



**LAFRANCE ASSOCIATES**

Learning for Action

**Comprehensive Evaluation of the  
Full-Service Community Schools Model in Pennsylvania:  
Lincoln and East Allegheny Middle Schools**

September 2005

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

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

*LFA contributes to the health and well-being of communities  
by providing applied research, evaluation and technical assistance services  
that advance the work of organizations in the nonprofit, philanthropic, and public sectors.*

## Table of Contents

Section	Page
I. Introduction	1
II. Evaluation Methods	9
III. Lincoln Middle School	13
IV. Outcomes Evaluation at Lincoln	26
V. Implementation of FSCS Model at Lincoln	68
VI. Conclusion: Lincoln	87
VII. East Allegheny Middle School	88
VIII. Outcomes Evaluation at East Allegheny	99
IX. Implementation of the FSCS Model	116
X. Conclusion: East Allegheny	129

### Appendices

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

---

## **Introduction**

In 2002 and 2004, the Milton S. Eisenhower Foundation began to replicate the Full-Service Community School Model in Pennsylvania. 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 Lincoln Middle School and East Allegheny Middle School, the full-service community schools launched as part of this initiative in Pennsylvania.

## **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 a quasi-experimental comparison group design. For the school with a program starting after Fall 2003, we worked with the site coordinator 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.

## **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.”<sup>1</sup> The idea behind “community schools” or “extended-day schools” or “full-service schools”<sup>2</sup> 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 afterschool 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 afterschool academic and enrichment programs. Afterschool 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.”<sup>3,4</sup> Youth in communities with a broad array of positive developmental opportunities for them, including afterschool programs “experience less risk and show evidence of higher rates of positive development.”<sup>5</sup>

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;
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

---

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.

- Communities and schools partner to ensure safe, supportive, and respectful learning environments for students and to connect students to a wider community.<sup>6</sup>

### 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 School replication initiative evaluation. The logic model provides a visual representation of expected changes in each target population.

The table below details the kind of data, quantitative or qualitative, available for each outcome. 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.

**Exhibit 1:  
Logic Model Outcomes and Available Data Crosswalk**

Logic Model Outcome		Lincoln		East Allegheny		Notes
		Quantitative Data	Qualitative Data	Quantitative Data	Qualitative Data	
Youth	Satisfaction with school <sup>7</sup>	✓	✓	✓	✓	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 <sup>8</sup>	✓	✓	✓		
	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 <i>Increased ability to form and maintain positive peer and adult relationships</i>
	Increased interest in non-academic subjects	✓	✓	✓		Combined analysis
	Participation in new activities		✓		✓	
Increased access to health and social services	✓		✓			

<sup>6</sup> Ibid, p. 15

<sup>7</sup> This is listed as a performance measure in the logic model.

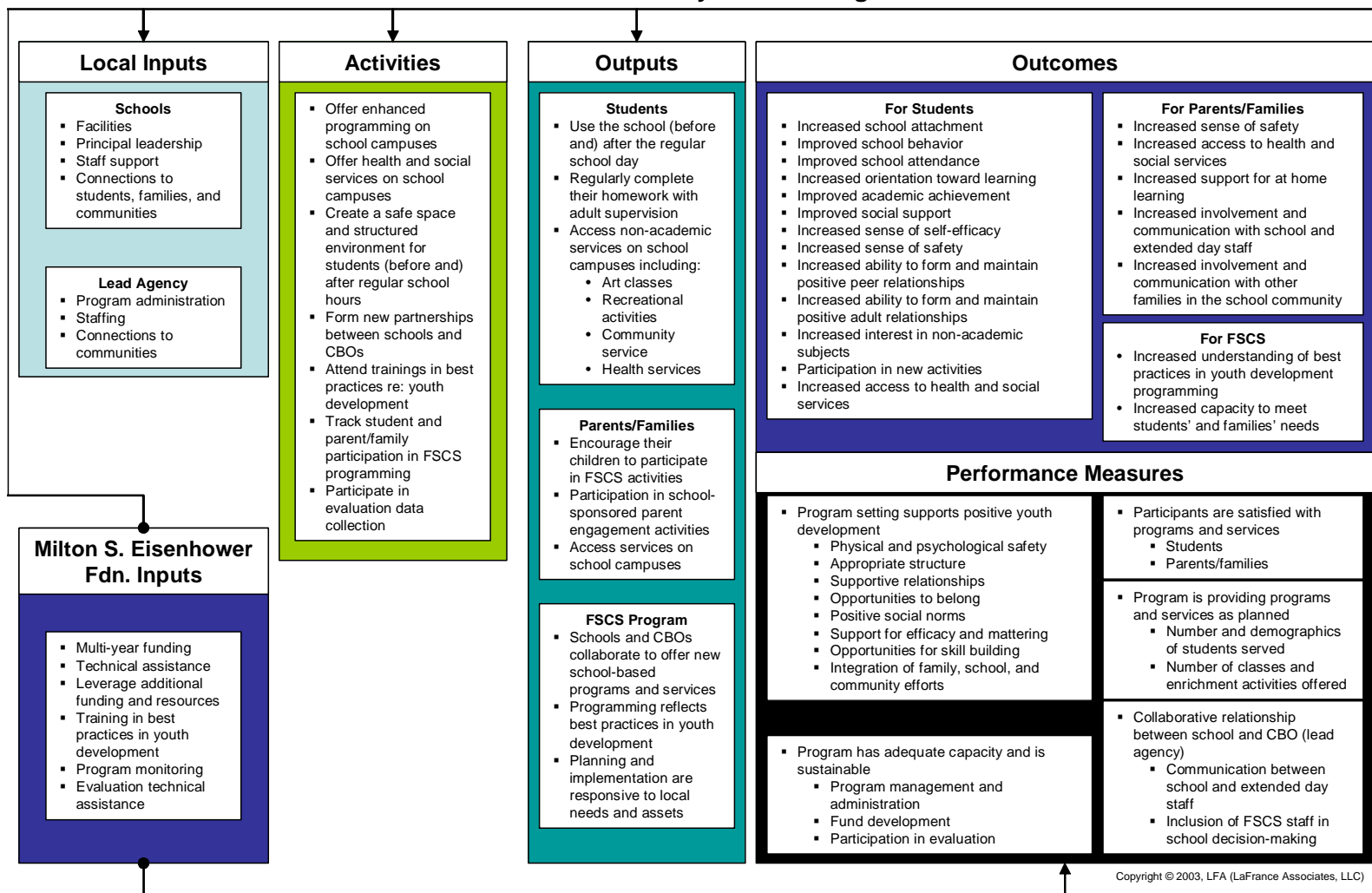
<sup>8</sup> This outcome is in addition to the outcomes presented in the logic model.

**Exhibit 1:  
Logic Model Outcomes and Available Data Crosswalk**

Logic Model Outcome		Lincoln		East Allegheny		Notes
		Quantitative Data	Qualitative Data	Quantitative Data	Qualitative Data	
Parents / Families	Satisfaction with school /FSCS programming <sup>a</sup>	✓	✓	✓	✓	
	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 <sup>9</sup>		✓		✓	
	Partnerships between teachers and Principals to address student needs <sup>c</sup>		✓		✓	
	Participation of FSCS staff in decision-making bodies <sup>c</sup>		✓		✓	
	Partnerships with community agencies to provide school-based programs and services <sup>c</sup>		✓		✓	

<sup>9</sup> 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.

## Full Service Community Schools Logic Model



## 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.<sup>10</sup> The resulting framework is a set of program features and list of indicators that serve as a guideline for observing FSCS programs.<sup>11</sup> 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.

<b>Exhibit 2</b> <b>Program Quality Features and Indicators</b>	
<b>Program Feature</b>	<b>Indicator</b>
	* 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.
	Encourages participants to interact with one another in positive ways.
	Encourages participants to make choices and become more responsible.

<sup>10</sup> <http://www.tascorp.org/programs/building/Final%20SA%20tool.pdf>

<sup>11</sup> Indicators are adapted from the TASC Program Quality Self-Assessment Tool.  
[http://www.tascorp.org/programs/building/S33\\_assesment\\_tool.pdf](http://www.tascorp.org/programs/building/S33_assesment_tool.pdf)



**Exhibit 2  
Program Quality Features and Indicators**

<b>Program Feature</b>	<b>Indicator</b> * Indicates that this is a component of the start-up phase of the program
	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 coordinator'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.
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.
Integration of Family, School,	*Develops a plan for parent and family involvement and regularly reviews and updates this plan for effectiveness.

**Exhibit 2**  
**Program Quality Features and Indicators**

<b>Program Feature</b>	<b>Indicator</b>
	* Indicates that this is a component of the start-up phase of the program
and Community Efforts	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 process evaluation section of this report includes a table detailing program quality assessment notes for Lincoln and East Allegheny Middle Schools.

## 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.

### 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 at Lincoln Middle School and an experimental pre/post comparison design at East Allegheny Middle School, 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. Students at East Allegheny were randomized into treatment and control groups. 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-efficacy (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 for the following assessment time points: At Lincoln Middle School, data were available for the 2004-2005 school year only. For East Allegheny Middle School, data were available for both the 2003-2004 and 2004-2005 school years. School records provide data on grades, attendance, disciplinary action, and standardized test scores.<sup>12</sup>

For youth development outcomes such as orientation toward learning, LFA administered surveys to students at the beginning and end of the academic year. Of 680 students at Lincoln Middle School, 105 completed surveys at both the beginning and end of the school year (15% response rate overall). Approximately 48 (46%) of respondents are participants in FSCS activities. Of approximately 350 students at East Allegheny Middle School, 74 completed surveys at both the beginning and end of the school year (21% response rate overall). Approximately 38 (51%) of respondents are participants in FSCS activities.

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

---

<sup>12</sup> Test scores were only available for East Allegheny Middle School.

### *Treatment and Control Group Selection at East Allegheny Middle School*

The treatment group consists of students who have the following two characteristics:

- Randomly selected to participate in FSCS after-school programs; and
- LFA received consent from parents/guardians for study participation.

Every student could decline to participate in the program, and every parent could withhold consent. Student and parent decisions about participation had no effect on students' ability to participate in the programming offered at East Allegheny.

The control group consists of students that have the following two characteristics:

- Randomly selected as non-participants in FSCS after-school programs; and
- LFA received consent from parents/guardians for study participation.

### *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.

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

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 Coordinators (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](http://www.youthservices.net); and
- Observations of program operations during site visits.

### **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 Coordinator 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 for Lincoln; both treatment and control for East Allegheny) 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.

### III. Lincoln Middle School

---

Lincoln Middle School committed to moving toward a full-service community school model in the Fall of 2002. This chapter provides a picture of the school in its second full year of implementation, the 2004-05 school year.

