Games Club provides students with the opportunity to enjoy a wide variety of traditional board games and puzzles with friends and classmates after school. No computer games are allowed. Games provided include: Monopoly, Connect Four, Stratego, Clue, Chess, Checkers, Jenga, and many others. The club promotes positive social interaction and development of social skills.

***Chess Club.*** Students learn how to play chess and then compete against each other. Like the Tournament Games Club, this club promotes positive social interaction and development of social skills.

***Y Community Service Club.*** The Y Community Service Club, also known as the Teen Leaders Club, is an opportunity to for students to develop leadership skills, to plan and conduct service learning projects and to participate in other fun activities. Mr. Crawford with the Grubb YMCA of Greater Des Moines runs the program. Examples of service projects include preparing lunch for the Harding cafeteria and maintenance workers and helping out with various aspects of the annual Asian Community Festival.

***Drama Workshop.*** A drama workshop is offered once a week in Harding's auditorium. Mark Rixner, a teacher at neighboring North High School, runs the program. (Harding is a feeder school for North). During the workshop, students learn the basics for drama from learning lines in plays to constructing the actual sets. Students rehearse each week and give a school-wide performance at the end of the year.

***Guitar Club.*** In this club, students learn the basics of guitar from folk to blues. No guitar is required, and students are divided by individual ability. The club runs for two hours each Saturday by a FSCS staff member hired by the Site Director.

***Video Graphics Club.*** This club teaches students the basics of video photography as well as techniques for working in front of the camera. Students are responsible for producing a video program designed to orient fifth graders who will attend Harding Middle School the following year. In addition to photography and performance, students also gain experience in using video editing equipment, utilizing music in video and designing title graphics.

## Behavioral Health and Life Skills Programs

***Mariposa Latina Group.*** This program is a collaboration among Harding, the Greater Des Moines Partnership and the Iowa National Guard, and it is described as "*Wings to explore your heritage and to fly towards your future."* Mariposa allows Latina youth to come together to study their culture, family connections, self-esteem, stereotypes of women, Latinos and teenagers, and other issues important to them. Additionally, young Latina professionals visit the group and share their life and career experiences. Mariposa students participate in a raffle where every student receives a prize. The Mariposa group promotes Latina youth leadership and a stronger, more positive connection to their culture, school, peers and adults.

***Sisters for Success African-American Girls Group.*** Sisters for Success is a collaboration between Harding and BarbaraLynn Hall of the Grubb YMCA of Greater Des Moines. It is a program for African-American girls to build self-esteem and positive relationships with parents, teachers and peers. It is, in part, a career-bound program, so Sisters for Success partners with African-American women from local companies who come in as guest speakers and provide their business perspectives. For 6th- and 7th- grade girls, the program tries to provide positive female role models. For 8th-grade girls, the primary focus is a smooth transition to high school. Sisters for Success youth participants receive incentives to attend.

***Young Men's Group.*** This program is another collaboration, this time between Harding and John Meyer from the Iowa State University Extension. It is a youth development and mentoring program where young men can get together to play sports and other games, and talk about issues that are important to them. It promotes youth leadership and seeks to help participants develop stronger positive connections to school, peers and adults.

## Health/Wellness Services

***Daily Snacks/Youth Helpers.*** FSCS supports the Des Moines Public School Food Service program to provide healthy snacks and drinks for students in weekday, after-school programming. Fresh fruit is provided every day. The snacks give youth needed sustenance before attending the FSCS programs. Students help with the set up and distribution of snacks. Near the food, four to five students take daily attendance. These "youth helpers" volunteer their time throughout the course of the school year. After the youth helpers take attendance, the Site Director makes announcements and maintains order as students have their snacks.

**Dental Screenings.** When a child's oral health suffers, so does his/her ability to learn. Poor oral health has been related to decreased school performance, poor social relationships, and less success later in life. Children experiencing pain are distracted and unable to concentrate on schoolwork.[26] At Harding, there are two opportunities during the school year for students to receive onsite dental screenings and treatment referrals if needed. The Des Moines Health Center's Smile Squad Mobile Dental Clinic offers the screenings during the fall, and Broadlawns Medical Center's Department of Oral Medicine collaborates with the University of Iowa, College of Dentistry to offer screenings in the spring. This second offering benefits those students who missed the first opportunity in the fall and the significant amount of new students who enroll at Harding throughout the school year.

**Dental Treatments.** Fifty-five Harding students received onsite dental treatment from the Smile Squad Mobile Dental Clinic in the fall of 2004. The Smile Squad uses a dental van to transport and hook up dental equipment directly to the FSCS office in the school building.

**Youth Physicals.** Harding collaborates with the Merci/Mayo Clinic to provide free physicals for students and information on where to receive other medical services. As with the dentals screenings and treatment, the physicals are offered onsite by volunteer doctors and nurses.

**Positive Behavior Supports (PBS).** This is a District-wide program that has been implemented building-wide at Harding. FSCS integrates PBS into all of its after-school programming. General staff supports and reinforces positive behavior in students through promoting four of the Character Counts pillars—Respect, Caring, Responsibility and Citizenship. FSCS staff and teachers use ground-rules discussion with the Character Counts model to help set rules for behavior.

**Star Choices Young Women's Group.** This program is a collaboration of the SUCCESS caseworker, the FSCS Site Director and the Iowa State University Extension. The group addresses self-esteem, assertiveness and resiliency. Topics addressed include: physical and mental personal health, sexuality, substance abuse, women's history, relationships, communication, trust, team-building, community and volunteerism. It promotes financial literacy, life skills, career development and academic success.

### Summer Sessions

FSCS also includes summer programming offered from the end of June to the middle of August. There are a variety of academic and enrichment programs, as given in the summer program table above. Different field trips are offered each week, and some trips included: Iowa National Guard Camp Dodge, City Pool, bowling, skating and more. Harding recently partnered with the University of Iowa to provide an extensive journalism program for summer participants. The only criterion that one has to meet to participate in the summer sessions is that s/he must be an existing Harding student or an incoming sixth-grade student. Additionally, Harding allows eighth-grade graduates to participate in the summer. Usually, most of these older students are volunteers.

### Non-FSCS Offerings

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[26] Information provided in the Mercy Hospital Department of Oral Medicine, Broadlawns Medical Center dental screening flyer.

There are seven student offerings that do not officially fall under the FSCS umbrella. However, several of these programs coordinate with FSCS programs with regard to the students they serve and the staffing and transportation resources they use. Oftentimes students who participate in the SUCCESS Program, Individual Therapy, PACE or Star Choices also participate in FSCS programming. These programs contribute to the idea and spirit of the full-service model but are not direct pieces funded by Eisenhower. Below is a brief description of each non-FSCS offering.

***SUCCESS Program.*** This is a year-round program with a focus on case management during the school year. This program provides intensive case management services to approximately thirty high-risk students and their families. The student, family, staff, or community can make referrals to this program for services. They look at total needs of the student and family from clothing and eyewear to food and other basic needs. Staff assist students in developing goals and action steps to reach those goals, and they work intensively with these students throughout the year. One SUCCESS caseworker is the co-director of the summer FSCS program. The SUCCESS and FSCS staff work collaboratively on grant writing for funding programs.

***Individual Therapy.*** The SUCCESS Program subcontracts with Children and Families of Iowa and the Child and Adolescent Guidance Center to provide therapy onsite at Harding Middle School. Therapists utilize the SUCCESS Program conference room on a weekly basis to provide individual counseling.

***PACE Program.*** This program involves a PACE caseworker who is a liaison to court-involved youth onsite at the school. The liaison provides intensive case management, works with entire families, and supports positive academic and behavioral progress.

***Bully-Proofing Your School.*** This is a zero-tolerance-for-bullying curriculum given in four sessions during the school entire year. The purpose is to educate students about bullying, and to empower the majority of students who are neither bullies nor victims to take action to stop bullying behavior. Specific techniques are taught to both students and staff on how to successfully deal with bullying situations.

***Links to Learning.*** Offered at Urban Dreams, this program provides a structured learning environment to Des Moines Public Schools student who have been suspended from school. The goal is to reduce the rate of suspensions and improve academic performance. Urban Dreams offers this out-of-school suspension program to five schools in the district, including both Moulton and Harding.

**Community Partners**

At Harding Middle School, the term "community partner" refers to any community organization or individual member of the community that provide fee-based or free programs, staff or services to the FSCS. Exhibit 10 below lists the community partners, along with the classes taught or services provided.

**Exhibit 10:**
**Community Partners**

| Community Partner | Program Taught or Service Provided |
|---|---|
| Greater Des Moines Partnership and the Iowa National Guard | "Mariposa" Latina Group |
| Iowa State University Extension | Young Men's Group |
| Mercy Hospital / Mayo Clinic | Youth Physicals |
| Des Moines Health Center, The Smile Squad Mobile Dental Clinic | Dental Screenings and Treatments [fall semester] |
| Mercy Hospital Department of Oral Medicine, Broadlawns Medical Center and the University of Iowa College of Dentistry | Dental Screenings and Treatments [spring semester] |
| YMCA of Greater Des Moines - John R. Grubb Branch | Y Community Service Club |
| | "Sisters for Success" African American Girls Group |
| | Swimming during the summer sessions |
| North High School | Drama Workshop |
| University of Iowa | Journalism during the summer sessions |
| Cookies Barbecue Company, the Iowa Barbecue Society and TNT Landscaping | "Get Your Grill On" Student Barbecue |

The Site Director, Principal, and staff are continually looking for opportunities to partner with new organizations in the community to expand the services and programs offered to students and families at Harding Middle School.

# IV.Outcomes Evaluation for Harding

## A. Youth Outcomes

There are several youth outcomes for students attending a Full-Service Community School. They include behavioral, cognitive, social, and developmental outcomes, as listed below:

- School behavior;
- School attendance;
- Academic achievement;
- Satisfaction with and attachment to school;
- Orientation toward learning and positive future orientation;
- Participation in new activities and interest in non-academic subjects;
- Self-esteem;
- Positive peer relationships;
- Positive adult relationships;
- Access to health and social services; and
- Sense of safety.

### Data Sources

There are four main data sources used in the evaluation of youth outcomes. They are: a youth survey, school records, web-based data system, and interview and focus group notes.

During the 2004-05 school year there were 277 students at Harding for whom we obtained parent/guardian consent to participate in the evaluation of the FSCS model. This is approximately 40% of the student body. For these 277 students the evaluators administered a baseline and follow-up youth survey and obtained school records information, including grades, test scores, attendance, and behavior information.

In addition to these data, all students who participate in FSCS activities are tracked in an online database at www.youthservices.net which is overseen by the Eisenhower Foundation. The FSCS Site Director and FSCS staff track daily attendance for all FSCS programs and services, allowing Eisenhower staff and the evaluators to know *what* programs and services an individual student is accessing and *how often* they participate.

Finally, the evaluators conducted a youth focus group with a subset of students who are also participants in the FSCS after-school academic and enrichment activities. Questions about student outcomes were also asked in key informant interviews with the Principal, FSCS Site Director, and other school and FSCS staff.

### Youth Survey

A total of 134 students out of the 277 students with consent completed the youth survey at both the beginning and the end of the 2004-05 school year. The baseline survey was administered in the fall of 2004 to assess students' feelings about their school, relationships with peers and adults, and their

interest and involvement in various activities prior to the start of FSCS programming at Harding for the school year. The follow-up survey was administered to the same group of students in the spring of 2005 to capture any changes in youth outcomes from baseline. Of the 134 youth survey respondents, 71 were involved in FSCS programs and/or services during the 2004-05 school year.

Basic demographic characteristics of the youth survey respondents are seen in Exhibit 11 below.

**Exhibit 11:**
**Demographic Characteristics of Youth Survey Respondents**

| Characteristics | | Percent of Youth[a] |
|---|---|---|
| **Grade** | n=124 | |
| | 6th | 39% |
| | 7th | 36% |
| | 8th | 25% |
| **Gender** | n=124 | |
| | Male | 49% |
| | Female | 51% |
| **Race/Ethnicity** | n=126 | |
| | White | 47% |
| | Spanish/Hispanic/Latino | 20% |
| | Asian American/Pacific Islander | 14% |
| | Biracial/Multiracial/Other | 11% |
| | African American/Black | 8% |
| | Native American | 1% |

[a] Total values may be more than 100% for each category due to a rounding error.

The youth survey respondents are fairly representative of the overall student population at Harding.

As mentioned in the Methods section of the report, to explore the degree to which participation in FSCS programs affects youth outcomes, we used several different models to compare data for students who participated in FSCS activities to those who did not; students who were high participators in FSCS activities to those who were low or not participators; and the number and/or percent of days students spent in FSCS activities. We found statistically significant findings for the following youth outcomes:

- School attendance;
- Academic achievement;
- Satisfaction with and attachment to school;
- Orientation toward learning and positive future orientation;
- Participation in new activities and interest in non-academic subjects;
- Self-esteem;
- Positive peer relationships; and
- Positive adult relationships.

More detailed information on these quantitative findings is found in the specific youth outcome sections below. Exhibit 12 provides an overview of where we found statistical significance for these youth outcomes with regard to FSCS participation.

**Exhibit 12:**
**Significant Youth Outcomes**

| Youth Outcome | Significance? | | |
|---|---|---|---|
| | Participation v. Non-Participation | High Participation v. Low or No Participation | For FSCS Participants, Number and/or Percent of Days in FSCS Programs |
| School Attendance | ✓ | | |
| Academic Achievement | ✓[a] | ✓ | |
| Satisfaction with and Attachment to School | ✓ | ✓ | ✓ |
| Orientation Toward Learning and Positive Future Orientation | ✓ | | ✓ |
| Participation in New Activities and Interest in Non-Academic Subjects | | | ✓ |
| Self-esteem | ✓ | ✓ | ✓ |
| Positive Peer Relationships | | ✓ | ✓ |
| Positive Adult Relationships | ✓ | ✓ | |

[a] Significant for participation v. non-participation for all students and for students who had low grades at baseline.

For the following youth outcomes, while there were no statistically significant findings, we surfaced volumes of qualitative indicators that youth do experience positive changes in these areas:

- School behavior;
- Access to health and social services; and
- Sense of safety.

Qualitative data on these indicators are available from the evaluator's observations, communications, and assessments during the site visit.

### Who Are FSCS Participants?

Exhibit 13 below provides profiles of average FSCS and non-FSCS participators based on baseline information captured during the 2003-04 school year prior to youth involvement in FSCS activities in the 2004-2005 school year.

**Exhibit 13:**
**Participant Profiles**

| For 2003-2004 School Year | FSCS Participants | | Non-FSCS Participants | |
|---|---|---|---|---|
| | **Mean** | | **Mean** | |
| **Number of Absences** (n=145) and (n=132)[a] | 7.8 | days | 7.5 | days |
| **Number of Suspensions and Number of Days Suspended** (n=145) and (n=132)[a] | 0.7 | suspensions | 0.5 | suspensions |
| | 1.4 | days suspended | 1.2 | Days suspended |
| **Math Grade** (n=126) and (n=103)[a] | 2.2 | (on 4-point scale) | 2.6 | (on 4-point scale) |
| **English Grade** (n=110) and (n=100)[a] | 2.5 | (on 4-point scale) | 2.8 | (on 4-point scale) |
| **ITBS Math Score** (n=135) and (n=109)[a] | 7.2 | | 8.4 | |
| **ITBS Reading Score** (n=137) and (n=109)[a] | 6.9 | | 7.6 | |

[a] Sample size for FSCS participants and non-FSCS participants, respectively

There are noticeable differences between the attendance, behavior, grades, and test scores data of those students who became involved in FSCS activities during the 2004-05 school year and those who did not. On average those students who participated in FSCS activities had more absences and behavior incidences than students who did not end up participating. These youth also had lower average math and English grades and ITBS test scores. These profiles offer a snapshot of those students who are targeted by teachers and school and FSCS staff, due to behavioral or academic issues or both, to participate in the various academic and enrichment programs offered after school. While the average differences in school records data between FSCS and non-FSCS participators are small, there is a notable trend of lower academic and behavioral performance among those youth who become involved in the FSCS after-school programs. An explanation of the findings for all youth outcomes is found below.

### School Behavior

Interviews with teachers, staff and the FSCS Site Director revealed two compelling explanations of how FSCS helps to improves school behavior. The first reason is that improved student behavior is a consequence of students building and strengthening relationships with adults. As will be discussed in later sections, many of the FSCS staff members are teachers during the regular school day. As students spend more time with their teachers and see how much they care, students gain respect for them and even for those FSCS staff members who are not regular day teachers. The more comfortable they

*"With FSCS, making the school accessible after school and on Saturdays has definitely helped my relationship with the kids… all of them, not just the kids I teach. I think the teachers that are staying after school are the ones that kids aren't afraid to ask for help and don't want to get in trouble by. Now, when I ask one of them to slow down in the hall, they'll say, 'Okay, yes, for you.'"*

**—Harding Teacher & FSCS Staff Member**

feel with the adults and the respect they gain translate into better behavior during the regular school day. A FSCS staff member describes how participating in FSCS after-school programming positively impacts students' behavior:

> *The relationships that you're building after school flow into the classroom. That if you can build a positive relationship on a personal level then you can build a positive relationship at the teacher-student level. There are a lot of minority children who are missing school because of behavior problems, conflicting with each other… catty stuff. That is the main thing overall that has been positive, because even myself… I'll pop up during lunch time to see if anybody is having a problem. A lot of the young ladies that I work with have behavior problems and have changed some of their behaviors. Better attitudes and the relationships that flow from after school to during school have been the positive things.*

One teacher also concluded that FSCS after-school participation helped to reduce discipline problems during the day. She remarked that her expectations of students in the after-school programs carry over into the day, and vice versa: "When I see them in the hall, I don't even have to say anything, they just know. They get right to work and they use it [time] wisely." The same rules for behavior exist in the after-school programs as in the regular school day [see "Program Quality" section below.]

A second likely explanation for improved school behavior is that FSCS programming has built-in rewards or incentives. FSCS programs, particularly the enrichment programs such as the sports and games clubs, give students something to look forward to during the day. It is a chance to be able to hang out with other students and get to each other. Students who get in trouble during the day are not allowed to participate in activities after school or on the weekends. As a FSCS staff member/Harding teacher describes:

> *"I really sincerely believe that it helps the kids be better citizens and be better people. I believe the teachers we have are all very real with the kids and really care. I think that it's a really good complement."*
>
> **—FSCS Site Director**

> *There are some of them who, since starting Saturday and evening soccer, get into suspension a lot less because if they get suspended, then they can't come at night. So they'll make it through the day because they want to come to soccer.*

One parent even exclaimed, "It keeps him out of trouble. He acts better at home so I will let him participate." Participating in the FSCS after-school activities provides students additional opportunities to interact with their peers and adults in positive ways and to cultivate appropriate behaviors. As students acquire social and academic skills they are better behaved in the classroom allowing for a more productive learning environment for themselves and for their teachers.

## School Attendance

FSCS programs and services aim to address students' cognitive and affective needs so as to improve their experience at school and in life. With these goals in mind, the data below show that the FSCS has made positive impacts on students' desire to come to school and to learn.

**Exhibit 14:**
**Effect of FSCS Participation on Students' Attendance**

| Research Question: What is the effect of FSCS participation on students' school attendance? | | | |
|---|---|---|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | -1.6* | 209 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

The effect size is measured in terms of change in number of days of school missed, so a negative change means fewer days missed. An effect size that is negative means that the number of days missed decreased for FSCS participators more than it did for *non*-participators. This model shows that those who participate in FSCS after-school programs improve their attendance more than those who do not participate; all else equal, those who participate improve by 1.6 days more than those who do not participate. This finding is extremely significant— we can say with confidence that FSCS participation leads to increased school attendance rates at Harding Middle School.

> *"It's better now. After we get a hard day's worth of school done, we have something to look forward to. Now that we have after-school, I want to come to school every day."*
>
> **—Harding Student**

## Academic Achievement

As the core focus of the FSCS after-school programming, academics are an area where the initiative hopes to see improvements in students from baseline to follow-up. This is the case when looking at students' math grades, in the aggregate, from the 2003-04 school year to the 2004-05 school year, and within only the 2004-05 school year, for those students who participate in FSCS compared to those who do not and those who are high participators and those who are low or not participators.

**Measures of Grade Change:**
- *Year-to-year change* (this includes the subset of students for whom we have grades from the previous year)
- *Within-year change* (this includes all students)
- *Aggregate change*: year-to-year change where this is available, and within-year change where year-to-year change is *not* available (this includes all students).

**Exhibit 15:**
**Effect of FSCS Participation on Students' MATH Grades: Aggregate Change**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on *aggregate change* in math grades? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| Participation v. non-participation | .3* | 171 | This model includes all controls (gender, ethnicity and grade). |
| Participation v. non-participation, looking *only* at students who had a C+ or lower at baseline | .6* | 50 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

The effect size is measured in grade change; for this table, we look at the *aggregate* grade change. As noted in the text box, aggregate grade change includes all students for whom we have math grade data, and uses their earliest grade as their baseline. For sixth grade students, their baseline grade is the grade at the beginning of the year; for seventh and eighth grade students, their baseline grades are their grades at the end of last year. A .3 grade aggregate grade change, then, represents an increase of a little less than a third of a grade – for example, going from about a C+ to a B-, or about a B to a B+. The first row of the table shows that those who participate in FSCS after-school programs show an improvement in their grades which is a little less than a third of a grade better than the change shown by those who do not participate.

The second row of the table shows that these results are even more striking for those students who started out with a C+ or lower. Of those students, those who participate in FSCS showed an improvement that was .6 of a grade more than the change shown by those shown by those who do not participate.

**Exhibit 16:**
**Effect of FSCS Participation on Students' MATH Grades: Year-to-year Change**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on *year-to-year change* in math grades? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| Participation v. non-participation | .6*** | 107 | This model includes all controls (gender, ethnicity and grade). |
| High participation rate v. low or no participation | .5** | 101 | When all controls (gender, ethnicity and grade) are added to the model, the significance increases from p<.1 to p<.05, and the effect size rises from .4 to .5. |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

This table looks at year-to-year change in math grades, which means it includes only those students for whom last year's grades are available. The results show (in the first row) that participators improve .6 of a grade more than non-participators do. The second row shows that those who participate 50% of the time show an improvement that is half a grade better than for those who participate less than 50% time or do not participate at all. This implies that much of the effect of the after-school programs comes from participating a *lot*, rather than just participating at all.

**Exhibit 17:**
**Effect of FSCS Participation on Students' MATH Grades: Within-year Change**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on *within-year change* in math grades? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| High participation rate v. low or no participation | .3** | 154 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

Looking at change within the year, we see that FSCS participation still has an effect on grade change. Those who participated 50% of the time or more show an improvement that is .3 of a grade greater than those who participate less than 50% of the time or not at all. Because there is no effect shown for participators v. non-participators, this implies that for *within*-year change, the effect only shows for high participators. This makes sense, because it is probably harder to improve within one year than it is to improve since last year.

These data quantitatively support what the Principal, FSCS Site Director, staff, teachers, parents and the students themselves declare: FSCS participation helps to increase grades and FSCS participants are performing at a higher level in their classes. All participants in the youth focus group say that they receive better grades. One teacher exclaims, "They can get homework help. It helps academically a lot, and a lot of them have made *huge* gains." Many parents who completed the parent survey agree. One of the parent respondents says, "Before he attended the program he struggled in some of his subjects. Now that he goes three times a week he understands more and is learning and getting his work done."

> *"It changed my grades a lot. My math is easy now. It's taken a whole bunch of weight off my shoulders about what I need to do…I finally got to do something and go bowling because I got on the Honor Roll."*
>
> **—Harding Student**

## Satisfaction with and Attachment to School

There are several factors contributing to students' enhanced attachment and enjoyment of school including the ability to comprehend and succeed in academics and having positive peer and adult relationships. FSCS programs have been found to have positive effects on students in all of these areas.

The models below use participation to predict positive change on the survey item asking students whether they like to go to their school. If they show more agreement with this statement at the end than at the beginning of the year, they are rated as having positive change (they like to go to school more at the end of the year than they did at the beginning). If they have the same amount of agreement or less agreement, they are rated as *not* showing positive change.

**Exhibit 18:**
**Effect of FSCS Participation on Attachment to/Satisfaction with School**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "I like to go to my school"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| Participation v. non-participation | 5.9*** | 117 | When all controls (gender, ethnicity and grade) are added to the model, the significance increases from p<.1 to p<.01, and the effect size more than doubles from 2.4 to 5.9. |
| High participation rate v. low or no participation | 5.0*** | 106 | When all controls (gender, ethnicity and grade) are added to the model, the significance increases from p<.1 to p<.01, and the effect size more than doubles from 2.4 to 5.0. |
| For students who participate, sessions spent in *academic* FSCS programs | 1.1* | 85 | When ethnicity and grade are added to the model, the significance level changes from non-significance (p=.12) to significant at p<.1. |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

This table shows impressive effects of program participation on whether students like school more at the end of the year. The first row shows that (all else equal) participators are almost *six times* more likely to have shown improvement here than those who do not participate. The second row shows that high participators (50% or more) are *five times* more likely to have shown improvement than those who participate less or not at all. The bottom row shows a strong effect, among participators, of the number of sessions of academic programs attended. The effect size is 1.1, indicating roughly that an increment of 10 sessions translates into being twice as likely to show improvement on liking to go to school. One interpretation of these results is that part of the reason students do *not* enjoy school is that the academics are hard for them, or perhaps they have trouble getting their homework done. As academics get easier and they don't face difficulties with their teachers for not having finished homework, school becomes more enjoyable.

**Exhibit 19:**
**Effect of FSCS Participation on Attachment to/Satisfaction with School**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "My teachers will help me before or after school if I ask for help"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| High participation rate v. low or no participation | 3.2* | 102 | When grade is added to the model, the significance level changes from non-significance (p=.14) to significant at p<.1. When all controls (gender, ethnicity and grade) are included in the model, the significance increases as does the effect size, rising from 2.4 to 3.2. |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

This table above shows that those who have high participation rates are a little over three times more likely to show improvement on feeling that they get help from teachers than are those who have lower participation rates or don't participate at all. Since there is no effect shown for

participation v. non-participation, this implies that students have to participate a lot to show improvement on this item.

Yet another data source points to improvement in how much FSCS participants like their school. More than nine in ten parents (93%) of FSCS students who responded to the parent survey said that the FSCS activities have made their child like school more (n=71).

> *"For our kids playing soccer, they don't even play league games but to them, they're on a team. Other avenues for soccer are just too expensive. Even though it's just intramurals, to the kids, it's 'I belong to a soccer club.'"*
>
> **—Harding Principal**

One FSCS staff member claims, "They like the 1-on-1, whether they like to admit it at will." Students are comfortable with their teachers in the after-school program. The adults play games with them once they are done with their work. "We're able to have fun," the staff person adds, "Students are a lot more open. Overall, they seem pretty happy."

## Orientation toward Learning and Positive Future Orientation

As students gain a better understanding of the material they are learning and experience improved academic success, their orientation toward learning is also likely to increase.

These models use participation to predict positive change on the survey item asking students whether there is another adult (aside from parents and guardians) that who will help them with their homework. If they show more agreement with this statement at the end than at the beginning of the year, they are rated as having positive change (they're more likely to indicate that there is another adult to help with homework at the end of the year). If they have the same amount of agreement or less agreement, they are rated as *not* showing positive change.

**Exhibit 20:**
**Effect of FSCS Participation on Orientation Toward Learning**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "An adult, besides my mother, father, or guardian, helps me with my homework"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| Participation v. non-participation | 2.3* | 96 | This model includes all controls (gender, ethnicity and grade). |
| For students who participate, sessions spent in *academic* FSCS programs | 1.1* | 64 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

This table shows that those who participate are twice as likely to show improvement on this item than are those who do not participate. This makes sense, given that the program provides the students with people whose role is to help them with their homework. The second row of the table shows that the more time spent in an academic program, the more improvement students show on this count. The effect size is 1.1, indicating roughly that an increment of 10 sessions translates into being twice as likely to show improvement on the item asking whether another parent helps the student with homework.

Additionally, over nine in ten parents of FSCS participants (92%) agree or strongly agree that FSCS activities have made his/her child more interested in learning (n=72).

> *"Before I started tutoring, I hated school, I didn't want to come. Now that I started tutoring, I got my grades up and I like coming. Before, I thought I was stupid because I was in special ed. I feel smarter now and want to come."*
>
> **—Harding Student**

When asked what had changed about himself since participating in the after-school program, one student replied, "I think that I will do better things. I will get a better job." Another student added, "I think about what I want to do in the future more." A third student claimed, "I want to finish middle school, high school, and then go to college." These statements capture the positive impact of the FSCS on students' future orientation.

## Participation in New Activities and Interest in Non-Academic Subjects

FSCS activities provide students with opportunities to engage in positive activities after school in which they might not otherwise participate. One youth in the focus group spoke about how her participation in the Drama Workshop piqued her interest in theatre. She said, "I never acted before going to Drama. We're doing a play now, and it's exciting." Some students in the Guitar Club get the opportunity to learn to play a musical instrument for the very first time—and they do not have to own a guitar to join the club.

**Exhibit 21:**
**Effect of FSCS Participation on Interest in New Activities**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "After school, I spend my time playing sports"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| For students who participate, sessions spent in *enrichment* FSCS programs | 1.1* | 76 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

This table shows that the more students participate in the enrichment programs, the more likely they are to show improvement on the item asking about whether they spend time playing sports. Again, the effect size is 1.1, indicating roughly that an increment of 10 sessions translates into being twice

> *"She loves the after-school activities which makes me happy because she never wanted to participate in anything. She watches less TV."*
>
> **—Harding Parent**

as likely to show improvement in spending time playing sports. Most likely there are many FSCS participators who didn't spend much time playing sports after school, but get to do this as part of the enrichment programs. Many students we spoke to said that soccer and basketball were their favorite after-school activities. The Principal, FSCS Site Director and staff also believe that soccer is the favorite enrichment activity among Harding students. With regard to the finding in the table above, it makes sense that the more time they spend in the enrichment programs, the more they agree (at the end of the year) with the statement that they spend time playing sports.

## Self-Esteem

Participating in the FSCS after-school programs fosters students' social and academic skills which in turn increases their sense of self-esteem. The Principal talks about the emotional benefits she believes that the FSCS offers. She says, "They feel like they are wanted and a part of something. We try to do support groups. We have a Latino support group, an African-American support group, a girls' support group, a boys' support group, et cetera." The FSCS Site Director goes on to explain his perception of the students who participate in the FSCS programs:

> *"I believe in myself and I feel happy about myself…it changed my attitude. There was a good change in my life."*
>
> **—Harding Student**

> They're happy, laughing and having a good time. They feel good about coming and they want to come. They enjoy hanging with their friends and doing fun things that they like to do. I think our kids are happy.

Parents of FSCS participants also note improvements in their children's self-esteem. Talking about the changes in her daughter since attending the after-school program one parent said, "She is a lot happier and it's really helped her grow." Another parent spoke of the similar impacts of the program on her daughter, saying, "Her self-esteem and leadership have gone up. She works harder, sharing more and caring more about people." In the youth focus group, one student added, "…you can learn more stuff and get caught up with whatever you need help with, and that makes you feel good." A key part of increasing students' belief in themselves is their relationships with positive peers and adults in the after-school programs who encourage them to take on new challenges and support them to try their best.

> *"My son now has a positive attitude about himself. He has been in Special Education but they have put him in regular classes. A couple he finds a lot harder, but now he has someone to help him understand."*
>
> **—Harding Parent**

## Positive Peer Relationships

One of the greatest benefits of FSCS participation is the chance to meet new people, make new friends and socialize. All of the youth we spoke to during the focus group said that one of the things they liked most about participating in FSCS after-school programs is the opportunities they had to spend time with friends. One student said, "I like after-school classes because I play soccer and my friends are there and we have fun." Another student agreed, adding, "You can hang out and relax with your friends at the end of the day." A few parents who completed parent surveys stated that the best thing about the FSCS is that their children have made more friends and that after-school programs give them time to hang out with their friends. Focus group participants also concurred that if they were in trouble or needed to talk to someone, they would talk to their friends. One Harding teacher noted the social benefit of FSCS:

> *"I have more friends now from Drama and after-school academics."*
>
> **—Harding Student**

> Socially—it's a huge benefit and to be around other people, which is a huge skill for them.

The models below use participation to predict positive change on the survey item asking students whether their friends want them to stay out of trouble. If they show more agreement with this statement at the end than at the beginning of the year, they are rated as having positive change (they are more likely to have friends who want them to stay out of trouble at the end of the year than they were at the beginning). If they have the same amount of agreement or less agreement, they are rated as *not* showing positive change.

**Exhibit 22:**
**Effect of FSCS Participation on Positive Peer Relationships**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "My friends want me to stay out of trouble"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| High participation rate v. low or no participation | 3.2 ** | 105 | When all controls (gender, ethnicity and grade) are added to the model, the significance increases from p<.1 to p<.05, and the effect size rises from 2.4 to 3.2. |
| For students who participate, sessions spent in *academic* FSCS programs | 1.1 ** | 81 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

The first row of the table shows that students who have a high participation rate are *three times* more likely to have shown improvement on the item asking whether their friends want them to stay out of trouble than are those who participate less or do not participate. The fact that there is no effect shown for participation v. non-participation implies that students need a high rate of participation to show improvement in this area. It may be that they make friends in the program, and participators are more likely to want their friends to stay out of trouble – but to really make friends in the program, students have to participate a lot, not just show up once in a while.

The second row shows that, among participators, the more often students participate in academic sessions, the more likely they are to have shown improvement in this area. Yet again, the effect size is 1.1, indicating roughly that an increment of 10 sessions translates into being twice as likely to show improvement on having friends who want the student to stay out of trouble.

A significant factor in students' increased self-esteem and improved communication can be attributed to their positive interactions with their peers. FSCS after-school programming offers students several opportunities to work together on homework, on behavioral exercises (in Mariposa, Sisters for Success and the Young Men's Group), and during recreation at the end of the day.

The models below use participation to predict positive change on the survey item asking students whether they respect the feelings of others. If they show more agreement with this statement at the end than at the beginning of the year, they are rated as having positive change (they respect the feelings of others more at the end of the year than they did at the beginning). If they have the same amount of agreement or less agreement, they are rated as *not* showing positive change.

**Exhibit 23:**
**Effect of FSCS Participation on Positive Peer Relationships**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "I respect other people's feelings"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| Participation v. non-participation | 3.4** | 117 | When all controls (gender, ethnicity and grade) are added to the model, the significance increases from p<.1 to p<.05, and the effect size rises from 2.5 to 3.4. |
| High participation rate v. low or no participation | 7.6*** | 105 | When all controls (gender, ethnicity and grade) are added to the model, the significance increases from p<.05 to p<.01, and the effect size rises from 3.4 to 7.6. |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

This table shows a striking effect of participation on students perceiving themselves as respecting others' feelings. The first row shows that those who participate are almost three and a half times more likely to have shown improvement on this item than are those who do not participate. In comparing high participators to those who participate less or not at all, the effect more than doubles. The second row shows that those with high participation rates are *over seven and a half times more likely* to perceive themselves as respecting others than are those who participate less or do not participate. The difference between these two results implies that high participators get a greater benefit than those who participate less (when compared to non-participators). We can be sure that FSCS participation helps students with this important life skill.

The themes of peer-to-peer learning and positive socialization with peers emerge from these data. Clearly the after-school academic component of the FSCS fosters positive peer relationships amongst participants.

*"Socially—even with something as simple as our Games Club, they learn to interact together. Mostly our parents are working families so for our students, socially, the programs give them something to do."*

**—Harding Principal**

## Positive Adult Relationships

One of the key components of the FSCS model at Harding Middle School is that many of the FSCS staff members are also teachers during the regular day. This will be discussed in more detail in the "Integration" section below. Students and teachers have more time and focus to interact with each other, and many students form bonds with these adults. Students in the focus group had fun calling out the names of adults in the after-school programs that they like and feel supported by. One student called a FSCS staff member "very considerate and respectful." Another student added, "If someone is bothering you, they'll take care of it. I think there are very few teachers you can talk to that won't do anything. Most of them will do

*"They [adults] talk to you and tell you better ways to do stuff and they're trying to make jokes to cheer you up when you're sad. If you got a problem at home, you can talk to them and they will help you out."*

**—Harding Student**

something to help you." Indeed, one teacher who is also a FSCS staff member described her "open-door" policy:

*They can come to my room whenever they want. There is a lot of small group and individual attention. After school, I work with all kinds of students. It's neat to get to know other students as well. It kind of puts my students' minds at ease because I'm helping other students as well, so I'm not just looked at as a special education teacher.*

The models below use participation to predict positive change on the survey item asking students whether there is a parent or other adult who believes they will be a success. If they show more agreement with this statement at the end than at the beginning of the year, they are rated as having positive change (they are more likely to feel that there is an adult in their lives who believes in them at the end of the year than were did at the beginning). If they have the same amount of agreement or less agreement, they are rated as *not* showing positive change.

**Exhibit 24:**
**Effect of FSCS Participation on Positive Adult Relationships**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "In my home, there is a parent or other adult who believes that I will be a success"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| Participation v. non-participation | 3.5** | 119 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

The results in this table show that those who participate are three and a half times more likely than non-participators to show improvement on feeling there is an adult in their life who believes in them. This is a striking result, suggesting that students who participate get a great deal of support from adults – students are realizing that these adults believe in them. It may also be that there is some sort of positive feedback loop in place with adults– participating students are getting more positive and making more of an effort, and the adults in their lives are giving them pats on the back. In order to succeed in life, it is almost a prerequisite to have someone you know believes in you – therefore these are very positive findings for FSCS.

**Exhibit 25:**
**Effect of FSCS Participation on Positive Adult Relationships**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "In my home, there is a parent or other adult who listens to me when I have something to say"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| Participation v. non-participation | 2.8** | 121 | When all controls (gender, ethnicity and grade) are added to the model, effect size rises from 2.3 to 2.8. |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

The results in this table show that those who participate in FSCS are almost three times more likely than non-participators to show improvement on believing that adults at home are listening to them. This is a very positive result, reinforcing the idea explored above that there may be a positive feedback loop in effect. Again, participating students may be trying harder and working to improve

their schoolwork and their lives, and adults at home are probably responding positively to this change. This is a very encouraging finding.

**Exhibit 26:**
**Effect of FSCS Participation on Positive Adult Relationships**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "There is an adult besides my parent/guardian who expects me to follow the rules"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| Participation v. non-participation | 13.5 *** | 114 | When all controls (gender, ethnicity and grade) are added to the model, effect size rises from 6.3 to 13.5. |
| High participation rate v. low or no participation | 7.3 *** | 107 | When all controls (gender, ethnicity and grade) are added to the model, effect size rises from 4.2 to 7.3. |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

The results in this table show an extremely large effect of participation on the likelihood that students feel that there is an adult outside of the home that expects them to follow the rules. Participators are *thirteen and a half times more likely* than non-participators to have shown improvement in this area. The effect size drops by a little over half when comparing high participators to those who participate less or not at all. This indicates that participating *at all* is the key – and it is overwhelmingly likely that these students are thinking of the adults in FSCS when they mark down that they agree that there is an adult outside of their homes who expects them to follow the rules. Taken together, these results suggest that the adults in FSCS are good at creating an atmosphere of positive discipline with the students.

Many key informants speak of the benefits to students of having a consistent adult presence in their lives. One teacher says, "I think some [students] come because they get to hang out with teachers and play games. Some like to hang out with their teachers as much as they like to be with their friends." In the parent survey, several parents responded that the best aspect of the FSCS is that teachers in the after-school programs support the students, truly care about their well-being, and get along with everyone.

Students are also exposed to a greater variety of adult role models when they work with those FSCS activity leaders who are not Harding teachers. The North High School drama teacher offers the Drama Workshop once a week at Harding, and a community member comes to the school to offer guitar lessons to the students. Yet another FSCS staff member interacts with students far beyond the program she runs at Harding:

*I see some of them through the YMCA Teen Program that I do because many of them live near the Grubb Y, so I see them on Saturday nights. I also see them through another program I do on Thursday. Sometimes, I see them on Saturday afternoons as well. So I see them in all different aspects, at Harding, at YMCA and in the community.*

When adults connect with youth in this way, they can play an important role in positive youth development. In addition, this relationship building increases the "communal quality" of Harding Middle School.

In addition to addressing students' cognitive and developmental needs, the FSCS strives to meet the health and social needs of students and their families. As mentioned in the "FSCS Programs and Services for Students" section, the FSCS provides a few health and wellness services such as free youth physicals, dental screenings and dental treatments. The 2004-05 school year was the second full year that Cliff coordinated the on-site health screenings and services. The FSCS program partners with The Smile Program and Broadlawns Medical Center to offer the dental screenings at Harding twice a year.

> *"We're able to provide so many things for our students that they're not able to get, like dental screenings, clothing they need, life skills, et cetera. We just have so much. There are a lot of low-income families…but I feel like there's a lot more support here than in the other schools I have taught in. I think it's amazing. I think the kids are very fortunate because they are able to get a lot support."*
>
> **—Harding Teacher**

The Mercy/Mayo Clinic provides doctors and nurses to administer the youth physicals. As the Principal describes, the services have been wildly successful:

> *What's nice with Cliff, for example, is that he's been able to schedule us back-to-school physicals. Doctors come in and it's a "first-come, first-serve" sign up. The doctors and the nurses don't even get a break because it's totally full. Even now, we get calls from people in the summer asking, 'When is this going to happen, when can I sign up?' It happens in Cliff's office and it's just nonstop the whole time. This is the second year that we've done that and it's over three days. People might have to wait two hours but they are more than willing to wait. It shows you the need exists and that they're comfortable here because there are other free clinics in the city they could go to.*

Harding Middle School also provides adequate behavioral health programming through the SUCCESS and PACE case management services and through individual therapy. These programs were already in place before the FSCS began at Harding, and they certainly complement and are integrated with the FSCS offerings to improve the health and well-being of the school's students and families. The goal of SUCCESS is to decrease youth drop-out rates and offer healthy alternatives by providing site-based human services for families.

> *"I feel very fortunate that we have the staff we have here. We send students down to for clothing or any extra assistance they might need. I do that during the after school program and in school. We had one girl who had shoes that were way too small and so we went down and found a pair of shoes that fit her."*
>
> **—Harding Teacher & FSCS Staff Member**

Two case managers work with 15 to 20 families each week either by phone, home visit or having the parents come to the school. They focus on more structure at home and helping carry school success over at home. The SUCCESS workers help parents with basic resources and job searches, and they provide referrals for housing, physical and mental health care, education, et cetera. The case managers also work with the individual students on setting goals for their grades, behaviors, and peer interactions. Lastly, one of the SUCCESS workers coordinates the five therapists who visit Harding twice a week from Child Guidance and Children and Families of Iowa to provide confidential, individual therapy for Harding students.

These findings suggest that students are receiving assistance, whether directly through the FSCS program or through other resources at Harding, to address these needs. As Harding moves into the

next school year it should continue to expand the reach of the health and social services offered and strengthen its existing collaborations in the community.

## Sense of Safety

On the first day of school, a group of seventh-grade students approach a new girl in the sixth grade and ask, "Do you like school?" The girl replies that she does like school and the group says, "Well, you won't by the end of sixth grade."[27] Even the most confident of students are anxious about middle school, and it can be a scary place for many of them. One of the intended outcomes of the FSCS model is that students feel safer in their schools. Harding teachers, FSCS staff and Site Director explain how students feel safe, physically and emotionally, as a result of participating in FSCS activities. The Site Director describes the FSCS after-school program as a "safe, wholesome place for kids to be where they can get help with their school work." In a youth focus group conducted during the site visit, all students agree that they feel safe at Harding. One focus group participant says, "The teachers keep us safe. Mr. Cliff is always around… and plus they say if there are strangers around, you don't go near them." In fact, one afternoon during the site visit a water pipeline burst in the building and the youth focus group had to be rescheduled. Though the students pushed hard to keep the building open to continue their activities, after-school programs were canceled and all students were properly evacuated. This is a perfect example of the Principal, the FSCS Site Director and program staff taking all measures to ensure the physical safety of their students. Additionally, a FSCS staff member and a teacher describe the emotional "safety net" that students have by participating in the programs:

> *"It's great just to have the kids involved in something after school. Many of our kids go home and are the only ones home after school. So it's just great that they can be at a place that is safe."*
>
> **—FSCS Staff Member**

> *It provides another outlet for the child to communicate. There's someone else to communicate with… they have someone else to vent to, so they have that security and privacy.*

> *…just having somewhere to belong…to know that they are expected to be somewhere. We don't make them come. They choose to come here. They want to be here.*

After-school FSCS programs provide an opportunity for students to have a more intimate and relaxed experience at school where they get to make new friends and participate in activities they enjoy. The after-school staff engages with students in a different way, not as disciplinarians and teachers, but as mentors and friends. Perhaps the clearest indication that the FSCS programs foster a different atmosphere at school is that FSCS participants choose to stay after school themselves.

---

[27] Vignette from Linda Perlstein's *Not Much Just Chillin': The Hidden Lives of Middle Schools.*

## B. Parents/Families Outcomes

The following outcomes for parents and families whose children attend a FSCS school are assessed below:

- Access to health and social services;
- Support for at-home learning;
- Involvement and communication with school and FSCS staff;
- Involvement and communication with other families in the school community; and
- Satisfaction with school/FSCS programming.

Data are available from key informant interviews, parent focus group responses, and parent survey responses.

### Parent Survey

As part of our evaluation of the FSCS at Harding, all parents/guardians of students at the school were asked to complete a parent/guardian survey in April 2005. Out of 689 households, 144 parents/guardians completed the survey for a 20.9% response rate. Of the respondents, 91 were parents of FSCS participants and 53 were not. All parents were asked questions about their interaction with their children's school and their involvement with their children's education. Only those parents of FSCS participants were also asked questions about the FSCS staff and activities. Exhibit 27 summarizes basic characteristics of the parent/guardian survey respondents.

**Exhibit 27:**
**Demographic Characteristics of Parents/Guardians**

| Characteristics | | Percent of Parents/Guardians[a] |
|---|---|---|
| **Relationship to student** | n=141 | |
| | Mother | 81% |
| | Father | 14% |
| | Grandparent | 4% |
| | Sibling | 1% |
| | Other | 1% |
| **Number of Adults in Household** | n=142 | |
| | One | 30% |
| | Two | 56% |
| | Three | 9% |
| | Four or more | 6% |
| **Number of Children in Household** | n=138 | |
| | One | 15% |
| | Two | 34% |
| | Three | 28% |
| | Four or more | 24% |
| **Race/Ethnicity** | n=141 | |
| | White | 59% |

| | African American/Black | 14% |
|---|---|---|
| | Spanish/Hispanic/Latino | 14% |
| | Asian American/Pacific Islander | 6% |
| | Native Hawaiian | 1% |
| | Biracial/Multiracial/Other | 7% |
| **Work for Pay Outside of the Home** | n=143 | |
| | Yes | 73% |

[a] Total values may be more than 100% for each category due to a rounding error.

The majority of parent/guardian survey respondents were the mothers of students at Harding. Over half of respondents have two adults in the household, and the average number of children in the household is 2.6. Nearly three-quarters of respondents work outside of the home.

## Access to Health and Social Services

With Full-Service Community Schools funds, Harding offers an array of health and social services to its students free of charge. Parents of FSCS participants were asked to indicate how large of a need his/her child had for each service if the child used that service. The answer choices ranged from "Not a Need" to "Large Need." See Exhibit 28 below.

**Exhibit 28:**
**Student Health and Social Services Offered at Harding Middle School**
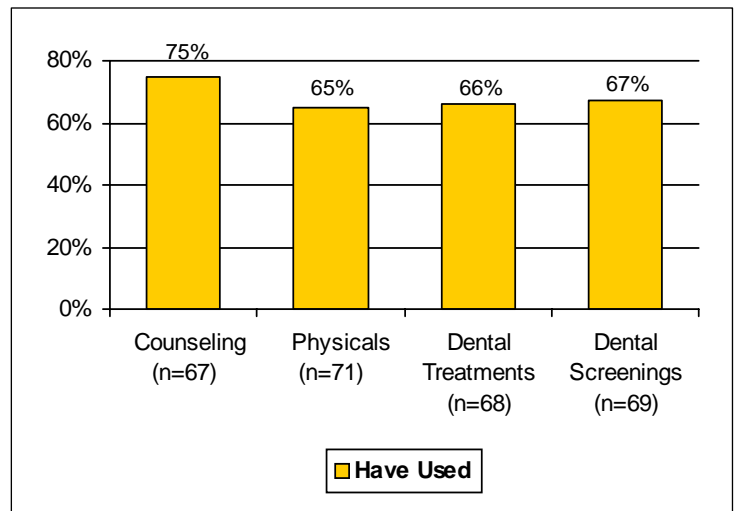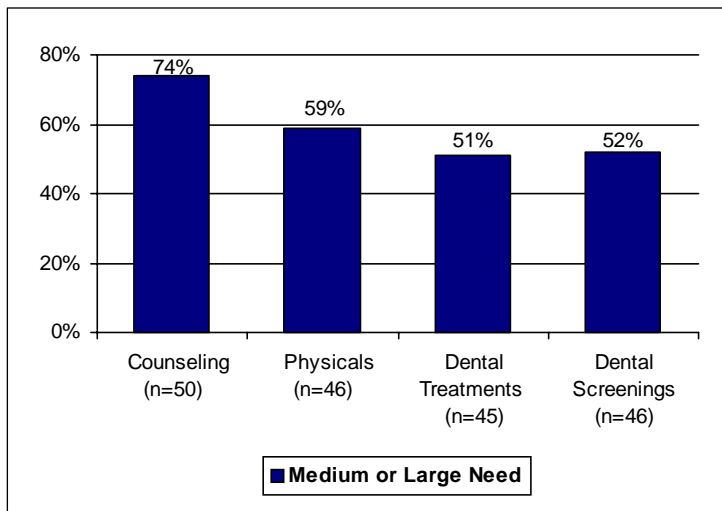


Of those parents who reported levels of need, nearly three-quarters (74%) indicated a medium or large need for counseling, six in ten (59%) indicated a medium or large need for free physicals, and over half indicated a medium or large need for dental treatments and dental screenings (51% and 52%, respectively). Three-quarters of responding parents indicated that his/her child accessed counseling services, while approximately two-thirds of parents indicated that his/her child received physicals, dental treatments or dental screenings.

Beyond the free health services for students directly at school, the FSCS Site Director, school teachers, administrators and other in-school partners all provide information and referrals for students and their families. The FSCS Site Director explains the health and social service resources for parents and families at Harding:

> *We support the families. We do referrals. We've gotten coats in the winter…school supplies, clothing, family visits and case work. Our partners do more of that—SUCCESS, PACE, therapist, speech therapists…we have a half-time psychiatrist. There's such a network among the service providers here at the school that not a lot of families will fall through the cracks. People know about the programs.*

A school teacher also reported that she provided referrals to parents and gave other staff members the students' names in order to follow up with them in case the parents or other family members did not call for support.

All parent respondents indicated their level of agreement with the following statement:

> *Since the prior school year or since my child started FSCS activities, I know more about where in the community to get help for my child and my family.*

The answer choices were on a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree." Of the 51 parents of non-FSCS participants who responded, the average response was 2.6, while the average response of parents of FSCS participants was 2.9 (n=88). This is a mean difference of 0.3 (p=.03). As parents of FSCS participants have increased their knowledge of community resources more than parents of non-FSCS participants, it is apparent that the FSCS is helping to increase parents' awareness of resources available to them, and it is likely that these parents will be better able to access needed services for their children and families.

## Support for At-home Learning

As in the section above, Harding parents were asked to indicate their level of agreement with some statements on a four-point scale, and these statements were about their involvement with their child's learning. See Exhibit 29 below.

**Exhibit 29:**
**Parental Involvement in Student Learning**

| As compared to LAST YEAR … (OR since student STARTED FSCS ACTIVITIES) | Mean (Four-point Scale) | |
|---|---|---|
| | Parents of Non-FSCS Participants | Parents of FSCS Participants |
| **I know more about how to help my child learn new things.** (n=49) and (n=89)[a] | 2.8 | 3.0** |
| I help my child learn new things. (n=50) and (n=79)[a] | 3.2 | 3.2 |
| I talk to my child about school. (n=49) and (n=77)[a] | 3.3 | 3.3 |

[a] Sample size for parents of non-FSCS participants and for parents of FSCS participants, respectively
Statistical significance level for mean difference: * = p<.1; ** = p < .05; *** = p < .01

Findings suggest that participation in FSCS programs supports at-home learning. On average, all parents of FSCS participants agree that they know more about how to help their children learn new things since their children started FSCS activities, while slightly fewer parents of non-FSCS participants agree (mean difference = 0.2). The two other indicators of parental involvement in student learning (parents helping children learning new things and talking to children about school) are not statistically significant.

<div style="background-color: gold; text-align: center;">**Involvement and Communication with School and FSCS Staff**</div>

Parent and family involvement has been an ongoing issue for the Harding community school. For additional information please see the "Parent Involvement" section below. Parents of FSCS participants reported which parental activities and programs they have participated in since their child began participating in FSCS programs. A summary of the findings is seen in Exhibit 30 below.

**Exhibit 30:**
**Parental Involvement in School-wide Activities**
**(n=73)**
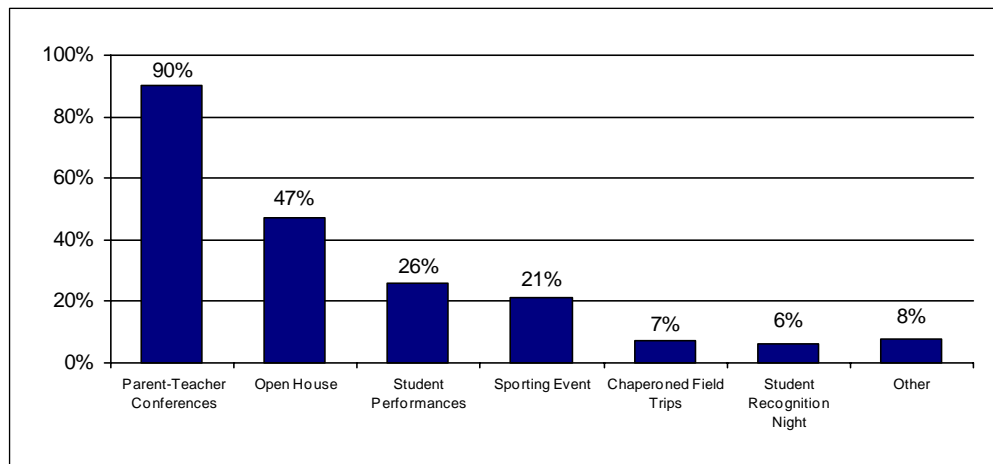


The event with the highest participation from parents of FSCS participants is parent-teacher conferences, with 90% of the respondents saying they attended this event in the 2004-05 school year. The next most commonly attended events or programs by parents of FSCS participants are Open House (orientation), student performances and sporting events. Smaller percentages of respondents said they participate in chaperoned field trips, Student Recognition Night, and other programs/activities such as visiting classes and summer enrichment. These findings show that standard forms of parent participation in school, though parent-teacher conferences and orientation events, continue to draw the most parents, regardless of their children's participation in FSCS programs.

Over six in ten (62%) parents report that they have observed FSCS activities at least one time. However, only four percent of responding parents have volunteered to help with any FSCS activities. Of those parents who have volunteered, one helped to chaperone a field trip and another helped with an athletic event.

When comparing the responses of parents of FSCS and non-FSCS participants to questions about their interaction with school and FSCS staff and their participation in school events and activities,

there is a significant mean difference. On a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree," the average responses of parents of FSCS participants were 0.3 points higher than those of non-FSCS participants, as seen in Exhibit 31 below.

**Exhibit 31:**
**Parental Interaction with Harding Middle School**

| As compared to <u>LAST YEAR</u> …<br><br>(OR since student <u>STARTED FSCS ACTIVITIES</u>) | Mean<br>(Four-point Scale) | |
| --- | --- | --- |
| | Parents of Non-FSCS Participants | Parents of FSCS Participants |
| **Teachers talk to me more now this year about my child's progress.** (n=51) and (n=89)[a] | 2.7 | 3.0** |
| **The FSCS staff talks to me more now this year about my child's progress.** (n=49) and (n=84)[a] | 2.6 | 2.9** |
| **I know more now this year about how to get involved at school.** (n=50) and (n=87)[a] | 2.5 | 2.8*** |
| This year I get more involved in activities and events at school. (n=49) and (n=87)[a] | 2.4 | 2.6 |

[a] Sample size for parents of non-FSCS participants and for parents of FSCS participants, respectively
Statistical significance level for mean difference: * = p<.1; ** = p < .05; *** = p < .01

On average, parents of FSCS participants more strongly agree that teachers and FSCS staff talk to them about their children's progress, and that they increased their knowledge of how to become involved at Harding.

### Strengthening the Connection between Parents and School

Communicating with parents can be a challenge for everyone at Harding, because many parents work at night and have more than one job. As stated in the demographics section above, three-quarters of parents work for pay outside of the home. Additionally, for many parents who make up Harding's diverse population, English is not their primary language.

Despite these challenges, there are myriad ways in which Harding reaches out to its parents and families. This past school year, the FSCS Site Director put together a parent and family barbecue that had a large turnout. Additionally, three parent focus groups were held around the same time as parent conferences. Every teacher was asked to invite some parents to the groups, and although the turnout was not as high as they would have liked, there were some important ideas that came out of the small groups. As a teacher described one of the groups:

> *We worked with an ESL teacher to try to get Spanish-speaking parents to come in and talk about reducing suspensions. What happened with that particular focus group is that the outcome was we got funding for an out-of-school suspension project where they [students] now have somewhere to go. They [parents] also asked the teachers who stay after school with in-school suspension kids to counsel them and talk to them in addition to the kids just sitting around and doing their homework. That's another good thing that came out of the*

*focus group. The more that we do things like that, the more likely they're [parents] not going to be afraid to come here.*

The FSCS Site Director and staff also maximize the times when parents are on site. Cliff uses the parent-teacher conferences as an opportunity to meet parents, communicate directly with parents and speak positively about their kids who are in the FSCS programs. Cliff notes, "I try to talk to as many as possible during parent nights, which happen twice a year. I've had three or four moms who have said, *'You're the first person who has said something nice about my kids.'*" One FSCS staff member said that a lot of parents come to the school on Saturdays to play basketball with the kids. Another staff member said she speaks to parents when they pick up their kids in the evening, and when she sees them at the local YMCA. She tells them about events and programs that are available throughout the city and hands out information such as a pamphlet on Iowa African American Celebration Day. She also enjoys a personal connection to many of the parents:

> *Most of the parents I know personally because they are about the same age as me. I've worked with some of the children's sisters or brothers. I know a lot of the people in the community so I can check in to let them know about other programs that are available and also ask how they're doing. I let them know about tutoring if their kids are not doing well.*

For the many parents who have little time to actually come to school, FSCS still appears to have facilitated communication between parents and the school. The FSCS Site Director does three mass mailings a year to every parent at Harding to promote the FSCS programs. Teachers send notes home through their students. The Site Director, a FSCS staff member and a teacher all reported that they make phone calls home. Cliff expressed comfort with contacting parents not to promote new FSCS programs but to merely check in. He said:

> *"Whenever I've sent something home, a note or something, they [parents] have been really good about being supportive or letting me know what's going on at home. It isn't always a phone call, but there's always a contact."*
>
> **—Harding Teacher**

> *I try to call the parents once a week. I have a list of my parents and just go down the list…to say, 'No, your kid is not in trouble. I just want to say hello and see how you are… let you know that I'm here. If you need any help, I'm here'.*

Additionally, there were survey items that captured parents' feelings about their communication with FSCS staff and their awareness and involvement in FSCS activities, as seen in Exhibit 32 below.

**Exhibit 32:**
**Parents' Feelings about FSCS Staff and Activities**

| Statement About FSCS Staff and Activities | Strongly Disagree or Disagree | Agree or Strongly Agree | Mean |
|---|---|---|---|
| I am comfortable talking with the FSCS staff. (n=67) | 1% | 99% | 3.3 |
| The FSCS staff welcomes suggestions from parents. (n=66) | 5% | 95% | 3.2 |
| The FSCS staff tells me about how my child is doing in the FSCS activities. (n=71) | 8% | 92% | 3.2 |
| The FSCS staff have contacted me about getting involved in activities. (n=70) | 40% | 60% | 2.8 |

Nearly all parents of FSCS participants who responded to these questions agree or strongly agree they feel comfortable talking with FSCS staff. More than nine in ten parents reported they agree or strongly agree that the FSCS staff welcomes suggestions from parents and that the FSCS staff keeps them informed on how their child is doing in the FSCS activities. Such findings are in line with what the FSCS Site Director and FSCS staff members noted during their interviews and point to good communication between FSCS staff and parents. Comparatively fewer respondents (60%) said they agree or strongly agree that the FSCS staff have contacted them about getting involved in activities. When asked about things they would like to change or add to their child's school and/or the FSCS activities, a few parents expressed a desire for the school to find ways for them to be more involved. In general, parents' awareness of caring adults within their child's school builds their sense of a community within Harding and will hopefully facilitate greater parent involvement in the school.

## Involvement and Communication with Other Families in the School Community

Because parental involvement in FSCS and additional school activities at Harding has been minimal, there are not many opportunities for parents to interact with each other. Those parents whose children are involved in the after-school activities are able to interact if they pick up their child. Cliff and Principal Christensen continue to look for ways to reach out to parents and get them involved in the programs and services being offered at the school.

All parent respondents indicated their level of agreement with the following statement:

> *I talk more now this year with other parents of students at school.*

Again, the answer choices were on a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree." Parents of non-FSCS participants and parents of FSCS participants had similar average responses of 2.4 and 2.5, respectively. This suggests that students' participation in FSCS programming does not significantly effect parents' communication with other parents. As Cliff, FSCS staff and teachers continue to conduct outreach, and as the group of parents referenced in this section who attended a focus group, who play sports with their children or who knows a staff member continue their involvement with and expand their understanding of the FSCS model, they will hopefully use the community school as an avenue to connect to other parents and families and spread the word in the community.

Parents' satisfaction with Harding and FSCS programming is assessed through their level of agreement with statements about the school and/or the FSCS programs demonstrating care and concern for their children and families. Based on parents' survey responses and feedback it appears that the majority of parents perceive Harding as offering a supportive environment for their children to learn.

**Exhibit 33:**
**Parents' Satisfaction with Harding Middle School**

| *As compared to <u>LAST YEAR</u> …*<br><br>*(OR since student <u>STARTED FSCS ACTIVITIES</u>)* | Mean<br>(Four-point Scale) | |
| --- | --- | --- |
| | **Parents of Non-FSCS Participants** | **Parents of FSCS Participants** |
| I feel my child's school cares about my child.<br>(n=51) and (n=87)[a] | 3.0 | 3.2 |
| I feel my child's school respects and cares about families.<br>(n=51) and (n=88)[a] | 3.0 | 3.2 |

[a] Sample size for parents of non-FSCS participants and for parents of FSCS participants, respectively
Statistical significance level for mean difference: * = p<.1; ** = p < .05; *** = p < .01

As seen in Exhibit 34 above, there is a slight but not statistically significant difference in the average responses of FSCS and non-FSCS parents to questions about their agreement with statements that their child's school cares about their child and cares about families. The answer choices were on a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree." Of the 51 parents of non-FSCS participants who responded, the average response was 3.0, while the average response of parents of FSCS participants was 3.2 (n=88). Neither of the two findings are statistically significant, which suggests that regardless of students' participation in FSCS programming, parents have a generally positive view of their children's school.

**Exhibit 34:**
**Parents' Satisfaction with FSCS Staff and Programming**

| Statement About FSCS Staff and Activities | Strongly Disagree or Disagree | Agree or Strongly Agree | Mean |
| --- | --- | --- | --- |
| I am comfortable with how the FSCS staff handles discipline problems. (n=66) | 3% | 97% | 3.3 |
| I am satisfied with the overall performance of the FSCS staff. (n=71) | 4% | 96% | 3.3 |

Though all parent respondents seem to have a positive view of Harding, parents of FSCS participants who completed the survey expressed extremely overall high levels of satisfaction with the FSCS staff and programming. Specifically, nearly all (97%) of the parent respondents said they agree or

*"All of my sons grades have improved. His attitude at home and about school is 100 percent better."*

— **Harding Parent**

strongly agree that they are comfortable with how the FSCS staff handles discipline problems. Additionally, more than nine in ten parents agree or strongly agree they are satisfied with the overall performance of the FSCS staff.

Parents of FSCS participants who completed the survey expressed what they felt had been the biggest change they had seen in their children since they began participating in FSCS activities at school. Parents overwhelmingly reported that they saw their children receive better grades. Other parents' answers about changes in their children generally fit into the following categories:

- *Makes better choices*
- *Improved attitude*
- *More physically active*
- *More outgoing, sociable, curious, et cetera*
- *Greater interest in school*

- *Completes homework*
- *Improved quality of homework/schoolwork*
- *Increased school involvement*
- *Increased self-esteem/confidence*

When asked what they like best about the FSCS activities offered at Harding, a great number of parents explained that FSCS programming helps youth use their time constructively, gives them a chance to get involved in something, and keeps them busy and out of trouble. The following provides more detail on what parents like best about FSCS activities:

> *"It gives kids something they like to do after school, so they don't have idle time to get in trouble."*
> **— Harding Parent**

- *Afterschool activities in general [the fact that Harding has them!]*
- *Opportunity that students have to interact/socialize with other students and staff*
- *Students get homework done*
- *Improved grades*
- *Caring and supportive staff*
- *Enthusiastic and fun staff*

- *Sports*
- *General help and support*
- *Challenges my kid more*
- *Improved attitude*
- *Increased interest in school*
- *Field trips*
- *Programs are free!*

Indeed, this last point is particularly noteworthy. Several parents noted that they appreciated that these programs are free for their children. Principal Christensen noted that through the FSCS, Harding is able to provide many things that parents would want but ordinarily could not afford. This includes not only academic support and enrichment activities, but the health services such as dental screenings and treatments and youth physicals, all offered free of charge.

Finally, when asked to list some things they would like to see changed or added, nearly all parents responded "none," "nothing" or "very satisfied." A few parents stated that they did not know or were not sure. Others requested that FSCS augment the sports activities offered, two parents asked for more

> *"It's a great program. I think that the school is doing a wonderful job. Cliff Kessler does a great job! Keep up the good work and thank you."*
> **— Harding Parent**

personal one-on-one homework help, one parent asked for additional musical lessons, and, simply put, one parent exclaimed, "It's great! Get more kids involved in this!"

Parents who completed the survey expressed their general satisfaction with their children's school and FSCS activities. It is clear from their survey responses that parents at Harding perceive the school, including the FSCS programming, as offering a supportive environment with caring adults.

## C. Full-Service Community School Outcomes

The following outcomes for the Full-Service Community School at Harding are discussed in this section:

- School capacity to meet student and family needs;
- Communication between school and FSCS staff;
- Partnerships between teachers and Principals to address student needs;
- Participation of FSCS staff in decision-making bodies; and
- Partnerships with community agencies to provide school-based programs and services.

### School Capacity to Meet Student and Family Needs

The support from the Eisenhower Foundation to implement the FSCS has been critical to Harding being able to meet the academic and social needs of students. Academically, the programs, which require students to attend academic support, foster greater academic achievement and discipline in finishing homework. Many of the enrichment programs promote character and life skills and all programs help students develop new friendships and meet new students. The FSCS has also helped Harding increase the number of health and social services that are offered to students.

More details are given below in the "Program Quality" section regarding school capacities such as appropriate structure, program management and administration, staffing, et cetera.

### Communication between School and FSCS Staff

#### Regular Contact between School Staff and FSCS Staff

Almost all of the FSCS staff are regular school staff at Harding Middle School, which undoubtedly facilitates the integration of the community school concept into Harding. For more information on integration, please see the "Implementation of the FSCS Model" section. The teachers and the FSCS Site Director have frequent, regular contact that

> *"All the time. Daily emails. He called me last night. I tend to talk to him by phone once a week. Like before basketball, we'll ask, 'Do we need anything else today?' Either of us will initiate it."*
> — **Harding Teacher, on communicating with the Site Director**

allows them to work toward joint goals and to coordinate school and FSCS activities. Most of the time the communication is informal—Cliff promotes his programs through mass emails to teachers. They also receive hard copies of all the flyers and brochures to pass out to students and families. Indeed, Cliff stresses the use of communication through electronic mail, which every teacher has access to in the building:

> *We communicate through email. Verbally sometimes, but email is best. It's the most efficient. There's no way I could do what I did without email. Teachers get emails of all the programs and can download descriptions of the programs.*

The Principal also agrees that email is the easiest communication within the building for everyone. When asked how FSCS and school staff communicated with each other, she replied:

> *Four million emails a day. I will not leave the building at night without getting to those emails. Cliff is in the building full-time, so it makes the communication just fine. I don't think there's anyone would not consider Cliff a member of Harding staff. It would not matter if it's someone from the school district or the community—they think of Cliff as someone from Harding.*

The FSCS staffs agree with Principal Christensen. They respect the Site Director and feel that he is an integral part of the school. He facilitates and encourages constructive, open and honest communication. One FSCS staff member explains:

> *Cliff and I have a really good relationship. I have come to see him as a person that no matter what I need, he'd do it for me. I can relate to him as my boss but I feel comfortable disagreeing or saying that I need this or that. But he structures it so we have that kind of freedom and we feel confident going to him if we have problems.*

One of the greatest strengths of the implementation of FSCS at Harding is the communication and unity of the people running it. As one staff person claims, "We can always count on each other to be there. The staff that helps can always be counted on to stop what they're doing and help."