#### A. Overview

---

In the Spring of 2002, the Eisenhower Foundation contacted the Lancaster school district to explore interest in implementing the model and determining whether the district met the Foundation's selection criteria. EF and the District worked together to identify a school and a lead agency. The District Superintendent contacted Lincoln's Principal, and brought the school together with Lancaster's Community Action Program of Lancaster County (CAP).<sup>13</sup>

In Fall of 2002, CAP formally entered into a partnership with the Eisenhower Foundation, and at that point EF began funding the salary of the Site Director, who was then Lillian Alicea. At that time, the focus of FSCS activities was on the after-school programs that CAP had already been implementing at several other schools in the district: a set of after-school programs called Learning Is For Everyone (LIFE After-School, more commonly referred to as LIFE). LIFE programs were launched in February 2003, but there was no funding for them beyond Lillian's salary. 21st Century funding for the after-school programs became available at the beginning of the 2003-04 academic year. In February 2004, Ivy Hawthorne joined the team as FSCS Coordinator, freeing up Lillian's time and allowing her to concentrate on LIFE programs only.

#### Lead Agency: Community Action Program

CAP was founded in 1966, initially to educate local business and community leaders about poverty in Lancaster County. A founding goal of CAP was to develop community programs to help low-income families move out of poverty and become self-sufficient. In 2001, CAP began administering the LIFE programs in the Lancaster school district (three elementary schools and one middle school). Therefore it was well-positioned to partner with Lincoln in providing the array of services Lincoln needs to move toward the FSCS model.

#### The School: Lincoln Middle School

Approximately 680 students in the 6<sup>th</sup>-8<sup>th</sup> grades attend Lincoln Middle School. The students, on average, come from low socio-economic status backgrounds; 70% of them receive free or reduced-price lunches (this compares with 28% for the Pennsylvania state-wide average). Exhibit 1 shows the percentage of students at Lincoln and in the state of Pennsylvania who are eligible for free or reduced lunches.

---

<sup>13</sup> The first lead agency that the District proposed was rejected because it was not a community-based organization, a requirement in the Eisenhower replication model.

**Exhibit 1  
Free- or Reduced Price Lunch Status**

	<b>Percent in School</b>	<b>Percent in State</b>
Eligible for Free Lunch	59%	21%
Eligible for Reduced Lunch	14%	6%

Educational attainment of adults in Lancaster is very low; only about 18% have graduated from a four-year college. Most students are either Hispanic (almost half), or African American. Exhibit 2 shows the racial/ethnic breakdown of the student population:

**Exhibit 2  
Student Race / Ethnicity**

<b>Ethnicity</b>	<b>Percent of Student Population (n=680)</b>	<b>PA School Average</b>
Hispanic	49%	5%
African American	26%	14%
White	19%	78%
Asian and Pacific Islander	5%	2%
American Indian / Alaskan Native	1%	0%

There are 47 teachers at Lincoln, creating a student/teacher ratio of 14:1, compared to the district average student/teacher ratio of 16:1.

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.<sup>14</sup> Lincoln did not make AYP for the 2004-2005 school year.

<sup>14</sup><http://www.schoolmatters.com/App/SES/SPSServlet/MenuLinksRequest?StateID=39&LocLevelID=118&StateLocLevelID=153&LocationID=1305&CatID=-1&SecID=-1&CompID=771>



## B. FSCS Staffing and Programs and Services for Students, Parents, and Families

### FSCS Staffing

The adults at Lincoln who are dedicated staff for the Full-Service Community School Initiative include a full-time FSCS Site Director, a full-time LIFE Coordinator, a part-time Assistant, and a three-quarter time Intern. Those who staff the programs and services are day teachers (who teach in the academic programs and some enrichment programs), the LIFE Coordinator, and community providers.

**Exhibit 3  
Staffing for the FSCS Initiative at Lincoln**

Position	Name	Function(s)	Paid / Volunteer	Hours per Week	Funding Source
FSCS Site Director	Ivy Hawthorne	Coordinates and oversees non-academic functions related to students and families of school	Paid	37.5	Eisenhower / CAP
LIFE After-School Site Director	Lillian Alicea	Coordinates and oversees after-school academic and enrichment programs	Paid	37.5	Eisenhower/ 21 <sup>st</sup> Century/ CAP
LIFE Assistant	Lydia Montes	Assists LIFE Coordinator with snacks, paperwork, after-school programs	Paid	Approx. 10	Eisenhower/ 21 <sup>st</sup> Century/ CAP
FSCS/LIFE Intern-Millersville University	Adam Brown	Assists FSCS and LIFE Coordinators with all functions including paperwork, LIFE program assistance, FSCS initiatives	Volunteer (intern)/ Paid (LIFE Assistant)	Approx. 30	Eisenhower/ 21 <sup>st</sup> Century/ CAP

CAP is the lead CBO for the FSCS Initiative at Lincoln. Both Ivy (the FSCS Site Director) and Lillian (the LIFE Coordinator) are employed by CAP. In the formal organizational structure, Ivy is the coordinator for all FSCS activities and the after-school program falls under her purview. In practice, Ivy and Lillian work as a team, with Ivy primarily responsible for student, parent and family services, and for parent programs; and Lillian primarily responsible for the after-school programming for students. Each assists the other. For example, Ivy is involved with getting community providers on-board for after-school programming.

## Overview of FSCS Programs and Services

The programs and services at Lincoln, while still in the early stages of development during the 2003-04 school year, have become more solidified in the 2004-05 school year. Lillian Alicea came on board as Site Director in the Fall of 2002, and was the only one on site at Lincoln until the Spring of 2004. When the school became a 21<sup>st</sup> Century Community Learning Centers (21CLC) site, Lillian became the joint coordinator of the 21CLC site and of the FSCS. Those responsibilities proved to be too much for one person; therefore, Lillian shifted focus to concentrate on putting student programs in place. During the 2003-04 school year, the student academic and enrichment programs were more fully developed than student services, and programs and services for students were more fully developed than those serving parents and families.

After Ivy joined the team in February 2004, FSCS had more capacity to develop parent and family programs, and to recruit additional community partners. Responding to the feedback provided by the Principal, teachers, and parents, Ivy made a concerted effort to expand programs and services for parents and families at Lincoln, as well as student services such as counseling and anger

management. Program development takes time; however at the end of the 2004-05 school year Lincoln offered several programs/services for parents and families and was providing needed health and social services to its students and their families either on site or through referrals.

Exhibits 4 - 6 provide an overview the programs and services available to students, parents and families at Lincoln.

### An Afternoon in the Life of FSCS

*There's absolutely no typical week. Certain clubs run Mondays, Tuesdays, and Thursdays, those are our big LIFE After-School days. The students come for snack, then Homework Club until 4:15 pm, and then they have an hour of enrichment classes.*

#### **- FSCS Site Director**

At the end of the regular school day, a noisy crowd of students gathers in the cafeteria. Ivy and a student hand out snacks and sign students in. The kids socialize and eat for about 20 minutes, and then disperse to their various activities.

Three days a week, the first hour of activities is devoted to tutoring, followed by enrichment activities. Most enrichment courses take place in classrooms, but several at once happen in the cafeteria. Some days there are girls doing hip-hop routines while a group of five or so students chats while they concentrate on making bracelets at a table to the side. Upstairs, a group of students giddily begins making candy in the Cooking/Candy Making class.

Ivy introduces me to a 6<sup>th</sup>-grade boy who was getting Cs and lower before he began the after-school tutoring, now she tells me proudly that he is getting straight As.

**Exhibit 4**  
**FSCS Programs and Services at Lincoln for Students, 2004-2005**

<b>Academic</b>	<b>Enrichment</b>	<b>Sports and Recreation</b>	<b>Mental and Physical Health and Wellness</b>	<b>Behavioral Health and Life Skills</b>
<ul style="list-style-type: none"> <li>• Math Tutoring</li> <li>• Communication Arts Tutoring</li> <li>• Homework Club</li> </ul>	<ul style="list-style-type: none"> <li>• Calligraphy Club</li> <li>• Computer Club</li> <li>• Cooking/Candy Making Club</li> <li>• Cosmetology Club</li> <li>• Dance Club</li> <li>• DJ/Turntablist Club</li> <li>• Drama Club</li> <li>• Drill Team</li> <li>• Guitar Club</li> <li>• Field Trip to 76ers Game</li> <li>• Knitting/Jewelry Club</li> <li>• Principal Luncheon Forum</li> </ul>	<ul style="list-style-type: none"> <li>• Open Gym</li> <li>• Pep Squad</li> <li>• Bowling</li> <li>• Boxing</li> <li>• Cheerleading</li> <li>• Track and Field</li> <li>• Soccer</li> <li>• Football</li> <li>• Field Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Snack</li> <li>• MAPS/Mental Health Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Anger Management</li> <li>• Character Education</li> <li>• Girl Power</li> <li>• K9 &amp; Kids Program</li> <li>• Leadership Team/ Citizenship and School Pride</li> <li>• Taekwondo/ Safe Kids Program</li> </ul>

**Exhibit 5**  
**2005 Summer Session: FSCS Programs and Services for Students**

<b>Academic</b>	<b>Enrichment</b>	<b>Sports and Recreation</b>	<b>Health / Wellness</b>	<b>Behavioral Health and Life Skills</b>
<ul style="list-style-type: none"> <li>• Summer School Sessions (math and reading/ literacy)</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Four field trips for 6<sup>th</sup> graders</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast and Lunch</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

**Exhibit 6**  
**FSCS Programs and Services for Parents and Families, 2004-2005**

<b>Education</b>	<b>Enrichment</b>	<b>Physical Health / Wellness</b>	<b>Behavioral/Mental Health</b>	<b>Social Services</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Family Resource Room</li> <li>• Parent Workshops and Cafés</li> <li>• Principal Luncheon Forum</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• MAPS/Mental Health Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Informal referral system run by FSCS staff</li> <li>• PA/CHIP Insurance Program</li> </ul>

## Programs and Services for Students: Offerings and Participation

The current focus of the FSCS student activities at Lincoln is on after-school academic and enrichment programs, but FSCS is also building its capacity in the area of behavioral health and life skills. The Eisenhower Foundation provides no funding or technical assistance to the after-school activities, which are funded through a 21CLC grant. Eisenhower has no ability to ensure the quality or other attributes of the after-school programs. Because these programs exist, Eisenhower is able to focus efforts at Lincoln on behavioral health and life skills. Exhibit 7 below gives a summary of each program offering and student participation; following this table we give more detailed descriptions.