### School Staff Buy-in

Along with the FSCS Site Director, it is the teachers themselves who communicate the FSCS message within the building. The Principal says, "They're pushing it because they're staffing it." The fact that nearly all of the FSCS staff are also teachers during the day allows Cliff to spend more of his time and energy building partnerships with the community rather than with the Harding teachers and administrators. Principal Christensen explains:

> *"I'm constantly interacting with them. I feel very fortunate to work with them and comfortable going to them when I need something."*
>
> **— Harding Teacher, on working with the FSCS Site Director and Staff**

> *After-school staff know what the regular day curriculum is doing. So in many cases, Cliff doesn't have to sell it in the building, he only has to sell it in the community. Isn't that ideal? He shouldn't be selling such a positive thing to us. We should not only be a part of it, but we're the ones in the building that should be doing it. We're the ones with parents that should be selling it.*

The Principal and some of the teachers agree that most teachers are supportive of the initiative, particularly because they feel Harding teachers were ready to accept the model based on prior experiences. The Principal thoroughly explains the degree of staff buy-in:

> *Our staff welcomed FSCS with open arms. We've had no problems. Our own staff have said, 'We'll teach the classes and you can use my room.' I think they knew and were willing to embrace it from having three years of 21st Century activities prior to FSCS—you know, there's more noise and more wear and tear to the classrooms. But the staff knew after having had after-school programming and then not having it, that it's not what's best. So they were ready with open-arms for Full-Service. So what Cliff had to do was actually rein*

*them back. It's not an exact replication of 21st Century because we want other aspects. But it's easier to rein someone back and get new fresh ideas in rather than have to sell yourself. We never had to sell the idea.*

One teacher who was interviewed believes that not all teachers have the same perception of the FSCS:

*They think it's worthwhile, but I don't think that a lot of people know enough about it, because there are some teachers that just don't want it, or they feel they're being bothered by it. They feel like they're going to be burdened by it. They don't realize that they don't have to do anything.*

Despite the fact that not all teachers are on board, many of them do agree that FSCS is a great program for Harding. Principal Christensen believes that not being a FSCS staff person does not less enthusiasm for teachers. She is thankful that her staff want to be at Harding to work with what others might consider "high-risk" youth. She knows that they want as many opportunities for the students as possible.

### Relationship between the Principal and the Site Director

Another aspect of communication between the FSCS and the school is the relationship between the Principal and the FSCS Site Director. The Site Director and Principal meet frequently both formally and informally. Cliff describes their relationship as "positive and collaborative" and says that they "meet every day, but it's usually informal by phone or email."

Principal Christensen echoes what the Site Director says. As the Principal of the entire middle school, ultimately everything that happens in the building falls under her responsibility. However, she claims that as Cliff is primarily the community school site director, he really coordinates the day-to-day activities. In fact, she claims that when Harding wants to do something in the evening or on a Saturday, she coordinates with Cliff:

*He knows what rooms are being used, who's going to be here, that kind of thing. But anytime anything happens in the building, they come to me. Cliff and I work very closely together. He's always dropping in for five minutes. We talk on lunchroom duty together. We have regularly scheduled meetings together. So it is definitely a very good partnership.*

She also reports that they provide feedback to each other all of the time, discussing what worked and what did not. She gives him a lot of freedom and creativity, and in exchange he never makes major decisions without at least informing her. The Principal uses the example of a program that was cut from the regular school budget and how she and Cliff worked together to fill the gap and meet the need of the students:

*He really does take the initiative to do a lot of it. He understands that everything can't be on my plate. For example, drama got cut four year ago. The drama teacher in high school came here and wanted to make contact, and said it would be great to introduce drama to the eighth graders. So the next three or four meetings involved Cliff and the teacher working out the details. Then he comes to me and says, 'How does this sound?' Then the two of us worked out the last of the details. We did the final points in fifteen minutes but he probably spent at least three hours doing the down and dirty work.*

Principal Christensen believes in "the little things" like how she and the Site Director communicate and do their work together. The idea of being on the same page comes up again, pointing to the shared vision and goals the Principal and Site Director have for fully implementing a FSCS model at Harding.

### Communicating the Needs of the Students

In working to achieve these common goals, the Site Director, Principal and other staff are in frequent contact to communicate and address the specific needs of the students. One FSCS staff person who comes to Harding from another organization says that the Site Director will let her know if a particular student is "having a bad day." She works with many students with behavior disorders so she can immediately recognize it and is prepared to handle any possible scenario that might arise during her enrichment activity. Another FSCS staff person describes the collaboration among staff to meet the students' needs:

> *"We are on announcements in the morning or after school if there are changes or if it's canceled. Everyone knows about it. Teachers are really good about using it for tutoring purposes. Rather than letting a student decline, they'll come to one of us and get a student into tutoring. It's common language—teachers know, students know."*
>
> **—Harding Teacher & FSCS Staff Member**

> We keep close tabs with students. Since a lot of my after-school students are my students during the day, I find that it's important to know what the kids need to do. Our staff is really good about communicating to their teachers how the students are doing or calling parents when it is necessary. Our communication is really strong.

The means by which students are referred to the after-school programs is reflective of the overall communication between teachers and staff about the needs of the students. A FSCS staff person discusses the benefits of the open communication among teachers and staff where she can learn from a regular day teacher about where students needs assistance and then follow-up directly with the student to ensure that the task gets completed:

> If a student goes to Games Club every day, his teacher may come to me and say, 'Hey, I need you to pull so-and-so because he hasn't finished reading.' So I can go and get his assignment, help him with it and then send him to Games Club. It's easy to work together with the staff because we can switch kids in and out of programs depending on what they need.

In addition to the collaboration of FSCS staff and teachers, teachers and the Principal also partner to address the needs of Harding students.

### Partnerships between Teachers and Principals to Address Student Needs

The FSCS Site Director describes the school Principal as a "cheerleader, enabler for systems, public relations specialist and political reality therapist, among other things." Harding teachers say they are in constant contact with their Principal with regard to students' needs.

The Principal explains that teachers meet each week for Team Tuesday. They discuss curriculum issues, but the topics are more frequently on individual students. Principal Christensen is highly

engaged and aware of the steps that teachers take to address particular issues with students, and she is seeking to expand the time that teachers have to come together and creatively think and discuss different areas of concern. For example, the Principal describes her involvement with teacher discussions now, and she shares her hopes for the next school year:

> *Right now, our teachers teach six out of seven periods. There are two 7th-grade teams, two 8th-grade teams, and three 6th grade teams. Administrators and counselors attend as well. Next year, we will probably have eight periods. I want to have a period every day when teachers come together to discuss different issues. So it will be curriculum development one day, student concerns one day, staff development one day, parent conferencing one day. Next year, the communication will be far greater than it is now. Currently, we meet one to three times a week. At the Tuesday meetings, the question might be, 'Who's not coming to night school? Who hasn't been showing up? Who's going to call the parent?'*

In addition to this dense network of one-on-one communications about students, the FSCS Site Director is directly involved in some of Harding's decision-making bodies [see section below]. This is another proxy for successful FSCS integration into the school.

## FSCS Governance: Participation of FSCS Staff in Decision-Making Bodies

Cliff Kessler, as the FSCS Site Director, is well integrated into the school decision-making process. He sits on the school's Faculty Advisory Council. The Council is responsible for discussing and handling overall school issues. Cliff attends faculty meetings, which occur on a monthly basis. This past year, the Principal, the Site Director and a few teachers attended the FSCS conference in Washington, D.C. hosted by the Eisenhower Foundation. When they returned from the conference, Cliff presented the conference information and lessons learned with staff at the faculty meeting.

Also, because of the increased integration of the FSCS, many components of the initiative, such as parent involvement and health services, are school-wide issues and decisions. As Principal Christensen explains, "Anytime there's a vote, he's got an equal vote."

The frequent contact among the Principal, the FSCS Site Director, off-site FSCS staff and day school staff can be understood as both formal institutionalization of FSCS, and also as informal routinization. In other words, the presence of the FSCS Site Director at day staff meetings means that FSCS is included in the formal institutional processes of the school, and also the administration of the FSCS after-school programs has become simply part of "what is done around here" at Harding. It is often overlooked that FSCS staff and day school staff coordinate their actions in order to help the students. Teachers and other FSCS staff feel comfortable going to the Site Director, and school staff include the Site Director in meetings about school-wide issues. Both the formal institutionalization and the informal routinization manifest the extent to which FSCS has become integrated into the regular day school at Harding.

## Partnerships with Community Agencies to Provide School-Based Programs and Services

Because it is a FSCS, Harding now partners with eight community agencies, plus Urban Dreams, the FSCS local lead agency, to help provide programs and services for students [see Exhibit 10 in previous section]. The FSCS has established many links with a number of prominent community organizations, including Mercy Hospital and the Mayo Clinic, University of Iowa, Iowa State

University Extension and the Des Moines Health Center, to name a few. These community partners play a vital role in the FSCS, as they provide all of the health services for Harding students. The YMCA is another community partner that provides the behavioral health and life skills program, Sisters for Success.

The partners we interviewed possess a clear understanding of the FSCS and their role within it. They see the Site Director every week and talk frequently about how the programs are going and any concerns about specific students. All FSCS staff who come from the various community organizations for the after-school programming interact almost exclusively with the Site Director. While there are no formal, documented partnerships in place with these organizations, the FSCS Site Director stresses the community collaborations are based on trust, mutual respect and a shared vision. In describing the evolution of Harding's relationship with partner organizations, the FSCS Site Director says, "As they get to know us, there's more trust." The Site Director takes advantage of any opportunities to collaborate that arise, and he has a very good reputation in Des Moines. One person who comes to Harding through a community partner describes how she got involved in FSCS:

> *"They trust me, I trust them. That means more than paper. I take advantage of opportunities that the Principal or Urban Dreams may present. I take advantage of my connections. It's not just me…it comes from a lot of places. I would say that what I do have is a sense of openness to anything. I'm not afraid of new things."*
>
> **—FSCS Site Director**

> *The reason I came on board is that Cliff had known me from another program. It was a word-of-mouth type of thing. We had met each other in a Drake program that had been done two or three years ago. I also worked with the YMCA Teen Group and he had heard about me through that. He's been around here for awhile, and a lot of people know him.*

The primary role that Urban Dreams plays is provider of staffing and support for the FSCS. Urban Dreams' staff include the FSCS Site Director himself, as well as a part-time community liaison who offers support to both Harding and Moulton and another support staff member at the Urban Dreams office. Urban Dreams also offers youth services at the office, which is about a ten-minute drive from Harding Middle School. For example, Links to Learning is a fairly new out-of-school suspension program in which Harding students participate. The Site Director personally transports the students to the program when necessary.

## D. Other Benefits and Positive Changes

In the above sections we have discussed the numerous benefits and positive outcomes of the FSCS for students, for parents and families, and for the school itself. In addition to these three main areas, there have been several benefits for teachers and for the entire community. Benefits for teachers also closely overlap with the benefits to students. Teachers appreciate the fact that students come to class prepared, and that the students are better behaved. Both of these improvements contribute to better classroom learning environments. One teacher praises the FSCS:

> *"It's great that we have the resources here. I wouldn't have the time. It's great that I can say, you need to down to see the Site Director or the psychologist. Before, we couldn't provide things."*
>
> **—Harding Teacher**

*Since this [FSCS] started, my teaching experience has been that much better. I've also worked at another school that didn't have all of this. It makes it so much better for the kids and the staff that are involved.*

The Principal believes that the FSCS gives teachers more resources and tools to work with students and their families. It makes the teacher's job as a support person much easier. She explains:

*Any time you have students being more successful, then the teachers benefit. This (FSCS) is to enrich the students academically and socially. So, when a parent comes and says 'I don't know what to do' we can say, 'well we have a deal for you.' Of course it benefits. Instead of the teacher telling them to go to Sylvan… you can't even suggest that to our families because they would feel guilty that they couldn't provide that. So the benefit for our staff is that now, we have answers.*

FSCS has also benefited the community. Several key informants point out how offering a safe place for youth to learn and play after-school decreases violence in the community and cultivates confident, efficacious youth who can positively contribute to the community. Thinking about the impact of the FSCS on the community, a FSCS staff member notes:

> *"I think it's good when people drive by and see our school open and see kids playing out with adults at 5 pm. I think that says a lot."*
>
> **—Harding Teacher**

*There's something for children to do after school. That's the main thing because a lot of problems that children have happen after school. So this is that something that they can do until there parents get off of work. It keeps kids out of trouble and the community safe.*

The FSCS has helped create a common language and vision for the desired goal. This conceptual shift can be a subtle yet powerful change. It can open up people's imagination to dream of what they would ideally like the school to be. The growing view among teachers, staff, students, and families of Harding Middle School is that it's a resource for all to benefit from and enjoy.

# V.  Implementation of the FSCS Model at Harding

The ultimate goal of the FSCS is for school teachers and administrators, the local lead agency, FSCS staff and community partners to collaborate in delivering academics, enrichment activities, and health and social services to students and families in a seamless way that strengthens the family and community, and improves academic and behavioral outcomes for students. In this section, we assess implementation in terms of the ways that the full-service activities have become integrated into the structures, lives, and routines of the school, students, and parents.

## A. Development of Programming

Each Full-Service Community School team, including school and lead agency staff, submits a workplan to the Eisenhower Foundation outlining the major tasks for the school year. The workplan is aligned with the school improvement plan. The FSCS Site Director, Principal, and the SUCCESS director all play a primary role in developing the FSCS workplan, though the task of *developing* FSCS programming falls primarily on Cliff's shoulders. In addition, all FSCS staff members come together at the beginning each term to brainstorm new ideas, discuss what needs to be changed or retired and reflect on how things are going. This happens at the beginning of each session.

Upon close review of the 2004-05 FSCS Workplan, it is apparent that Harding has implemented all of the programs and services that the team laid out at the beginning of the school year. There have even been a few programs, particularly those in the summer sessions, that exceeded Harding's FSCS scope of work.

## B.  Program Quality

This section focuses on the quality of the FSCS programs at Harding. The evaluators used a framework that consists of a set of program features and related indicators.[28] This framework was used as a checklist in the evaluators' site visits, communications, and assessment of the programs. Ultimately, there exists a level of quality that cannot be assessed by any single indicator. Therefore, this program quality framework serves as one method for assessing sites' implementation of the FSCS model. A summary of the findings for program quality at Harding can be found in Exhibit 35 below.[29]

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[28] Indicators are adapted from the TASC Program Quality Self-Assessment Tool.
  http://www.tascorp.org/programs/building/S33_assesment_tool.pdf
[29] For a list of the indicators used to measure each program feature area, please see Appendix.

**Exhibit 35:**
**FSCS Program Quality at Harding Middle School**

| Program Feature | Notes |
|---|---|
| **Appropriate Structure** | The FSCS Site Director, in conjunction with the Principal and FSCS staff, provides a welcoming environment that safeguards the health and safety of participants. There are emergency procedures in place for after-school programming. The FSCS staff are knowledgeable of these procedures. Staff reviews these procedures with the FSCS Site Director in the beginning of the year. |
| **Program Management and Administration** | The FSCS Site Director effectively manages the arrival and dismissal of students from the after-school programs. Attendance is taken twice: once in the cafeteria during snack time and again in individual program classrooms. The Site Director monitors the hallways to make sure everyone exits the building safely. The FSCS program's expectations for student behavior are the same as during the regular school day. FSCS staff follow school policies and they utilize the Positive Behavior Supports system-- ground-rules discussion using the Character Counts model to help set rules for behavior. Youth are aware of the behavior expectations. |
| **Supportive Relationships** | The FSCS and school staff demonstrate positive adult relationships through their communication with one another. The FSCS Site Director meets regularly with the Principal, SUCCESS Coordinator, and Executive Director from the lead agency to discuss the current status of FSCS programming, to plan for future programming, and to address any pertinent needs. He also meets with the FSCS staff and teachers on an ongoing basis to both educate them on the FSCS initiative as well as to support them in their current roles in the after-school programs. All teachers have gone through a cultural diversity training at the district level. |
| **Staffing/ Professional Development** | Since nearly all FSCS staff are certified public school teachers, they are trained in how to handle issues such as blood born pathogens, sexual harassment, and child abuse. The FSCS Site Director attends the FSCS trainings given by the Eisenhower Foundation. He completed a child abuse training two years ago. Teachers who run the FSCS academic programs attend staff meetings for their grade level teams. While students are eating snack the FSCS Site Director and FSCS staff are able to touch base. Cliff attends staff meetings when appropriate to provide information on the FSCS initiative. With regard FSCS volunteer staff, the Site Director notes, "the volunteer professionals I get don't necessarily have a background working with middle school kids. For instance, I am hiring a science teacher to be there at the Mercy nurses training to deal with behavior issues for them so the nurses don't have to worry about it. That's what I do. I am a risk management specialist. That was my specialty at the YMCA." |
| **Opportunities for Skill Building** | The activities offered through FSCS programming are commensurate with the age and skill level of the participants and enable them to develop their skills. Students receive specific assistance with academics through the after-school programs. In the Tutoring and Homework Clubs, students work closely with their grade-level teachers to gain a better understanding of the material covered in the classroom as they work to complete homework assignments. Read 180 offers concentrated help in reading for those students who are behind grade levels. ESL Academic Support targets students who are English Language Learners and offers them specific tutoring language arts. Mariposa, Sisters for Success and the Young Men's programs work to improve students' behavioral and social skills, while other non-FSCS, Harding programs like SUCCESS, PACE and individual therapy address students' mental health needs. |
| **Academic Achievement and Integration with School** | The FSCS initiative has become well-integrated into the school structure at Harding. FSCS programming complements school-day activities and provides a continuation of resources students receive during the regular school day. The FSCS Site Director works closely with the Principal, other school administrators and support staff such as the clerical staff and building management (maintenance crew) to secure facilities and resources used for FSCS programming. He also maintains communication with all appropriate school staff to monitor academic and behavioral progress of students. All FSCS staff are competent in core academic areas, with most of them being regular school teachers. The FSCS academic programs offer one hour of concentrated academic assistance before students are allowed to attend enrichment activities. |
| **Opportunities to Belong** | The after-school FSCS programming offers students several opportunities to feel connected to their school, to their teachers and school staff, and to each other. FSCS students who participated in the youth focus group expressed their enjoyment of socializing with their peers and receiving extra support from the adults in the program. The opportunity for students to engage in peer-to-peer learning during after-school promotes cooperative teamwork and positive behavior. Developing supportive relationships with their peers and with caring adults increases students' self-esteem, as several teachers and staff noted. |
| **Integration with Family and Community Efforts** | As mentioned in the Integration of Parents section of the report, parent and family involvement continues to be a challenge for both the school and the FSCS initiative at Harding. The FSCS Site Director has no problem communicating with parents and families, and parents are still involved in school in the more traditional ways, like attending sports events, Open House, and parent-teacher conferences. The FSCS Site Director has done a great job of building several partnerships in the community. |

Harding's FSCS programs excel in their structure, fostering of supportive relationships, allowing students opportunities to belong, and in the integration with regular school day curriculum. The Eisenhower Foundation and Harding Middle School may want to focus in coming years on providing additional support for program administration like attendance data entry and increasing parent involvement with FSCS programs.

## C. Integration of FSCS Model

Again, one of the central facets of the full-service community school model is bringing together all those who care about the well-being of a child to work in concert rather than in isolation. Realizing this concept requires building collaborative relationships between the school district, the school staff, administrators, parents, and the community for the sake of raising a child. In the FSCS model, the FSCS Site Director is primarily responsible for building bridges between these different individuals so that their energies and interests align. In this sense, his job is to weave a web between all those who care about the child. This section summarizes the progress that Harding has made in involving key stakeholders in the FSCS.

### Integration within the School

In the "Full-Service Community School Outcomes" section above, we discuss various aspects of successful integration of the FSCS at Harding:

- Regular contact between teachers, the FSCS Site Director and staff;
- School staff buy-in;
- The positive working relationship between the Principal and the FSCS Site Director;
- Effective communication of the needs of students;
- Alignment of the after-school academic programs with the school curriculum; and,
- The FSCS Site Director's role in staff decision-making.

The Site Director describes integration of theFSCS at Harding as "Very mature, very seamless." Indeed, Cliff can walk through the halls and most kids greet him by name. Almost all of his staff are day teachers, which helps to reduce staff turnover, reduce student discipline problems, and increase the opportunities for students to connect with their teachers.

> *"I think it's integrated very well. I don't think a lot of people know what it is by name because it's not really seen as a separate part. I think it's blended so well that people just think of it as being here all the time. It fits in really well."*
>
> **—Harding Teacher & FSCS Staff Member**

### Sustainability: Sharing Staff and Other Resources to Jointly Work Toward Shared Goals

The Des Moines Public Schools, like many across the country, are facing an enormous budget crisis. For Harding, for now, continued funding for the Full-Service Community School means that the school can continue to offer electives. In addition to the forms of integration with the school mentioned above, Harding Middle School does a remarkable job of leveraging FSCS funds by sharing staff and other resources, both within the building and with Moulton Extended Learning Center. The Principal explains how Harding leverages FSCS dollars to provide more services and resources for its students:

*What's really nice being in year three is that it's hard for either one of us to say who funds what. And that's the way it should be. I have an NEA mentoring grant. So, the time between after-school and school, teachers mentor, so now we have lots of teachers calling home. I'm paying for that piece, and he's paying for tutoring.*

Another example is the ESL after-school program for Limited English Proficient (LEP) students. As the Principal describes:

*We want them to stay for extra English. Well, that's not as much fun. But Cliff then offers study table—we pay for that—and then Cliff pays for soccer. So they're not staying for extra English, they're staying for study table which everyone has to do before doing sports. Right now, we pay for 8th grade basketball and Cliff pays for study table. It's just those little thing…we combine it and get double the time. Some of it comes from grant money I have and some of it from "district" money. It just flows so nicely.*

Additionally, there are a few volunteer staff who run after-school programs during the regular school year. In the summer, there are two trainers from the military who lead the life skills Camp Dodge program, which is paid by the federally-funded Drug Interdiction Program. Harding also provides breakfast and lunch for all summer participants at no cost by declaring the building an "open site." This means that anyone from the age of 1 to 18 can go to Harding for free or reduced-price lunch in the summer. These are just a few examples of how the FSCS Site Director and the Principal work together to maximize the resources available for Harding students.

> *"It's filled a void. Des Moines Public Schools has had 30 million dollars in budget cuts in the last four years. In the middle of our year, two years ago, the state cut funds again. In the middle of the year, we were doing any possible thing to save money. If it was $20, it's cut. Cut any amenities… lost all sports for 7th grades, etc. I can't even tell you how devastating it was. So when you ask what FSCS did, it gave us so much of what we lost. Summer school, for instance, was totally cut. We didn't have it for three years. We have that now and our kids need it. They can't have two or three months without school and not lose skills…to keep them from losing skills is just huge."*
>
> **—Harding Principal**

Currently, the primary way that Harding and Moulton work together is by coordinating after-school sports activities. For example, the two schools organized girls' volleyball teams and played together in North High School's gymnasium. Harding and Moulton pooled resources for sports equipment and transportation. One FSCS staff member remarks that she hopes the two schools continue to look for ways to collaborate.

## Parent Involvement

Harding faces a rather historical challenge in involving parents. The Site Director explains that middle schools in general have a much more difficult time involving parents than elementary schools or high schools. In elementary school some parents get involved in the Parent Teacher Association, and when kids get to high school, some parents get involved in booster clubs and follow the competitive sports. Also, as mentioned above in the "Parent Outcomes" section, most parents of Harding students work at least one job—many work nights, too. Harding has had difficulty in engaging parents onsite at the school.

The implementation of the FSCS has led to several efforts to involve parents in the face of these challenges. One teacher claims, "This year, we really tried to get parents involved by having them come in. They're starting to see the program and learn about it." Many parents do "participate" in many other ways besides volunteering. Parents attend Open House, parent-teacher conferences and

Student Recognition Night, and the FSCS Site Director attends all three to promote the FSCS activities. Based on responses from the parent survey, other ways in which parents become more involved at Harding are through visiting classes, attending the summer enrichment program, and playing sports with their children at Harding on Saturdays. The FSCS team also successfully coordinated three parent focus groups in the 2004-05 school year, and Cliff makes periodic phone calls to parents of FSCS participants to provide updates on the child's development. Additionally, 144 parents completed and returned the parent survey that our research team administered for the purpose of this evaluation. Even this can be seen as a way in which parent are choosing to participate in their child's community school. The Principal argues against the claim that Harding parents are not involved in the community school:

> *We've been progressing naturally every year. With age, you get better. Some say we still don't have a strong parent base, but that's not true. We cannot use the old paradigm that you must have a PTA for your parents to be active. We don't have a PTA and we're not going to have that here in the traditional way. But they are involved in that 200 parents say 'Yes, you can interview my child.' Now that says they care and are involved in the school. We have parent involvement, but they aren't here at the school as much as we'd like.*

For more details on all of these efforts and how parents are responding to the continued efforts to build a community school at Harding, please see "Strengthening the Connection between Parents and School" in the "Parent Outcomes" section above.

> *"Some students have never had medical or dental care. So when you're 12 and you haven't seen a dentist and you haven't had the best nutrition . . . and yet our families are very comfortable coming here. If we say we want them to see the dentist, it's okay. I think there's that trust level that is being built."*
>
> **—Harding Principal**

Finally, while there are currently no direct services provided for parents and families through the FSCS, the SUCCESS program does do case management work for some Harding families. Parents do receive secondary benefits when their child receives free physicals, dental screenings and treatments.

And, there is an ESL adult education class given in the evenings at Harding, offered through the local community college and the school district's adult education department. Cliff will be taking over as the primary contact person for this class in the future.

## Community Engagement

In the "Full-Service Community School Outcomes" section, we discussed how Harding has developed a number of working relationships with community agencies, and we described how the FSCS benefits the community.

Before the FSCS, many people saw the school in its limited and conventional form. The FSCS has helped the teachers, staff, students, families and community members shift their concept of the school to one where the school occupies the role of a community center. Harding Middle School has long sought greater partnerships with parents and the community. One teacher praises the FSCS, saying, "The community is able to get involved. We contact the community in different areas. Last summer, we went to Sleepy Hollow and got free tickets for that. Last year, the summer school sessions were cut a little short but we were able to contact the community and they are generous

generally and able to help out." The Principal also describes how the FSCS integrates the community into the school:

> *FSCS actually says that the building is part of the living community. When you think of it in that aspect, you want to open the doors to the community so they can use the facilities here. To me, it also says that the school is not just an 8- to- 3 o'clock building. We want our facilities to be used. We want our students to have opportunities. It's not just academics. It's not recreation. It should be the health; it should be the mental health. It's that whole extension of the community that we're a part of.*

The task of integration is not an easy one. It requires trust and time. The school administration and teachers work in very close partnership with the FSCS Site Director. Parent involvement, which probably requires the most time to develop, has made great progress this year but is still an area for improvement and focus. Finally, the community is fairly integrated into the FSCS though the Site Director and Principal are continuously looking for new ways to reach out to the community.

## D. Barriers and Challenges

Though the FSCS at Harding Middle School made many important strides in its third year of implementation, there still exist some challenges that have proven more difficult to overcome.

### Students' Responsibilities at Home

Although this is an area outside of the school's purview, several FSCS staff note that students' responsibilities at home are a real barrier to participation in FSCS programs. Many students must care for their younger siblings or an elderly family member while their parents are at work.

### Transportation

A few teachers and FSCS staff members cite transportation as a challenge to student participation in FSCS programs. The public school buses depart the school earlier than 5:00 pm, which is the time when FSCS programs end. Students whose parents cannot pick them up must find another way to return home if they wish to participate in after-school programs. The FSCS Site Director has addressed this issue in part by obtaining MTA city bus tokens for the students. However, some parents do not want their children to ride public transportation. Also, some program staff would like to obtain personal transportation for their programs, to allow students to see different things and visit other places around the city.

### Lack of Physical Space

Space is a critical issue at Harding. For example, one teacher's office/classroom is in a room at the back of the library, an eight-person study/academic support group is held in what was once a closet, and there are a number of teachers who share classrooms. They move around the school, taking over a room when another teacher has a free period. The Full-Service Community Schools office consists of two desks in an office and space outside the office for the clothing and games shelves. The school currently does not have the space for a community center, which they would like to have to be able to run adult activities during the day. As the Principal says,

*We have ESL at night, but with our community, it would be great to have adult ESL during the day too, since many of families that work in our community work in the afternoon and evening because they have two jobs. But wouldn't it be great to have a 7am ESL class? It's not even an opportunity here because we still have teachers sharing classrooms. So space is just an enormous constraint... We don't have space for a community room.*

### Coordination and Management

Another challenge in implementing the FSCS is managing the administrative responsibilities that the FSCS requires in conjunction with managing the many other aspects of the FSCS such as developing programs for students and families, identifying and developing partnerships with the community, overseeing and managing programs, managing volunteer staff, working with school teachers and administrators, marketing the programs to parents, and collecting evaluation data. The initiative is composed of multiple moving parts all of which must be managed by one person. The multiple demands place a heavy burden on the FSCS Site Director and leave little time to expand and improve the program beyond its current scope.

### Scarcity of Funds

No staff we interviewed cited lack of funds as a reason for any challenges. FSCS grow incrementally, and given its current stage of development Harding is performing admirably. Current funding imposes constraints on some aspects of the program—from increasing focus on parent outreach, offering services and programs for adults, to purchasing and replacing broken equipment.

## E. Suggested Changes

When asked about what they would like to see happen with the FSCS Initiative at Harding Middle School, key informants discussed the following types of changes:

- More parent involvement;
- More student involvement;
- Greater collaboration with Moulton Extended Learning Center;
- More administrative support; and,
- Expanded programming and services.

Most key informants felt that the full-service community school model was being implemented very well – they did not focus on any real *shift* that they would like to see. In general, they were pleased with both the concept and the progress of FSCS – but they wanted to see *more* of everything. A brief summary of the various areas for improvement is found below.

### Increased Parent Involvement

Several key informants expressed a desire to see more parent involvement—not only coming to the school, but by taking a more active interest in their child's work and by encouraging their children to participate in the FSCS programs and activities. Both Principal and the Site Director expressed a desire to expand Harding's current efforts to reach parents. One suggestion that an interviewee provided is to hire a member of the Latino community as a part-time parent coordinator, such as a

mother of one of the students. The Principal also mentioned that she hopes to have a parent and community resource center up one day, though the building currently lacks the physical space to create one. Another suggestion offered by an interviewee is to hold the parent conferences earlier in the school year. Currently, they are held each year in March. The person states, "If they had them earlier, then parents and kids might get involved earlier. But if you're a parent, you're not going to focus on the kid's academics until you have to. So much of your daily life does not revolve around your child's academics. It's focused on putting food on the table, et cetera. Sometimes, until it is right in front of their face, then they won't act on it. I'm not being critical of it. It's just the way it is."

### Increased Student Involvement

Several FSCS staff members reported that they would like to see more students get involved in FSCS programs and activities. One teacher said, "I would love to see my group grow in numbers. I love the fact that it is small and intimate but I would love to see it grow because there are more girls that need this. They need a positive environment after school than just hanging out anywhere. I plan to do more outreach." Another teacher commented that the program attendance started off really strong in the first semester, but declined in the spring because many parents and students didn't realize they needed to enroll again. She suggests that the youth enroll for both semesters at the beginning of the school year in order to increase student eligibility and attendance in the second semester.

### Greater Collaboration with Moulton Extended Learning Center

A couple of teachers said they would like to see more collaboration between the Harding and Moulton schools, because the buildings are open at different times. One of the teachers explained, "They might have different activities that our kids might like and vice versa. We could have buses going between the schools, there are more opportunities for the kids.

### More Administrative Support

As previously mentioned, managing the administrative responsibilities that the Full-Service Community Schools Initiative requires in conjunction with managing the many other aspects of the FSCS proves to be quite a challenge. One person suggested that it would be helpful to hire a full-time clerical and support person for the FSCS. Potential job duties include: entering participant attendance data into youthservices.net; fielding parent phone calls and questions about FSCS programs; coordinating other outreach efforts to the community; and providing overall administrative support to the FSCS Site Director.

### Expanded Programming and Services

When asked what they would like to see changed about the after-school programs and activities, many students replied that they would like to have more sports, particularly for the sixth grade because those students said there is only one sport offered to them after school. Specifically, students asked for organized football, swimming, badminton and tennis. One teacher suggested that Harding run more scrimmages with nearby schools. The FSCS Site Director would like to have enough funds to expand the very popular soccer program by purchasing real uniforms and hiring a coach.

The FSCS Site Director also expressed his desire for expanding the behavioral health and life skills programs. This past year, Mariposa and Sisters for Success were a "huge success"— the cultural groups really help students network with and relate to each other. Cliff would like to add a group for African-American boys. The YMCA has a program called Black Achievers that Cliff would like to get at Harding. Both the Site Director and the Principal would like to develop programming specific to the Asian population at Harding, such as an Asian support group for girls.

# VI. Looking Forward: Future Plans, Recommendations and Conclusion for Harding Middle School

During the academic year 2004-05, FSCS was in its third year of implementation at Harding Middle School. The site has made tremendous strides in implementing the model. Harding has successfully created a stronger culture of learning and attachment to the school and there is a great deal of school staff buy-in, from school leadership and from teachers alike. Most FSCS staff are Harding teachers, so they are extensively involved in formal school planning, which greatly helps to coordinate the after-school programs with the day school curricula.

Through the FSCS Harding has developed an incredible range of programs that take place both after school and on Saturday, in areas ranging from academics to life skills, sports to other games and volunteer work—such a variety of programs in fact, that students often have a difficult time deciding which programs to attend. And, Harding offers many important health and social services for students, either directly through the FSCS or through partnerships with other resources already in the building such as mental health services and case management for families. It has developed a few well-attended events for parents and families and has started to change the relationship between the school and the community.

Since the primary focus of FSCS at Harding is on programming for the students, its benefits are most salient with respect to student outcomes. The impact on Harding students has been positive and noticeable. Math grades have increased for FSCS participants. The number of school absences for this year's students decreased from last year. FSCS participants have greater positive peer and adult relationships as a result of their participation in after-school programs; they are more oriented toward learning and express a greater feeling of self-esteem. Parents say that FSCS participation has made their child like school more and the future educational aspirations of FSCS participants increased over the year.

Harding does face challenges as it continues to develop its community school. Scarce funding, reliance on parent volunteers, lack of physical space, and an overwhelming amount of coordination and management all present challenges to achieving the goals of the FSCS. As one interviewee concluded:

> *We're expanding our Saturday programming. We have guitar and open gym. It depends on the season, but we're running about 200 kids per session and I think that's pretty tremendous. We're starting to reach what we could do but ideally we're not there. We're not there for the parents. We're not there really for the community to use our building during our normal school hours.*

The next steps for the FSCS at Harding are to expand parent programming and continue to work on parent involvement and to continue to build on existing relationships in the community. Full implementation of the FSCS model will take time. Yet what makes the future so promising for Harding is the level of commitment and partnership between the FSCS Site Director, the school staff, and district leadership. In its third full school-year, the FSCS at Harding is an integral part of the school's identity. Findings from this evaluation are very encouraging and support the conclusion that, by becoming a FSCS, Harding Middle School has made significant strides in creating an environment contributing to positive youth development.

# VII.    Moulton Extended Learning Center

Moulton Extended Learning Center, a K-8 school in Des Moines, first partnered with the Eisenhower Foundation in the 2002-03 school year. This report provides a picture of the school's full-service community school model in its third year of implementation, the 2004-05 school year. Urban Dreams is the lead agency for both Moulton and Harding Middle School.

### The School: Moulton Extended Learning Center

Moulton is a school in transition. At the beginning of its partnership with Urban Dreams, in the 2002-03 school year, Moulton was aK-6 school with a year-round schedule. In the next school year, it added a seventh grade and an extended-day schedule for sixth and seventh grade students. This year, it added an eighth grade, reduced its art and language offerings and returned to a traditional-length school day as a consequence of severe budget cuts in the Des Moines Public Schools. There has been a different Site Director at Moulton during each year of implementation, and a new school Principal continued the work of implementation this 2004-05 school year.

Moulton is rich in community partnerships and contacts, with beautiful grounds, and a historic building recently remodeled with input from the community. The school site is in the middle of a square bounded by houses on all sides facing the school. Directly across the street from Moulton's front door sits a church that serves breakfast to many students every morning. The front entrance is filled with light, two-story ceilings, art by the students, posters identifying the Character Counts six pillars of character, and three separate seating areas that give a feeling of comfort and home. A telephone is available for those who need it. There are photographs of students and their parents/guardians posted on an "attendance hall of fame," a result of the previous year's push for improved student attendance.

The main office is immediately to the left, and the lunch room is nearby. The school is painted in bright colors: the 1st floor in gold, 2nd floor in teal, 3rd floor in purple. The full-service community school logo is apparent everywhere: on a Moulton sign near the entrance, on a sign directing visitors to the FSCS office downstairs, on displays in the lobby. Bright yellow signs point toward the door leading downstairs to the garden level, where the oversized community room is located. Inside the community room, there are: a long conference table for meetings; cushy beanbag chairs for children to relax and read; a modest collection of books that parents and families may borrow; and two computer workstations with Internet access that parents use to search for employment, extended education and other opportunities. In the far corner of the room, there is a private, enclosed area where parents may pick up clothing, shoes, and other items they need for their children and families. The sports equipment used for after-school enrichment activities is also stored in this area. Finally, the Full-Service Community School office occupies the opposite corner of the room, and this is where the Site Director's desk is located. The community room is a safe, welcoming and utilized space for Moulton students and families.

Moulton is the only school Full-Service Community School funded by the Eisenhower Foundation that is a K-8 school. Moulton students from any grade level are eligible to participate in FSCS programming—the entire school population has access to FSCS programs and services. However, the students for whom we acquired parental consent to participate in the evaluation of the initiative only represent the sixth, seventh and eighth grades. Therefore, the individual Moulton students

included in the study (meaning the student was surveyed at baseline and follow-up and his/her school records were analyzed) are those in the sixth, seventh and eighth grades. All program participation and attendance data from youthservices.net, as well as interviews and observations from the site visit capture data for everyone receiving services through the FSCS Initiative.

AYP is the cornerstone of No Child Left Behind, federal education legislation, created to hold schools accountable for results. In order to access federal funds schools must meet AYP standards. Each state sets an annual target for AYP, which indicates the minimum percentage of students that must achieve grade level standards in math and reading.[30] Moulton did not make AYP in the 2004-2005 school year.

### *Moulton Students*

There were 132 students in Moulton's sixth, seventh and eighth grades 2004-2005 school year.[31] The following data reflect the whole student body at Moulton.

Moulton students are diverse, as shown in Exhibit 36 at right. Over half (52%) are African American compared to an average of 16% in the Des Moines Public Schools District. The proportion of Latino, Asian and Native-American students is the same for Moulton and the District. ➲

**Exhibit 36:**
**Student Demographics[3]**

| Ethnicity | Percent in Building (n=444) | Percent in District (n=31,851) |
|---|---|---|
| African American | 52% | 16% |
| Caucasian | 30% | 66% |
| Latino | 13% | 13% |
| Asian | 5% | 5% |
| Native American | 1% | 1% |

Nearly 90% of Moulton students receive free or reduced-price lunch, compared to just over half of students District-wide (53%). This is a commonly accepted indicator of a student's economic status. ➲

**Exhibit 37:**
**Free- or Reduced-Price-Lunch Status[32]**

| Status | Percent in Building (n=444) | Percent in District (n=31,851) |
|---|---|---|
| Free- or Reduced-Price-Lunch Recipients | 87% | 53% |
| Non-Free- or Non-Reduced-Price-Lunch Recipients | 13% | 47% |

More than one in five (22%) Moulton students are in a special education program, and three percent are enrolled in the Gifted and Talented program. Moulton students predominantly speak English as their native language. ➲

**Exhibit 38:**
**Involvement in Special Programs[4]**

| Type of Program | Percent in Building (n=444) | Percent in District (n=31,851) |
|---|---|---|
| Special Education | 22% | 18% |
| Gifted and Talented | 3% | 13% |
| English as a Second Language (ESL) | 3% | 11% |

[30]http://www.schoolmatters.com/App/SES/SPSServlet/MenuLinksRequest?StateID=39&LocLevelID=118&StateLocLevelID=153&LocationID=1305&CatID=-1&SecID=-1&CompID=771
[31] Des Moines Public Schools Minority Report as of September 17, 2004
http://www.dmps.k12.ia.us/facts/6EnrollmentMinority2004.pdf
[32] Des Moines Public Schools District—based on September 2004 enrollment

## B. FSCS Staffing and Programs and Services for Students

### FSCS Staffing

The adults at Moulton who are dedicated staff for FSCS activities include a Site Director, a part-time Community Liaison, a data entry clerk, and program aides and regular day teachers who lead activities. Moulton has one full-time Urban Dreams staff member who functions as the Site Director.

Staff members and roles are:

- Gwen Marshall, Site Director;
- Bobby Stanley, Community Liaison;
- Karen Brown, Resource Director at Urban Dreams;
- Mildred Coplen, Data Entry Clerk and the leader of the 5th-8th grade homework club;
- Mike Fowler, Security Guard;
- Five Moulton teachers help to run the Full-Service Community Schools activities;
- Three Program Aides (students from the local high school); and,
- Community partners from various organizations that also help to run the FSCS activities.

Specifically, the Moulton teachers run the computer, cheerleading, drama, and homework programs. The fifth teacher is known within the building as the FSCS "teacher leader." In addition to leading the community garden club and a homework club, her unique role is to act as a liaison between regular day teachers and the after-school staff in order to communicate the academic needs of the students and coordinate the after-school academic programs with day school curriculum. The Program Aides run the homework programs with the younger children. Each of these staff works between three and eight hours a week for the FSCS Initiative. There are also a few volunteer staff from partner organizations and from the general community.

### Overview of FSCS Programs and Services

Moulton's after-school programs have centered on homework help and enrichment activities. Moulton offers homework help after school each Monday, Tuesday, Wednesday and Thursday, and Program Aides and a regular day teacher lead the "study tables" and "homework clubs." Homework Clubs always happen before enrichment activities begin. Exhibits 39 below details the variety of offerings for students at Moulton.

**Exhibit 39:**
**FSCS Programs and Services for Moulton Students**

| After-School Programs | | | Services |
|---|---|---|---|
| **Academic** | **Enrichment** | **Behavioral Health and Life Skills** | **Health / Wellness** |
| • Homework Clubs/ Study Tables/ Reading<br>• Math Class<br>• Science | • Arts & Crafts<br>• Cartooning<br>• Cheerleading<br>• Community Garden Club<br>• Computer Class<br>• Drama<br>• Girl Scouts<br>• Organized Sports<br>• Table Games & Crafts<br>• Tae Kwon Do<br>• Walk Across Iowa/ Walking for Fitness | • Black Achievers<br>• Community Outreach Team | • Daily Snacks<br>• Dental Screenings<br>• Dental Treatments |

Additional activities for students and/or parents and families over the regular school year included:

- A "Get Your Grill On" barbeque training at Cookie's Barbecue Factor, where students learn about food safety, food handling and the food is prepared by students;
- The Grinnell College Football Outing, where Moulton FSCS participants attended a college football game;
- Family Game Night for Moulton students and their families, complete with games, snacks and door prizes;
- Student Presentation Night, where parents come to the school to view the art and other projects the students create in the after-school program;
- A Flagg Football Banquet at a restaurant in downtown Des Moines, to honor the Moulton football players and their parents;
- Guys Night Out, where each boy invites a male family role model (father, uncle, cousin, etc.) to participate in a building activity at the school;
- A three-session cultural diversity training for parents;
- "Parent University," two classes offered in the evenings at Moulton;
- Quarterly student attendance assemblies and an attendance dinner for students and their parents;
- Free tickets for Moulton students and families to various events, like: the circus, motocross racing, the Icescapades, musical concerts and a dinner gala at Urban Dreams;
- Mercy Medical "Caring Hands Health Care" Career Days; and,
- Academy Week (see program description below).

In addition to the programs and services listed above, there are several programs and services offered at Moulton Extended Learning Center that contribute to the full-service model but are not directly funded by the FSCS Initiative. Descriptions of these programs and services are given later in this section.

The following enrichment activities are offered during Academy Week in September:

- Architecture Class
- Art Class

- Arts & Crafts
- Basketball

- Business Leadership
- Cartooning
- Drama
- Flagg Football

- Music
- Soccer
- Swimming

Moulton also offers activities over the summer for students, as detailed in Exhibit 40 below.

**Exhibit 40:**
**Summer Session: FSCS Programs and Services for Moulton Students**

| Summer Programs | | | Services |
|---|---|---|---|
| **Academic** | **Enrichment** | **Behavioral Health and Life Skills** | **Health / Wellness** |
| • Literacy & Math<br>• Arts & Journaling Project | • Soccer<br>• Swimming<br>• Golf | • Community Outreach Team | • Breakfast and Lunch |

Summer programming is ongoing as of this writing; there are approximately 32 students enrolled in programs and services for the 2005 summer session.[33]

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[33] Data extracted from enrollment report in youthservices.net.

*FSCS Programs and Services for Students: Offerings and Participation*

Exhibit 41 below provides information on each program offering and on the average daily attendance for each program or service; detailed descriptions of the programs and services are provided in the sections following this table.

**Exhibit 41:**
**FSCS Student Programs and Services: Description and Participation Information**

| Program / Service | | When Offered | | Average Daily Attendance (# students) |
|---|---|---|---|---|
| | | Week Days[a] | # Hrs. | |
| **Academics** | Homework Clubs/ Study Tables/ Reading | M T W R | 1 | 7 |
| | Math Class | T R | 1 | 9 |
| | Science | R | 1 | 9 |
| **Enrichment** | Arts & Crafts (multiple programs by grade level) | T W | 1 | 34 |
| | Cartooning | W | 1 | 7 |
| | Cheerleading | M R | 1 | 11 |
| | Community Garden Club | T | 1 | 7 |
| | Computer Class | M T | 1 | 10 |
| | Drama | T W | 1 ½ - 2 | 9 |
| | Girl Scouts | T R | 1 ¾ | 7 |
| | Organized Sports | M T W R | 1 | 14 |
| | Table Games & Crafts | M T W R | ¾ | 11 |
| | Tae Kwon Do | R | 1 | 11 |
| | Walk Across Iowa/ Walking for Fitness | M T W R | ¾ | 21 |
| **Life Skills** | Black Achievers | M | 1 | 11 |
| | Community Outreach Team | M R F | 1 | n/a |
| **Health** | Daily Snacks | M T W R | ¼ | n/a |
| | Dental Screenings | n/a | n/a | 50[b] |
| | Dental Treatments | n/a | n/a | 30[b] |

[a] M=Monday, T = Tuesday, W = Wednesday, R = Thursday, F = Friday
[b] Site Director estimates. These services were provided twice during the 2004-05 school. They lasted 2-3 hours each time.

The FSCS Site Director estimates that 200 students enrolled in FSCS programs in the fall and that 60% of those students come consistently. Considering the total number of students in the building (444) and the close proximity of other after-school programming offered at the Grubb YMCA and at Trinity Church across the street, the participation numbers are fairly significant. On average there are 65 to 70 students who attend programs on Tuesdays and Thursdays, which is more than the number of students who come on Mondays, Wednesdays and Fridays.[34] This is about the number of students that Moulton expected to serve. The FSCS Site Director estimates that, compared to the prior school year 2003-04, they reached twice as many students. Academy Week, a one-week academic preparatory program held in September, reached 88 students.

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[34] Participation averages are the FSCS Site Director's estimates.

***Homework Clubs/ Study Tables/ Reading.*** These homework help programs are divided among the following grade-level groupings: 1, 2, 3-4, and 5-8. Program Aides and a regular day teacher offer support in completing homework and offer individualized instruction in the specific subject areas of math, reading and literacy. If a student has no homework on a given day, they can do silent sustained reading or participate in the Read-A-Loud program.

***Math Class.*** William White, a community member and a graduate from Drake University, teaches students methods to enhance their math skills and how to apply them to life skills.

***Reading.*** This is an extension of the homework clubs described above, focusing on independent reading time and guided reading.

***Science.*** Lois Wesley from Iowa State University Extension offers an after-school science course for students at Moulton. The grade-level groups are: 1, 3-4, and 5-8.

**Enrichment Programs**

***Arts & Crafts.*** After homework has been completed, students are given the choice of various arts and crafts activities to work on, such as building model cars, hook latching and painting.

***Cartooning.*** Students learn the skills needed to master the art of cartooning.

***Cheerleading.*** This class is designed help develop social skills, while also helping the physical aspect with proper training of stretching, flipping, stunts, and fundamental cheerleading skills.

***Community Garden Club.*** This program provides the skills needed for gardening. Students receive information about soil, compost and the study of seeds. They keep journals of what they plant in the garden and monitor its progress. Produce is sold to the community.

***Computer Class.*** This class covers basic computer software skills for students.

***Drama.*** Drama is an art form that explores human conflict and tension. It generally takes the form of a story presented to an audience through dialogue and action. The story is conveyed using the elements of the theater: acting, costumes, props, scenery, lighting, music, and sound. The students in this program learn basic drama performance and public speaking. Performances of a play based on Lanston Hughes life were performed for the school and students from other schools.

***Girl Scouts.*** Troops, small group of Girl Scouts members, are organized by grades or similar age and common interest. Individuals work with parents on getting Girl Scout recognitions.

***Organized Sports.*** During the first session in the fall, students are offered the choice of gross motor activities such as basketball, football, softball, soccer, volleyball and four square.

***Table Games & Crafts.*** Students are given the choice of board and table games or a craft to work on after homework has been completed.

**Tae Kwon Do.** Al Williams, who also leads the architecture and art programs, offers this class that teaches the fundamentals of Korean martial arts. The students are able to earn degrees in a belt.

**Walk Across Iowa/Walking for Fitness.** This is a fitness activity where, each week, students meet to discuss a different topic on fitness and healthy choices with their daily diets. After discussion, they use pedometers and walk around the building for exercise.

<div align="center">

**Behavioral Health and Life Skills Programs**

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**Black Achievers.** This program is a collaboration between Moulton and Jamel Crawford of the Grubb YMCA of Greater Des Moines. It is a program for African-American youth to set and pursue higher education and career goals, and to build self-esteem and positive relationships with parents, teachers and peers.

**Community Outreach Team.** Students in the sixth, seventh and eighth grades assist school staff and members of the community with assigned tasks and outdoor jobs.

<div align="center">

**Health/Wellness Services**

</div>

**Daily Snacks/Youth Helpers.** The FSCS supports the Des Moines Public School Food Service program to provide healthy snacks and drinks for students in weekday, after-school programming. Fresh fruit is provided every day. The snacks give youth needed sustenance before attending the FSCS programs. Students help with the set up and distribution of snacks. These "youth helpers" volunteer their time throughout the course of the school year. After the FSCS Site Director takes attendance, she makes announcements and maintains order as students have their snacks.

**Dental Screenings.** When a child's oral health suffers, so does his/her ability to learn. Poor oral health has been related to decreased school performance, poor social relationships, and less success later in life. Children experiencing pain are distracted and unable to concentrate on schoolwork.[35] Through the FSCS, Moulton gives students the opportunity to receive onsite dental screenings and treatment referrals if needed. The Des Moines Health Center's Smile Squad Mobile Dental Clinic offers the screenings for K-4 students during the fall and 5-8 students in the spring.

**Dental Treatments.** Approximately thirty Moulton students received onsite dental treatment from the Smile Squad Mobile Dental Clinic in the 2004-05 school year. The Smile Squad uses a dental van to transport and hook up dental equipment directly to an office in the school building.

<div align="center">

**Academy Week**

</div>

SINA Week (Schools in Need of Assistance)—more widely known as "Academy Week"—is a one-week optional academic support program aimed at students who are below grade level and in need of extra assistance. In the 2003-04 school year, Moulton and FSCS staff discovered that most of the students were not willing to participate because their siblings were not invited. So, by merging district and Eisenhower funds more students can participate. The school pays for the students who are below grade level, and Eisenhower pays for students who are at or above grade level. After the

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[35] Information provided in the Department of Oral Medicine, Broadlawns Medical Center dental screening flyer.

program invited everyone, 90% of the below-grade-level students participated.[36] Eisenhower funds also provide the extracurricular enrichment programs during Academy Week.  It offers swimming, soccer, basketball, art, music, cartooning, drama, architecture, business leadership, et cetera. Academy Week is held each year during the last week of September.

<div style="background-color:gold; text-align:center;">**Summer Sessions**</div>

The FSCS also includes summer programming offered from the end of June to the middle of July. There are a variety of academic and enrichment programs, as given in the summer program table above. The only criterion that one has to meet to participate in the summer sessions is that s/he must be an existing Moulton student.

<div style="background-color:gold; text-align:center;">**Non-FSCS Offerings**</div>

There are at least six student offerings that do not officially fall under the FSCS umbrella. However, several of these programs coordinate with FSCS programs with regard to the students they serve and sometimes with the resources they use. Oftentimes students who participate in the SUCCESS Program, the Breakfast Club at Trinity, or Links to Learning also participate in FSCS programming. These programs contribute to the idea and spirit of the full-service model but are not direct pieces funded by Eisenhower. Below is a brief description of each non-FSCS offering.

*SUCCESS Program.* This is a year-round program with a focus on case management during the school year. This program provides intensive case management services to approximately thirty high-risk students and their families. The student, family, staff, or community can make referrals to this program for services. They look at total needs of the student and family from clothing and eyewear to food and other basic needs. Staff assist students in developing goals and action steps to reach those goals, and they work intensively with these students throughout the year.

*Tutoring.* Moulton offers tutoring to approximately 40 students, twice a week for 10 weeks. The tutoring program is funded by the United Way, and the expected outcome of the program is that participation will help to increase students' grades and test scores.

*Breakfast Club.* Located directly across the street from the school, the Child and Family Ministries at Trinity Church offers free breakfast for Moulton students.

*Positive Behavior Supports (PBS).* This is a District-wide program that has been implemented building-wide at Moulton. FSCS integrates PBS into all of its after-school programming, so the students have consistent behavioral rules and expectations. General staff supports and reinforces positive behavior in students through promoting four of the Character Counts pillars: Respect, Caring, Responsibility and Citizenship. FSCS staff and teachers use ground-rules discussion using the Character Counts model to help set rules for behavior.

*Bully-Proofing Your School.* This is a zero-tolerance-for-bullying curriculum given in four sessions during the school entire year. The purpose is to educate students about bullying, and to empower the majority of students who are neither bullies nor victims to take action to stop bullying

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[36] This is a FSCS Site Director estimate.

behavior. Specific techniques are taught to both students and staff on how to successfully deal with bullying situations.

**_Links to Learning._** Offered at Urban Dreams, this program provides a structured learning environment to Des Moines Public Schools students who have been suspended from school. The goal is to reduce the rate of suspensions and improve academic performance. Urban Dreams offers this out-of-school suspension program to five schools in the district, including both Moulton and Harding.

### Community Partners

At Moulton Extended Learning Center the term "community partner" refers to any community organization or individual member of the community that provide fee-based or free programs, staff or services to the FSCS Initiative. Exhibit 42 below lists the community partners, along with the classes taught or services provided.

**Exhibit 42:**
**Community Partners**

| Community Partner | Program Taught or Service Provided |
|---|---|
| Iowa State University Extension | Science |
| YMCA of Greater Des Moines - John R. Grubb Branch | Black Achievers |
| | Soccer and Swimming in the summer and during Academy Week |
| Al Williams, Independent Contractor | Architecture, Art and Tae Kwon Do |
| William White, Independent Contractor | Math |
| Vincent Lee, Young Minds | Leadership Activities |
| Jane Gross, Parent Volunteer | Girl Scouts |
| Martha Dresky, Community Volunteer | Walking for Fitness |
| Tony Wilson, Des Moines Area Community College | Cultural Diversity Training for parents |
| Child Abuse Prevention Council | Parent University |
| Des Moines Health Center, The Smile Squad Mobile Dental Clinic | Dental Screenings and Treatments |
| Cookies Barbecue Company, the Iowa Barbecue Society and TNT Landscaping | "Get Your Grill On" Student Barbecue |
| Child and Family Ministries at Trinity Church | Breakfast Club |

The Site Director, Principal, and staff are continually looking for opportunities to partner with new organizations in the community to expand the services and programs offered to students and families at Moulton Extended Learning Center.

# VIII. Outcomes Evaluation for Moulton

## A. Youth Outcomes

There are several youth outcomes for students attending a Full-Service Community School. They include behavioral, cognitive, social, and developmental outcomes, as listed below:

- School behavior;
- School attendance;
- Academic achievement;
- Satisfaction with and attachment to school;
- Orientation toward learning and positive future orientation;
- Participation in new activities and interest in non-academic subjects;
- Self-efficacy;
- Positive peer relationships;
- Positive adult relationships;
- Access to health and social services; and
- Sense of safety.

### Data Sources

There are four main data sources used in the evaluation of youth outcomes. They are: a youth survey, school records, web-based data system, and interview and focus group notes.

During the 2004-05 school year there were 78 sixth, seventh and eighth grade students at Moulton for whom we obtained parent/guardian consent to participate in the evaluation of the FSCS model. This is approximately 60% of all sixth, seventh and eighth grade students at Moulton. For these 78 students the evaluators administered a baseline and follow-up youth survey and obtained school records information, including grades, test scores, attendance, and behavior information.

In addition to these data, all students who participate in FSCS activities are tracked in an online database at www.youthservices.net which is overseen by the Eisenhower Foundation. The FSCS Site Director and FSCS staff track daily attendance for all FSCS programs and services, allowing Eisenhower staff and the evaluators to know *what* programs and services an individual student is accessing and *how often* they participate.

Finally, the evaluators conducted a youth focus group with a subset of students who are also participants in the FSCS after-school academic and enrichment activities. Questions about student outcomes were also asked in key informant interviews with the Principal, FSCS Site Director, and other school and FSCS staff.

### Youth Survey

A total of 30 students out of the 78 students with consent completed the youth survey at both the beginning and the end of the 2004-05 school year (23% response rate overall). The baseline survey was administered in the fall of 2004 to assess students' feelings about their school, relationships with

peers and adults, and their interest and involvement in various activities prior to the start of FSCS programming at Moulton for the school year. The follow-up survey was administered to the same group of students in the spring of 2005 to capture any changes in youth outcomes from baseline. Of the 30 youth survey respondents, 25 were involved in FSCS programs and/or services during the 2004-05 school year.

Basic demographic characteristics of the youth survey respondents are seen in Exhibit 43 below.

**Exhibit 43:**
**Demographic Characteristics of Youth Survey Respondents**

| Characteristics | | Percent of Youth[a] |
|---|---|---|
| **Grade** | n=30 | |
| | 6th | 47% |
| | 7th | 43% |
| | 8th | 10% |
| **Gender** | n=27 | |
| | Female | 70% |
| | Male | 30% |
| **Race/Ethnicity** | n=28 | |
| | African American/Black | 57% |
| | Biracial/Multiracial/Other | 14% |
| | Spanish/Hispanic/Latino | 11% |
| | White | 11% |
| | Native American | 7% |

[a] Total values may be more than 100% for each category due to a rounding error.

The youth survey respondents are fairly representative of the overall student population at Moulton.

As mentioned in the Methods section of the report, to explore the degree to which participation in FSCS programs affects youth outcomes, we used several different models to compare data for students who participated in FSCS activities to those who did not; students who were high participators in FSCS activities to those who were low or not participators; and the number and/or percent of days students spent in FSCS activities. We found statistically significant findings for the following youth outcomes:

- Academic achievement;
- Satisfaction with and attachment to school; and,
- Positive adult relationships.

More detailed information on these quantitative findings is found in the specific youth outcome sections below. For all three youth outcomes, we found statistical significance based on the number and/or percent of days that students spent in enrichment sessions in FSCS programs.

For the following youth outcomes, while there were no statistically significant findings, we surfaced qualitative indicators that youth do experience positive changes in these areas:

- School behavior;
- Orientation toward learning and positive future orientation;
- Participation in new activities and interest in non-academic subjects;
- Self-efficacy;
- Positive peer relationships;
- Access to health and social services; and
- Sense of safety.

Qualitative data on these indicators are available from the evaluator's observations, communications, and assessments during the site visit.

## Who Are FSCS Participants?

Exhibit 44 below provides profiles of average FSCS and non-FSCS participators based on baseline information captured during the 2003-04 school year prior to youth involvement in FSCS activities in the 2004-2005 school year.

**Exhibit 44:**
**Participant Profiles**

| For 2003-2004 School Year | FSCS Participants | | Non-FSCS Participants | |
|---|---|---|---|---|
| | Mean | | Mean | |
| **Number of Absences** (n=53) and (n=23)[a] | 4.6 | days | 3.4 | days |
| **Number of Suspensions and Number of Days Suspended** (n=53) and (n=23)[a] | 0.2 | suspensions | 0.6 | suspensions |
| | 0.3 | days suspended | 0.8 | Days suspended |
| **Math Grade** (n=48) and (n=15)[a] | 2.2 | (on 4-point scale) | 2.1 | (on 4-point scale) |
| **English Grade** (n=48) and (n=15)[a] | 2.3 | (on 4-point scale) | 2.5 | (on 4-point scale) |
| **ITBS Math Score** (n=38) and (n=12)[a] | 6.4 | | 6.8 | |
| **ITBS Reading Score** (n=39) and (n=12)[a] | 5.7 | | 5.8 | |

[a] Sample size for FSCS participants and non-FSCS participants, respectively

An explanation of the findings for all youth outcomes is found below.

### School Behavior

While the quantitative data on students' school behavior were not statistically significant, there is some evidence that FSCS participation helps to improve students' behavior and discipline during the regular school day. One teacher remarked that there are fewer fights at the school since the FSCS began. A FSCS staff member believes that some students are behaving better. When asked what, if anything, had changed among students since participating in the FSCS program, the Site Director replied:

> *Probably their behavior during day school, their communication with teachers and administrators, and even their behavior at home. How do I measure that? It's more informal. Sometimes, a parent might come in and comment about how a kid had changed. A teacher might comment about how a kid is communicating with*

*them a little better. A counselor came up to me yesterday and said she's gaining a little momentum talking with a kid and she's seeing a change: 'She's being more respectful towards adults and authority.'*

In an effort to more closely align the behavioral expectations of the students in the school day and after school, the after-school program adopted the Positive Behavior Supports (PBS) system, implemented in the regular school day in the spring of 2005. During the site visit, FSCS staff members were going through a training process on PBS. The FSCS Site Director explains:

*We have incentives and we adopted the PBS. We have a raffle every Monday for the kids who have behaved well. The more behavior incidents you have, the fewer chances you have to win a prize. I do two drawings for each "class." We've only been doing this since students returned from Spring Break, but I've noticed the kids enjoy it.*

Moving forward, the school staff and FSCS staff will continue to support and reinforce positive behavior in students through promoting the six Character Counts pillars of the PBS system. FSCS staff and teachers use ground-rules discussion using the Character Counts model to help set rules for behavior, and reward students when they demonstrate good behavior.

<div align="center">

**Academic Achievement**

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As one of the core foci of the FSCS model is to improve students' academic achievement, our evaluation seeks to measure improvements in students from baseline to follow-up. The data show improvement in academic achievement when looking at students' English grades, both in the aggregate and from the 2003-04 school year to the 2004-05 school year, based on the number and/or percent of days that students spent in enrichment sessions in FSCS programs.

**Measures of Grade Change:**
- *Year-to-year change* (this includes the subset of students for whom we have grades from the previous year)
- *Within-year change* (this includes all students)
- *Aggregate change*: year-to-year change where this is available, and within-year change where year-to-year change is *not* available (this includes all students).

<div align="center">

**Exhibit 45:**
**Effect of FSCS Participation on Students' ENGLISH Grades: Year-to-year Change**

</div>

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on *year-to-year change* in English grades? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| For students who participate, sessions spent in *enrichment* FSCS programs | .04 ** | 19 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

For change in English grades between the end of the previous year and the end of the current year, there are no statistically significant differences between FSCS participators and those who do not participate. However, the results in the table above show that among participators, participation in the enrichment programs is associated with a positive year-to-year change in English grades. The effect size indicates that participation in ten sessions is associated with a positive change of almost half a grade (.4). For example, this is approximately the effect of going from a C+ to a B-, or a B to a B+.

**Exhibit 46:**
**Effect of FSCS Participation on Students' ENGLISH Grades: Aggregate Change**

| **Research Question:** What is the effect of FSCS participation on whether a student shows improvement on *aggregate change* in English grades? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| For students who participate, sessions spent in *enrichment* FSCS programs | .03** | 22 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

For these results, the effect size is measured as *aggregate* grade change. As noted in the text box, aggregate grade change includes all students for whom we have math grade data, and uses their earliest grade as their baseline. For sixth grade students, their baseline grade is the grade at the beginning of the year; for seventh and eighth grade students, their baseline grades are their grades at the end of last year.

The effects shown for aggregate grade change are very similar to those for year-to-year change. Here it is also participation in enrichment that shows a positive effect on English grades, and the effect size indicates that participation in ten sessions is associated with a positive change of about a third of a grade (.3).

**Exhibit 47:**
**Effect of FSCS Participation on Students' MATH Grades: Year-to-year Change**

| **Research Question:** What is the effect of FSCS participation on whether a student shows improvement on *year-to-year change* in math grades? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| For students who participate, sessions spent in *enrichment* FSCS programs | -.03** | 19 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

As with English grades, for change in math grade there were no statistically significant differences between FSCS participators and non-participators. However, there was a *negative* association of time spent in enrichment programs with math grades. Participation in ten sessions is associated with a decline of about a third of a grade (.3). We explored baseline grades of FSCS and non-FSCS participants and other potential areas to understand the decrease in math grades but were unable to surface any sufficient explanations.

**Exhibit 48:**
**Effect of FSCS Participation on Students' MATH Grades: Aggregate Change**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on *aggregate change* in math grades? | | | |
|---|---|---|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| For students who participate, sessions spent in *enrichment* FSCS programs | -.04 *** | 22 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

The results for aggregate change in grades were similar to those for year-to-year change: participation in ten sessions is associated with a decline of a little less than half a grade (.4).

Qualitative data point to FSCS participants' academic achievement, particularly with regard to great discipline in completing their homework. Teachers and the Principal report that students benefit from receiving homework help in the after-school program. Students get their homework done on-time and with great frequency.

> *"I struggle with math so it helps me. I get stuck on long division and multiplication tables. It gives me extra practice. I think I'm better now that I'm doing the after school [program]."*
>
> **—Moulton Student**

When asked if anything had changes since he started coming to FSCS programs, one student replied, "I have the opportunity to get my homework in on time and learn more." Other students said, "I changed because I've been doing more work," and "I check my homework and turn it in on time, so I have good grades." Another student mentioned that he passed the seventh-grade CRT (standardized test).

The FSCS Site Director claims that, because of FSCS, she has seen students improve academically. She says, "For those students who need extra academic support, they will benefit. That's what we're trying to do here, and we'll continue to work to improve our academic component."

## Satisfaction with and Attachment to School

There are several factors that contribute to students' enhanced attachment and enjoyment of school. One is the ability to comprehend and succeed in academics and another is the presence of positive adult relationships. FSCS programs have been found to have positive effects on students in both of these areas.

The models below use participation to predict positive change on the survey item asking students whether they think their teachers want them to do their best work. If they show more agreement with this statement at the end than at the beginning of the year, they are rated as having positive change (at the end of the year, they were more likely to feel that their teachers wanted them to do their best work that they were at the beginning of the year). If they have the same amount of agreement or less agreement, they are rated as *not* showing positive change.

**Exhibit 49:**
**Effect of FSCS Participation on Attachment to/Satisfaction with School**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "My teachers want me to do my best work"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| For students who participate, sessions spent in *enrichment* FSCS programs | 1.4* | 11 | When all controls (gender, ethnicity and grade) are added to the model, the effect size rises from 1.1 to 1.4. |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

These results show that there is a strong positive association between improvement in this area and sessions spent in enrichment programs. The effect size of 1.4 indicates roughly that two enrichment sessions translates into being almost twice as likely to have shown improvement on this item.

Additionally, responses from the parent survey point to improvement in how much FSCS participants like their school. More than eight in ten parents (86%) of FSCS students said that the FSCS activities have made their child like school more (n=7).

During the youth focus group, one student said, "What has changed most is my excitement for going to school." Students are comfortable with staff in the after-school program. The adults play games with them once they are done with their work and are there for the students when they need extra support. Please see the "Positive Adult Relationships" section below for more information.

## Orientation toward Learning and Positive Future Orientation

FSCS participants at Moulton have the opportunity to see what they're being taught in the day in a different way in the afternoon. They are also exposed to a variety of other learning and enrichment opportunities, and quite often the FSCS Site Director pairs students with adults mentors within and outside of the school. Through Black

*"We're making them look towards the future about where they are going and what they need to do to get there. We're trying to make them focused about work, instead of just playing around."*

**—FSCS Staff Member**

Achievers, the Mercy Hospital "Caring Hands Health Care" series, and the Architecture and Business Leadership classes, students develop life skills and learn more about various educational and career choices.