**Exhibit 7**  
**Student Programs and Services: Description and Participation Information**

Program / Service		Description	When Offered		Participation (Avg Daily Attendance)
			Days	# Hours	
Academics	Math Tutoring	Extra math and Communication Arts tutoring geared toward passing the state student achievement exam.	M,T,Th	1	14
	Communication Arts Tutoring		M,T,Th	1	
	Homework Club	Time after school when students complete classroom assignments.	M,T,TH	1	60
Music, Dance, and Theater Arts	Dance Club	Instruction in hip-hop and other forms of dance.	M,T,Th	1	10
	DJ/Turntablist Club	Instruction on the basics of song arrangements and use of turntables to produce unique musical arrangements.	M,T,Th	1	6
	Drill Team	“Step” instruction while enhancing students’ discipline, teamwork, and leadership skills.	M,T,Th	1	24
	Drama Club	Cultivating and demonstrating acting skills.	M,T,Th	1	8
	Guitar Club	Instruction and practice in guitar playing.	F	1	3
Arts and Crafts	Calligraphy Club	Learning the art of calligraphy.	M,T,Th	1	3
	Knitting/Jewelry Club	Making jewelry and learning to knit; projects displayed at school.	M,T,Th	1	11
Cooking	Cooking/Candy Making Club	Learning to cook from recipes; creation of cookbook for teachers and students at Lincoln.	M,T,Th	1	7
Technical/Vocational	Computer Club	Training in basic computer skills, including computer programs and internet services.	M,T,TH	1	15
	Cosmetology Club	Learning and practicing various cosmetology skills.	M,T,TH	1	11
Special Events	Field Trip to 76ers Basketball Game	LIFE After-School participants attended a 76ers basketball game.	One-time Event	N.A.	85
	Principal Luncheon Forum	Students sign up and are selected by raffle to attend a lunch with Principal Fisher where they can share their thoughts about the school.	6 Forums (2 per grade)	1	6
Health and	Anger Management	Learning techniques for self-control.	W (6-8 week sessions in Fall & Spring)	1	8

**Exhibit 7**  
**Student Programs and Services: Description and Participation Information**

Program / Service	Description	When Offered		Participation (Avg Daily Attendance)	
		Days	# Hours		
	Character Education	Educating students on six character traits through visual aids, daily announcements, and specific curriculum.	Every Month	N.A.	Entire Student Body
	Girl Power	Good values and youth development: money management, career, future orientation; achievement.	W	1	3
	K9 & Kids Program	Self-discipline through caring for dogs.	F	1	7
	Leadership Team	Students on the pep squad and cheerleading teams do community service activities.	W (once a month)	1	10
	Taekwondo/ Safe Kids Program	Martial arts program that teaches child how to be safe.	F	1	14
	Bullying & Teasing and the Law	Educational presentations, in classroom or school assemblies, by an officer from Lancaster City Police.	Once Monthly		Not available
Mental and Physical Health	Snack	All students involved in the LIFE After-School Program receive snack before beginning their homework.	M - F	15 min	60
	MAPS/Mental Health Counseling	Mental health counseling services provided to select group of students and their families.	T	1 (per session)	4 (per week)
Sports and Recreation	Open Gym	Participating in games / activities of students' choice	2-3 Days per Week		Not available
	Bowling Club	Offered bowling practice and competitive games for students at Lincoln and two other middle schools.	W (twice a month)	1.75	8
	Boxing Club	Exposure to boxing techniques as well as health and nutrition education.	F	1	6
	Pep Club	6 <sup>th</sup> graders preparing for cheerleading team.	T,TH	2	17
	Cheerleading	Practice and game participation for 7 <sup>th</sup> and 8 <sup>th</sup> graders.	M-TH	1.5	16
	Track and Field	Track practice for boys' and girls' teams.	M-F	1.75	30
	Soccer	Girls' soccer team, combined with 9 <sup>th</sup> graders.	M	1	3
	Football	Football practice.	M-F	2.75	21
	Field Hockey	Field hockey practice and games for 7 <sup>th</sup> and 8 <sup>th</sup> grade girls.	M-F	2	15

***Behavioral Health and Life Skills***

The **Anger Management** program, also called Young Girlz and Boyz in Control, is offered to students who are recommended by teachers as those who have poor impulse control and could benefit from anger management training. During the 2003-04 school year, the training occurred once a week for six weeks, working with sixth graders: six boys in one class and six girls in the other class. During the 2004-05 school year, the program expanded. The original group of students served in the previous year also received eight weeks of training in the Fall of 2004. Starting in April 2005, a new group of sixth graders began attending the program, and received training for eight weeks. For

funding and scheduling reasons the second group of students were not separated out by gender and this caused several problems. For the upcoming year the FSCS Site Director plans to separate the boys and girls involved in this program, while also making referrals to individual counseling. The goal is to target students with more extreme behavioral issues in the sixth grade and to continue to provide them with anger management training throughout their three years at Lincoln.

**Character Education** is part of a curriculum with the same name that aims to instill positive behaviors in youth by teaching them about various character traits. The FSCS Site Director began implementing elements of the Character Education curriculum at Lincoln during the 2004-05 school year after seeing character posters during her site visit to Moulton Middle School. With the goal of improving students' behavior and the overall school environment, the FSCS Site Director purchased these posters, which highlight specific traits, and displayed them around the hallways and in the Family Resource Room at Lincoln. Each month a different character trait is highlighted and students and teachers are reminded of the qualities that compose this trait through daily announcements and classroom activities. At the end of each month teachers nominate students who have exhibited an understanding of the trait and students who are selected receive an award, such as candy bars, gift certificates, or a grand prize of a CD player or \$20 gift certificate to a local store.

### *Mental and Physical Health*

**MAPS/Mental Health Counseling.** The FSCS Site Director has collaborated with the school's Students Assistance Program (SAP) Team to provide MAPS Behavioral Health Services on site. While these counseling services are available to students and their families at Lincoln, they are not a school-wide service. Rather, MAPS has set up a counseling office at Lincoln where trained counselors meet with students and families who are identified by the SAP Team, Principal, teachers, and other school staff as having significant mental health needs. The FSCS Site Director facilitates the referral, consent, and scheduling processes to ensure students and parents are able to access this mental health service. Weekly one-hour sessions are offered to students during the school day. Parents are encouraged to attend the first session and any other sessions as they please. There were five students served between November 2004 and May 2005, and one or two parents who attended a few sessions.

### *Sports and Recreation*

A variety of pre-existing after-school sports and recreation activities has been brought under the umbrella of FSCS. These include: Open gym (supervised pick-up games), pep club and cheerleading, track and field, soccer, football, and field hockey. In addition to these activities and teams, the LIFE After-School program offers the Bowling and Boxing Clubs. The **Bowling Club** is offered twice a month. Students in this club are transported to a local bowling alley where they practice and compete with students from two other local middle schools. The **Boxing Club** is offered every Friday when students receive one hour of instruction on boxing techniques, while also cultivating their coordination and balance and increasing their knowledge of nutrition and physical health.

## *Summer Session*

For the 2005 Summer Session, Lincoln hosted the middle school students, providing them with breakfast and lunch. Between breakfast and lunch, students attend summer school classes that focus on enhancing math and reading skills. In addition, the students with good behavior and attendance got to attend three field trips on Fridays (e.g. the county pool, amusement parks).

## *Non-FSCS Offerings: Academics*

***Tutoring in Math and Communication Arts.*** Three days a week, students attend one hour of tutoring in either math or communication arts. In October 2003, this program began as general homework help. It was altered in February 2004 to reflect the goal of the Principal to increase student scores on the academic achievement test. Starting in November 2004, the School District of Lancaster (SDoL) began to fund this tutoring through the statewide Educational Assistance Program (EAP). Working in collaboration with LIFE After-School, this program targets students who are having difficulties meeting math and communication arts standards assessed through the Pennsylvania state exam, the PSSA. This program is geared specifically toward helping these students pass the PSSA, while strengthening their math and communication arts skills.

***Homework Club.*** Also occurring three days a week for one hour, this program offers general academic assistance to students with the goal of improving their grades and their overall educational experience. Students are able to work one-on-one with LIFE After-School staff who provide individual instruction. Students also have the opportunity to work with their peers and are often able to complete classroom assignments before going home.

## *Non-FSCS Offerings: Enrichment*

***Music, Dance, and Theater Arts.*** Lincoln has a variety of music- and theater-oriented programs: Dance Club, DJ/Turntablist Club, Drama Club, Drill Team and Guitar Club. In **Dance Club**, students learn about different styles of dance and perform dance routines. In **DJ/Turntablist Club**, students learn about the history of music, while also receiving specific training on how to use a turntable. The **Drama Club** teaches the students acting skills. In **Drill Team** students are instructed on “step” routines, while also cultivating their discipline, teamwork, and leadership skills. The **Guitar Club** provides students with guitars to practice and improve their playing.

***Arts and Crafts.*** After-school programs include two arts and crafts activities: Calligraphy Club and Knitting/Jewelry Club. In **Calligraphy Club** students learn how to write in calligraphy and produce projects where they use their new skill. In **Knitting/Jewelry Club**, students make jewelry using beads, wire, clay, etc. Their jewelry is displayed in a display case at school. They also learn how to knit.

***Cooking.*** There is one cooking program this year: **Cooking/Candy Making Club**. Here students learn cooking techniques and how to cook from recipes. At the end of the year they compile their favorite recipes into a cookbook that is distributed to teachers and students at Lincoln.

**Technical/Vocational.** There are two programs that fall into this category: Computer Club and Cosmetology Club. In **Computer Club**, students learn basic computer skills by using various computer programs and internet services. For their final project each student designed an iron-on image to place onto a t-shirt. In **Cosmetology Club**, students practice skills such as hair design, facials, and manicures.

**Special Events.** Lincoln had several special events during the 2004-05 school year. Two of these events fell under the FSCS umbrella: The field trip to the 76ers basketball game and the principal luncheon forums. The **Field Trip** to the 76ers basketball game was a big success, with 85 LIFE After-School participants attending the game and 25 students being selected, based on attendance and good behavior, to be part of the “High Five Tunnel” where students got to give the players high-fives. The **Principal Luncheon Forums** are held throughout the year, two times for each grade level for a total of six forums during the 2004-05 school year. Students volunteer to attend and six students are selected each time through a raffle process. Beginning in Fall 2004, these luncheon forums allow students to share their thoughts about the school with Principal Fisher. They are a great opportunity for students to feel like they are part of the community at Lincoln and for the students and Principal to get to know one another. Parents were invited to attend these forums, however none of the parents were able to participate this year.

### ***Non-FSCS Offerings: Behavioral Health and Life Skills***

**Girl Power** is a gender-specific youth development club run by the YWCA that meets weekly to encourage young women to cultivate positive values toward their lives and their future. Topics include career planning, improving academic achievement, smart money management, empowerment and self-esteem.

**K9 and Kids Program** is an after-school program using “assisted therapy dogs,” and is geared toward students who have trouble sitting still and paying attention. Students learn how to effectively give commands, and form close relationships with the dogs through caring for them. This program is offered every Friday as part of the LIFE After-School program.

The LIFE After-School **Leadership Team**, also known as Citizenship and School Pride, is comprised of students who are on the pep squad or the cheerleading team. These students participate in community service and fundraisers, including monthly visits to residents at a local nursing home. During the 2004-05 school year students in this program participated in a total of five service days. At the end of the year a mother-daughter banquet was held for all students on the Leadership Team.

**Taekwondo/Safe Kids Program** provides students with instruction on the martial art practice of taekwondo, while cultivating a sense of awareness and strength in participants. In this program students are able to practice martial arts while gaining an understanding of how to be safe.

**Bullying, Teasing, and the Law** is a program that was hosted by a classroom once each month in the Fall and Winter. A Lancaster police officer gave presentations to classes of 25-30 students, discussing how the police get involved in issues of student fighting, and answering questions the



students have. The program was designed in part to promote better relations between students and the police.