More than eight in ten parents of FSCS participants (86%) agree or strongly agree that FSCS activities have made his/her child more interested in learning (n=7). This finding is an indicator that FSCS participation supports a more positive future orientation for youth.

When asked what had changed about himself since participating in the after-school program, one student replied, "I'm more focused on the future." Another student added, "I want to finish my highest classes and go as far as I can in school." A third student claimed, "I dream to get a good education and go to college and graduate from college." These statements capture the positive impact of the initiative on students' future orientation.

## Participation in New Activities and Interest in Non-academic Subjects

One of the greatest strengths of the FSCS Initiative at Moulton is the array of enrichment programs that are offered to students. FSCS activities provide students with opportunities to engage in positive activities after-school in which they might not otherwise participate. One youth in the focus group spoke about how her participation FSCS programs increased her interest in other people and in new activities. She said, "I have changed because ever since I started I was a lonesome person, like I used to work by myself but now I learned how to work with other kids and get more involved with new things." Another student reports that because of FSCS programs, she now plays sports, reads or goes for walks instead of sitting on the couch at home.

On the youth survey students reported on various areas in which they would like to receive help. Comparing student responses at baseline to those at follow-up, three-quarters of students who said they wanted help in learning about art at baseline no longer said they needed help in this area at follow-up. Also, two in three students (67%) said they wanted help in playing music at baseline and not at follow-up. These findings suggest that, through the FSCS, students are receiving assistance and getting the opportunities to explore new enrichment activities.

## Self-Efficacy

Participating in the FSCS after-school programs fosters students' social and academic skills which in turn increases their sense of self-efficacy. The Site Director talks about the emotional benefits she believes the FSCS offers. She says, "It [FSCS] helps students emotionally. They get to be a part of

> *"I have learned how to stop saying, 'I can't do my work' and stop giving up. I also stopped fighting people."*
>
> **—Moulton Student**

something." One student in the youth focus group explains how his attitude has changed since participating in the FSCS programs:

> *… I don't get into that many arguments like I used to, and I know how to calm myself down when I get really really mad. They help me get where I can control my anger a lot better.*

A parent of a FSCS participant notes improvement in her child's self-efficacy. Talking about the changes in her daughter since attending the after-school program one parent said, "She is much more responsible and believes she can do it." Many students report that they work harder and try to do their best. One student says, "I started to try and not say that I can't do it because it's too hard. I always try to do my best for everything." A key part of increasing students' belief in themselves is their relationships with positive peers and adults in the after-school programs who encourage them to take on new challenges and support them to try their best.

## Positive Peer Relationships

One of the greatest benefits of FSCS participation is the chance to meet new people, make new friends and socialize. The youth we spoke to during the focus group said that one of the things they liked most about participating in after-school programs is the opportunity they had to spend time with friends. They also mentioned that it helped them to get along better with their peers. One student said, "It's getting me used to being around my older cousin who is in the eighth grade. So I get along with them. It's helping me get along better with my friends." Several older students mentor and support the younger children in the program. Students said that when they started the after-school program, they began to help other people. Finally, a few students noted that they no longer socialized with "the wrong people." According to one student, she and her friends in the program "got each other's backs and care about each other." Another student commented, "We like to work in a group like a team to solve problems." The themes of peer-to-peer learning and positive socialization with peers emerge from these comments. Clearly the after-school academic component of the FSCS fosters positive peer relationships amongst participants.

> *"I don't hang out with the wrong friends. I am focused on my work, reading, listening and paying attention. Me and my friends help each other with our work."*
>
> **—Moulton Student**

## Positive Adult Relationships

Students are exposed to a greater variety of adult role models when they work with those FSCS activity leaders who are not Moulton teachers. A parent volunteer leads Girl Scouts, two other community members run the art and math programs, and a staff member from the Grubb YMCA comes to Moulton once a week to run the Black Achievers program. A FSCS staff member interacts with students beyond the program she runs after school at Moulton:

> *I see them throughout the day…I might see them at lunch. I ask them how their day was. Most of them want that attention. They know who I am. They respect me. You have to earn respect from the students… you can't go around disrespecting children and think that they're not going to disrespect you back. Some of them know me from the Wilke House, so they pretty much know all I'm here to do is make sure they do the work and they're learning. And they understand that.*

The model below uses participation to predict positive change on the survey item asking students whether there is an adult aside from those at home who expect them to follow the rules. If they show more agreement with this statement at the end than at the beginning of the year, they are rated as having positive change (at the end of the year, they were more likely to feel that there was an adult outside the home who expected them to follow rules than they were at the beginning of the year). If they have the same amount of agreement or less agreement, they are rated as *not* showing positive change.

**Exhibit 50:**
**Effect of FSCS Participation on Positive Adult Relationships**

| Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "There is an adult besides my parent/guardian who expects me to follow the rules"? | | | |
|---|---|---|---|
| **Indicator of Participation** | **Effect Size** | **N** | **Description of the Model** |
| For students who participate, sessions spent in *enrichment* FSCS programs | 1.1* | 16 | This model includes all controls (gender, ethnicity and grade). |

Significance levels: *= p<.1; **= p<.05; ***= p<.01.

We did not find a difference between those who participated in FSCS and those who did not. However, results in this table indicate that a greater amount of time spent in enrichment programs is associated with a greater likelihood of improvement in this area. The effect size is 1.1, indicating roughly that an increment of 10 sessions translates into being twice as likely to show improvement on liking to go to school.

The FSCS Site Director believes that the adults in the program provide that one-on-one connection, encouragement and relationship that many students need. Students in the program respect Gwen and

*"If I need faith and help the teachers will encourage me and make me feel better."*
— **Moulton Student**

they recognize that she cares. One student says, "I like her. She's funny and makes me laugh. I feel like I can talk to her and that she's there for me if I need her." Another student adds, "Miss Gwen and Miss Bates help me with my homework. Mr. Rock helps us when we're angry." A student who was new to the school said, "I feel welcomed already and everyone cares for me."

When adults connect with youth in this way, they can play an important role in positive youth development. In addition, this relationship building increases the "communal quality" of Moulton Extended Learning Center.

## Access to Health and Social Services

In addition to addressing students' cognitive and developmental needs, the FSCS strives to meet the health and social needs of students and their families. By becoming a FSCS, Moulton Extended Learning Center is providing dental screenings and dental treatments, two much-needed health services in the school community. The FSCS offers a behavioral health and life skills program, Black Achievers, through collaboration with the Grubb YMCA. Also, Moulton provides counseling services through its SUCCESS program and refers parents and families to Urban Dreams for crisis management counseling and other resources. On the youth survey students reported health and wellness areas in which they would like to receive help, including areas such as drug or alcohol use, emotional problems, problems at home and managing anger. Comparing student responses at baseline to those at follow-up we found the following results:

- Three-quarters of students who said they wanted help with drug or alcohol use at baseline no longer said they needed help in this area at follow-up;
- More than half of students said they wanted help with emotional problems (57%) and help in managing anger (55%) at baseline and not at follow-up; and

- Likewise, 75% of students who said they wanted help with problems at home at baseline no longer needed help in this area at follow-up.

These findings suggest that students are receiving assistance, whether directly at school or through other community resources, to address these needs. As Moulton moves into its fourth year as a Full-Service Community School it should continue to look for ways to address the health and social needs of its students and their families.

<div style="background-color:gold; text-align:center;">**Sense of Safety**</div>

Moulton takes great precautions to ensure the physical safety of the students, particularly because of the young ages of most of the students. All doors in the building are locked after school, except from the front door where the security guard is stationed. Younger students are not allowed to walk in the halls without an adult accompanying them. One FSCS staff member reported that Moulton has gone through a lot of changes in the last ten years: the neighborhood is still being cleaned up.For that reason she says, "It's so important that the children can be here, inside." After school, the FSCS staff make sure that the parents come into the building to sign their children out. She adds, "The community loves that fact that we keep the kids safe here." When asked if she felt safe in the after-school programs, one student replied, "Yes. There are a lot of teachers [FSCS staff] here after school. Sometimes there are strangers who try to get kids in the car. But there are a lot of people around… Miss Gwen and Mike, so I feel safe."

Others described the after-school component of the FSCS as a safe haven for children whose parents work late in the day. One teacher says:

*I think it benefits the students…offering programs for kids after school, so they have a place to go. A lot of kids go home to empty houses.*

As described in the next section on parent and family outcomes, many of the parents are the sole adults in their household, and over 60% of parent respondents work outside of the home. This is another reason why it is so important and beneficial to offer the FSCS programming for students in the Moulton community.

### B. Parents/Families Outcomes

The following outcomes for parents and families whose children attend a FSCS school are assessed below:

- Access to health and social services;
- Support for at-home learning;
- Involvement and communication with school and FSCS staff;
- Involvement and communication with other families in the school community; and
- Satisfaction with school/FSCS programming.

Data are available from key informant interviews, parent focus group responses, and parent survey responses.

### Parent Survey

As part of our evaluation of the FSCS at Moulton, we asked all parents/guardians of students at the school to complete a parent/guardian survey in May 2005. Twenty-six parents/guardians completed the survey, and of the respondents, 12 were parents of FSCS participants and 14 were not. All parents considered questions about their interaction with their children's school and their involvement with their children's education. Only those parents of FSCS participants were also asked questions about the FSCS staff and activities. Exhibit 51 summarizes basic characteristics of the parent/guardian survey respondents.

**Exhibit 51:**
**Demographic Characteristics of Parents/Guardians**

| Characteristics | | Percent of Parents/Guardians[a] |
|---|---|---|
| **Relationship to student** | n=26 | |
| | Mother | 81% |
| | Father | 8% |
| | Grandparent | 4% |
| | Guardian | 8% |
| **Number of Adults in Household** | n=25 | |
| | One | 56% |
| | Two | 32% |
| | Three | 8% |
| | Four or more | 4% |
| **Number of Children in Household** | n=26 | |
| | One | 15% |
| | Two | 35% |
| | Three | 27% |
| | Four or more | 23% |
| **Race/Ethnicity** | n=26 | |
| | White | 50% |
| | African American/Black | 42% |
| | Biracial/Multiracial/Other | 8% |
| **Work for Pay Outside of the Home** | n=26 | |
| | Yes | 62% |

[a] Total values may be more than 100% for each category due to a rounding error.

The majority of parent/guardian survey respondents are the mothers of students at Moulton. More than half of respondents are the sole parents in their household, and the average number of children per household is 2.6. More than six in ten respondents work outside of the home.

## Access to Health and Social Services

Besides daily snacks, Moulton does not offer any health and social services directly through the FSCS The FSCS Site Director, however, does coordinate with several resources already in the building to offer these services to FSCS participants and their families, such as counseling for students and parents. Gwen explains:

> *Karen is the Resource Director for Full-service. She provides different resources for the families and she provides crisis management for the families. I have sent her about three to four parents a month for all kinds of different issues. Some may need food, housing, utilities paid, etcetera. We had this one parent where her electricity and gas were turned off. She owed $2,000. Karen got her electricity turned on the next day. I know what she's capable of doing so I have no problem sending her parents. So far, I haven't gotten any negative feedback at all from parents.*

Additionally, all parent respondents were asked to indicate their level of agreement with the following statement:

> *Since the prior school year or since my child started FSCS activities, I know more about where in the community to get help for my child and my family.*

The answer choices were on a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree." Of the 14 parents of non-FSCS participants who responded, the average response was 2.8, while the average response of parents of FSCS participants was 2.6 (n=11); however, this finding is not statistically significant (p>.1).

> *"We have health and social barriers. A parent is not looking at their child's education as being a priority if they are worried about getting their rent paid. Full-Service can provide referrals to families to help them with some of these social issues."*
>
> **—FSCS Site Director**

## Support for At-home Learning

As in the section above, Moulton parents were asked to indicate their level of agreement with some statements on a four-point scale, and these statements were about their involvement with their child's learning. See Exhibit 52 below.

**Exhibit 52:**
**Parental Involvement in Student Learning**

| As compared to _LAST YEAR_ …<br><br>_(OR since student STARTED FSCS ACTIVITIES)_ | Mean<br>(Four-point Scale) | |
|---|---|---|
| | **Parents of Non-FSCS Participants** | **Parents of FSCS Participants** |
| I talk to my child about school. (n=14) and (n=12)[a] | 3.5 | 3.5 |
| I know more about how to help my child learn new things. (n=13) and (n=12)[a] | 3.2 | 2.9 |
| I help my child learn new things. (n=14) and (n=12)[a] | 3.2 | 3.3 |

[a] Sample size for parents of non-FSCS participants and for parents of FSCS participants, respectively

None of the three indicators of parental involvement in student learning (parents helping children learning new things and talking to children about school) are statistically significant.

One FSCS staff member did report that parents learned a lot about their child's learning when they came to a Student Presentation Night:

> *We had some students who said they finally understood the value of a ruler. We brought mathematics alive. And then when we had the presentation day, we had parents say, 'I never knew that a ruler was that valuable, or that mathematics was involved in cartooning, et cetera.' So parents were learning, too.*

## Involvement and Communication with School and FSCS Staff

Parent and family involvement has been an ongoing issue for the Moulton community school. For additional information please see the "Parent and Family Involvement" section below.

In Exhibit 53 below, we compare the responses of parents of FSCS and non-FSCS participants to questions about their interaction with school and FSCS staff and their participation in school events and activities. Responses are measured on a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree." None of the analyses of the four indicators of parental interaction with the school are statistically significant.

**Exhibit 53:**
**Parental Interaction with Moulton Extended Learning Center**

| As compared to <u>LAST YEAR</u> …<br><br>*(OR since student <u>STARTED FSCS ACTIVITIES</u>)* | Mean<br>(Four-point Scale) | |
|---|---|---|
| | **Parents of Non-FSCS Participants** | **Parents of FSCS Participants** |
| Teachers talk to me more now this year about my child's progress. (n=14) and (n=11)[a] | 2.8 | 2.6 |
| The FSCS staff talks to me more now this year about my child's progress. (n=12) and (n=9)[a] | 2.8 | 2.6 |
| I know more now this year about how to get involved at school. (n=14) and (n=12)[a] | 2.7 | 2.8 |
| This year I get more involved in activities and events at school. (n=14) and (n=12)[a] | 2.6 | 2.7 |

[a] Sample size for parents of non-FSCS participants and for parents of FSCS participants, respectively

The Site Director does have quite a bit of experience in reaching out to parents of middle school children. She is a parent herself of two students in the building, and before taking on the role as Site Director at Moulton, Gwen was the Parent Coordinator for both Moulton and Harding. In an effort to promote FSCS programs, Gwen conducts mailings, makes phones calls, includes FSCS activities in the school newsletter and sends materials home with the students. She also sends birthday cards home for the students. One Moulton teacher confirms, "I see a lot of flyers going home to the

families, and I think that's probably the best way to get parents involved." When asked how often she communicates with parents, Gwen replied:

> *On a daily basis. When they come get the kids. I may call them on the phone once a week—to promote some activity, give them some positive feedback on their kids, ask about volunteering with some new activities, or sometimes just shooting the breeze or checking-in. These are parents of kids throughout the building, not just after school. I've been working on parent relationships since the first year.*

Some FSCS staff members report that they get the opportunity to speak with parents when they pick their children up from the after-school program. They check in with parents to inform them of their child's academic progress and behavior. One staff member reports, "I haven't seen staff have a problem telling parents about what the child is doing. The parents are pretty open about that. Sometimes, with new staff, they may come to me and we'll talk to the parent together." Another staff member who is also a regular day teacher says that she has a good relationship with parents and knows many of them because she not only teaches at the school but also lives in the neighborhood and sees parents at the grocery store, post office or other places.

### Strengthening the Connection between Parents and School

Communicating with parents can be challenging, however, because many parents work at night and have more than one job. As stated in the demographics section above, more than six in ten parents work for pay outside of the home. Over half (56%) are single parents and, on average, there are more than two children in the home. The Site Director takes certain measures to make opportunities for parental involvement as easy and as accessible as possible. She provides some examples:

> *A lot of kids here don't have parental supervision, so we try to make it easier on the parents. When we do things, we try to encourage the parents to come and make it easier for them to get there. We will offer transportation, child care and a meal, to make it as comfortable as possible and to encourage them to participate.*

With the help of community partners and FSCS staff, the Site Director has coordinated several activities for parents and families this past school year. As mentioned above, one event was Family Game Night, where students and their families came to Moulton for an evening of board and tournament games. The Site Director remarks, "It was a success, because we were only expecting about 20 to 30 parents, and 68 attended. We provided the games and served popcorn and hot chocolate. It was a good mixture of parents, kids, school staff and teachers." FSCS also hosted a Flagg football banquet at a restaurant in downtown Des Moines, to honor the Moulton football players and their parents. Guys Night Out was another one-time event where each boy was allowed to invite

> *"Having a non-traditional approach to addressing families' concerns, issues, and interests is important. We've tapped them into different resources, yes, but we've also provided them with voices, where they can actually be heard by the school. They [parents] come and talk to us, and we take it back to the school. There have been quite a few parents who have had a really hard time understanding what the schools were going to do with the kids, like when their child is being evaluated by social workers. Some parents look at it as a bad thing when it's not, really—we're trying to get at the root of what the issues are so we can better understand how we can help them. Getting a parent to understand that is a plus for the school, and once they learn the school is not out to get them, they're more willing to open up."*
>
> **—FSCS Site Director**

a male family role model (father, uncle, cousin, etc.) to participate in a building activity at the school. All of the boys and men constructed shelves, potted plant stands, and/or bird houses. Moulton offered free tickets to various events such as the circus, motocross racing, the Icescapades, and musical events. Parent volunteers and parenting classes will be discussed in the "Parent and Family Involvement" section of the report.

## Involvement and Communication with Other Families in the School Community

Those parents whose children are involved in the after-school activities at Moulton are able to interact with each other if they pick up their child. They also have the opportunity to meet and communicate at the school's community center and at the various evening events and activities that Moulton offers for parents. One Moulton student says that her mother participates in school activities:

> My mom…participates in a parent activity day that we had with kids. We had an ice cream social thing, and we talked about what resources parents can use to help the kids get their homework done. It's at night from 6-8. There were probably like 10 or 15events.

All parent respondents indicated their level of agreement with the following statement:

> I talk more now this year with other parents of students at school.

Again, the answer choices were on a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree." Parents of non-FSCS participants and parents of FSCS participants had the same average response of 3.5, and the finding is statistically significant at $p<.1$. Although there have been several parent activities at Moulton this past year, this finding suggests that students' participation in FSCS programming does not affect parents' communication with other parents.

The Site Director and the Principal continue to look for ways to reach out to parents and get them involved in the programs and services being offered at the school. As the Site Director and FSCS staff continue to conduct outreach, and as the group of parents who do attended FSCS events and programs continue their involvement with and expand their understanding of the FSCS model, they will hopefully use the community school as an avenue to connect to other parents and families and spread the word in the community.

> "Today we have a book club meeting that I've been trying to get together. So far, I only have three parents who are participating. We just chose a book last week: Through the Fire, Chaka Khan's biography. I think this is a good way for parents to come together socially and build relationships with each other. They can help each other, share information with each other that may help them with their relationships with kids and the school."
>
> **—FSCS Site Director**

Parents' satisfaction with Moulton and FSCS programming is assessed through their level of agreement with statements about the school and/or the FSCS programs demonstrating care and concern for their children and families. Based on parents' survey responses and feedback it appears that the majority of parents perceive Moulton as offering a supportive environment for their children to learn.

**Exhibit 54:**
**Parents' Satisfaction with Moulton Extended Learning Center**

| *As compared to <u>LAST YEAR</u> …*<br><br>*(OR since student <u>STARTED FSCS ACTIVITIES</u>)* | Mean<br>(Four-point Scale) | |
|---|---|---|
| | **Parents of Non-FSCS Participants** | **Parents of FSCS Participants** |
| I feel my child's school cares about my child.<br>(n=14) and (n=12)[a] | 3.3 | 3.2 |
| I feel my child's school respects and cares about families.<br>(n=14) and (n=12)[a] | 3.2 | 3.0 |

[a] Sample size for parents of non-FSCS participants and for parents of FSCS participants, respectively

In Exhibit 54 above, both FSCS and non-FSCS parents are satisfied with Moulton.

**Exhibit 55:**
**Parents' Satisfaction with FSCS Staff and Programming**

| Statement About FSCS Staff and Activities | Strongly Disagree or Disagree | Agree or Strongly Agree | Mean |
|---|---|---|---|
| I am comfortable with how the FSCS staff handles discipline problems. (n=6) | 0% | 100% | 3.5 |
| I am satisfied with the overall performance of the FSCS staff. (n=6) | 0% | 100% | 3.3 |

Parents of FSCS participants who completed the survey expressed extremely overall high levels of satisfaction with the FSCS staff and programming. As seen in Exhibit 55 above, all parent respondents agree or strongly agree that they are comfortable with how the FSCS staff handles discipline problems. Additionally, 100% of respondents agree or strongly agree that they are satisfied with the overall performance of the FSCS staff.

> *"Most parents work all day. They can't really come home and help their children with their homework. It's helping them in that way. It also gives parents an hour or two to relax after work before they come pick up their child. There's also the academic part that they want for their children."*
>
> **—FSCS Staff Member**

Parents of FSCS participants who completed the survey expressed what they felt had been the biggest change they had seen in their children since they began participating in FSCS activities at school. Parents reported that their children are more willing to complete homework and other

activities, and are more responsible. When asked what they like best about the FSCS activities offered at Moulton, a parent explained that FSCS programming helps children learn different activities like cheerleading and Tae Kwon Do. Parents also reported they like the variety of programs offered, the hours of the program and the fact that programming is free of charge.

Parents who completed the survey expressed their general satisfaction with their children's school and FSCS activities. It is clear from their survey responses that parents at Moulton perceive the school, including the FSCS programming, as offering a supportive environment with caring adults.

## C. Full-Service Community School Outcomes

The following outcomes for the Full-Service Community Schools Initiative are discussed in this section:

- School capacity to meet student and family needs;
- Communication between school and FSCS staff;
- Partnerships between teachers and Principals to address student needs;
- Participation of FSCS staff in decision-making bodies; and
- Partnerships with community agencies to provide school-based programs and services.

### School Capacity to Meet Student and Family Needs

The support from the Eisenhower Foundation to implement the FSCS has been critical to Moulton being able to meet the needs of students and their families. Academically, the programs, which require students to attend homework clubs, foster greater academic achievement and discipline in finishing homework. A few of the enrichment programs promote character and life skills and all programs help students develop new friendships and meet new students. The FSCS Initiative has also helped Moulton increase the number of health and social services that are offered to students.

As far as physical space is concerned, Moulton uses the cafeteria, library, community room, art room and some classrooms to run the FSCS after-school programs. More details are given below in the "Program Quality" section regarding school capacities such as appropriate structure, program management and administration, staffing, et cetera.

### Communication between School and FSCS Staff

**Regular Contact between Day School Staff and FSCS Staff**

There are a only a few Moulton teachers who work as paid FSCS staff after school, but those teachers help with the communication between day school and FSCS staff. One of these teachers has the unique and important role of academic coordinator or "teacher leader" for the after-school programs. Essentially, she acts as a liaison between regular day teachers and FSCS staff. She helps each grade at least once a week by providing activities and

> *"I think I have a pretty good relationship with the other teachers. If there's a missed concept about FSCS or if it's something positive, or if they have a question, then I'll jump right in."*
>
> **—Moulton Teacher & FSCS Staff Member**

teaching materials to FSCS staff. She communicates to them what the students are working on in school, and teaches some of the activities and provides homework help herself.

Beyond the work of the after-school academic coordinator, key informants who were interviewed claim that there is not a lot of communication between FSCS and regular day teachers. One teacher reports that the FSCS Site Director sends out "helpful emails" and briefly introduced teachers to the FSCS services, but she believes there could be a lot more communication between the FSCS staff and teachers. Additionally, very few of the teachers communicate with any FSCS staff member besides the Site Director. When asked which FSCS staff she communicates with, one teacher responded:

> *Mostly Gwen. Once I went down to Gwen and asked for a mentor for one of my students. At times, if I have a student who is struggling or if I have questions about students, she'll know about families and what's going on in the community, where they are coming in. I don't really communicate with Full-Service staff in any other way besides Gwen.*

### School Staff Buy-in

There are a few compelling reasons why Moulton has experienced more difficulty in obtaining school staff buy-in, as compared to other Full-Service Community Schools. The first is that many school staff members believe that the behavioral expectations in the after-school program are not consistent with the school rules enforced during the day. A couple of interviewees noted that they've seen some students roaming around the halls of the third floor (the sixth, seventh and eighth grade area) after school without supervision. Also, some school staff members are critical of the people hired to run the after school programs. One interviewee notes:

> *There are high school students who were hired as aides, and the staff are critical of that. One of these aides used to go to this school and was here misbehaving all the time. I've heard teachers say, 'Why do we have that person as staff when she misbehaved all the time here?' Also, a couple of the parent-type people have also been difficult parents. The staffing could be more professional.*

Another explanation of the lack of buy-in from school staff is the culture of school staff in an elementary school. Moulton has only operated with a sixth grade for three years; with a seventh grade for two years; and the 2004-05 school year was the first for eighth grade. The teachers of the elementary grade level students teach multiple subjects to one group of students, so they focus

> *"I think that a lot of the teachers here just don't support it that much. I think we just don't think about it that much. It's not something we want to think about…that sounds bad, but we're so focused and busy on our own classes."*
>
> **—Moulton Teacher**

their time and energy on developing curricula and taking care of their kids rather than thinking about the school as a system. Many teachers worry about opening up their classrooms for use by activity leaders or even other teachers after school. This attitude is common in the first year of a school's transformation into a FSCS. If the attitude continues into the third year, as it appears to have at Moulton, the FSCS Site Director may need to increase efforts at teacher education on the FSCS model. Many teachers at Moulton do not know enough about the FSCS model. The Principal explains:

> *If you think of everybody (like SUCCESS, counselors, etcetera), then yeah, they would understand it. I still don't think the teachers would define that as FSCS. I think most teachers think of FSCS as the after-school program only.*

One teacher we interviewed said that she did not know much about Full-Service Community Schools. A FSCS staff member agrees:

> *I think it's mixed; but I don't think they know much about it, and that's one of the reasons I feel very strongly about it. I want to make sure teachers understand that it's something positive and that we're working toward a common goal to better the education of our students and to make sure that they are safe after school. We are focused on activities, not just academics, but we're all working toward the good of the kids. I think they just don't know about it.*

The ways in which the FSCS staff have already begun to address some of these issues will be addressed in later sections of the report.

### Relationship between the Principal and the Site Director

Another aspect of communication between the FSCS staff and the school is the relationship between the Principal and the FSCS Site Director. The Site Director and Principal meet frequently both formally and informally. Principal Burrows describes their relationship as "positive and constructive" and says they "try to meet every two weeks but recently, it's been every week… face-to-face meetings. We provide feedback to each other in those meetings." The Site Director feels supported by the Principal, and echoes Mr. Burrows' feelings when she says:

> *He sees the value of it [FSCS] and the big picture of it. Since we went to D.C. and New York, he's been doing everything in his power to make sure it's integrated into the school and that the teachers are seeing the same vision, using it to best fit the school's needs. That's his goal, and that's my goal. From what I've seen in the last thee years, since he's been principal, he's made some very good choices and very good changes.*

As 2004-05 was the first full year of FSCS for Principal Burrows and also the first year that Gwen Marshall was the Site Director, the Principal explains how he and Gwen came together to work on the FSCS Initiative:

> *It's kind of like a co-project director thing. We talk about programming and issues to do with programming. Last year, the programming was more crafty stuff and less related to school goals. This year, we're trying to do more of an academic focus but still have some other recreational stuff. We work on each quarterly program, each after-school program. We set up the budget together. We've done some Positive Behavior System (PBS) training with some of the staff. We're trying to get the consistency that happens after school to be the same as in-school.*

One area for improvement, however, is the frequency with which communications about final decisions and approval are made between the Site Director and the Principal. A couple of times this past year, some programs and events went through that the Principal did not formally approve. The Principal does mention that they have had conversations about this issue. Conversely, the Site Director notes that the Principal does not always have the time to approve certain things and this can cause a delay in her coordination and implementation of programming.

As 2004-05 was the first full year of FSCS for Principal Burrows and also the first year that Gwen Marshall was the Site Director, there is plenty of room to improve the way in which the Site Director and Principal communicate and do their work together. Both people understand and believe in the idea of Full-Service Community Schools, and recognize this shared vision. They both have the goal to work toward fully implementing the FSCS model at Moulton.

## Communicating the Needs of the Students

At the beginning of the school year, before the academic coordinator joined Full-Service Community Schools, she said that Gwen was very clear about what role she wanted her to play in the FSCS:

> *She told me what she was looking for in who was going to help with the academic piece… to make sure that kids got their homework done, and especially that we're on those target areas in terms of math and reading. We do the district testing, benchmarks for reading at first-grade level, and math probes in first-grade as well.*

One FSCS staff member believes that there are opportunities to coordinate the after-school curriculum with the day school curriculum. She talks to the teachers of some of her students about their curricula as well as the kids' well-being in general. She says, "We talk to the teachers to find out how the child is doing and then talk to the parents." Another staff member states that he was invited to have a daytime art program with the art teacher at Moulton and he explains:

> *"What we've tried to do is integrate what's going on in the day (SUCCESS, counseling, tutoring, etc.) with the after school program. We identify kids who need extra support who are in the after-school program, we talk to their teachers and we identify what their needs are."*
>
> **—Moulton Principal**

> *I thought we were able to blend our program together and learn from each other. The students loved it and I thought we got even more out of the students.*

The Site Director adds, "We did identify some students who needed some extra help, so we target those kids and had the tutor and after-school staff work with those kids. Additionally, some of the day teachers completed trainings on literacy with the FSCS staff. The Positive Behavior Supports system, a behavioral system enforced during the school day, has been implemented in FSCS programs and activities after school.

### Partnerships between Teachers and Principals to Address Student Needs

Since Mr. Burrows has been at Moulton as the new Principal, he has made some very positive changes. As the FSCS Site Director describes, "He came right through the door with a view of what needed to be done." There are several examples of how the Principal has partnered with the Moulton teachers to effective address the needs of its students. One example is provided by an interviewee:

> *…for the kids below grade level, he set up a curriculum to receive instructional level work and also to receive the level that they should be working on. So if they're at 5th-grade level but are in the 6th grade, they are*

*exposed to 6ᵗʰ grade but also closing the gap. My son is an example of that. His grades were suffering, and he was behind a grade level, but since Mr. Burrows came here, the grades have come up.*

Principal Burrows has taken the initiative to show school staff that FSCS is an integral part of the school. Moulton teachers say they are in constant contact with the Principal with regard to students' needs, and he heavily promotes the FSCS with teachers. The FSCS Site Director says:

> *Since the principal has come on seven months ago and promoted it, I've had more teachers come up to me interested in participating. Before, we were not seen as Full-Service, but we were seen as a part of Urban Dreams.*

In addition to this communication between the Principal and teachers, the FSCS Site Director is directly involved in some of Moulton's decision-making bodies [see section below]. This is another proxy for successful FSCS integration into the school.

<div style="background-color:gold; color:#003399; font-weight:bold; text-align:center; padding:4px;">Participation of FSCS Staff in Decision-Making Bodies</div>

Gwen Marshall, as the FSCS Site Director, is integrated into school decision-making processes, but there is room for improvement. She sits on the school's SAFE team with counselors and therapists, participates in the in-service meetings and was very active in the PTA, but she does not sit in any academic meetings that the Principal or other school administration holds.

This past year, the Principal invited the FSCS Site Director to be a part of the Steering Committee, but the committee meets at the same time when Gwen runs her after-school programs. The Principal, the FSCS Site Director and a few teachers attended the FSCS conference in Washington, D.C. hosted by the Eisenhower Foundation. When they returned from the conference, Gwen presented the conference information and lessons learned with staff at the faculty meeting.

<div style="background-color:gold; color:#003399; font-weight:bold; text-align:center; padding:4px;">Partnerships with Community Agencies to Provide School-based Programs and Services</div>

Since becoming a FSCS and under the direction of Urban Dream, the lead agency, Moulton is partnering with eleven community agencies or individual community members, to help provide programs and services for students [see Exhibit 42 in previous section]. The FSCS has established many links with a number of prominent community organizations, including the Des Moines Health Center, Iowa State University Extension, the Grubb Branch of the YMCA, Trinity Church and several individual people. These community partners play a vital role in the initiative, as they provide some of the key health services and academic and enrichment activities for Moulton students.

The partners we interviewed possessed a clear understanding of the FSCS and their role within it. They have contact with Gwen every week and talk frequently about how the programs are going and any concerns about specific students. She also provides any scheduling updates, and she asks for completed attendance sheets and anything else she made need. All FSCS staff who come from the

> *"Originally, the YMCA wanted to form a partnership with the school but the school didn't really have the time nor the personnel to develop the partnership. With Full-Service, we have more time to develop these partnerships."*
>
> **—FSCS Site Director**

various community organizations for the after-school programming interact almost exclusively with Gwen.

The primary role that Urban Dreams plays is provider of staffing and support for the FSCS Initiative. The Urban Dreams' staff include: the FSCS Site Director herself, a part-time community liaison who offers support to both Harding and Moulton; a Resource Director at the Urban Dreams office; and a security guard who sits at the front desk at Moulton. Urban Dreams also offers youth services at the office, which is just around the corner from Moulton Extended Learning Center. For example, Links to Learning is a fairly new out-of-school suspension program in which Moulton students participate.

The FSCS has created a common language and vision for the desired goal. This conceptual shift can be a subtle yet powerful change. It can open up people's imagination to dream of what they would ideally like the school to be. The growing view among teachers, staff, students, and families of Moulton Extended Learning Center is that it's a resource for all to benefit from and enjoy.

# IX. Implementation of the FSCS Model at Moulton

The ultimate goal of the FSCS Initiative is for school teachers and administrators, the local lead agency, FSCS staff and community partners to collaborate in delivering academics, enrichment activities, and health and social services to students and families in a seamless way that strengthens the family and community, and improves academic and behavioral outcomes for students. In this section, we assess implementation in terms of the ways that the full-service activities have become integrated into the structures, lives, and routines of the school, students, and parents.

## A. Development of Programming

Each Full-Service Community School team, including school and lead agency staff, submits a workplan to the Eisenhower Foundation outlining the major tasks for the school year. The workplan is aligned with the school improvement plan. The FSCS Site Director, Principal, and the Executive Director of Urban Dreams, the lead agency all play a primary roll in developing the FSCS workplan; primary responsibility for developing programming rests with the Site Director. In addition, all FSCS staff members come together at the beginning each term to brainstorm new ideas, discuss what needs to be changed or retired and reflect on how things are going. This happens at the beginning of each session.

Upon close review of the 2004-05 FSCS Workplan, it is apparent that Moulton has implemented nearly all of the programs and services that they laid out at the beginning of the school year. There have even been a few programs, particularly those in the summer sessions, that exceeded Moulton's FSCS scope of work. The one program that Moulton did not continue this past year was Wild Girls, a former collaboration with the Child and Family Ministries, Trinity Church.

## B. Program Quality

This section focuses on the quality of the FSCS programs at Moulton. The evaluators used a framework that consists of a set of program features and related indicators.[37] This framework was used as a checklist in the evaluators' site visit, communications, and assessment of the programs. Ultimately, there exists a level of quality that cannot be assessed by any single indicator. Therefore, this program quality framework serves as one method for assessing sites' implementation of the FSCS model. A summary of the findings for program quality at Moulton can be found in Exhibit 56 below.[38]

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[37] Indicators are adapted from the TASC Program Quality Self-Assessment Tool.
http://www.tascorp.org/programs/building/S33_assesment_tool.pdf
[38] For a list of the indicators used to measure each program feature area, please see Appendix.

**Exhibit 56:**
**FSCS Program Quality at Moulton Extended Learning Center**

| Program Feature | Notes |
|---|---|
| **Appropriate Structure** | The FSCS Site Director, in conjunction with the Principal and FSCS staff, provides a welcoming environment that safeguards the health and safety of participants. There are large, visible Full-Service Community Schools signs as one enters the building. Some of these signs direct visitors to the FSCS community room downstairs. The community room offers computers with high-speed Internet access and a clothing closet with free clothes and shoes for the community. FSCS provides adequate security while after-school programs are in session. There is a security guard at the entrance to the building, which is the only unlocked set of doors in the building. All visitors must sign the guest log as they enter and exit the building. All guests must wear a visitor badge. Parents must sign out for their children each day. While there is adequate space for planned activities, the cafeteria can sometimes be noisy and distracting for some students. FSCS should develop agreements with teachers to use their classrooms for smaller group activities after school. |
| **Program Management and Administration** | The FSCS Site Director and has a system in place for the collection and monitoring of participant attendance data. Though there have been some problems in the past with the behavior of students in the after-school programs, FSCS staff are working to implement the Positive Behavior Supports system, which is the incentive-based behavioral system used during the regular school day. |
| **Supportive Relationships** | The FSCS Site Director guides staff to interact with parents in a comfortable, welcoming way. She is sensitive to the cultures and languages of FSCS participants and their families. She treats participants with respect and listens to what they say and encourages participants to make choices and become more responsible. She establishes meaningful community collaborations. The FSCS Site Director, the Moulton Principal and the Executive Director from the lead agency could meet more regularly to discuss the current status of FSCS programming, to plan for future programming, and to address any pertinent challenges or needs. The Site Director should meet with teachers more regularly to educate them on the FSCS Initiative. Also, the FSCS staff should be sure to respect each other, communicate effectively with one another and be role models of positive adult relationships for FSCS participants and their parents and families. |
| **Staffing/ Professional Development** | While not all FSCS staff have received formal training, they review roles and responsibilities during their orientation to FSCS. The FSCS Site Director requires background checks of all staff members and they are assessed at the end of each program session. The FSCS Site Director attends the FSCS trainings given by the Eisenhower Foundation, and she has participated in child abuse and family trainings through Urban Dreams and the PBS and academic skills trainings through Moulton. |
| **Opportunities for Skill Building** | There are various activities offered through FSCS but most are enrichment activities. The FSCS Site Director and Principal should work to enhance academic offerings, and develop both academic and enrichment programs that are commensurate with the age and skill level of the older participants. The Black Achievers program works to improve students' behavioral and social skills, while other non-FSCS, Moulton programs like SUCCESS address students' mental health needs. |
| **Academic Achievement and Integration with School** | The FSCS initiative could be more integrated into the school structure at Moulton. FSCS programming should try to complement school-day activities and provide a continuation of resources that students receive during the regular school day. The FSCS programs offer one hour of homework assistance before students are allowed to attend enrichment activities. |
| **Opportunities to Belong** | The after-school FSCS programming offers students several opportunities to feel connected to their school and to each other. FSCS students who participated in the youth focus group expressed their enjoyment of socializing with their peers and receiving extra support from the adults in the program. The opportunity for students to engage in peer-to-peer learning during after-school promotes cooperative teamwork and positive behavior. Developing supportive relationships with their peers and with caring adults increases students' self-efficacy, as teachers and staff noted. |
| **Integration with Family and Community Efforts** | The FSCS Site Director communicates with parents and families. Some parents are involved in school through the Parent University and the variety of one-time activities offered throughout the year. They are also involved in more traditional ways like attending sports events, Open House, and parent-teacher conferences. The FSCS Site Director has done a thorough job of building several partnerships in the community. |

Moulton's FSCS programs excel in their structure, in allowing students opportunities to belong, and in involving parents and engaging the community. Moulton may want to focus in coming years on enhancing the supportive relationships among key stakeholders, expanding after-school programs to provide more opportunities for skill building, and focus on aligning the after-school components with regular school day activities.

## C. Integration of FSCS Model

Again, one of the central facets of the full-service community school model is bringing together all those who care about the well-being of a child to work in concert rather than in isolation. Realizing this concept requires building collaborative relationships between the school district, the school staff, administrators, parents, and the community for the sake of raising a child. In the FSCS model, the FSCS Site Director is primarily responsible for building bridges between these different individuals so that their energies and interests align. In this sense, her job is to weave a web between all those who care about the child. This section summarizes the progress that Moulton has made in integrating key stakeholders into the initiative.

### Integration within the School

In the "Full-Service Community School Outcomes" section above, we discuss various aspects of integration of the initiative at Moulton:
- Contact between teachers, the FSCS Site Director and staff;
- School staff buy-in;
- The relationship between the Principal and the FSCS Site Director;
- Effective communication of the needs of students;
- Coordination of the after-school academic programs with the school curriculum; and,
- The FSCS Site Director's role in staff decision-making.

The FSCS Site Director describes integration of the initiative at Moulton as "blended to a degree, but it could be better." Every week, the Principal sends out a bulletin to inform the staff of FSCS and other school-wide activities. Gwen sends emails to teachers and leaves information in their mailboxes to promote the programs. She says some teachers have been more responsive this past school year.

> *"It is a good thing and if we can get everyone on board, we can really make a big difference. But, it has to be a team effort."*
>
> **—FSCS Site Director**

The Principal believes that it is still too early to know exactly how integrated FSCS is with the school. He says that the Full-Service Community School, for all intents and purposes, has been really operating for a year and a half. He says that he is taking what he has learned and is planning ahead.

Another identifiable way in which FSCS is integrated into the school is the through sharing financial resources and leveraging funds.

*Sustainability: Sharing Staff and Other Resources to Jointly Work Toward Shared Goals*

The Des Moines Public Schools, like many across the country, are facing an enormous budget crisis. For Moulton, continued funding for the Full-Service Community Schools Initiative means that the school can offer a variety of enrichment opportunities and a safe place for students to be after school. In addition to the forms of integration with the school mentioned above, Moulton does a good job of blending funds within the building to maximize the staffing, programming and resources that it can offer to its students. Some of the major funding sources used at Moulton are:

- Des Moines Public Schools budget;
- Full-Service Community Schools;
- A tutoring grant from the United Way;
- SUCCESS budget;
- Child Guidance Center grant;
- Head Start grant;
- A birth-to-3 state grant;
- Schools In Need of Assistance funds; and,
- A 3-to-5 grant that pays for a couple of Kindergarten teachers.

The Site Director provides an example of how Moulton leverages resources to provide more services and resources for its students:

> *We did a health fair with the Grubb Y and the church. The majority of the parents participated in the health fair while we had the youth over doing a focus group. We offered pizza and a DJ. This past summer, someone else from the church took it over, but they gave us a booth. The turnout was pretty good. It did not have any FSCS funding besides my time, coordination and input. McDonald's donated concentrated juices. Another community member was able to get pizzas. We got donations.*

Moulton and Harding Middle School also work together by coordinating after-school sports activities. For example, the two schools organized girls' volleyball teams and played together in North High School's gymnasium. Moulton and Harding pooled resources for sports equipment and transportation.

Additionally, Moulton receives in-kind services. There are a few volunteer staff who run after-school programs during the school year, like the leaders of Walking for Fitness and Girl Scouts. Parents sometimes volunteer for various activities [see below]. Local community organizations donate their facilities, like the swimming pool and soccer field at the YMCA. These are just a few examples of how the FSCS Site Director and the Principal work together to maximize the resources available in-house and in the community for Moulton students.

## Parent and Family Involvement

Parents' involvement in the school is an important component of the FSCS vision. The FSCS Site Director has made a significant effort to engage the parents and families in the Moulton community. Involvement can take several forms; we look at the following two:

- Volunteering for FSCS programs; and,
- Participation in FSCS programs and activities.

Please see the Parents/Families Outcomes section above for additional information on the strengthening of parents' communication with staff and teachers at Moulton other information on FSCS activities and events offered to parents and families.

## Volunteering for FSCS

Since Gwen was the Moulton and Harding Parent Coordinator for the FSCS Initiative in the 2003-04 school year, she has gained some good experience in reaching out to parents. This past year, Gwen estimates that 20 to 30 parents have volunteered during the day and after school at Moulton. They help with clerical tasks, run errands, supervise students and conduct outreach to other parents by making phone calls. This past year, a Latino parent offered to call all the Latino parents to communicate on behalf of the Site Director. This helped FSCS to reach out to the Spanish-speaking parents in the community.

## Participation in FSCS Programs and Activities

This past school year, Moulton has hosted several evening events for parents through Full-Service Community Schools. One FSCS staff member designed Presentation Day for the art

> *"…they do a lot of great things. More parents are coming into the school at night."*
>
> **—Moulton Teacher**

class he teaches after school. Parents are invited to come to the school to see what their children have worked on in the program. The staff member says, "I think this is how to get parents involved and see what's going on. I give out awards, kids get to show what they did, and parents get to ask questions. And the parents usually do. We've only had it twice at Moulton, but it's been very successful."

Additionally, through a partnership with the Child Abuse Prevention Council, a six-week Active Parenting class was held at Moulton twice: once in the fall and again in the spring. About 30 parents enrolled in the first class, and child care was provided for 15 children. Approximately 20 parents enrolled in the spring session. The class covered topics such as: general parenting, school readiness, Attention Deficit Hyperactivity Disorder, Ages and Stages, et cetera. FSCS provided pizza and beverages, so there was an incentive involved. Gwen says, "When they know they can come to the school, get a free meal, and get free child care, then they'll come."

Gwen also coordinated with Tony Wilson of the Des Moines Area Community College to run a one-session cultural sensitivity training for parents. The training is usually intended to be used with staff; however, Tony made some changes so that it would be appropriate for and applicable to parents. Gwen estimates that 15 parents attended the training.

The Site Director feels that, for the most part, there is quite a bit of parent participation. The school also organizes an attendance assembly during the day and an attendance dinner at night for students and families. There's an assembly every quarter for the kids who qualify, with no more than one absence and two tardies per quarter. The qualifying kids get their name submitted into a parent drawing. (The student automatically qualifies their parent. So, if a parent has three kids with great attendance, then that parent gets three chances in the drawing.) The attendance dinner provides an incentive for the students' parents to ensure that their children attend school every day, and Moulton has a drawing each quarter for prizes. Gwen notes,

*We choose gifts that the parent would use, such as a vacuum cleaner, appliance, microwave, and energy assistance (gift certificates toward their energy bill)—they loved that one. There's an energy assistance program in the city whereby the company cannot cut off families' electricity during the winter months, but come April when the assistance runs out, they [families] get it cut. The parents come to these assemblies that are held during school day.*

Perhaps it is worth noting again that there is great value in providing FSCS on-site academic, enrichment and health services for students whose parents are unable to afford the time to directly participate through volunteer work or evening events at the school. One FSCS staff member notes,

*For most parents the program is just a relief. Most parents work all day. They can't really come home and help their children with their homework. It's helping them in that way. It also gives parents an hour or two to relax after work before they come pick up their child. There's also the academic part that they want for their children.*

Finally, the SUCCESS program, not funded by Eisenhower, does case management work with some Moulton families. Parents receive secondary benefits when their child accesses free dental screenings and treatments. In general, the Site Director and FSCS staff have done many things this past school year to reach out to parents and increase their involvement in the school.

## Community Engagement

In the "Full-Service Community School Outcomes" section and throughout the report, we discuss how Moulton has developed a number of working relationships with community agencies.

> *"Moulton is looked at as a place where people can get help."*
>
> **—Moulton Principal**

Before Moulton began its transformation into a FSCS many people saw the school in its limited and conventional form. The FSCS is beginning to help the students, families and community members shift their concept of the school to one where the school occupies the role of a community center. When becoming a FSCS has changed Moulton, the Principal responded:

*I used to be a consultant here 15 years ago. I think it's working to define it more as a major player within the community. It's not there, but that's part of the thinking. Before, the thinking was that it was a school like any other. Being a Full-Service Community School means we're trying to be more of an influence in the community, to connect people with resources and serve our families. It's accentuated that role.*

The task of integration is not an easy one. It requires trust and time. The school administration and teachers have not yet fully bought in to the FSCS concept, so the Site Director and Principal will have to work in close partnership to garner support within the building. Parent involvement, which probably requires the most time to develop, has made great progress this year. Finally, the community is fairly engaged with the school though the FSCS Site Director and Principal are continuously looking for new ways to reach out to the community.

## D. Barriers and Challenges

By becoming a FSCS Moulton has made many important strides in its third year of implementation, there still exist some challenges that have proven more difficult to overcome.

### Students' Responsibilities at Home

Although this is an area outside of the school's purview, several FSCS staff note that students' responsibilities at home are a real barrier to participation in FSCS programs. Many students are dealing with personal family issues at home, and some students must care for their younger siblings or an elderly family member while their parents are at work.

### Transportation

A few teachers and FSCS staff members cite transportation as a challenge to student participation in FSCS programs. The public school buses depart the school earlier than the time when FSCS programs end. Students whose parents cannot pick them up must find another way to return home such as walking or taking the public city bus if they wish to participate. The staff believe that if the program provided transportation, more students would participate.

### Low Attendance of Older Students

Some key informants believe that participation of sixth, seventh and eighth graders is low because the students do not take interest in the activities offered. One teacher remarks, "For the most part we all feel like it's more geared towards the younger kids, because I don't see as many middle school students in it and the ones that stay are more of the helpers." When we asked a student in the sixth grade if other students her age participated in the program, she reported, "Yes, but they might come for a day and say they don't think it's that fun." Trinity Church offers Haven, an after-school program directly across the street from the school. One interviewee remarks, "The older kids have been going to Haven across the street at Trinity Church since the second grade, and the moms don't want them to switch after-school programs because they've been there so long, and the trust has already been built." Other Moulton students go to the YMCA after school, which is also in the neighborhood. The FSCS Site Director is taking measures to address some of these issues. See the "Suggested Changes" section below.

### Scarcity of Funds

The scarcity of funds poses a formidable barrier to full implementation of the full-service community school model. When asked if funding was sufficient, one interviewee responded, "We're only receiving $26,000 outside of salaries [for Urban Dreams employees, not the staff Gwen hires to run after-school programs]. We won't have money next year for security, and we can't have this after-school program without a security person." The scarce funding imposes constraints on other aspects of the program—from securing transportation, to hiring union-wage teachers to run academic programs, developing more diverse programs for all different age groups, and alleviating administrative burdens placed on the FSCS Site Director.

### Factors Confounding Parent Buy-In and Involvement

One interviewee mentioned that some mothers of students in the school believe that FSCS is a program for kids who are doing poorly in school, so they do not want their children affiliated with it. In addition, there is a lack of trust of school staff and administration in the parent community and do not view their child's school as a welcoming environment. This context provides even more support for holding community events at the school as one key informant notes:

> *A lot of parents think the school is out to get them. We've had a few teachers call child protective agencies and the families are scared. You get quite a bit of that. Because of their social and economic status, parents in this community are pretty heavily surveyed—in school, at the mall, everywhere. They are suspicious. They're not trusting authority. They just see it like the school wants something else.*

Another example is that, even when parents are asked to participate in the school, they feel like their voices are not heard and feel excluded. One key informant offers some vivid examples of the challenges with parent involvement:

> *I've seen it so many times…we'll ask what type of volunteer opportunities they would like. The parents are really told what the school would like in terms of involvement. At the PTA meetings, the parents explain what they want, and then nothing happens. They begin to get discouraged. Or they'll go into the classroom and then not have anything to do. The school has to look at what parent involvement really means. A definition needs to be clearer. I think parent involvement means making sure their children go to school every day. What does the school want the parent to do? When it comes to physical labor, the school lets parents do it, but when it's about something that requires thinking and decision making, the parents feel excluded.*

The Site Director and the Principal along with other FSCS and day school staff are working to change parents' view of Moulton Extended Learning Center. Gwen has recently started a book club to draw parents into the building. She is also trying to get parents to utilize the services over at Urban Dreams, and to communicate that it is another place where they can go. She would like to have the lead agency set up a booth at Open House to promote its activities and resources. She would also like to set up a parent-calling bank where parents could come together at least once a week with a specific outcome/purpose for each calling session.

### Low Teacher Buy-in

It has been a real challenge at Moulton to get the teachers "on-board" with the FSCS Initiative. There are three chief explanations for the lack of teacher buy-in at Moulton:

- A lack of direct communication between teachers and FSCS staff;
- Dissatisfaction with FSCS staffing; and,
- Teachers' perception that there is a lack of discipline in the after-school programs.

#### Low Level Direct Communication
One teacher commented that she did not really know much about Full-Service Community Schools and that the Site Director should invite teachers to a meeting to describe the model and allow teachers to provide feedback. The Site Director also notes that communication is challenging with the teachers. A FSCS staff member believes that many teachers do not support the initiative because

they simply do not know enough about it. However, the Site Director believes that they are making progress in this area. She says:

> *I am here to make sure that Full-Service is seen as a positive thing with teachers and students. We're in our third year now and it is just now making that turn. We've been getting some positive staff feedback. It's not all of them, but since the principal has come on seven months ago and promoted it, I've had more teachers come up to me interested in participating. Beforehand, we were not seen as Full-Service, we were seen as part of Urban Dreams. It's my role to keep the relationships positive.*

One school staff member said that it is slowly changing and that some teachers are coming around. She said that she no longer hears negative things being said about the after-school programs. The Site Director also claims, "Now, some of the teachers are feeling comfortable and will come to me with an issue."

## Staffing Issues and a Lack of Discipline

Moulton teachers do not approve of the some of the people who run the FSCS programs after school. One teacher remarks:

> *My big concern is having appropriate role models who are working for Full-Service and having similar expectations that we would follow as teachers. I struggle with that. Some of the people who work for Full-Service are young, in high school, and they're not always appropriate in their own behavior. When they're working with the kids, they seem fairly appropriate. However, we have one girl who works and several times after school, we've had to tell her to stop arguing with other high-school students in the area. She's a role model for seven-year-olds but here she is arguing with others.*

Related to the issues of FSCS staffing, Moulton teachers believe that there is a lack of discipline and order in the after-school programs. While one teacher believes that some students demonstrate good behavior and receive help and tutoring, she reports that she has witnessed some of the older students "running around the building." Even a student reports, "Most of the kids do what they're *not* supposed to do rather that what they should do. If we did something bad, then we would have to leave but that didn't seem to work out too well." However, the Site Director and Principal have made progress on aligning behavioral rules and expectations in the after-school program with those enforced during the school day. Positive Behavior Supports (PBS) is a system relatively new to Moulton and has recently been implemented after school. For more information on PBS, please see the "Programs and Services for Students" section above.

### *Insufficient Collaboration with the Lead Agency*

The role of the lead agency is to provide resources and support to the school through collaborative planning and coordination. In conjunction with school leadership, the lead agency helps to build personnel capacity through the placement of a school-based site director. The lead agency is accountable for fiscal development, budgetary planning and spending justification. The following are some additional responsibilities of the lead agency:

- Commits to long-term partnership with the school;
- Participates in school planning and implementation;
- Draws on the skills and knowledge of staff members;

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- Offer resources and expertise;
- Shares in the accountability of student outcomes;
- Commits to rigorous implementation and outcome evaluations;
- Manages the growth and development of the Full-Service Community School;
- Identifies and engages partners; and,
- Connects to the community.

There is a strong feeling at Moulton that the lead agency, Urban Dreams, does not work cooperatively with the school, but rather maintains too much independent control over funding, key staff members and some programming. One key informant reports that Moulton does not have a "true collaborative partnership" with the agency. In addition, key informants at both Moulton and Harding report that the staffing provided by Urban Dreams is inconsistent. For example, the Community Liaison position is earmarked to be a full-time support person for the FSCS Initiative, spending half of the time at Moulton and the other half at Harding. When the Community Liaison cannot be at either school, key informants report that this is not communicated by the lead agency. Often, FSCS Site Directors must attend mandatory meetings at the lead agency during the school day, which takes away from their responsibilities in the school buildings. This inconsistency affects Moulton's ability to plan for staff time and activities while at the school. In general, the lead agency could work more collaboratively with the schools.

## E. Suggested Changes

When asked about what they would like to see happen with the FSCS Initiative at Moulton, key informants discussed the following types of changes:

- More teacher involvement and support;
- More FSCS staffing; and,
- Expanded programming and services.

A brief summary of the various areas for improvement is found below.

### Increased Teacher Involvement and Support

The FSCS Site Director and staff would like the teachers at Moulton to be more supportive, both through their approval and through actively participating or helping promote the program to students, parents and other teachers in the building. Specifically, the Site Director would like to have more teachers providing instruction to the students in the after-school program in order to reinforce the work they're doing during the day. She believes that trust will build over time. "I'd like to have a bit more support with their help to make this as successful as possible," she says. "I see a few doing it now. It's happening a lot more now that Mr. Burrows has come on board."

### More FSCS Staffing

The Site Director could also use more FSCS staff, both to run the after-school program and for coordination and management support. Gwen needs additional after-school staff to offer more academic support for students and so that there is more supervision for the children. She notes, "I'm seeing where the holes are in the program. We don't want the kids in the hallway unsupervised. If I have one Program Aide in the class and a kid needs to go to the bathroom, then we have a

problem." As far as increasing the number of adults to expand academic programming, the Site Director has contacted some local colleges in the neighborhood and worked out some contracts with them for work-study students to be tutors at Moulton. The Moulton teacher who started the tutoring program, which is currently not a part of FSCS programming, wants Full-Service Community Schools to take on the tutoring next year.

Second, the initiative is composed of multiple moving parts all of which must be managed by one person. Responsibilities include developing programs for students and families, identifying and developing partnerships with the community, overseeing and managing programs, managing volunteer staff, working with school teachers and administrators, marketing the programs to parents, and collecting evaluation data. The Site Director reports, "I don't feel like I have enough help to promote it like it needs to be promoted or to get the information out that I want to. Sometimes with parents, you may need to give a kid five registration forms in order to get it back. You have to remind them a lot of times by sending mailings or calling the parents." One FSCS staff member mentioned that it would be helpful to have a staff person to work exclusively on parent and community outreach.

### Expanded Programming and Services

When asked what they would like to see changed about the after-school programs and activities, teachers and FSCS staff members replied they would like to have more sports, particularly for the sixth grade because those students do not have the same opportunities to play sports that the seventh- and eighth-grade students have. Specifically, staff mentioned a desire for organized football and basketball during the school year. One teacher interviewed stated that there are no singing or music programs in the school nor are there hands-on classes such as art or home economics, so she would like to see these types of activities included as part of the FSCS. A student in the youth focus group suggested that students go on a field trip "every month or so, to a historical museum or the State Capitol…and I would have a summer program to White Water and Adventure Land so that kids don't get bored in the summer."

The FSCS Site Director also expressed her desire to expand the after-school program to include more interesting and age-appropriate activities for the sixth, seventh and eighth grade students. Both the Site Director and a Moulton teacher mention that the would like to see more of the older students get involved in the program This past year, in an effort to attract some of these students, Moulton held a series of health care career classes offered by Mercy Hospital. The Site Director says, "I think you can bring them in if you bring in stuff about careers…and sports…those are the kinds of classes they'd be interested in. If we can get more sports here, then we'll see a lot more participation from older kids because they are so competitive." The teacher adds, "If we can find more things that kids this age are interested in, then more of these kids would get involved." Finally, the existing programming for Full-Service Community Schools consists largely of enrichment activities. The Site Director and the Principal hope to expand the academic component of the FSCS program by adding more tutoring and mentoring.

# X. Looking Forward: Future Plans, Recommendations and Conclusion for Moulton Extended Learning Center

During the academic year 2004-05, FSCS was in its third year of implementation at Moulton Extended Learning Center. The site has made significant progress in implementing the model.

Through the FSCS Initiative, Moulton has developed a range of programs that take place after school and during the summer, ranging from art and drama to organized sports and cheerleading. And, Moulton offers many important health and social services for students, either directly through the FSCS Initiative or through partnerships with other resources already in the building such as case management for families. It has provided parenting classes, has developed several well-attended events for parents and families and has started to change the relationship between the school and the community.

Since the primary focus of FSCS at Moulton is on programming for the students, its benefits are most salient with respect to student outcomes. The impact on Moulton students has been positive and noticeable. English grades have increased for FSCS participants. FSCS participants have greater positive adult relationships as a result of their participation in after-school programs; they express satisfaction with and attachment to school.

Moulton does face challenges as it continues to develop its program. Scarce funding, low attendance of older students, lack of teacher buy-in, and other issues all present challenges to achieving the goals of the initiative.

The next steps for the FSCS at Moulton are to gain more support and involvement from teachers; increase FSCS staffing and takes steps to expand programming and services for its students. Full implementation of the FSCS model will take time.

# Appendices

I. **Methodological Appendix**

II. **Evaluation Instruments Appendix**

      a. **Youth Baseline Survey**

      b. **Youth Follow-up Survey**

      c. **Consent for Youth Survey**

      d. **Parent Survey**

      e. **Site Coordinator Interview**

      f. **Site Coordinator's Supervisor Interview**

      g. **Principal Interview**

      h. **Teacher Interview**

      i. **Site staff Interview**

      j. **Youth Focus Group Protocol**

      k. **Parent Focus Group Protocol**

      l. **Staff consent for own interview**

      m. **Parent consent for Youth Focus Group**

      n. **Parent consent for Parent Focus Group**

      o. **Instructions for Student Journaling Project**

      p. **Instructions for Student Photo Project**

# Appendix 1: Methodological Appendix

To measure change over time in youth outcomes from the FSCS logic model, we administered baseline and follow-up surveys to students participating in the study. For each of the outcomes identified in the logic model, students answered a series of questions, each of which consisted of a statement to which the student indicated level of agreement. For example, next to the statement "At my school, I feel like I matter," students marked "strongly disagree," "disagree," "agree," or "strongly agree." To measure *change* over time in youth development, we subtracted the baseline level of agreement from the follow-up level of agreement. For example, if a student answered "disagree" at baseline and "strongly agree" at follow-up, she would receive a change score of 2 (for this particular item). The entire 7-point change scale ranges from -3 to +3. We then took this 7-point scale and converted it to "showing positive change" (+1 to +3), and "not showing positive change" (-1 to 0). These are the measures of change that we use in our statistical models designed to help us gain insight into the impact of FSCS on youth.

To see the degree to which participation in FSCS programs relates to change, we used several different models. We built multiple models to look for the different ways in which change may manifest among participators. In the table below, we show how the different models ask different questions about the manifestations of change.

| Model | | Research Question[a][b] |
| --- | --- | --- |
| **Participation Indicator** | **Who is Included in the Model** | |
| Those who participate in FSCS v. those who do not participate at all | 1) All students 2) Students who started out with low grades | How much more likely are FSCS participators than non-participators to have shown positive change? |
| Those who participate in FSCS 50% of their registered days or more v. those who participate fewer than 50% of their days or not at all | | How much more likely are intensive FSCS participators to have shown positive change than those who participate fewer than 50% of their days or not at all? |
| Number of sessions a student participates in (including both academic and enrichment) | 1) Students who participate in FSCS programs 2) Students who participate in FSCS programs *and* started out with low grades | Of the students who participate in FSCS, how much difference does the number of sessions make in the likelihood to have shown positive change? |
| Percent of sessions a student participates in (including both academic and enrichment) | | Of the students who participate in FSCS, how much difference does the *percent* of sessions make in the likelihood to have shown positive change? |
| Number of sessions (separated out into academic sessions and enrichment sessions) | | Of the students who participate in FSCS, how much difference does the number of academic sessions make in the likelihood to have shown positive change? How much difference does the number of enrichment sessions make? |
| Percent of sessions (separated out into academic sessions and enrichment sessions) | | Of the students who participate in FSCS, how much difference does the *percent* of academic sessions make in the likelihood to have shown positive change? How much difference does the *percent* of enrichment sessions make? |

[a] Each of the research questions listed below refers to the group of students indicated in #1 in the second column. For #2, the same research question is asked, but only of those students who started out with low grades. The six research questions listed, then, become 12 when a set of models is build for this subgroup.

[b] Each of the 12 models is also built with "controls:" we build not only models with the participation independent variables, but also models in which we control for gender, ethnicity, and grade separately and together. The total minumum number of models run for each dependent variable is 72.

We look at change in grades in several different ways. We are examining the change in grades over time, and so ideally will look at how grades change from the previous year to the current year. However, we do not have the previous year's grades for all of the students – this is usually because participating students are in the sixth grade and so did not attend their school the previous year. We also may not have grades if students are in the seventh or eighth grade and the current year is their first year at their school. Therefore, for each student we calculate two types of grade change: (1) the change from the final grade of the previous year to the final grade of the current year (year-to-year change); and (2) the change from the first grade of the year to the final grade of the year (within year change). In our models, we correlate FSCS participation with three different types of grade change:

1. Year-to-year change (this includes the subset of students for whom we have grades from the previous year)
2. Within-year change (this includes all students)
3. Aggregate change: year-to-year change where this is available, and within-year change where year-to-year change is *not* available (this includes all students).

To calculate change in math grades, each letter grade is first given a numeric value (F=0, D=1, C=2, B=3, A=4 – in addition, for those schools that adds "+" and "-" to grades, these were calculated [e.g. C+ = 2.3]). Then, baseline grades were subtracted from the last grade of the current year. This means if a student got a B last year and an A this year, their change score was +1.

# Student Survey

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Name of School:** _____ | | | | **Today's Date:** | | | | | __ __ / __ __ / __ __ | | | |
| | | | | | | | | | Mo.   Day   Year | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Your First Name** | | | | | | | | | | | |
| **Your Last Name** | | | | | | | | | | | |
| **What grade are you in?** | ☐ 6th | ☐ 7th | ☐ 8th | **When were you born?** | | __ __ / __ __ / __ __ __ __ | | | | | |
| | | | | | | Mo.   Day   Year | | | | | |

*Please read the following before you begin this survey.*

This survey asks you to complete questions about your background, schooling, activities you participate in, and the people in your life. The purpose of this survey is to get a better sense of who you are so that your school's programs can best support you. All of the students at your school will complete this survey. In the future you will be asked to participate in a follow-up survey that is similar to this one.

*Some things you should know about this survey:*

- This survey will take about 20 minutes to complete.

- Nothing you say will affect your participation in any of the activities at your school.

- Some of the questions may be personal; you can always choose not to answer a question. We would prefer that you choose not to answer a question than have you answer a question dishonestly.

- You can decide not to participate.

- Participating in this survey will help us understand how to make your school, and other schools in the United States, better for students.

- We are interested in *your* thoughts and experiences, and you will not be graded on this survey. If you have questions, ask your teacher!


**I agree to participate in this study by completing the following survey.**


_____     _____     _____
**Student Signature**                    **Printed Name**                                        **Date**

## I. About You

**1. What is your gender? Please check one only.**

☐ Male   ☐ Female

**2. What is your ethnicity or race?  Please check one only.** If more than one race or ethnicity applies to you, please check "Other" and specify your ethnicity or race.

☐ White

☐ African American

☐ Asian/Pacific Islander

☐ Native American

☐ Spanish/Hispanic/Latino

☐ Biracial/Multiracial/Other: _____

_____

☐ Don't know/Don't want to answer

## II. About Your School[1]

Please indicate your level of agreement with the following statements. Please check only one answer per question.

| At my school… | Disagree Strongly | Disagree | Agree | Agree Strongly |
|---|---|---|---|---|
| **3.** My teachers will help me before or after school if I ask for help. | ☐ | ☐ | ☐ | ☐ |
| **4.** My teachers pay attention to me. | ☐ | ☐ | ☐ | ☐ |
| **5.** My teachers don't want me to do my best work. | ☐ | ☐ | ☐ | ☐ |
| **6.** My teachers make me feel like I can do a good job. | ☐ | ☐ | ☐ | ☐ |
| **7.** I learn a lot at my school. | ☐ | ☐ | ☐ | ☐ |
| **8.** I like to go to my school. | ☐ | ☐ | ☐ | ☐ |
| **9.** Most kids and teachers here are trying to make this a good school. | ☐ | ☐ | ☐ | ☐ |
| **10.** I feel like I belong here. | ☐ | ☐ | ☐ | ☐ |
| **11.** I don't feel like my ideas count here. | ☐ | ☐ | ☐ | ☐ |
| **12.** I feel like I matter here. | ☐ | ☐ | ☐ | ☐ |
| **13.** I have a comfortable place to hang out after the regular school day. | ☐ | ☐ | ☐ | ☐ |

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[1] Questions in this section and following adapted in part from 21st Century Community Learning Centers, Middle School Baseline Survey. Instruments can be found at http://www.mathematica-mpr.com/PDFs/broadviewvol2.pdf

Please indicate your level of agreement with the following statements. Please check only one answer per question.

| Thinking about myself, I think that… | Disagree Strongly | Disagree | Agree | Agree Strongly |
|---|---|---|---|---|
| **14.** In general, I feel good about myself. | ☐ | ☐ | ☐ | ☐ |
| **15.** My life has a purpose. | ☐ | ☐ | ☐ | ☐ |
| **16.** I ask for help when I need it. | ☐ | ☐ | ☐ | ☐ |
| **17.** I have pride in my cultural background. | ☐ | ☐ | ☐ | ☐ |
| **18.** I respect other people's feelings. | ☐ | ☐ | ☐ | ☐ |
| **19.** I respect other people's ways of looking at things, their lifestyle, and their attitudes. | ☐ | ☐ | ☐ | ☐ |
| **20.** I don't usually think about how my choices affect others. | ☐ | ☐ | ☐ | ☐ |
| **21.** I think about how my choices now affect my future a year or more from now. | ☐ | ☐ | ☐ | ☐ |
| **22.** I stick to what I believe in, even if my friends do not agree. | ☐ | ☐ | ☐ | ☐ |

**IV. Your Safety[2]**

**23. I can name two or more places to get help if I feel unsafe.**  ☐ Yes  ☐ No

Please indicate how often you feel safe in these places. Please check only one answer per question.

| I feel safe… | Never | Some-times | Often | Always |
|---|---|---|---|---|
| **24.** On the grounds outside my school. | ☐ | ☐ | ☐ | ☐ |
| **25.** Going into the bathrooms in my school. | ☐ | ☐ | ☐ | ☐ |
| **26.** In the hallways in my school. | ☐ | ☐ | ☐ | ☐ |

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[2] Questions in this section and following adapted in part from TASC Afterschool Program Evaluation, Middle School Student Survey.