### *Non-FSCS Offerings: Others*

In addition to those programs developed by the LIFE Site Director or subsumed under the FSCS umbrella, other student programs at Lincoln still stand alone. They are both youth development programs: **Impact** and **PEAKS**. **Impact** is a program that focuses on abstinence, personal responsibility, and self-esteem. Two groups of students (boys and girls separately) each attend the group once a week, for 45 minutes during the school day. During the 2004-05 year, there were 78 students enrolled. **PEAKS** is a co-ed nationwide youth development program addressing self-esteem and teaching anger management. It meets once a week, and three times during the year it holds retreats during three-day weekends. There were 31 students enrolled during the 2004-05 school year.

There were also special events throughout the school year at Lincoln with which the FSCS Site Director and LIFE After-School Coordinator assisted. These include the Drug and Alcohol Assembly, the Halloween Haunted House and Dance, and the informational field trip for 8<sup>th</sup> graders to two local colleges.

### **Programs and Services for Parents and Families**

The FSCS initiative at Lincoln has made great strides in providing services and programs for parents and families. Parents who need to be connected to services within the community can contact Ivy or Lillian, who make referrals and help to connect families to what they need. Individual **referrals** are made for services in the following areas, among others: child development, outreach, senior services, housing, food distribution, domestic violence services, and employment services. As employees of CAP, Ivy and Lillian are able to connect parents and families with needed social and health services.

In addition, Ivy continued her efforts from the previous year to try to get families signed up for the Pennsylvania **Child Health Insurance Program (CHIP)**. This is an insurance program for those families who make too much to qualify for Medicare, but make too little to be able to afford health insurance. Ivy sent letters out to every family who had indicated on a school information sheet that their children did not have health insurance and that they were interested in being contacted. In this letter she said that she would send packets to anyone who called in and requested one. Ten interns assisted with the coordination of this program. Forty-five parents were contacted with information on CHIP, 37 of these parents were eligible for the program, but only four were provided with applications and/or assistance. Pointing to the ongoing difficulty in communicating with parents, the FSCS Site Director and interns were not able to reach several parents to provide them with more information. Ivy sent letters to 33 families whose phones were disconnected.

The FSCS Site Director, in conjunction with the Principal and Assistant Principal, secured a space next to the cafeteria to create a **Family Resource Room**. Here, parents and families can find flyers and packets with information on the various programs and services being offered at Lincoln, including background on the FSCS initiative and activities available through the LIFE After-School program. Information on community resources, such as services offered at CAP, is also available. An indication of her support for increasing parents' and families' awareness of and involvement in

activities and services offered at Lincoln, the Principal supplemented the FSCS budget with monies from her own budget to furnish the Family Resource Room. The room is spacious, with high ceilings and large, colorful Character Education Posters hanging on the wall. There are two large tables, a sofa, two bookshelves, chairs, and a refrigerator as well as a bulletin board displaying the latest flyers and relevant information. The Family Resource Room is available to be used as a meeting space for parents and families both during and after the regular school day. The FSCS Site Director oversees the use of the room, and notified all parents of the resource room and available referrals available through FSCS in the beginning of the 2004-05 school year. Unfortunately the resource room is not located in the front of the building, which the FSCS Site Director and Principal feel would facilitate parents' receptiveness to information, as Principal Fisher expresses: "I would love to have a family center in the front, [Ivy's] is off the beaten track, but at least we have the space." Hopefully through word of mouth and participation in the Parent Cafés more parents will become aware of this space.

One of the main uses of the Family Resource Room is for the **Parent Workshops and Cafés**. The brainchild of the FSCS Site Director, in collaboration with the Principal, these structured evening events are offered to all parents and guardians of Lincoln students. They are a way for parents to be better informed about their children's education and therefore enhance their abilities to support their children's learning at home. They also provides an opportunity for parents to connect with both school staff, including the Principal, and with each other. A total of four Parent Cafés and Workshops occurred during the 2004-05 school year. Each event focuses on a different academic and/or social topic and is followed by a question and answer session and an arts and crafts project. Topics addressed during the Parent Cafés this past year included literacy and 25 books students should read; AYP standards; mathematics; and an open discussion with the Principal. The craft projects included scrapbooking, candy making, and candle making. These projects not only provide a relaxed social environment for parents to interact with each other and with the Principal, but they also provide incentives for parents to attend. The Parent Cafés have been a huge success this year, with an average of 18 parents attending each one. Efforts to expand the number of Workshops and Cafés, as well as the topics addressed, are underway for next year.

As mentioned above, the **Principal Lunch Forum** is open to all parents and families of the students who are selected to attend. However, to date, no parents have participated in this event. The main focus is to provide an opportunity for students to interact with the Principal on a more individual basis and to feel comfortable sharing their ideas and concerns about the school. This goal is clearly being met. Inviting parents to also attend was seen as another means of opening the school to parents and families so that they could share their thoughts on the school with the Principal and other school staff. **MAPS/Mental Health Counseling** was another service provided at Lincoln for both students and their families. Given the highly confidential nature of counseling and the fact that the counseling sessions occur during the school day it is not surprising that parent participation is low. This past year six parents participated in the counseling service with their children, leaving much room for increased parental involvement in mental health services provided at Lincoln.

Finally, in October 2004 the FSCS Site Director and LIFE After-School Coordinator helped coordinate the **Lights on After-School** event that promotes awareness among students and parents about after-school activities and services available both at the school and in the community. To this end, informational tables were set up at Lincoln to provide information to parents of middle-school students, as well as parents of elementary-aged children from three local elementary schools. Food,

music, and a raffle were provided and Senator Armstrong spoke about the importance of after-school programs.

## Community Partners

At Lincoln, the term “community partners” refers to any organization or individual providing services as one who teaches in the after-school programs, or who provide other types of services (e.g. behavioral health). Exhibit 8 below lists the community partners, along with the classes taught or services provided.

**Exhibit 8  
Community Partners**

<b>Community Partner</b>	<b>Class Taught or Service Provided</b>
Rocky Springs Bowling Alley	Bowling League
Barry Stumpf, coach/trainer	Boxing Club
Norma Trevino, licensed cosmetologist and salon owner	Cosmetology Club
Janet Peck, certified dance instructor and owner of Janet Peck Dance Studio	Dance Club; Leadership Program; Pep Squad
Vincent Smaldone, licensed disc jockey	DJ/Turntablist Club
The Fulton Opera House	Drama Club
Mike Smith, founder of the York Temple Guards, Inc	Drill Team
Wayne Thompson, owner of The Guitar Shop	Guitar Club
Serve us Canine Consultants	K9 & Kids Program
Toni Allen-Wilson, teacher at Lincoln	Knitting/Jewelry Club
Steve Kirby in collaboration with the YMCA and SDoL	Taekwondo/Safe Kids Program
YWCA	Girl Power
Anita Pilkerton-Plumb, CSW, LSW	Anger Management
MAPS Behavioral Health Services	Mental Health Counseling
School District of Lancaster (SDoL)/ EAP	Academic Assistance: Math and Communication Arts Tutoring
Lancaster City Police Department	Bullying, Teasing, and the Law
Lancaster City Fire Department	Fire Safety/Free Smoke Alarm Offer
Lancaster General Hospital/Millersville University Interns	PA/CHIP Insurance Program

Given the breadth of enrichment, social service, and after-school activities offered at Lincoln it is not surprising that the list of community partners is long. These partners include regular school teachers who devote their time after school to facilitating various programs and teams; individuals from the community who share their expertise and/or passion with the students, some of whom are also local business owners; and finally, organizations in the community such as the YWCA, Lancaster City Fire Department, and Millersville University that connect students and families at Lincoln with the community by having a presence at the school. The FSCS Site Director, Principal, and staff at CAP 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 Lincoln.

## IV. Outcomes Evaluation

---

### 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;
- 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: The Youth Survey, school records, web-based data system, and interview and focus group notes.

During the 2004-05 school year there were 162 students at Lincoln for whom parent/guardian consent to participate in the evaluation of the FSCS model was obtained. This is approximately 24% of the student body. For these 162 students the evaluators administered a baseline and follow-up youth survey and obtained school records information, including grades, attendance, and behavior information. Test scores were not available for the 2004-05 school year due to timing. The state does not release PSSA scores until late August/early September 2005, which does not allow enough time to incorporate these data into this evaluation report.

In addition to these data, all students who participate in FSCS activities are tracked in an online database 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 LIFE After School participants. 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 105 students out of the 162 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 Lincoln 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 105 youth survey respondents, 48 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 9.

**Exhibit 9**  
**Demographic Characteristics of Youth Survey Respondents**

Characteristics	Percent of Youth <sup>a</sup>	
	n=105	
<b>Grade</b>	6th	47%
	7th	40%
	8th	13%
	n=101	
<b>Gender</b>	Male	40%
	Female	60%
	n=100	
<b>Race/Ethnicity</b>	Spanish/Hispanic/Latino	42%
	White	21%
	Biracial/Multiracial/Other	20%
	African American/Black	14%
	Asian American/Pacific Islander	3%

<sup>a</sup> Total values may be more than 100% for each category due to a rounding error.

The youth survey respondents are fairly representative of the student population at Lincoln, however fewer eighth graders (approximately one-fourth less) completed the survey compared to sixth and seventh graders.

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 behavior;
- School attendance;
- Academic achievement;
- Positive peer relationships;
- Positive adult relationships; and

- Interest in non-academic subjects.

More detailed information on these quantitative findings is found in the specific youth outcome sections below. Exhibit 10 provides an overview of where we found statistical significance for these four youth outcomes with regards to FSCS participation.

**Exhibit 10  
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 Behavior	✓		
School Attendance			✓
Academic Achievement	✓		✓
Positive Peer Relationships	✓		✓
Positive Adult Relationships		✓	
Interest in Non-Academic Subjects		✓	✓

For the following youth outcomes, while there were not statistically significant findings, we surfaced volumes of qualitative indicators that youth do experience positive changes in these areas:

- Orientation towards learning;
- Self-efficacy;
- Positive future orientation;
- Social support;
- Sense of safety;
- Exposure to new activities; and
- Participation in school activities.

High baseline scores for FSCS participants appear to mostly account for the lack of significant findings from the statistical tests on those indicators. Still, qualitative data are available from the evaluator’s observations, communications, and assessments during the site visit.

### ***School Behavior***

Several key informants, including school staff and teachers, say they have noticed an improvement in the behaviors of students at the middle school as a whole. There are two main programs offered at Lincoln – the Anger Management program and Character Education – to address students’ behavioral issues and promote positive behavior. Anger Management groups target a subset of students who are identified by teachers and staff as having behavioral needs. These students work with a licensed counselor for six to eight week sessions in the Fall and Spring. While these sessions are relatively short and there are many more students who could benefit from anger management techniques, those students who are involved are showing positive results. As one teacher says:

*My students are more aware of their character [and] they are responsible for their actions.*

**- Teacher**

*I have a few students who are in this program. I've seen growth over a period, as well as just being able to count and find different techniques. I think that's awesome that we have that to support the children, because there are some kids who just didn't have those skills before.*

Ivy relates a success story of one student who participates in Anger Management:

*I'll tell a story about one of these little guys in anger management. When they wrap up, they always have a final celebration. And this little guy, I saw him in the office almost every day, and when he stood up to do his presentation, he said, "I'm really glad that I got to join this, and I know how to control my anger," and he said "Mrs. Fisher, you're not seeing me in the office anymore."*

The students in the Anger Management program created a newsletter that included poems and short stories capturing their emotions as well as tips on how to control feelings of anger and self-destructive behaviors. This project allowed students to share their experiences with the entire student body at Lincoln, providing a wonderful leadership opportunity and fostering students' creativity. In addition to writing the content, students in the Anger Management group were also in charge of the artwork, layout, and design of the newsletter. Working toward a final product, such as the newsletter, in which students have pride, empowers students to share what they have learned with their peers. As Ivy notes:

*I thought there would be a stigma but they're actually quite proud of the program. Sometimes I'll choose them to do things that other students will see as a leadership role, to show that they may have been "angry" but now they are leading.*

A regular day teacher shared similar thoughts about the benefits of the behavioral health programs, saying:

*Sixth grade is a transition from elementary to middle school, so they can have a rough time coming into it, so the peer mediation and anger management helps alleviate that and they can talk to somebody and see that other students are going through the same thing.*

An internal evaluation was conducted on the Anger Management program in Spring 2004 and again with the same students in the Fall 2004. These students, five girls and five boys, had a total of 14 weeks of anger management sessions which included activities such as a talent show, a student newsletter, initiating a meeting with Principal Fisher to discuss school policies, and appearing on a local television program discussing the program and their new skills. For the internal evaluation Anger Management participants responded to a total of eight questions about their experience in the program. When asked about one thing they learned in the program, four students responded "about how to control my anger." Other responses included "working with friends," "help with my anger," "anger is bad," and "that it is fun." As it notes in the Anger Management evaluation report, "the results of the participant evaluation clearly show that the students took ownership and pride in the program." When asked how they felt in the group, three students said they felt happy, one respondent said "good," and another respondent said "comfortable enough to express myself." It is clear that the Anger Management program is an empowering experience for students, providing them with coping strategies and leadership skills to handle feelings of anger.

*I've changed my behavior in school and at home. My behavior has changed in a way you will not believe. My behavior changed by respecting staff and other people around me.*

**- Student**

Character Education is the other behavioral health program that promotes positive behavior among the entire student body at Lincoln through educating students on six character traits including trustworthiness, respect, responsibility, fairness, caring, and citizenship. These traits are promoted through posters displayed in the hallways and Family Resource Room, daily announcements about the “trait of the month,” Character Education curriculum that teachers can incorporate into their classrooms, and nominating and rewarding students who demonstrate the trait of the month. The special needs teacher has found the Character Education curriculum especially helpful in teaching positive behaviors to her students. As she says:

*Character Education is one of the curricula that we use in the social skills class. It has helped my students so much....These all have activities that are hands on that the students do for one hour...I've seen progress in the students. I've seen them be more aware and using more respectful words and using character traits, like standing up for themselves, walking away, using polite words, saying what they want to say in a positive way. It's helped out so much. Two of my students were autistic, and they improved greatly.*

Ivy initiated Character Education at Lincoln after visiting Moulton Middle School in Iowa, another full-service community school in the Eisenhower Initiative. In its first year at Lincoln Ivy notes the positive changes she has noticed in students’ behavior while recognizing it takes time to impact long-term change:

*I don't know that I could say 75% of children are better behaved, it's not like that, but we're noticing it. When the [students] get their awards and certificates, they are so proud.*

When asked about the changes s/he has noticed in his/her students who participate in FSCS programs, one teacher commented, “I think more positive behavior and more positive social interaction.”

Student records data on disciplinary incidents are available for this evaluation for the 2004-05 school year only. Therefore, we look at the aggregate number of behavior incidents for FSCS and non-FSCS participants.

**Exhibit 11  
Effect of FSCS participation on Students’ Behavior**

<b>Research Question:</b> What is the effect of FSCS participation on students’ behavior, as indicated by the number of incidents for the 2004-05 school year?			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Effect on the Results of Adding Controls</b>
Participation v. non-participation	.7***	132	This model includes all controls (gender, ethnicity and grade).

Significance levels: \*= p<.1; \*\*= p<.05; \*\*\*= p<.01; n.s.= not significant.

The results in the table above show that, when comparing participators to non-participators, participators have slightly more behavioral incidents. This is a very slight difference however:

*I have been able to think more times [and] then acted so I can [make] wise decisions in my life.*  
**- Student**

less than one behavioral incident. Because we do not have baseline information about behavioral incidents, we cannot extrapolate about the effect of participation on behavior. It should also be noted that “FSCS participants” include those students who attend the LIFE After-School program and does not single out the small group of students who participate in the Anger Management



program. Therefore, these results reflect a slight difference between large and diverse group of students, some of whom participate in the after-school programming at Lincoln.

### 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 Initiative has made positive impacts on students’ desire to come to school and to learn.

As with disciplinary incidents, student records data on attendance are available for this evaluation for the 2004-05 school year only. Therefore, we look at the aggregate number of unlawful absences for FSCS and non-FSCS participants.

**Exhibit 12**  
**Effect of FSCS participation on Students’ Attendance**

<b>Research Question:</b> What is the effect of FSCS participation on students’ school attendance, as indicated by the number of unlawful absences for the 2004-05 school year?			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
For students who participate, sessions spent in <i>academic</i> FSCS programs	-.2***	59	This model includes all controls (gender, ethnicity and grade).

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

Results do not show a difference between participators and non-participators in terms of change in the number of unlawful absences. However, among those who *do* participate, a higher level of participation (i.e., more utilization of available service) in academic FSCS programs is associated with better attendance outcomes. The effect size indicates that for about every five sessions attended, students had one fewer unlawful absence. This finding is encouraging and points to students’ increased attendance as a result of receiving academic support after school.

### Academic Achievement

There are some indicators that LIFE programs can help students raise their grades: first, at least some students perceive their own grades to be rising. As one student notes:

*I have changed a lot since I came to this after-school program because I got better grades because I did my homework.*

**- Student**

*Since I’ve been in this after-school program, my grades are going up. This program helps me do all the work. Before I went to the after-school program I had to do all the work by hand...but after I went to the program I use the computer to do stuff.*

This student participates in the Computer Club and has increased his/her skills in using computers, which in turn increased his/her academic achievement, as a result of participation in the LIFE After-School program. Another student and LIFE participant notes the outcome of increased understanding of the material s/he is learning in the classroom:

*I didn't really understand how, I didn't really do my homework, until I came to this program; before, if you go to your friends house and say you're going to do it, you guys aren't going to do it. But here, they watch you, and if you need help, they help you.*

In addition, the Principal reports that the tutoring: "...provides additional support to those kids who weren't passing the state tests. The passing rate has gone up."

Students in the focus group, when asked what difference the after-school program was making in their life (if any), answered in terms of doing better in class. One student (who was probably exaggerating a bit) said: "Before, every test was an F, now I get 100%." Another reported that: "[LIFE is making] a lot [of difference], in math. Even though I don't like it, I'm better. It's good to be able to focus, because in math class if you don't get it, you can go back. Our test grades have gone up." The structure of the LIFE After-School program facilitates students' focus on their homework and academic issues prior to their participation in enrichment activities. As one student notes, "You have to get your homework to get to enrichment, so you get it done, and then you don't have to worry about it." Another student says, "I learned that if I finish my homework I can have an opportunity to do my favorite hobby: Drill Team." In this way, the structure ensures that students are completing homework assignments and motivates them to be disciplined about academics.

The LIFE After-School Coordinator notes the benefits of both the academic and enrichment components of after-school program on students' academic achievement. For the math and communication arts tutoring she says, "The EAP has a 1:10 ratio of teachers to students, not in the cafeteria. I've heard students say that it is helping them, it even helped them with the PSSA testing." She goes on to relate the impact of enrichment programming in this area, saying, "The Drill team's main focus was on academic potential and [it has] created a positive scholastic attitude while enhancing student leadership skills." Noting the benefits of providing mental and behavioral health services at Lincoln on students' academic achievement, Lillian says, "[Students] can't learn if they have all of these other issues. Whatever the problem is, then they're ready to learn. That's a huge help in itself."

Parents are also noticing their children's academic improvements. When Parent Survey respondents were asked what the biggest change they have seen in their children since they began participating in FSCS programs was, three parent survey respondents said their children are now completing their homework, two said their children's grades have improved, and one parent said his/her child is "reading a lot more."

*[Since participating in the after-school program,] I have changed because I have gotten more work done so that has changed my grades from F's to A's and B's.*

**- Student**

Student records data were obtained for students at Lincoln for only the 2004-05 school year. Thus, the evaluation of the impact of FSCS participation on students' grades focuses on the within-year change, comparing first quarter and fourth quarter math and English grades for all students with consent.

**Measures of Grade Change:**

- **Within-year change** (this includes all students)

### Exhibit 13

#### Effect of FSCS Participation on Students' Math Grades: Within-year Change

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on <i>within-year change</i> in <b>math grades</b> ?			
Indicator of Participation	Effect Size	N	Description of the Model
For students who participate, percent of <i>academic sessions</i> spent in FSCS programs	2.9**	38	This model includes all controls (gender, ethnicity and grade).

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

According to our analyses, there is no difference between participators and non-participators in terms of change in math grade from the beginning to the end of the school year. However, among participators, there is a large effect of the *level* of participation in academic programs. Comparing those who have a 100% participation rate with those who participate the least, the very high participators show improvement that is almost *three grades more* than the low participators. It is a different story, however, for English grades.

### Exhibit 14

#### Effect of FSCS Participation on Students' English Grades: Within-year Change

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on <i>within-year change</i> in <b>English grades</b> ?			
Indicator of Participation	Effect Size	N	Description of the Model
Participation v. non-participation	-.5**	123	This model includes all controls (gender, ethnicity and grade).

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

The results in the table above show that those who do *not* participate in FSCS show more improvement than those who do participate. By the end of the year, the English grades for non-participators were half a grade more than it was for participators. It is important to note here that FSCS participants, on the whole, had high English grades at the beginning of the school year. The average English grade of FSCS participants in quarter one was 2.9, on a four-point scale. This likely accounts for the smaller improvement seen for participators.

### 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.

*I don't know that there is anything that they don't like, because if they didn't, they wouldn't be participating. The students are recommended to anger management, but even counseling is not a forced thing.*

**- FSCS Site Director**

Students and FSCS participants note their satisfaction. When asked what they like best about the after-school program youth focus group participants responded with the following comments:

*I like coming to school.*

*I love doing my enrichment.*

*I like how they give us individual attention.*

Students who participated in the youth focus group provided additional feedback on how participating in the LIFE After-School program increases their enjoyment of school. As they said:

*I like Drill Team, because we do performances, and a lot of us like attention. Sometimes I don't even feel like coming to school, but then I'll be like "Wait, it's Tuesday, I got drill-team, let me go to school." I do that a lot.*

*I do that too, my friends are there.*

*I get mad when my mom says I have to leave early, because I like drill team.*

In addition to getting individual attention and assistance from adults, students enjoy the opportunities to work with their peers in academic and enrichment activities. These relationships foster a sense of community and connection to the school among participants. When asked if the FSCS staff ask for their ideas and feedback on the after-school programming one student said, "Yeah, the other day, they asked us what we learned this year and what we would like to add to the program next year;" and other students agreed.