Please read through the list below, and check off those you are good at and those you like to do. You might check two boxes for each item, one box, or none.

| When I think about this skill, I think…. | I am good at this. | I'd like to try it. | I like doing this. | I don't like this. |
|---|---|---|---|---|
| **27.** Playing sports. | ☐ | ☐ | ☐ | ☐ |
| **28.** Using a computer to look up information or get help with my schoolwork. | ☐ | ☐ | ☐ | ☐ |
| **29.** Using music, dance, art, or writing to show what I am thinking or feeling. | ☐ | ☐ | ☐ | ☐ |
| **30.** Setting a goal for myself and working to achieve it. | ☐ | ☐ | ☐ | ☐ |
| **31.** Planning for things I need to do in the future. | ☐ | ☐ | ☐ | ☐ |
| **32.** Working out conflicts or disagreements I may have with others. | ☐ | ☐ | ☐ | ☐ |
| **33.** Organizing and leading group activities (like school activities or sports). | ☐ | ☐ | ☐ | ☐ |
| **34.** Working with others on team or group projects. | ☐ | ☐ | ☐ | ☐ |
| **35.** Making friends. | ☐ | ☐ | ☐ | ☐ |
| **36.** Doing school work. | ☐ | ☐ | ☐ | ☐ |
| **37.** Other activities: _____ | ☐ | ☐ | ☐ | ☐ |
| **38.** Other activities: _____ | ☐ | ☐ | ☐ | ☐ |

Please indicate how often you do the following. Please check only one answer per question.

| When I have homework… | Never | Sometimes | Often | Always | I never have homework |
|---|---|---|---|---|---|
| **39.** I do the homework teachers give me. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **40.** I do homework in the same place and at the same time each day. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **41.** My mother, father, or guardian helps me with my homework. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **42.** An adult, besides my mother, father or guardian, helps me with my homework. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **43.** Another kid helps me with my homework. | ☐ | ☐ | ☐ | ☐ | ☐ |

**44. Where do you usually do your homework? (Check one.)**

☐ At home                    ☐ On the bus

☐ At school                  ☐ A neighbor's house

☐ A friend's house          ☐ Another place (please specify):

_____

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## VII. Relationships with Other Students

The next questions ask you about your friends. How much do you agree with these statements?

| My friends…. | Disagree Strongly | Disagree | Agree | Agree Strongly |
|---|---|---|---|---|
| **45.** Encourage me to do the right thing, even when it isn't easy. | ☐ | ☐ | ☐ | ☐ |
| **46.** Encourage me to do my best. | ☐ | ☐ | ☐ | ☐ |
| **47.** Care about how well I do in school. | ☐ | ☐ | ☐ | ☐ |
| **48.** Want me to be happy. | ☐ | ☐ | ☐ | ☐ |
| **49.** Want me to stay out of trouble. | ☐ | ☐ | ☐ | ☐ |
| **50.** Talk with me about my problems. | ☐ | ☐ | ☐ | ☐ |
| **51.** Care about me a lot. | ☐ | ☐ | ☐ | ☐ |

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## VIII. Relationships with Adults

**52. I can name three adults who care about me, besides my parents or guardians.**     ☐ True     ☐ False

The next questions are about <u>adults who live in your home</u>. How much do you agree with these statements?

| In my <u>home</u>, there is a parent or other adult who…. | Disagree Strongly | Disagree | Agree | Agree Strongly |
|---|---|---|---|---|
| **53.** Expects me to follow the rules. | ☐ | ☐ | ☐ | ☐ |
| **54.** Is interested in my schoolwork. | ☐ | ☐ | ☐ | ☐ |
| **55.** Believes that I will be a success. | ☐ | ☐ | ☐ | ☐ |
| **56.** Talks with me about my problems. | ☐ | ☐ | ☐ | ☐ |
| **57.** Listens to me when I have something to say. | ☐ | ☐ | ☐ | ☐ |

Thinking about <u>adults you know who are not your parents or guardians</u>, how much do you agree with these statements?

| There is an adult <u>besides my parents/guardians</u> who… | Disagree Strongly ☹ | Disagree ☹ | Agree ☺ | Agree Strongly ☺ |
|---|---|---|---|---|
| **58.** Expects me to follow the rules. | ☐ | ☐ | ☐ | ☐ |
| **59.** Is interested in my schoolwork. | ☐ | ☐ | ☐ | ☐ |
| **60.** Believes that I will be a success. | ☐ | ☐ | ☐ | ☐ |
| **61.** Talks with me about my problems. | ☐ | ☐ | ☐ | ☐ |
| **62.** Listens to me when I have something to say. | ☐ | ☐ | ☐ | ☐ |

### IX. Activities You Participate In

The next questions ask you <u>where you go</u> after regular school ends until 6 o'clock.

| After school, I usually go to … | Never | Once a month | 1-2 days per week | 3 or more days per week |
|---|---|---|---|---|
| **63.** My home, with **no adult** present | ☐ | ☐ | ☐ | ☐ |
| **64.** My home, with at least one adult present | ☐ | ☐ | ☐ | ☐ |
| **65.** A friend's home, with **no adult** present | ☐ | ☐ | ☐ | ☐ |
| **66.** A friend's home, with at least one adult present | ☐ | ☐ | ☐ | ☐ |
| **67.** The home of an adult babysitter, neighbor, relative, or friend | ☐ | ☐ | ☐ | ☐ |
| **68.** A day care center | ☐ | ☐ | ☐ | ☐ |
| **69.** An after-school program (sports, clubs, etc.) | ☐ | ☐ | ☐ | ☐ |
| **70.** Private lessons or classes (music, sports, dance, etc.) | ☐ | ☐ | ☐ | ☐ |
| **71.** Religion-based activities | ☐ | ☐ | ☐ | ☐ |
| **72.** Volunteer work in my neighborhood or community | ☐ | ☐ | ☐ | ☐ |
| **73.** Informal sports in the neighborhood | ☐ | ☐ | ☐ | ☐ |
| **74.** Some other place (Please specify): _____ | ☐ | ☐ | ☐ | ☐ |

These questions are about <u>how</u> you spend your time after the regular school day ends.

**75. On most school days after school, about how much time do you spend on the following activities?**

| After school, I spend my time….. | None | Less than 1 hour | Between 1 and 2 hours | Between 2 and 3 hours | More than 3 hours |
|---|---|---|---|---|---|
| Watching TV | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reading books, magazines, or newspapers | ☐ | ☐ | ☐ | ☐ | ☐ |
| Music, drama, or other art practice or lessons | ☐ | ☐ | ☐ | ☐ | ☐ |
| Homework | ☐ | ☐ | ☐ | ☐ | ☐ |
| Sports activities | ☐ | ☐ | ☐ | ☐ | ☐ |
| Taking care of a younger sibling | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other activity: _____ | ☐ | ☐ | ☐ | ☐ | ☐ |

**76. Would you like help in any of the following areas?** Check all that apply.

☐ Homework/school          ☐ Drug or alcohol use          ☐ Problems at home

☐ Learning about art        ☐ Safer sex education          ☐ Managing anger

☐ Playing a sport           ☐ Emotional problems           ☐ Other: _____

☐ Playing music             ☐ Health problems              ☐ Don't know/Don't want to answer

☐ Other: _____  ☐ Other: _____

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## X. Your Future

The next questions are about your goals for the future.

**77. How sure are you that you will finish high school?**

| Not sure | Somewhat sure | Pretty sure | Absolutely sure |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |

**78. If you could go as far as you wanted in school, how far would you like to go?**

☐ Go to high school, but not graduate

☐ Graduate from high school

☐ Go to a trade or vocational school (to study cosmetology, electronics, culinary arts, or other job fields)

☐ Go to college for a while

☐ Finish college

☐ Go to graduate school

*Thank you very much!*

# Student Survey

| Name of School: _____ | | | | | | | Today's Date: | | | | __ __ /__ __ /__ __ <br> Mo.   Day   Year | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Your First Name** | | | | | | | | | | | | | |
| **Your Last Name** | | | | | | | | | | | | | |
| **What grade are you in?** | ☐ 6th | | ☐ 7th | | ☐ 8th | | **When were you born?** | | | __ __ /__ __ /__ __ __ __ <br> Mo.   Day   Year | | |

*Please read the following before you begin this survey.*

This survey asks you to complete questions about your background, schooling, activities you participate in, and the people in your life. The purpose of this survey is to get a better sense of who you are so that your school's programs can best support you. In the future you will be asked to participate in a follow-up survey that is similar to this one.

*Some things you should know about this survey:*

- This survey will take about 20 minutes to complete.

- Nothing you say will affect your participation in any of the activities at your school.

- Some of the questions may be personal; you can always choose not to answer a question. We would prefer that you choose not to answer a question than have you answer a question dishonestly.

- You can decide not to participate.

- Participating in this survey will help us understand how to make your school, and other schools in the United States, better for students.

- We are interested in *your* thoughts and experiences, and you will not be graded on this survey. If you have questions, ask your teacher!

**I agree to participate in this study by completing the following survey.**

_____     _____     _____
**Student Signature**                           **Printed Name**                                    **Date**

## I. About You

**1. What is your gender? Please check one only.**

☐ Male ☐ Female

**2. What is your ethnicity or race? Please check one only.** If more than one race or ethnicity applies to you, please check "Other" and specify your ethnicity or race.

☐ White ☐ Spanish/Hispanic/Latino

☐ African American ☐ Biracial/Multiracial/Other: _____

☐ Asian/Pacific Islander _____

☐ Native American ☐ Don't know/Don't want to answer

## II. About Your School[1]

Please indicate your level of agreement with the following statements. Please check only one answer per question.

| At my school… | Disagree Strongly | Disagree | Agree | Agree Strongly |
|---|---|---|---|---|
| **3.** My teachers will help me before or after school if I ask for help. | ☐ | ☐ | ☐ | ☐ |
| **4.** My teachers pay attention to me. | ☐ | ☐ | ☐ | ☐ |
| **5.** My teachers don't want me to do my best work. | ☐ | ☐ | ☐ | ☐ |
| **6.** My teachers make me feel like I can do a good job. | ☐ | ☐ | ☐ | ☐ |
| **7.** I learn a lot at my school. | ☐ | ☐ | ☐ | ☐ |
| **8.** I like to go to my school. | ☐ | ☐ | ☐ | ☐ |
| **9.** Most kids and teachers here are trying to make this a good school. | ☐ | ☐ | ☐ | ☐ |
| **10.** I feel like I belong here. | ☐ | ☐ | ☐ | ☐ |
| **11.** I don't feel like my ideas count here. | ☐ | ☐ | ☐ | ☐ |
| **12.** I feel like I matter here. | ☐ | ☐ | ☐ | ☐ |
| **13.** I have a comfortable place to hang out after the regular school day. | ☐ | ☐ | ☐ | ☐ |

---

[1] Questions in this section and following adapted in part from 21st Century Community Learning Centers, Middle School Baseline Survey. Instruments can be found at http://www.mathematica-mpr.com/PDFs/broadviewvol2.pdf

Please indicate your level of agreement with the following statements. Please check only one answer per question.

| Thinking about myself, I think that… | Disagree Strongly | Disagree | Agree | Agree Strongly |
|---|:---:|:---:|:---:|:---:|
| **14.** In general, I feel good about myself. | ☐ | ☐ | ☐ | ☐ |
| **15.** My life has a purpose. | ☐ | ☐ | ☐ | ☐ |
| **16.** I ask for help when I need it. | ☐ | ☐ | ☐ | ☐ |
| **17.** I have pride in my cultural background. | ☐ | ☐ | ☐ | ☐ |
| **18.** I respect other people's feelings. | ☐ | ☐ | ☐ | ☐ |
| **19.** I respect other people's ways of looking at things, their lifestyle, and their attitudes. | ☐ | ☐ | ☐ | ☐ |
| **20.** I don't usually think about how my choices affect others. | ☐ | ☐ | ☐ | ☐ |
| **21.** I think about how my choices now affect my future a year or more from now. | ☐ | ☐ | ☐ | ☐ |
| **22.** I stick to what I believe in, even if my friends do not agree. | ☐ | ☐ | ☐ | ☐ |

**IV. Your Safety[2]**

**23. I can name two or more places to get help if I feel unsafe.**   ☐ Yes    ☐ No

Please indicate how often you feel safe in these places. Please check only one answer per question.

| I feel safe… | Never | Some-times | Often | Always |
|---|:---:|:---:|:---:|:---:|
| **24.** On the grounds outside my school. | ☐ | ☐ | ☐ | ☐ |
| **25.** Going into the bathrooms in my school. | ☐ | ☐ | ☐ | ☐ |
| **26.** In the hallways in my school. | ☐ | ☐ | ☐ | ☐ |

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[2] Questions in this section and following adapted in part from TASC Afterschool Program Evaluation, Middle School Student Survey.

Please read through the list below, and check off those you are good at and those you like to do. You might check two boxes for each item, one box, or none.

| When I think about this skill, I think…. | I am good at this. | I'd like to try it. | I like doing this. | I don't like this. |
|---|---|---|---|---|
| **27.** Playing sports. | ☐ | ☐ | ☐ | ☐ |
| **28.** Using a computer to look up information or get help with my schoolwork. | ☐ | ☐ | ☐ | ☐ |
| **29.** Using music, dance, art, or writing to show what I am thinking or feeling. | ☐ | ☐ | ☐ | ☐ |
| **30.** Setting a goal for myself and working to achieve it. | ☐ | ☐ | ☐ | ☐ |
| **31.** Planning for things I need to do in the future. | ☐ | ☐ | ☐ | ☐ |
| **32.** Working out conflicts or disagreements I may have with others. | ☐ | ☐ | ☐ | ☐ |
| **33.** Organizing and leading group activities (like school activities or sports). | ☐ | ☐ | ☐ | ☐ |
| **34.** Working with others on team or group projects. | ☐ | ☐ | ☐ | ☐ |
| **35.** Making friends. | ☐ | ☐ | ☐ | ☐ |
| **36.** Doing school work. | ☐ | ☐ | ☐ | ☐ |
| **37.** Other activities: _____ | ☐ | ☐ | ☐ | ☐ |
| **38.** Other activities:_____ | ☐ | ☐ | ☐ | ☐ |

Please indicate how often you do the following. Please check only one answer per question.

| When I have homework… | Never | Sometimes | Often | Always | I never have homework |
|---|---|---|---|---|---|
| **39.** I do the homework teachers give me. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **40.** I do homework in the same place and at the same time each day. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **41.** My mother, father, or guardian helps me with my homework. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **42.** An adult, besides my mother, father or guardian, helps me with my homework. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **43.** Another kid helps me with my homework. | ☐ | ☐ | ☐ | ☐ | ☐ |

**44. Where do you usually do your homework? (Check one.)**

☐ At home        ☐ On the bus

☐ At school       ☐ A neighbor's house

☐ A friend's house    ☐ Another place (please specify):

_____

---

**VII. Relationships with Other Students**

The next questions ask you about your friends. How much do you agree with these statements?

| My friends…. | Disagree Strongly | Disagree | Agree | Agree Strongly |
|---|---|---|---|---|
| **45.** Encourage me to do the right thing, even when it isn't easy. | ☐ | ☐ | ☐ | ☐ |
| **46.** Encourage me to do my best. | ☐ | ☐ | ☐ | ☐ |
| **47.** Care about how well I do in school. | ☐ | ☐ | ☐ | ☐ |
| **48.** Want me to be happy. | ☐ | ☐ | ☐ | ☐ |
| **49.** Want me to stay out of trouble. | ☐ | ☐ | ☐ | ☐ |
| **50.** Talk with me about my problems. | ☐ | ☐ | ☐ | ☐ |
| **51.** Care about me a lot. | ☐ | ☐ | ☐ | ☐ |

---

**VIII. Relationships with Adults**

**52. I can name three adults who care about me, besides my parents or guardians.**    ☐ True    ☐ False

The next questions are about <u>adults who live in your home</u>. How much do you agree with these statements?

| In my <u>home</u>, there is a parent or other adult who…. | Disagree Strongly | Disagree | Agree | Agree Strongly |
|---|---|---|---|---|
| **53.** Expects me to follow the rules. | ☐ | ☐ | ☐ | ☐ |
| **54.** Is interested in my schoolwork. | ☐ | ☐ | ☐ | ☐ |
| **55.** Believes that I will be a success. | ☐ | ☐ | ☐ | ☐ |
| **56.** Talks with me about my problems. | ☐ | ☐ | ☐ | ☐ |
| **57.** Listens to me when I have something to say. | ☐ | ☐ | ☐ | ☐ |

Thinking about <u>adults you know who are not your parents or guardians</u>, how much do you agree with these statements?

| There is an adult **besides my parents/guardians** who… | Disagree Strongly | Disagree | Agree | Agree Strongly |
|---|---|---|---|---|
| **58.** Expects me to follow the rules. | ☐ | ☐ | ☐ | ☐ |
| **59.** Is interested in my schoolwork. | ☐ | ☐ | ☐ | ☐ |
| **60.** Believes that I will be a success. | ☐ | ☐ | ☐ | ☐ |
| **61.** Talks with me about my problems. | ☐ | ☐ | ☐ | ☐ |
| **62.** Listens to me when I have something to say. | ☐ | ☐ | ☐ | ☐ |

## IX. Activities You Participate In

The next questions ask you where you go after regular school ends until 6 o'clock.

| After school, I usually go to … | Never | Once a month | 1-2 days per week | 3 or more days per week |
|---|---|---|---|---|
| **63.** My home, with *no* **adult** present | ☐ | ☐ | ☐ | ☐ |
| **64.** My home, with at least one adult present | ☐ | ☐ | ☐ | ☐ |
| **65.** A friend's home, with *no* **adult** present | ☐ | ☐ | ☐ | ☐ |
| **66.** A friend's home, with at least one adult present | ☐ | ☐ | ☐ | ☐ |
| **67.** The home of an adult babysitter, neighbor, relative, or friend | ☐ | ☐ | ☐ | ☐ |
| **68.** A day care center | ☐ | ☐ | ☐ | ☐ |
| **69.** An after-school program (sports, clubs, etc.) | ☐ | ☐ | ☐ | ☐ |
| **70.** Private lessons or classes (music, sports, dance, etc.) | ☐ | ☐ | ☐ | ☐ |
| **71.** Religion-based activities | ☐ | ☐ | ☐ | ☐ |
| **72.** Volunteer work in my neighborhood or community | ☐ | ☐ | ☐ | ☐ |
| **73.** Informal sports in the neighborhood | ☐ | ☐ | ☐ | ☐ |
| **74.** Some other place (Please specify): _____ | ☐ | ☐ | ☐ | ☐ |

These questions are about <u>how</u> you spend your time after the regular school day ends.

**75. On most school days after school, about how much time do you spend on the following activities?**

| After school, I spend my time….. | None | Less than 1 hour | Between 1 and 2 hours | Between 2 and 3 hours | More than 3 hours |
|---|---|---|---|---|---|
| Watching TV | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reading books, magazines, or newspapers | ☐ | ☐ | ☐ | ☐ | ☐ |
| Music, drama, or other art practice or lessons | ☐ | ☐ | ☐ | ☐ | ☐ |
| Homework | ☐ | ☐ | ☐ | ☐ | ☐ |
| Sports activities | ☐ | ☐ | ☐ | ☐ | ☐ |
| Taking care of a younger sibling | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other activity: _____ | ☐ | ☐ | ☐ | ☐ | ☐ |

**76. Would you like help in any of the following areas?** Check all that apply.

☐ Homework/school        ☐ Drug or alcohol use        ☐ Problems at home

☐ Learning about art        ☐ Safer sex education        ☐ Managing anger

☐ Playing a sport        ☐ Emotional problems        ☐ Other: _____

☐ Playing music        ☐ Health problems        ☐ Don't know/Don't want to answer

☐ Other: _____        ☐ Other: _____

---

**X. Your Future**

The next questions are about your goals for the future.

**77. How sure are you that you will finish high school?**

Not sure              Somewhat sure              Pretty sure              Absolutely sure
☐                        ☐                        ☐                        ☐

**78. If you could go as far as you wanted in school, how far would you like to go?**

☐  Go to high school, but not graduate

☐  Graduate from high school

☐  Go to a trade or vocational school (to study cosmetology, electronics, culinary arts, or other job fields)

☐  Go to college for a while

☐  Finish college

☐  Go to graduate school

*Thank you very much!*

**Parent's Consent form for Child's Participation in**
**An Evaluation of the Full-Service Community School Initiative at ==School Name==**

You are being asked to consent to your child's participation in an evaluation of the Full-Service Community Schools Initiative taking place at ==School Name==.

### *What is the Full-Service Community Schools Evaluation?*

==School Name== is a full-service community school (FSCS). LaFrance Associates (LFA) is an independent evaluation company.  LFA has been hired to find out whether FSCS raises student achievement and improves communication between home and school.

We are asking your child to contribute to the FSCS evaluation.  **Each person who participates in the evaluation will help us to learn what does and does not work in improving our Nation's schools.**  The information will help shape new programs, and to aid in getting additional funding for programs at your school in future years.

This study is **not** an evaluation of your child – it is an evaluation of the school program as a whole.

### *What is required of my child?*

**Student Questionnaire.**  Your child will be asked to complete questionnaires at the beginning and end of each school year.

**School Records.**   LFA will review grades, standardized test scores, attendance history, and disciplinary information.  LFA will review records from a year before the time s/he enrolled (unless this is his/her first year at ==School Name==) until December 2006 or graduation from Middle School.  LFA will review records at the end of each school year.

### *Your child's COMFORT and PRIVACY will be protected.*

❖   Your child's name will be on the questionnaire when they turn it in, but as soon as LFA gets it, LFA will remove the cover sheet with a name and replace it with an ID number.
❖   You child's records will **not be identified by name** – only an ID number.
❖   If your child ever feels uncomfortable with any item on the questionnaire, s/he can choose to skip that item.  (If you would like to see a copy of the questionnaire, contact ==Site Coordinator Name== at ==School Name==: ==Phone number==.)
❖   Your child's participation in this study is **completely voluntary**.  Declining to participate will not affect the participation in any programs at ==School Name==.  S/he may withdraw at any time.

### *More information and answers to your questions*

If you have questions or want more information about this study, please contact Gaylon Parsons of LaFrance Associates, at: (415) 241 0605, ext. 303, or the FSCS Site Coordinator, ==Site Coordinator Name==, at ==Phone number==.  You may also contact the Institutional Review Board, the organization that determined that the study met standards for the ethical treatment of human study participants, at (800) 472 3241.

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### Consent Form

Name of Child: _____

Name of Parent / Guardian: _____

I have read the above information, and:

☐   Yes, I consent to have my child fill out a questionnaire, and for LFA to see my child's school records (grades, test scores, disciplinary actions, attendance history)

☐   No, I **do not** consent to my child's participation in this study.

Signature of Parent / Guardian: _____

Date: _____

**NOTE:  Your child CAN participate in FSCS programs at your school even if you do not consent to your child's participation in the FSCS evaluation.  Please RETURN THIS FORM to ==Site Coordinator Name==.**

# Full-Service Community Schools Parent/Guardian Survey

| | |
|---|---|
| **Name of School:** _____ | **Today's Date:** __ __ /__ __ /__ __ <br> Mo. Day Year |

| | |
|---|---|
| **Your First Name** | |
| **Your Last Name** | |
| **Your Child's\* First Name** | |
| **Your Child's\* Last Name** | |

\*If you have more than one child at this school, please respond for the OLDEST child.

**Consent**

Your child's (student's) school participates in a full-service community school (FSCS) initiative. This means that the school works with a local nonprofit to provide after school activities and services to students, families and the community.

This survey will help us understand how well FSCS is doing. It is a chance for you to give suggestions on how to make the school work better. **All parents, even those whose children do not go to FSCS activities, will be asked to complete the survey.**

**Your responses to the survey will be confidential**. Nothing you say will affect you or your child's (student's) participation in the activities or services at school. This first page will be separated from the survey so your name will not be attached to your answers. You may choose to skip any questions that you do not want to answer. You may also choose not to complete this survey.

This survey will take about 15 minutes to complete.

**I agree to participate in this study by completing the following survey.**


_____  _____  _____
**Signature**  **Printed Name**  **Date**


---

**PLEASE READ BEFORE YOU BEGIN:**

**FSCS activities** are school-based activities and events for you and your child. They are afterschool programs like homework help, sports clubs or activity clubs. They are also student and family events like barbeques and parent night. **FSCS activities** also include the health and social services that are offered to you and your child during the school day.

**FSCS staff** are the people who run these activities and events. Please remember this when you answer the questions. You may turn the page to begin the survey.

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## I. About You and Your Child (Student)

1. **What is your relationship to the student at school?**
   ☐ Mother ☐ Aunt/Uncle ☐ Guardian
   ☐ Father ☐ Sibling ☐ Other: _____
   ☐ Grandparent ☐ Godparent

2. **How many adults live in your household?** ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

3. **How many children live in your household?** ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

4. **What is your ethnicity or race? Please check one only.** *If more than one race or ethnicity applies to you, please check* "Other" *and write in your ethnicity or race.*
   ☐ White ☐ Spanish/Hispanic/Latino
   ☐ Black or African American ☐ Biracial/Multiracial/Other: _____
   ☐ Asian/Pacific Islander
   ☐ Native Hawaiian ☐ Don't know / Don't want to answer

5. **Do you work for pay outside of the home?**
   ☐ Yes ☐ No
   ↳If yes, about how many hours per week do you work outside of the home? _____ hours

## II. Your Child's (Student's) School

**The following questions ask about changes in your *interaction with your child's (student's) school and your involvement in your child's education* since the last school year.**

| As compared to <u>LAST YEAR</u> …<br><br>*(OR since your child <u>STARTED FSCS ACTIVITIES</u>)* | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 6. Teachers talk to me more now this year about my child's progress. | ☐ | ☐ | ☐ | ☐ |
| 7. The FSCS staff talks to me more now this year about my child's progress. | ☐ | ☐ | ☐ | ☐ |
| 8. I talk more now this year with other parents of students at school. | ☐ | ☐ | ☐ | ☐ |
| 9. I know more now this year about how to get involved at school. | ☐ | ☐ | ☐ | ☐ |
| 10. This year I get more involved in activities and events at school. | ☐ | ☐ | ☐ | ☐ |
| 11. I know more about how to help my child learn new things. | ☐ | ☐ | ☐ | ☐ |
| 12. <span style="color:red">I help my child learn new things.</span> | ☐ | ☐ | ☐ | ☐ |
| 13. <span style="color:red">I talk to my child about school.</span> | ☐ | ☐ | ☐ | ☐ |
| 14. I know more about where in the community to get help for my child and my family. | ☐ | ☐ | ☐ | ☐ |
| 15. I feel my child's school cares about my child. | ☐ | ☐ | ☐ | ☐ |
| 16. I feel my child's school respects and cares about families. | ☐ | ☐ | ☐ | ☐ |

## BEFORE CONTINUING

| | | |
|---|---|---|
| **IF YOUR CHILD DOES NOT PARTICIPATE IN FSCS ACTIVITIES** | ⇨ | **You have completed the survey. <mark>Please skip to the last page and fill out your name and address so you can receive a (value) gift certificate to (location).</mark>** *Thank you!* |
| **IF YOUR CHILD PARTICIPATES IN FSCS ACTIVITIES** | ⇨ | **Please continue to question 17.** |

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**III. FSCS Program and Staff**

How much do you agree or disagree with the following statements about *the FSCS staff and activities*?
*Check one answer per question*

| Statement About FSCS Staff and Activities | Strongly Disagree | Disagree | Agree | Strongly Agree | Not applicable |
|---|:---:|:---:|:---:|:---:|:---:|
| **17.** I am comfortable talking with the FSCS staff. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **18.** The FSCS staff welcomes suggestions from parents. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **19.** The FSCS staff tells me about how my child is doing in the FSCS activities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **20.** The FSCS staff have contacted me about getting involved in activities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **21.** I am comfortable with how the FSCS staff handles discipline problems. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **22.** I am satisfied with the overall performance of the FSCS staff. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **23.** The FSCS activities have made my child like school more. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **24.** The FSCS activities have made my child more interested in learning. | ☐ | ☐ | ☐ | ☐ | ☐ |

---

**IV. Family Involvement and Participation**

**25. How many times have you had a chance to observe FSCS activities?**
☐ Once          ☐ Two or three times          ☐ More than three times          ☐ Never

**26. Have you volunteered to help with any FSCS activities?**
☐ Yes       ☐ No
↳If yes, what did you do? _____

_____

27. **Which of the following parental activities/programs have you participated in at Showalter Middle School?** *Check all that apply*

☐ Parent-Teacher Conference ☐ Culture Fair

☐ 6th Grade Open House & Barbecue ☐ Sporting Event (basketball, football, track, et cetera)

☐ 7th & 8th Grade Open House ☐ Talent Show

☐ Other _____

**Showalter** offers the following services. If you/your child have used any of the services, please mark *how large of a need* you/your child had for the service. If you/your child did not use a service, then mark "have not used."

| 28. Health and Social Services | Not a Need | Small Need | Medium Need | Large Need | Have not used |
|---|---|---|---|---|---|
| a. Free Physicals for Students | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Counseling for Students | ☐ | ☐ | ☐ | ☐ | ☐ |

**V. Program Feedback**

29. **What has been the biggest change you have seen in your child since she or he began participating in the FSCS activities at school?** _____

_____

_____

_____

30. **What do you like best about the FSCS activities at school?** _____

_____

_____

_____

31. **What are some things you would like to see changed or added?** _____

_____

_____

_____

**END OF SURVEY**
*THANK YOU!*

**To thank you for finishing the survey, we want to send you a $XX gift certificate to XX. Please fill out your name and address so we can send it to you.**

_____
(First Name)                    (Last Name)

_____
(Street Address)

_____
(City)                     (State)       (Zip)

**Overview**

1. Please tell me about your role in the FSCS initiative.

2. What are the main goals of the FSCS initiative at your school?

3. What types of activities/services were offered through the FSCS initiative this year? Please describe.
   (Check all that apply, based on description provided)
   ☐ Homework help tutoring                ☐ Life & Social Skills
   ☐ Reading Literacy                       ☐ Health & Safety
   ☐ Mathematics                            ☐ Family Support
   ☐ Science                                ☐ Educational Achievement
   ☐ Art, Music, Dance Theater              ☐ Mentoring
   ☐ Sports/Competitive Games
   ☐ Technology, Video, Media
   ☐ Community Service
   ☐ Cultural Activities/Social Studies
   ☐ Health/Nutrition
   ☐ Youth Development
   ☐ Services for Adults

4. What does a typical week look like in this program?

5. How did you decide what types of programs/activities to offer?

6. What other programs are available to youth at this school? If youth don't participate in FSCS activities what types of activities do they have available to them before- and after- regular school hours?

7. Who participates in the development of the FSCS work plan?

**Staffing**

8. How many staff are involved in the FSCS initiative from your organization?
   _____ Full-time _____ Part-time

9. Are there other staff from other agencies providing services/activities at your school? Please describe their role. How involved in the FSCS initiative are the staff from other agencies?

10. How many volunteers are involved in the program? _____ Full-time _____ Part-time. How many of the volunteers are parents/guardians?

    a. Do you have enough staff to maintain a good staff-participant ratio?

11. What type of training do staff participate in before/while working at this school? Do volunteers participate in this type of training?

    a. Have you developed clear descriptions for all jobs?

---

[1] The site coordinator is responsible for overseeing all non-academic aspects of programming and extended day programming.

b. Are there opportunities to provide informal (conversation) or formal (self-assessment/peer reviews) feedback to each other?

12. What professional development opportunities have you had while serving as site coordinator? And for the staff?

13. Do youth have consistent, on-going access to at least one staff member? Please explain.

**Relationship with Principal**

14. In your role as site coordinator, how would you characterize your relationship with the principal of this school?

    a. How often do you meet?  What kind of communication do you have?

    b. Do you feel supported?

    c. What is the principals' role in this FSCS site?

**Relationship with School**

15. How would you characterize the level of collaboration between the school and the FSCS initiative?

    a. What role do you and other staff of the FSCS program have in overall school planning and decision-making?

16. How integrated are the activities, staff, etc.?

    a. In what ways, if any, does the FSCS program complement the work students do during the regular school day?

17. In your opinion, what have been the greatest benefits of the initiative for the school overall?

**Relationship with Teachers**

18. In your role as site coordinator, how would you characterize your relationship with teachers at this school?

    a. What kind of communication do you and other FSCS staff have with them about students who are participating in activities run by FSCS staff?

    b. Do you collaborate with each other to increase your understanding of how students are progressing or where they need extra assistance?

    c. In what ways, if any, would you like to see the role of teachers in the initiative change?

19. What have been the greatest benefits of the initiative for teachers?

**Relationship with Families/Parents**

20. Do parents play a role in the FSCS initiative?  Please explain.

21. In your role as site coordinator, how would you characterize your relationship with the parents of youth at this school? With parents of youth who are very involved in activities run by FSCS staff?

22. What kind of communication do you have with parents?

    a. How often do you discuss matters concerning their child's well-being with them?

    b. Do you provide parents/families with information about community resources to meet their needs? How often?

23. What do you do to reach out to eligible but non-participating families?

    a. Do you work with the local lead agency and/or other community leaders to assess the needs of families who are not participating in services provide by the initiative?

24. What have been the greatest benefits of the initiative for parents/families?

**Relationship with Community Agencies**

25. What other community agencies are involved in providing services/activities to students at this school? Please list and describe the services they offer.

    a. Do you have formal partnership relationships with these groups?

    b. How did you decide which groups to partner with?

    c. How has this FSCS' relationship with other community agencies evolved over time, if at all?

26. What have been the greatest benefits of the initiative for the community?

**Student Participation**

27. In your opinion, why do students participate in the FSCS program?

28. What do students like about the program? What don't they like?

    a. What activities/services were the most popular among the students? Were there certain activities that were more popular with subgroups of youth? Please describe.

29. In what ways does the program make a difference? What have been the greatest benefits of the initiative for students?

30. Where do you want to see more energy placed? (probe: specific programs, academic assistance, etc.)

31. What are the eligibility requirements for youths' participation in FSCS initiative activities/services?

32. About how many students participated in the activities/services run by FSCS staff at your school this year? How did this compare to the number you expected to serve? How does this compare to prior years?

33. On average, how many youth does your program serve at one time? What is the maximum number of youth that the program *can* serve at one time? Was there ever a waiting list this year?

34. What types of barriers do youth face in terms of participating in the activities and services offered through the FSCS initiative?

35. Can you please describe what success "looks like" for youth who participate in activities/services through the FSCS initiative?

a. How do you determine if a youth has been successful in your program?

**Activities and Services Offered**

36. How did programming compare to the plans you submitted?  Did the services offered change over the course of the school year?  If so, how?  Why?

**Barriers and Suggestions for Improvement**

37. Did you experience any significant barriers to implementing the FSCS initiative as expected?  Please describe.

38. What are some areas that could use some improvement?

39. How do your plans for the upcoming school year compare to what you offered this year?  How will the program be similar or different?

40. What sources of funding are supporting the FSCS initiative at this point?  How involved are you in securing ongoing funding for the initiative at your school?

**Evaluation**

41. Can you provide feedback on the evaluation.  What worked? What didn't?

42. Did you encounter any difficulties in providing data for the evaluation?  If so, what?

43. Do you have suggestions for changes for next year?

44. What questions would you hope to see the evaluation answer?

**Other**

45. Do you have any other thoughts about the FSCS initiative that you would like to share?

**Overview**

1. What are the main goals of the FSCS initiative at this school?

2. How do these goals fit in with the work your organization does?

3. Please describe the relationship between your organization and this school.

4. How did your organization come to partner with this school?

5. How would you describe your role in the Full-Service Community Schools initiative? How many hours per week do you work on activities or services offered through the FSCS initiative?

6. Are there staff from your organization providing services/activities at this school? Please describe their role. How involved in the FSCS initiative are the staff from your organization?

**Relationship with Site Coordinator**

7. In your role as supervisor to the site coordinator, how would you characterize your relationship with the site coordinator of this school?

   a. How often do you meet? What kind of communication do you have?

   b. What is the site coordinator's role in this FSCS site?

   c. What role do you and other staff at your organization have in overall school planning and decision-making? How much input do you have in deciding what types of programs/activities are offered?

8. What are the main ways you support the site coordinator in the work s/he does?

**Relationship with FSCS Staff**

9. How would you characterize your relationship with other FSCS staff that provide services to youth and families at this school? What types of contact do you have with them?

**Relationship with School Staff**

10. How would you characterize your relationship with the school staff (Principal, teachers, etc.)? What types of contact do you have with them?

**Relationship with Community Agencies**

11. What other community agencies are involved in providing services/activities to students at this school? Please list and describe the services they offer.

   a. Do you have formal partnership relationships with these groups?

   b. How did you decide which groups to partner with?

   c. How has this FSCS' relationship with other community agencies evolved over time, if at all?

**Integration of FSCS Initiative**

12. How integrated is this initiative's activities and services into the school as a whole, from your perspective? Can you give me examples?

---

[1] The site coordinator is responsible for overseeing all non-academic aspects of programming and extended day programming.

**Benefits to Students**
13. What types of changes would you expect to see in the youth who participate in the FSCS initiative?

**Benefits of the FSCS initiative**
14. In your opinion, what have been the greatest benefits of the initiative for:

   a.  Students?

   b.  Parents/Families?

   c.  Teachers?

   d.  The school overall?

   e.  The community?

**Barriers and Suggestions for Improvement**
15. Are there barriers the school has faced in implementing the initiative?  If so, what do you think your organization could do to help the school overcome these barriers?

16. Are there barriers your organization has faced in supporting the FSCS initiative at this school? Please describe?

17. What sources of funding are supporting the FSCS initiative at your school at this point?  How involved are you in securing funding for the initiative?

18. What changes and improvements would you like to see to the initiative?


**Evaluation**
19. Based on your communication with the site coordinator, can you provide feedback on the evaluation? If yes:
   a.  What worked? What didn't?

   b.  Did you encounter any difficulties in providing data for the evaluation?  If so, what?

   c.  Do you have suggestions for changes for next year?

20. What questions would you hope to see the evaluation answer?

**Other**
21. Do you have any other thoughts about the FSCS initiative that you would like to share?

22. What professional development opportunities do site coordinator and staff have?

**Overview**
1.  What type of role do you play in overseeing the FSCS initiative at your school?  Has this role changed over time? Please explain.

2.  How do you define "full-service community school?"  What is your vision for the FSCS initiative at your school?

3.  What motivated this school to become a FSCS site?

4.  How does the FSCS initiative change your school?  What impact does the effort have on outcomes for your students?

**Relationship with FSCS Site Coordinator and Staff**

5.  How would you characterize your relationship with the site coordinator and staff of the FSCS program?

    a.  What types of contact/communication do you have? How frequently?

    b.  Are there opportunities to provide informal (conversation) or formal (self-assessment/peer reviews) feedback to each other?

    c.  Does FSCS staff sit in at academic meetings?

6.  In what ways are the FSCS coordinator and staff involved in overall school planning and decision-making?

7.  How frequently are communications from the school signed by the Principal and FSCS Site Coordinator? In what situations?

8.  Who participates in the development of the FSCS work plan?

**Integration of FSCS Initiative**
9.  Describe how the FSCS initiative gets integrated into other school activities.

    a.  In what ways, if any, does the FSCS program complement the work students are engaged in during the regular school day?

10. What resources (classroom, teachers, other) are provided by the school to support the FSCS initiative?

11. How would you characterize relationships between regular day teachers and the FSCS staff?

    a.  Have teachers experienced any benefits from the school's transition to a FSCS?  Any challenges?

    b.  How often are regular day teachers and FSCS staff in contact about individual student's needs? About families' needs?  About curriculum issues overall?

12. How has the initiative affected how your school is perceived by the surrounding community, if at all? How do you know?

13. <mark>How has the school tried to involve parents and families?  How well has it worked?</mark>


**Benefits of the FSCS initiative**
14. In what ways does the program make a difference? What have been the greatest benefits of the initiative for:

   a.  Students?

   b.  Parents/Families?

   c.  Teachers?

   d.  The school overall?

   e.  The community?

**Barriers and Suggestions for Improvement**
15. What changes would you like to see at your school to more fully implement the FSCS model?  What are some ways that you think the initiative could be improved?

16. Has your school experienced any significant barriers to implementing the FSCS model?  Please describe.

17. What sources of funding are supporting the FSCS initiative at your school at this point?  How involved are you in securing funding for the initiative?

18. Is the level of funding sufficient for the FSCS initiative at your school? How do you think the initiative should be funded? From what sources?


**Evaluation**
19. What questions would you hope to see the evaluation answer?

**Other**
20. Do you have any other thoughts about the FSCS initiative that you would like to share?

**Overview**
1. What subjects do you teach at this school?

2. How familiar are you with the Full-Service Community School initiative at your school?

3. What do you think of the FSCS program?  What are its strengths? Weaknesses?

4. What role, if any, do you play in the FSCS's activities at your school?
   a. Would you like to change your role at all?

**Relationship with FSCS Staff**
5. How would you characterize your relationship with the staff of the FSCS initiative?  What kind of contact and communication do you have with FSCS staff?  Who initiates this?

   b. What opportunities to provide feedback to FSCS staff do you have?

   c. Do you collaborate with FSCS staff to increase your understanding of how a student is progressing or where s/he needs extra assistance?

   d. Are there other way in which you work with FSCS staff?

6. Have you participated in any trainings with staff connected with the FSCS initiative?  ❑ Yes ❑ No

   a. *If yes,* what topics were covered?

**Integration of FSCS Initiative**
7. How integrated is the initiative's activities into the school as a whole, from your perspective?

8. In what ways, if any, does the FSCS program complement the work students do during the regular school day?

9. In your opinion, in what ways has the FSCS program benefited the school?

**Benefits to Students**
10. In your opinion, why do students participate in the FSCS program?

11. What changes have you noticed, if any, in the students who participate in this program?

12. What have been the greatest benefits of the FSCS program for students?

**Activities and Services Offered**
13. On the whole, do you think the initiative is worthwhile?  Has it benefited your work?  If so, in what ways?

**Benefits of the FSCS initiative**
14. How has the FSCS initiative benefited:

   a. Parents/Families?

   b. The community?

---

[1] Teachers at the school may or may not play an active role in activities beyond the regular school day.

15. How do you think the FSCS initiative could be improved?  What changes would you like to see made?

**Evaluation**
16. What questions would you hope to see the evaluation of the FSCS initiative answer?

**Other**
17. Do you have any other thoughts about the FSCS initiative that you would like to share?

**Overview**
1. How would you describe your role in the Full-Service Community Schools initiative?  How many hours per week do you work in activities or services offered through the FSCS initiative?

2. Do you play another role in this school?  Teacher?  Aide?

3. What type of training did you participate in before starting working with the FSCS initiative?  What type of training have you participated in while working in this initiative?

    a. Are there clear descriptions of your and all FSCS staff's jobs?

    b. Are there opportunities to provide feedback to each other?

**Relationship with Students**
4. What types of contact do you have with the youth who participate in intiative-run activities or services?  What activities do you do with them?  Do you work with all or just a subset of the youth?

**Relationship with Parents/Families**
5. How would you characterize your relationship with youths' parents/guardians?  What types of contact do you have with parents/guardians?

    a. Do you communicate with parents on matters concerning the well-being of the child?

    b. Do you provide parents/families with information about community resources to meet their needs?  How often?

6. What have been the greatest benefits of the initiative for parents/families?

**Relationship with Teachers**
7. How would you characterize your relationship with day teachers at this school?  What types of contact do you have with them?  Who usually initiates this contact?

    a. Do you collaborate with each other to increase your understanding of how students are progressing or where they need extra assistance?

8. What have been the greatest benefits of the initiative for teachers?

**Relationship with Principal**
9. What kind communication do you have with the principal?

**Relationship with Community Agencies**
10. How would you characterize your relationship with the staff of other community agencies that provide services to youth and families at this school? What types of contact do you have with them?

11. What have been the greatest benefits of the initiative for the community?

**Integration of FSCS Initiative**
12. How integrated is this initiative's activities and services into the school as a whole, from your perspective?  Can you give me examples?

---

[1] Site staff are involved in implementing the FSCS initiative at the school – from staffing homework centers to offering recreational activities.

13. What role do you and other FSCS staff have in overall school planning and decision-making?

14. What have been the greatest benefits of the FSCS initiative for the school overall?

**Benefits to Students**

15. In what ways does the program make a difference? What have been the greatest benefits of the initiative for students?

**Activities and Services Offered**

16. What do students like about the program? What don't they like?

    a. What activities/services were the most popular among the students? Were there certain activities that were more popular with subgroups of youth? Please describe.

17. What barriers do youth face in terms of participating in the activities and services offered by the FSCS initiative? What do you think the initiative could do to help youth overcome these barriers?

18. Has the staff of this program experienced any significant barriers to implementing the FSCS initiative as expected? Please describe.

19. What changes and improvements would you like to see to the initiative?

20. How do your plans for the upcoming school year compare to what you offered this year? How will the program be similar or different?
    - Resources
    - Integration with the school
    - Number of youth served
    - Parent involvement
    - Teacher involvement
    - Other

**Other**

21. Do you have any other thoughts about the FSCS initiative that you would like to share?

# Full-Service Community Schools
# Youth Focus Group Protocol

**Introduction and Overview**

Hi, my name is _____ and I work at LFA, a consulting group that does research and evaluation for organizations in the community and government agencies.  I am visiting your school to see what makes it unique – to hear from your teachers, the principal and program staff about their jobs and also to hear from you guys about what you think about your school and the after-school program.

Before we begin I'd like to go over a few details about our discussion today.  If you have any questions, feel free to ask them as you think of them.

- **Purpose of the group.**  Today, we are interested in hearing from you, in your own words, about your experiences at your school. We are interested in what kinds of activities you participate in at school and if there are things you gained or learned here that you could share with us.
- **Role of facilitator and note taker.**  I will be leading the conversation today and (my colleague) will be taking notes during the conversation.  We'll get into a few guidelines for how you can help us to do our jobs in just a moment.
- **Confidentiality.**  Everything you tell us today will be kept strictly confidential.  Your answers will not be linked to your names when we write our report.
- **Use of the tape recorder.**  As you can see, we also have a tape recorder to capture the conversation.  Is everyone OK with us using the tape recorder?  The reason why we want to use it is to back up our notes – in case there's anything we miss in the typed notes. Only me and my colleague will listen to the tape and once we are done touching up our notes we will destroy it.

**Ground Rules for the Group**

I'd like to outline a few ground rules for the conversation:

- There are no right or wrong answers.  We want to hear what each of you think and feel about your school.  Please respect what others have to say, even when their opinion is different from yours.
- Please speak up when you have a thought or something to say, but be respectful of each other.  We want this to be a conversation we are all having.
- If you agree with what someone says, speak up, rather than nodding your head or gesturing in some other way.  The tape recorder can't see you!

**Introductions**
1. Let's start by going around and saying your name, age, and grade.

**Students' View of School**
2. Can you tell me about a typical day at your school?  For instance, what time do you come to school, what time do you leave school, and what kinds of activities do you participate in during the school day?

3. Can you describe some of the different kinds of things you do and get help with here at school? (e.g. help with schoolwork, drug and alcohol counseling, health education, sports, etc.)

4. What do you think about your school?

    a. What do you like best about your school, if anything?

    b. What do you like least?

c. Do you feel safe at school? Why or why not?

5. What things have you done at your school that you haven't done anywhere else, if any?

6. How would you improve your school?

7. Do your parents participate in any activities here at school?  If yes, what are they?

**Relationship with Teachers**
8. What do you think about the teachers at this school?

   a. Are there teachers you can talk to at this school?

   b. In general, do you feel that teachers at this school care about you?

9. In what ways do teachers at this school help you?

   a. Do they help you with your homework?

   b. Do they help you with other things happening in your life?

**Students' View of After School Program**
10. Can you tell me about the after school program?

   a. Why are you in it?

   b. What do you like about it?

   c. What don't you like?

11. What difference is the after-school program making in your life, if any?

   a. Education (Is it helping you do better in school?  How?)

   b. Job

   c. Family life

   d. Social life

   e. Thinking about your future – what you want to do

12. What things, if any, have you learned at this program that you haven't learned anywhere else?

13. Are there other activities you participate in before or after your regular school day?  Tell me about them.

14. If you are not in this program, what do you do after school?  Where do you usually hang out and with whom?

15. Do you like coming to school any more or less since you've started the after school program(s)?  Why?

16. How would you improve the after school program?

**Relationship with FSCS Staff**

17. What do you think about the after school staff?

    a. Are there FSCS staff you can talk to at this school?

    b. In general, do you feel that FSCS staff care about you?

18. In what ways do FSCS staff help you?

    a. Do they help you with your homework?

    b. Do they help you with other things happening in your life?

    c. Do the after school staff ask for your ideas on activities you would like to do? Can you give them feedback on the program?

**Relationships at School**

19. If you were in trouble or needed to talk, who would you talk to at this school?

    a. Another youth

    b. Any staff here or one staff person in particular

    c. No one at school

    d. You don't know, you haven't faced that challenge

Those are all of my questions. Thank you for providing your feedback.

**Thank you!**

# Full-Service Community Schools
## Parent Focus Group Protocol

**Introduction and Overview**

Hi, my name is _____ and I work at LFA, a consulting group that does research and evaluation for organizations in the community and government agencies. I am visiting your child's school to see what makes it unique – to hear from their teachers, the principal and program staff about their jobs and also to hear from the kids themselves about what they think about their school and the after-school program. And last, but not least, to hear from you, the parents, on what you think about the full-service community schools initiative here at General Smallwood.

Before we begin I'd like to go over a few details about our discussion today. If you have any questions, feel free to ask them as you think of them.

- **Purpose of the group.** Today, we are interested in hearing from you, in your own words, about your thoughts of General Smallwood and the Full-Service Community Schools initiative.
- **Role of facilitator and note taker.** I will be leading the conversation today and (my colleague) will be taking notes during the conversation. We'll get into a few guidelines for how you can help us to do our jobs in just a moment.
- **Confidentiality.** Everything you tell us today will be kept strictly confidential. Your answers will not be linked to your names when we write our report.
- **Use of the tape recorder.** As you can see, we also have a tape recorder to capture the conversation. Is everyone OK with us using the tape recorder? The reason why we want to use it is to back up our notes – in case there's anything we miss in the typed notes. Only me and my colleague will listen to the tape and once we are done touching up our notes we will destroy it.

**Ground Rules for the Group**

I'd like to outline a few ground rules for the conversation:

- There are no right or wrong answers. We want to hear what each of you think and feel about your school. Please respect what others have to say, even when their opinion is different from yours.
- Please speak up when you have a thought or something to say, but be respectful of each other. We want this to be a conversation we are all having.
- If you agree with what someone says, speak up, rather than nodding your head or gesturing in some other way. The tape recorder can't see you!

**Introductions**
1. Let's start by going around and saying your name, how many children you have at General Smallwood and their grade(s).

2. Does your child participate in the after-school programming here at General Smallwood? If so, in what program(s)?

**Parents' View of School**
3. Can you tell me about a typical day at your child's school? For instance, what time you're your child come to school, what time do they leave school, and what kinds of activities do they participate in during the school day?

4. Can you describe some of the different kinds of things you child can do to get help with here at school? (e.g. help with schoolwork, drug and alcohol counseling, health education, sports, etc.)

5. What do you think about your child's school?

    a. What do you like best about your child's school, if anything?

    b. What do you like least?

    c. Do you feel your child is safe at school? Why or why not?

6. What things has your child done at your school that s/he hasn't done anywhere else, if any?

7. How would you improve your child's school?


**Parents' Participation**
8. How many of you have participated in the following this year:

    a. Parent-teacher conferences?
    b. Family Night?
    c. Music and choral program?
    d. Sporting event?
    e. Orientations?
    f. Other?

9. Do you participate in any other activities (than the ones mentioned above) here at school?  If yes, what are they?

10. Are there activities for parents, kids, community as a whole, that you would like to see offered here at General Smallwood?  What are they?

11. What could the FSCS staff/teachers/principal do to get you more involved in activities at school?

**Relationship with Teachers**
12. What do you think about the teachers at this school?

    a. Are there teachers you can talk to at this school (about your child's progress, etc.)?

    b. In general, do you feel that teachers at this school care about your child?

13. In what ways do teachers at this school help you work with your child?

    a. Do you think you've new learned ways to help your child learn? To help them do their homework, for example?

    b. Do they help you with other things happening in your life?

**Parents' View of After School Program**

14. Can you tell me what you know about the Full-Service Community Schools initiative at this school?

15. What do you think of the after-school program?

    a. Why is your child in it?

    b. What do you like about it? What does your child like about it?

    c. What don't you like about it? What does your child not like about it?

16. What difference is the after-school program making in your child's life, if any?

    a. Education (Is it helping them do better in school? How?)

    b. Job

    c. Family life

    d. Social life

    e. Thinking about their future – what they want to do

17. What things, if any, has your child learned at this program that you haven't learned anywhere else?

18. Are there other activities your child participates in before or after your regular school day? Tell me about them.

19. If your child is not in this program, what does s/he do after school? Where does s/he usually hang out and with whom?

20. Does your like coming to school any more or less since s/he started the after school program(s)? Why?

    a. What has been the biggest change you have seen in your child since s/he began participating in the FSCS activities at school?

    b. Does s/he like school more since starting the after-school program? Does s/he seem more interested in learning since starting the after-school program?

21. How would you improve the after school program? What suggestions do you have for changing the after-school program?

**Relationship with FSCS Staff**

22. What do you think about the after school staff?

    a. Are there FSCS staff you can talk to at this school?

    b. In general, do you feel that FSCS staff care about your child?

23. In what ways do FSCS staff help you work with you child?

    a. Do they help you with learning new ways to help your child do his/her homework?

b. Do they tell you how your child is doing in the FSCS activities?

c. Do the after school staff ask for your ideas on activities you would like to see your child participate in? Can you give them feedback on the program?

24. Do the FSCS staff welcome your suggestions for the program?

25. What could the staff do to get your more involved?

a. Have the FSCS staff contacted you about getting involved in activities? If you haven't gotten involved, why?

26. Is there anything else you would like to say about your child's school/after-school program?


**Those are all of my questions thank you for providing feedback.**


**Thank you!**

## Staff Consent for Interview

Full-Service Community School Evaluation
<mark>School Name</mark>
Evaluation Conducted by: LaFrance Associates, LLC

In 2003, the Eisenhower Foundation engaged the services of LaFrance Associates, LLC (LFA) to conduct a 4-year evaluation of their Full-Service Community Schools Initiative.  Since that time we have been working with the Eisenhower Foundation and each school in coordinating our evaluation efforts.

This interview is part of the evaluation, and the purpose is to understand how the full-service community school model is working from the perspective of staff at this school. You were chosen to participate in the evaluation because you are the site coordinator, the school principal, a staff member at the partner community-based organization, or because you are a regular day teacher.

**Risks**
There are no identified physical or legal risks associated with participating in this study. We are asking questions which may make you emotionally or socially uncomfortable.

**Benefits**
By participating in this study, you will be helping the educational field to understand the effectiveness of the full-service community schools model. This will contribute to the improvement of the program at this school, and will increase the field's knowledge of what works and what does not work.

**Confidentiality**
No quotation that the report uses will be attributed to you.

**Alternatives**
You may choose not to participate in this study.  Lack of participation will have no effect on your employment or your relationship to this school or the FSCS program.  If you do agree to participate, but find that you are uncomfortable with any question, you may choose not to answer that question. You may end the interview at any time.

**Where to Go for More Information**
If you would like to get more information about this study, feel free to discuss this further with your interviewer.  You may also contact the project manager at LaFrance Associates, <mark>Laura Jaeger, at (415) 241 0605, ext. 310</mark>.  In addition, you may contact the Institutional Review Board, the organization that approved that the study met standards for the ethical treatment of human subjects, at (800) 472 3241.

I consent to participate in this study.


| _____ | _____ | _____ |
| Signature | Printed Name | Date |

# Parental Consent for Youth Focus Group

Full-Service Community School Evaluation
School Name
Evaluation Conducted by: LaFrance Associates, LLC

Your child's school participates in a Full-Service Community School (FSCS) initiative. As you know, your child participates in some FSCS activities.  This form requests your consent for your child to participate in a focus group (a "group interview") on the topic of these activities and school in general.

Your child's participation in the focus group will allow evaluators to gain insight into how the FSCS activities may or may not have helped students at your school in the areas of school achievement, positive attitudes toward learning, and other life achievement benefits. There are risks and benefits of participating in studies like this one.

## Risks
There are no identified legal or physical risks associated with this study. Some of the questions asked during the discussion may be personal, and although they are not intended to, some questions *may* cause your child to become emotionally or socially uncomfortable.  (We are providing a copy of the questions we plan to ask with this consent form so that you can take a look.)

## Benefits
This study will help to improve programming at your school and at schools nationwide, by contributing to the educational field's understanding of what services and activities work best at schools and which do not work. **The purpose of the focus group is to get direct feedback from the students in order to understand the impacts of the activities and services of the initiative on these students at the school.**  We are very interested in your child's thoughts and experiences, and this focus group provides her/him with the opportunity to contribute to something important and valuable.

## Alternatives
Nothing that your child says during the focus group will affect her/his participation in any of the activities or services at school.  **Participation in this activity is voluntary.**  Your child can always choose to skip questions that make her/him feel uncomfortable.  Your child can decide not to participate in the discussion. If you do not give consent for your child to participate, this will *not* affect her/his access to school activities or services.

*Should you have any questions about the focus group, please contact Laura Jaeger with LaFrance Associates, LLC at (415) 241-0605 extension 310. In addition, you may contact the Institutional Review Board, the organization that approved that the study met standards for the ethical treatment of human subjects, at (800) 472-3241.*

**Please return this form to Butch Gibson.**


**I agree to allow my child to participate in this study by taking part in the youth focus group.**

_____     _____
**Parent's Name (please print)**                            **Child's Name**

_____     _____
**Parent Signature**                                            **Date**

**THANK YOU!**

# Consent for Parent Focus Group

Full-Service Community School Evaluation
<u>General Smallwood Middle School</u>
Evaluation Conducted by: LaFrance Associates, LLC

In 2003, the Eisenhower Foundation engaged the services of LaFrance Associates, LLC (LFA) to conduct a 4-year evaluation of their Full-Service Community Schools Initiative.  Since that time we have been working with the Eisenhower Foundation and each school in coordinating our evaluation efforts.

This focus group is part of the evaluation, and the purpose is to understand how the full-service community school model is working from the perspective of parents of children at this school. You were asked to participate in this focus group to share your thoughts and provide your feedback as a parent with a child at a FSCS school.

**Risks**
There are no identified physical or legal risks associated with participating in this study. We are asking questions which may make you emotionally or socially uncomfortable.

**Benefits**
By participating in this study, you will be helping the educational field to understand the effectiveness of the full-service community schools model. This will contribute to the improvement of the program at this school, and will increase the field's knowledge of what works and what does not work.

**Confidentiality**
No quotation that the report uses will be attributed to you.

**Alternatives**
You may choose not to participate in this study.  Lack of participation will have no effect on your relationship to this school or the FSCS program.  If you do agree to participate, but find that you are uncomfortable with any question, you may choose not to answer that question. You may leave the focus group at any time.

**Where to Go for More Information**
If you would like to get more information about this study, feel free to discuss this further with your interviewer.  You may also contact the project associate at LaFrance Associates, Laura Jaeger, at (415) 241 0605, ext. 310.  In addition, you may contact the Institutional Review Board, the organization that approved that the study met standards for the ethical treatment of human subjects, at (800) 472 3241.

I consent to participate in this study.

_____      _____      _____
Signature                                  Printed Name                                          Date

<div align="center">

**Thank You!**

</div>

## Journaling Project

1. How have you changed since starting this after-school program?

2. Are there new and more positive things you do with your time since starting the program?  What are they?

3. What have you learned in the after-school program that has led you to have more faith in yourself?

4. How has your thinking about your future changed since starting the after-school program?

5. What is the "light" in your life?

6. What do you dream of doing one day?

7. What things do you value most in your life?

8. Has the after-school program made you feel part of a community that you did not know was there before?

9. What new opportunities in your life have you noticed since starting the after-school program?

10. What sacrifices are you willing to make now to invest in your future?

## Framework for Student Photo Documentation

1. **Orientation toward school and educational goals:** "We love our school and try hard to do well in school."

2. **Volunteering and Community Service:** "We help out around the school and in our communities."

3. **Self-Worth:** "We are proud because we work hard to improve ourselves."

4. **Self-Efficacy:** "We can accomplish anything we put our minds to."

5. **Emotional Well-Being:** "Even though life can be tough, we are happy and we are going to make it."

6. **Conflict Resolution / Anger Management Skills:** "When we are upset or angry we choose positive ways to work things out."

7. **Social Support:** "We have each other and the people at our school."

8. **Mentorship:** "Our mentors help us out in our lives and show us a different kind of future."

9. **School Achievement:** "We work hard on our schoolwork and get better grades."

10. **Consistent Attendance:** "We love coming to school and hardly ever miss a day."

**Student Photo Documentation Form**

Please attach a photo here that shows:

**"We love our school and try hard to do well in school."**

**Please describe how this picture represents the above statement:**

_____

_____

_____

_____

_____

_____

**Student Photo Documentation Form**

Please attach a photo here that shows:

**"We help out around the school and in our communities."**

**Please describe how this picture represents the above statement:**

_____

_____

_____

_____

_____

_____

**Student Photo Documentation Form**

Please attach a photo here that shows:

**"We are proud because we work hard to improve ourselves."**

**Please describe how this picture represents the above statement:**

_____

_____

_____

_____

_____

_____

**Student Photo Documentation Form**

Please attach a photo here that shows:

**"We can accomplish anything we put our minds to."**

**Please describe how this picture represents the above statement:**

_____

_____

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_____

_____

_____
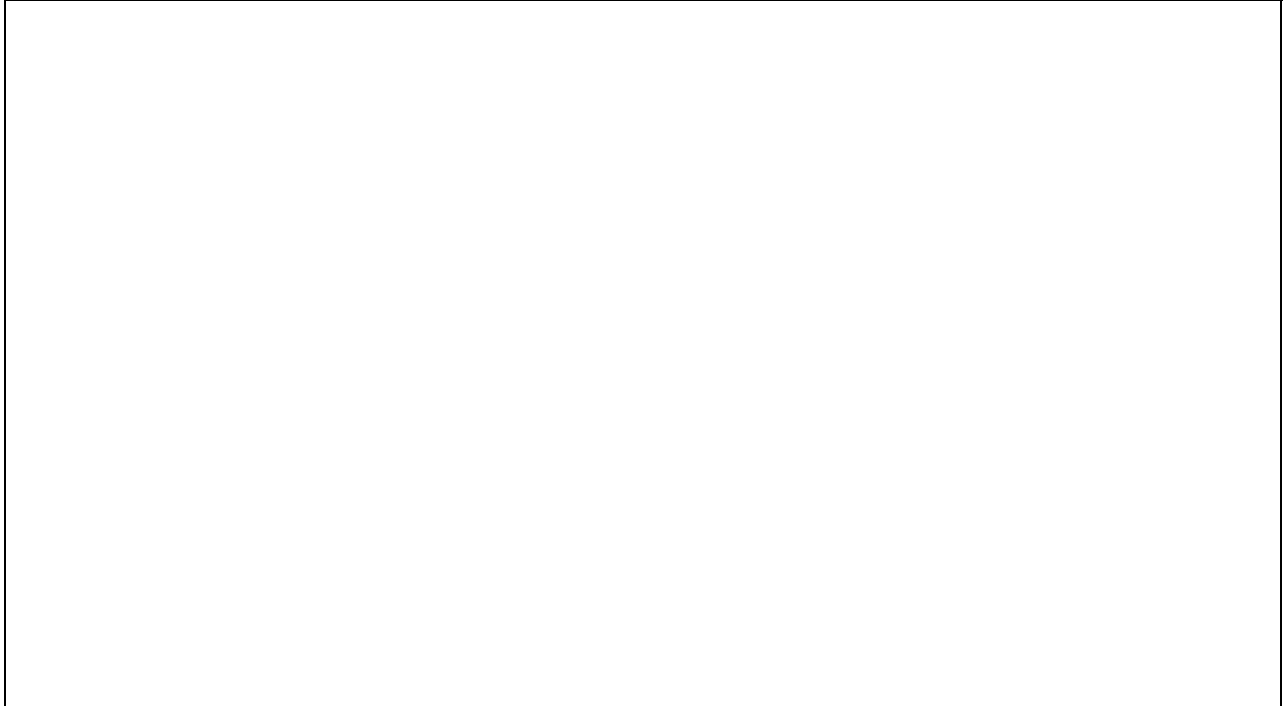
**Student Photo Documentation Form**

Please attach a photo here that shows:

**"Even though life can be tough, we are happy and we are going to make it."**



**Please describe how this picture represents the above statement:**

_____

_____

_____

_____

_____

_____

**Student Photo Documentation Form**

Please attach a photo here that shows:

**"When we are upset or angry we choose positive ways to work things out."**

**Please describe how this picture represents the above statement:**

_____

_____

_____

_____

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**Student Photo Documentation Form**

Please attach a photo here that shows:

**"We have each other and the people at our school."**

**Please describe how this picture represents the above statement:**
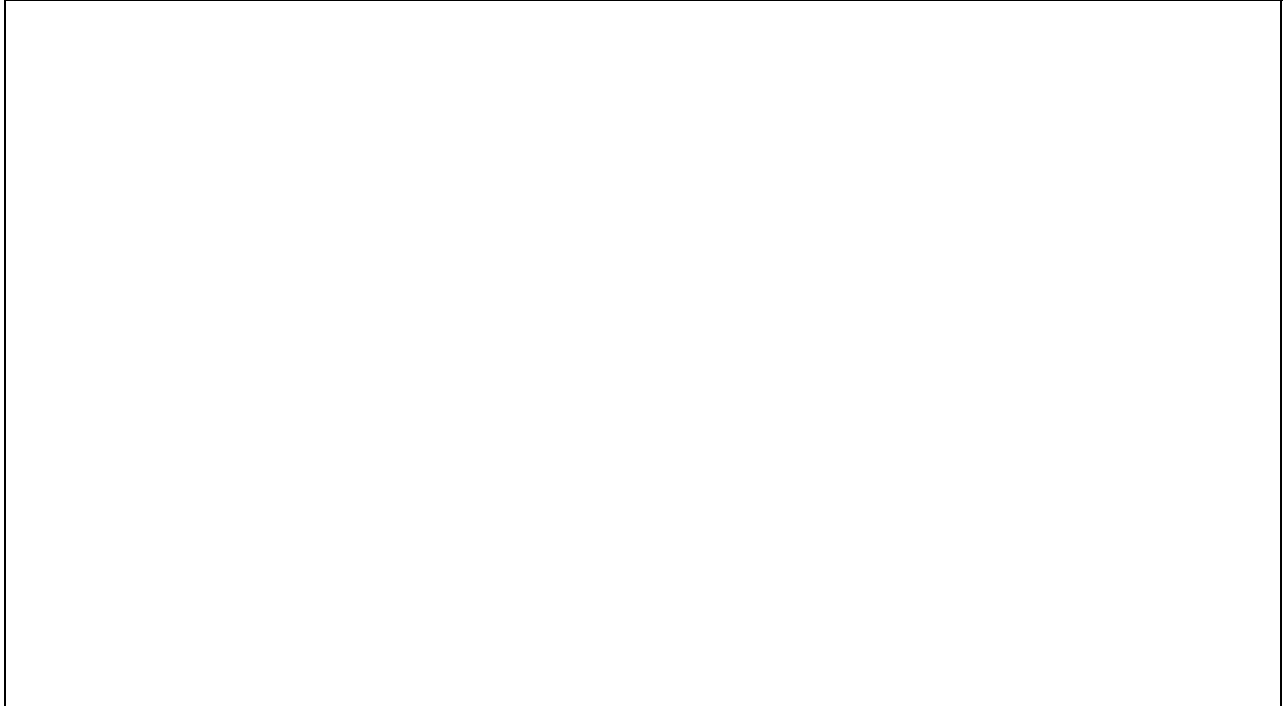
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**Student Photo Documentation Form**

Please attach a photo here that shows:

**"Our mentors help us out in our lives and show us a different kind of future."**

**Please describe how this picture represents the above statement:**

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**Student Photo Documentation Form**

Please attach a photo here that shows:

**"We work hard on our schoolwork and get better grades."**

**Please describe how this picture represents the above statement:**

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**Student Photo Documentation Form**

Please attach a photo here that shows:

**"We love coming to school and hardly ever miss a day."**

**Please describe how this picture represents the above statement:**

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