As with academic achievement, parents are noting their children's increased enjoyment of school as a result of their participation in the after-school programs. Among the changes Parent Survey respondents note are:

*My child has been more eager to stay after school more than ever.*

*She really enjoys the Drill Team and the instructor after school.*

Yet another data source points to improvement in how much FSCS participants like their school. **More than eight in ten parents (81%) of FSCS students who responded to the parent survey said that the FSCS activities have made their child like school more (n=21).**

### ***Positive Future Orientation***

In the LIFE End of Year Report, the LIFE Coordinator expresses the additional benefits to students of participating in LIFE programs, besides academic support, saying, "It provided students the chance to interact with all ages and grades. Students learned to work as a team and build their self-esteem along with open avenues to explore new horizons to take them into their next stages in life."

Participating in the LIFE After-School program appears to have positive impacts on students' self-efficacy and relationships with peers, as discussed in sections below. These benefits, along with increased academic success, in turn lead to students' enhanced outlook and future goals. When asked

about the new and positive things they do with their time since starting the LIFE After-School program, participants noted the following changes:

*[I am] more active (walking, exercising, eating); [I] open up to my family and friends; and I respect people I don't even know more than I [had] been.*

*I only thought I would be doing hair for fun. I now want to become a teacher and I would also like to work in a salon or a barbershop...I think and hope that I can succeed in my future....I really enjoy doing hair but I really want to do more. I want to go farther in that career.*

*I have also changed my outlook on life and how important my young life is to me and how I should respect others to get respect.*

*[I realize] that everything is open and I can do what I want in life and be what I want to be.*

These comments reflect positive changes in students' attitudes and thoughts about their future. One eighth grader captures the impact of the LIFE After-School program on students' future orientation saying, "The things we do here help keep kids off the street and help them think about their future." One student who said s/he enjoys helping other students with their homework after school has been inspired to become a teacher. As s/he says, "What I dream of doing with my life one day is to become a teacher and help students who don't understand the work in school." So this student's positive experience working with his/her peers on academics after school has motivated him/her to become a teacher.

*We need to be preparing students so that they get those higher end jobs, and that our students come out either prepared to go on to some kind of post-bachelor education, an additional degree, whether it be vocational or academic in college, because, in this day and age, a high school diploma does not get it. An employer wants to know, what are you offering, what are you bringing to this that is valuable to me, and a high school diploma does not cut it.*

**- Principal**

### ***Orientation Toward Learning***

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. In addition to increased academic achievement, other benefits noticed by key informants are greater effort expended on, and in general a more positive attitude toward, schoolwork. These will surely contribute toward better grades and test scores in the future.

One teacher explains how s/he has noticed greater effort: "some seem to be wanting to work harder at times." She spoke of what she could put in progress reports on each student. While she could not necessarily write about improved grades, she says that: "In a progress report, I would put their effort. [...] Because if you see maximum effort, their grade would probably go up eventually." As she put it: "[e]ffort is a leading indicator." She also

*[Since participating in the after-school program] I've changed a lot. I have really done all my homework and they help me study for my tests. I've also become more successful in doing hair. I am in the cosmetology [club] and I feel good, it gets me learning more about different styles and how to work with my fellow...classmates because I've had problems with that.*

**- Student**

reported on another change that she had noticed: “[a]lso, their pride in their work. I started to see, for example, a kid who started late, didn’t want to open the book or do anything. I don’t know what happened, but one day he came in [and] his hand was up. I don’t know what happened, but he shows pride in what he does. He does every assignment very carefully.”

One student in the focus group spoke of a more positive overall attitude toward schoolwork: “LIFE encouraged me to do better at school – you have a better time doing it, because you understand it. You’re not dreading it. Not such a negative view toward homework.”

Students’ increased orientation toward learning is not solely a result of improvements in academics; as students are exposed to new and different activities they acquire new skills and develop new interests. Ivy notes this impact on students who participate in LIFE After-School:

*It’s not just academic, even though when they’re in DJ Club, they’re getting information on music and history, a lot of times they don’t realize that. To children, they don’t want to hear that it’s educational. It is, but I don’t even think that they understand Drill is really not about the moves, it’s about discipline, about being able to stay focused, it’s about being a team.*

Drill Team is a great example of how participation in enrichment activities can enhance students’ orientation toward learning. According to students, parents, and FSCS staff this activity inspires students to remain disciplined, to push themselves to learn new routines, and to work together with their peers. In students’ own words they describe their enjoyment of learning step and being part of the Drill Team:

*Not everybody pays attention, and what will get him ticked off, the people that don’t know; he gives us push ups; I understand, because we should be old enough to pay attention to be mature.*

*I really like drill team; we learn and we get disciplined.*

*We always have a consequence if something is wrong. It really helps us understand that there’s no “I” in team.*

The leadership skills of the facilitator and the young men who work with him are responsible for the changes in the participating youth. Exposing students to new and challenging activities that allow them to tap into their creative, technical, and physical talents inspires new interests and increases their orientation toward learning.

*Parents and guardians also note the positive impacts of the academic support offered through FSCS on their children’s interest in school. **About four-fifths of parents of FSCS participants agree or strongly agree that participation in FSCS activities have made his/her child more interested in learning (81%, n=21).** This finding is yet another indicator that FSCS participation supports at-home learning for youth.*

### ***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. Ivy explains the opportunities afforded to students who participate in the LIFE After-School program:

*It gives them a lot of opportunities that they wouldn't otherwise have. Lillian had Guitar Club for the first semester, and each child had a guitar, which they brought home and had private lessons once a week. Financially a lot of children would not have that opportunity. The [K9 and Kids] club, each child got a dog assigned to them, so they felt like that was their dog. Field trips like taking them to the 76ers, that's a rare experience. It opens the doors to things that they might not have even know they were interested in, like Cosmetology, DJ, and computers. The kids in computer club were just dying to get on a computer that was an opportunity for them. [It offers] opportunities and supports that would not be there without the extra hands and the finances.*

Lillian also notes the value of exposing students to non-academic subjects and activities after school: “The enrichment piece, yes [students are] supposed to learn, but it also is supposed to be fun. If it's not fun, they're not going to want to stay.” A regular day teacher notes the benefits to students of being exposed to new, non-academic activities:

*You get your homework done, but you're having fun, because after that, you have something to go to, Cosmetology, DJ Club, cooking...you don't have nothing to help, you can go there and it will help you.*

**- Student**

*I think it's great, especially with having so many children at risk; they don't always have extra opportunities to do different programs, for example, the Cooking Club. How many children really get the opportunity to go home and cook? It helps them in the long run...you can see the changes in the behavior. Children want to go to these programs. It helps them socially and academically, they can get some of that aggression out, but not only that, but they're not going straight home.*

As previously mentioned, students learn new things and acquire new skills when they are exposed to enrichment activities. Moreover, these activities provide outlets that are not always offered to students during the regular school day and therefore students' enjoyment of their time spent in the after-school program increases.

There was one statistically significant finding when comparing FSCS participants' and non-FSCS participants' likelihood of improving on the item, “After school, I spend more time reading books, magazines, or newspapers.”

**Exhibit 15**  
**Effect of FSCS Participation on Interest in New Activities**

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on the item: “After school, I spend my time reading books, magazines, or newspapers?”			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
High participation rate v. low or no participation	.3*	69	This model includes all controls (gender, ethnicity and grade).
For students who participate, sessions spent in enrichment FSCS programs	.96**	32	This model includes all controls (gender, ethnicity and grade).

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

The results in the table above show that *non*-participators show more improvement in this area than do FSCS participators. The first row of the table shows that non-participators are about three times

more likely than participators to show more agreement at the end of the year on the items that they spend time after school reading books, magazines, or newspapers.

The second row shows that among participators, participation in FSCS *enrichment* programs has a *negative* effect in this area. The effect size is .96, indicating roughly that an increment of 20 sessions translates into being half as likely to show improvement on a students' feeling that their friends care about them a lot. It is possible that before students participated in FSCS enrichment programs, they spent more time reading. This finding is also likely a result of the fact that enrichment activities offered through the LIFE After-School program do not focus on reading. Students engage in reading during the Homework Club and/or EAP tutoring. During enrichment activities they are often engaging in recreation, dance, music, arts, and/or technical activities.

### Self-Esteem

Participating in the FSCS after-school programs fosters students' social and academic skills which in turn increases their self-esteem. The LIFE After-School Coordinator talks about the positive changes she has seen in youth's confidence level as a result of their participation in FSCS activities: "I've noticed some changes in the kids – not necessarily academically – but there are some kids who are really shy, but they've started to come out of their shells." As students' take on leadership roles, demonstrate discipline, and learn new skills after school, their confidence increases. In describing the K9 and Kids Program in the LIFE End of Year Report, Lillian writes, "Students learned individual motivation, leadership skills, self-control and responsibility." These skills are cultivated through most if not all of the enrichment activities offered after school. Moreover, students' participation in anger management group and/or Principal Luncheon Forums offer them unique opportunities to take on leadership roles and communicate effectively with adults and with their peers.

*Some of the kids, it's amazing, if you would have come in the beginning of the year, and the same kids you spoke to in your focus group, and the same kids that didn't have anything to say in the beginning and were really shy, they blossom with the after school program.*

**- LIFE After-School Coordinator**

During the site visit a teacher said that: "I have noticed changes. I think for some of the students their confidence goes up. I have one student I see during the day who's not confident in class, but after school, he's more confident. He gets to shine because the average ability level drops, and he becomes one of the better students. That confidence has spilled over into the day class, somewhat." She also mentioned another student: "One girl told me that she was proud of herself because she knew more in class." According to Lillian, this teacher is not alone in perceiving these changes: "Teachers say: 'ever since so-and-so started in LIFE, he's been doing so much better, and has so much more confidence in himself.'" Another teacher notes:

Parents and students also recognize improvement in this area. A Parent Survey respondent said that his/her child's positive self-esteem has been the biggest change s/he has seen in his/her child since s/he began participating in FSCS. Student participants had the following to say about the after-school program:

*It gets us kids off the streets and we feel good about ourselves.*

*I really think this is a good opportunity for kids to be more responsible and successful.*



*It showed me that if you don't have faith in your work and what you do, no one will have faith in you...I now have confidence in my school work. I put my work first now.*

It is clear from these statements that participating in the after-school program at Lincoln has positively impacted students' belief in themselves. When asked how participating in the after-school program changed them students said:

*It taught me to never give up.*

*I do community service since starting the after-school program. I also help some teachers with their class work sometimes after school.*

This same student continued to say, "I learned how to DJ. I am taking classes three days a week until 5:15 pm and that led me to have more faith in myself."

The ultimate goal of the LIFE program is to increase student achievement, and increased self-confidence is a step along this road. As with changes in effort and attitude, increased self-confidence is a "leading indicator" of doing better in school, and it appears that the LIFE program, along with Anger Management, Girl Power, and Principal Luncheon Forums have contributed to enhancing the confidence of at least some students.

### ***Positive Peer Relationships***

FSCS after-school programming offers students several opportunities to work together on homework and on various enrichment activities.

Lillian describes the efforts of the FSCS staff to promote positive interactions between students after school: "We try to keep it friendly. I always tell the kids that we're a team." She goes on to say:

*They know that it's here, that we're there for them, and they overcome shyness, they learn how to work with other kids. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders on the Drill Team, they work together, they look out for each other.*

The themes of peer-to-peer learning and positive socialization with peers emerge from students' comments as well. When talking about what they enjoy about the after-school program, youth focus group participants had the following to say:

*You can sit with your friends; yes, we help each other with homework.*

*Helping people when they are down and help[ing] other people with their problems, helping[ing] to stop fights and let people talk about their problems and differences with each other.*

*All of my friends are here; I gotta go to LIFE.*

*[By participating in the after-school program] I feel more part of Lincoln Middle School than I did before because LIFE After-School people help me to meet new people and I can learn about them.*

*[Participating in the after-school program] I met new people and learned about their backgrounds. I sometimes teach the younger people about what 8<sup>th</sup> grade is like and help [them] with homework.*

**- Student**

It is clear from these comments that students have opportunities to help each other with homework and social issues that arise during this stage of life. These comments also reflect students' sense of social connectedness which will hopefully lead to future investment in the community.

Parents also note the benefits of their children interacting with peers after school. When asked what they like best about the FSCS activities at Lincoln, parents said:

*Student interaction with each other.*

*Children are working together with positive enforcement from staff. My child can't do all the things in the Drill Team correctly, but still [s/he] feels encouraged by everyone; [s/he] does not feel left out.*

*It shows the students how to listen better. They learn very well.*

There were significant and positive findings when comparing FSCS and non-FSCS participants' responses on Youth Survey items addressing students' positive peer relationships. The models below predict positive change on the survey item asking students whether their friends want them to be happy. If they show more agreement with this statement at the end of the year than at the beginning of the year, they are rated as having positive change. In other words, they are more likely to feel that they have friends who want them to be happy at the end of the year than they felt at the beginning. If they have the same amount of agreement or less agreement, they are rated as *not* showing positive change.

**Exhibit 16  
Effect of FSCS Participation on Positive Peer Relationships**

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on the item: "My friends want me to be happy?"			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
For students who participate, sessions spent in <i>academic</i> FSCS programs	1.1*	32	This model includes all controls (gender, ethnicity and grade).

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

For this item, there is no difference between those who participate and *don't* participate in FSCS programs. However, among those who participate, the results above show that more participation in academic FSCS programs means 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 having friends who want the student to stay out of trouble.

**Exhibit 17**  
**Effect of FSCS Participation on Positive Peer Relationships**

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on the item: "My friends talk with me about my problems?"			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
For students who participate, sessions spent in <i>academic</i> FSCS programs	1.1**	27	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 .02 to .09.

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

The results shown in the table above are similar to the results for the effect of participation on the students' feelings that their friends wanted them to be happy. The effect size is 1.1, indicating roughly that an increment of 10 sessions translates into being twice as likely to show improvement on students' reporting that their friends talk to them about their problems.

**Exhibit 18**  
**Effect of FSCS Participation on Positive Peer Relationships**

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on the item: "My friends care about me a lot?"			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
Participation v. non-participation	2.5*	90	This model includes all controls (gender, ethnicity and grade).
For students who participate, sessions spent in <i>academic</i> FSCS programs	1.1**	34	This model includes all controls (gender, ethnicity and grade).

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

These models predict positive change on the survey item asking students whether their friends care a lot about them. If they show more agreement with this statement at the end of the year than at the beginning of the year, they are rated as having positive change. In other words, they are more likely to feel that their friends care about them at the end of the year than they felt at the beginning. If they have the same amount of agreement or less agreement, they are rated as *not* showing positive change.

The first row of the table shows that FSCS participators are two and a half times more likely than non-participators to have shown improvement on feeling that their friends care about them a lot. The second row shows that among participators, participation in academic FSCS programs has a positive effect. The effect size is 1.1, indicating roughly that an increment of 10 sessions translates into being twice as likely to show improvement on a students' feeling that their friends care about them a lot.

## *Positive Adult Relationships*

In addition to developing new and stronger relationships between students, the FSCS programs also create additional opportunities for students to create new relationships with adults.

Day teachers who participate in the after-school programs cite new and stronger relationships with students as some of the major advantages of these programs. Students that teachers would not ordinarily have gotten the chance to know now greet each other in the hallways and have another adult at the school to connect with. In addition, teachers sometimes tutor students from their day classes; this gives teachers a chance to strengthen an existing bond with these students. When asked what she thought the benefits of FSCS were, a day school teacher said, “I think the greatest benefit for the students has been to have more rapport with a teacher. It builds relationships. I get to know this other group of kids that I don’t teach during the day. For example, if I see these kids in the hallway, I can say hello, or tell them to stop acting up. Or they will stop and say hello. [...] It strengthens community within the school.” She also identified it as a benefit to the teachers: “I think it’s just getting to know the kids I wouldn’t normally see.”

*You make that connection with the children. They see your face there, that’s even the point of going in there, is just watching them, seeing the excitement that they get, getting to know them on a little more personal level.*

**- Teacher and EAP Tutor**

Lillian talked about this as being an important part of what she does. In her interview she said: “And then there is the personal contact – they always drop by the office. Because we’re not teachers, the kids don’t see us so much as disciplinarians. We’re just someone to talk to. They just love to talk. [...] They just want someone to listen. They look on us not as teachers, but more as counselors.” Every student in the focus group said that they felt they could go to Ivy and Lillian with issues and problems. One student said: “It’s like teacher to student – but also friend to friend.” Another said: “They’re nice – Ivy’s always giving us compliments, talking about us in a nice way.” The students in the LIFE program clearly feel supported by Ivy and Lillian, and feel they can trust them and open up to them. Adults who connect with students on this level play a crucial role in positive youth development.

All of this relationship building increases the “communal quality” of Lincoln; the “density” of networks strengthens the community they comprise. Network density increases as more people get to know one another, as the intensity of the bonds increase, and as the networks increasingly cross group boundaries (such as the boundary between student and adult). Given the fact that FSCS does indeed appear to be creating the possibilities for increasing the density of student networks among themselves and with adults, we can conclude that FSCS is fostering student integration.

In addition to more and stronger bonds with day teachers, FSCS programs give youth access to additional adults with whom they can connect: the FSCS staff and enrichment program instructors. It can be especially valuable for students to relate to Ivy and Lillian because they are perceived as somewhat “outside the system” – Ivy and Lillian do not have the same issues of academic performance or discipline with the students as the day teachers do. This means that students can sometimes feel more comfortable, or have one more place to go when they need the assistance (or just the company) of an adult. As Ivy says, “Sometimes in school, the teachers have to be

disciplinary, so this is an adult that they really trust, feel safe with.” All day long, students drop in on Ivy and Lillian, sometimes just to hang out, and sometimes to have a safe space to “really talk.”

During the youth focus group students expressed positive feelings about various instructors who lead enrichment programs after school, as well as for Principal Fisher. As previously mentioned, Drill Team is a popular after-school activity. Part of its popularity is a result of students’ connection to the instructor. As one student and FSCS participant says, “He’s cool and he can relate to us; he brings some of their team down to help us.” Several other students agreed with this statement. Likewise, through participation in the Principal Luncheon Forums and/or interaction with Principal Fisher at other times during the school year, students’ note a sense of connection with her. Talking about her goals for the Principal Luncheon Forums, Ivy highlights the opportunity for students to form closer relationships with Principal Fisher:

*I just thought one day how [Principal Fisher] is so great with the kids; she gets them and respects them. A lot of times, the only kids that get in front of her face are the bad ones, and I thought, “Wouldn’t it be really great if they could just sit and talk about what their issues are in a quiet setting.” [...]The students really look forward to it.*

According to their own feedback, students do feel like they are heard by Principal Fisher:

*She took our ideas, we wanted to change uniforms, and then she came up with the idea that if there are no fights for ten days, and you get a free dress-down.*

*They tried to change stuff, like some of us didn’t like the school lunches, so every Monday, they had Piz̄za Hut, everybody pays. Every Friday at the end of the month, we had piz̄za and pie.*

*I would talk to her like she’ my aunt.*

Parents also recognize that their children have established positive relationships with the adults who work with them after school. When asked what they like best about the FSCS after-school programming, one parent said, “The staff always made [my child] feel like they really wanted [him/her] there.” Another parent noted that “they seem to have the kids’ interests in mind with everything they do.”

The model below uses level of participation to predict positive change on the survey item asking students whether there is a parent or other adult who is interested in their schoolwork. 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 19**  
**Effect of FSCS Participation on Positive Adult Relationships**

<b>Research Question:</b> 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 is interested in my schoolwork?"			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
High participation rate v. low or no participation	.1 *	95	This model includes all controls (gender, ethnicity and grade).

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

This model actually shows that those who do *not* participate have a greater likelihood of showing improvement in this area than those who *do* participate. Those who do not participate are about ten times more likely than participators to report greater agreement on having an adult at home interested in their homework. This finding is likely the result of high baseline scores among FSCS participants for this item. At baseline, the average response for FSCS participants was 3.2 (one a four-point scale, with 0 = "Strongly Disagree" and 4 = "Strongly Agree; n=58). Thus, the majority of FSCS participants already felt they had a parent or adult who was interested in their schoolwork. Another likely explanation for this finding is that students who participate in FSCS after-school programming receive academic assistance during Homework Club and/or EAP tutoring. Therefore, by the time they get home they have already completed their homework and/or had their questions regarding schoolwork answered.

***Access to Health and Social Services***

In addition to addressing students' cognitive and developmental needs, the FSCS Initiative 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 Initiative provides behavioral and mental health services including anger management group sessions and mental health counseling for students and families. Lincoln currently contracts with two community health providers, MAPS Behavioral Health Services, to provide counseling to students and families one day a week, and a licensed counselor who runs the anger management groups. In addition to these two services, Ivy oversaw the PA/CHIP Health Insurance Program at Lincoln which tried to enrolled eligible families for insurance coverage. Unfortunately, efforts to secure Dental Bus services for students did not happen during the 2004-05 school year. Ivy and Lillian, however, continued to provide referrals for families to social services offered by CAP and other community providers. Between September 2004 and May 2005 Ivy provided the following referrals and/or information to students and families at Lincoln:

*I think it's wonderful. If we can get all of these social services within each school, it's unfortunate that the other schools don't have what she started here.*

**- LIFE After-School Coordinator**

- Referrals for domestic violence/teen dating for one parent
- Referrals for eye glasses for two students
- Referrals for transportation for three families
- Referrals for uniforms for 11 students
- Specific information/referrals for CHIP/Medical Insurance for 26 families
- Specific information/referrals for MAPS for 29 families

These numbers are approximate, as some referrals are very informal and may not have been tracked. Ivy takes pride in her role connecting students and families to needed health and social services, as she says:

*I feel really fortunate because at the other ten schools they don't have a FSCS coordinator; other [schools in the School District of Lancaster] have a student and family advocate...so I sort of fill that role here.*

Continuing their practice of conducting internal evaluation, four students and parents who received MAPS mental health counseling completed a brief questionnaire in May 2005. Findings from this questionnaire show that both students and parents believe the counseling services provided through MAPS has been helpful.

- Three out of four student respondents said the counseling services have helped them.
- Three out of four parent respondents said the counseling services have benefited their children.

As Lincoln 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***

Ivy identified the fact that the first thing that the LIFE programs offer is “a safe place to go” after school. LIFE offers an alternative to other activities they could engage in which might lead to delinquency or teen pregnancy. As Principal Fisher says, “Statistics have shown that most student crime happens between 3 and 6, and we take our students off the street at that time. We’ve given them a safe haven at least until 5:00 or 5:30, and we’ve also given them extra academic help. They don’t have to come home to an empty house.” Lillian summarizes the benefits of providing a safe place for students to come after school, saying:

*The positive influence that it has on them is keeping them from the streets. It's showing them that there's another choice, it's not just the drugs, and going home and getting involved in the negative behaviors that are out there. If they have nowhere to go, and the streets are raising them, that will hurt them socially and academically. In a city, that's easy to do. It helps keep them well rounded.*

**- Teacher**

*Some of them really don't have any place else to go. Just to feel wanted. "Nobody cares where I go." Here they have a chance to be themselves, have fun, and learn.*

Students and FSCS participants reiterate the advantages of having an after-school program at their school:

*If they take it away from us, it won't be nice. It keeps kids off the street. I know a few people that used to come here; they were off the streets for like two months.*

*It keeps you away from crime.*

When asked what they would do after school if they were not in the LIFE After-School program, three students said they would be getting into trouble. As one student said, “I got a friend that does bad things after school.” Another student went on to say his/her friends “be doing bad stuff.” 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.

## **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 and parent survey responses.

### ***Parent Survey***

As part of our evaluation of the FSCS initiative at Lincoln, all parents/guardians of students at the school were asked to complete a parent/guardian survey in May 2005. Out of approximately 680 households, 66 parents/guardians completed the survey. Of the respondents, 28 were parents of FSCS participants and 38 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 20 on the following page summarizes basic characteristics of the parent/guardian survey respondents.



**Exhibit 20**  
**Demographic Characteristics of Parents/Guardians**

Characteristics		Percent of Parents/Guardians <sup>a</sup>	
<b>Relationship to student</b>		n=65	
	Mother		89%
	Grandparent		5%
	Father		3%
	Other		3%
<b>Number of Adults in Household</b>		n=65	
	One		19%
	Two		62%
	Three		14%
	Four or more		6%
<b>Number of Children in Household</b>		n=64	
	One		23%
	Two		28%
	Three		30%
	Four or more		19%
<b>Race/Ethnicity</b>		n=65	
	Spanish/Hispanic/Latino		42%
	White		34%
	African American/Black		14%
	Biracial/Multiracial/Other		6%
	Asian American/Pacific Islander		5%
<b>Work for Pay Outside of the Home</b>		n=65	
	Yes		69%

<sup>a</sup> Total values may be more than 100% for each category due to a rounding error.

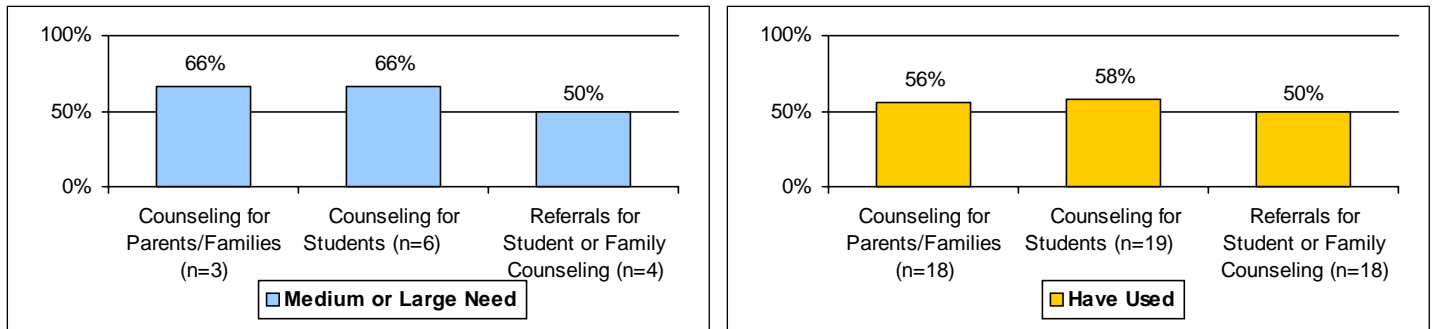
The majority of parent/guardian survey respondents were the mothers of students at Lincoln. Over four-fifths of respondents have two or more adults in the household, while the average number of children in the household is 2.4. Over three-fifths of respondents work outside of the home.

***Access to Health and Social Services***

Coordinating with MAPS Behavioral Health Services, Lincoln offers counseling services to its students and families who are eligible free of charge. These services include mental health counseling for students and their families on site, as well as referrals for counseling services offered through MAPS, and other community partners. Parents of FSCS participants indicated how large of a need

his/her child had for these health services if the child used that service. The answer choices ranged from “Not a Need” to “Large Need.” See Exhibit 21 below.

**Exhibit 21**  
**Student Health and Social Services Offered at**  
**Lincoln Middle School<sup>a</sup>**



Of those parents who reported levels of need, two-thirds indicated a medium or large need for both parents/families counseling and student counseling, while half of the respondents indicated a medium or large need for referrals for counseling. These findings reflect parents’ and family members’ recognition of the mental health needs of their children and of their families. Fortunately, it appears several of the FSCS parents are accessing the mental health services provided at Lincoln. Over half of responding parents (56%) indicated that they have used parents/families counseling at Lincoln and a similar percentage (58%) said their children have received counseling at their school. Half of the respondents said they have used referrals they received through Lincoln for student and/or family counseling services.

As discussed in the Youth Outcomes section above, providing mental health services on site addresses an important need of students and their families. In addition to mental health counseling, the FSCS Site Director coordinated the PA/CHIP Insurance Program at Lincoln. This program sought to enroll eligible families in an insurance program, allowing them to access physical and mental health services. Less formal, but equally as helpful are the referrals the FSCS Site Director and LIFE Coordinator make to families at Lincoln. These referrals are for various wrap-around services offered through CAP or other community providers. As employees of CAP, Ivy and Lillian play unique roles in the community school, connecting families to needed social services. These informal referrals also include bringing families together, as Ivy explains:

*A lot of times there are small things, for example, if there is a new family, the guidance counselor will book them up with me so I can tell them what after school services we have. I deal with transportation issues, trying to problem solve: a new family just moved in, and if they live within two miles of the school, they have to walk. So the mother and father show up, the mother is nine months pregnant, the father works, and they said “We can’t let our little 6<sup>th</sup> grader walk here alone, mom can’t make the walk, and dad has to work.” I booked her up with another little 6<sup>th</sup> grade girl to walk together with.*

Having the FSCS Site Director and LIFE Coordinator at Lincoln offers another resource not only to parents, but to teachers and other school staff who are looking for ways to support students and their families. Teachers can now refer parents to Ivy for assistance with health and social needs. As one teacher commented:

*I know if I have a parent who has a question or needs information about referrals or family services, things that they wouldn't normally talk to me about, like family situations and counseling, they can have somebody that they can talk to, that we can connect them with. We sent our three packets with community agencies information and we mailed them out to the parents.*

In this way, the FSCS Site Director serves as a sort of “health liaison,” making sure students and families are aware of the services available to them and facilitating their use of these services.

With the main goal of enabling students’ academic achievement, the community school at Lincoln reaches out to students’ families to support them in providing a healthy environment for their children to succeed. Reflecting on the goals of FSCS at Lincoln, Ivy reiterates this point:

*To be able to provide services to families and students to help them be able to get a better education; to remove the blocks that are in the way of them succeeding academically, such as children without glasses.*

### **Support for At-home Learning**

Lincoln parents indicated their level of agreement on a four-point scale about their involvement with their children’s learning. See Exhibit 22 below.

**Exhibit 22  
Parental Involvement in Student Learning**

<b>As compared to <u>LAST YEAR</u> ... (OR since student <u>STARTED FSCS ACTIVITIES</u>)</b>	<b>Mean (Four-point Scale)</b>	
	<b>Parents of Non-FSCS Participants</b>	<b>Parents of FSCS Participants</b>
I know more about how to help my child learn new things. (n=37) and (n=28) <sup>a</sup>	2.9	3.1
I help my child learn new things. (n=37) and (n=28) <sup>a</sup>	3.3	3.4
I talk to my child about school. (n=37) and (n=28) <sup>a</sup>	3.6	3.6

<sup>a</sup> 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. While not statistically significant, on average, parents of FSCS participants agree that they know more about how to help their children learn new things since their children and possibly they themselves started participating in FSCS activities. Slightly fewer parents of non-FSCS participants agree with this statement (mean difference = 0.2). The two other indicators of parental involvement in student learning (parents helping children learn new things and talking to children

*The bottom line is students and reaching those achievement goals that are set for them. The extra benefit is that parents become the biggest supporter of it.*

**- Principal**

about school) do not show much if any difference in the responses of parents of FSCS participants and those of non-FSCS participants.

While there were not statistically significant findings, qualitative data gathered during the site visit indicate that the academic and enrichment activities offered to parents through the Parent Cafés and Workshops enhance their support for at-home learning. Principal Fisher and Ivy commented on the benefits to student learning when parents are more aware of the academic standards upheld for their children. Principal Fisher describes how the Parent Café topic on standardized testing facilitated parents' support for their children's learning:

*The last [Parent Café] we did was in March and it was around PSSA testing, so I gave the parents a test to take and we discussed, "what your children will need to know and do in order to pass the assessment." So we talked about it, they took it. [...] One of the greatest outcomes for students, talking about the Parent Cafés, is that parents get to see the test they're taking, they get to know what the State and what the school district expects from their children. The hugest gain we make by that is just informing parents. Giving parents the information they need so that they stay well informed about what their children need to achieve... The biggest [benefit of the Parent Cafés] is letting parents know what is expected of their child.*

Ivy reiterates the value of informing parents of the academic expectations for their children, saying:

*The Parent Cafés, Diane's piece of it, providing parents with information, is really helpful to the parents, because, the Café right before the testing, the parents literally took the test, so they could see what it was all about so they know what their child needs to pass.*

Parents appreciate this support. Reflecting on the Parent Cafés one parent said, "It is a great time to listen and to learn about the Principal's views and upcoming tests." A regular school teacher who has attended some of the cafés confirms parents' desire to be informed:

*The parents say they love it. The parents come back and say, "please let me know when there are others that come up, because this helps me understand the middle school format, because usually there are 6<sup>th</sup> and 7<sup>th</sup> graders that are new to the school."*

In addition to academic expectations, the Parent Cafés allow the Principal and FSCS Site Director to clarify the behavioral expectations the school has for their children. While most parents are aware of these social norms, having the opportunity to discuss issues of anger management and discipline with the Principal and Site Director helps parents reinforce these expectations at home. Principal Fisher explains how participation in the Parent Cafés supports students' achievements in both areas:

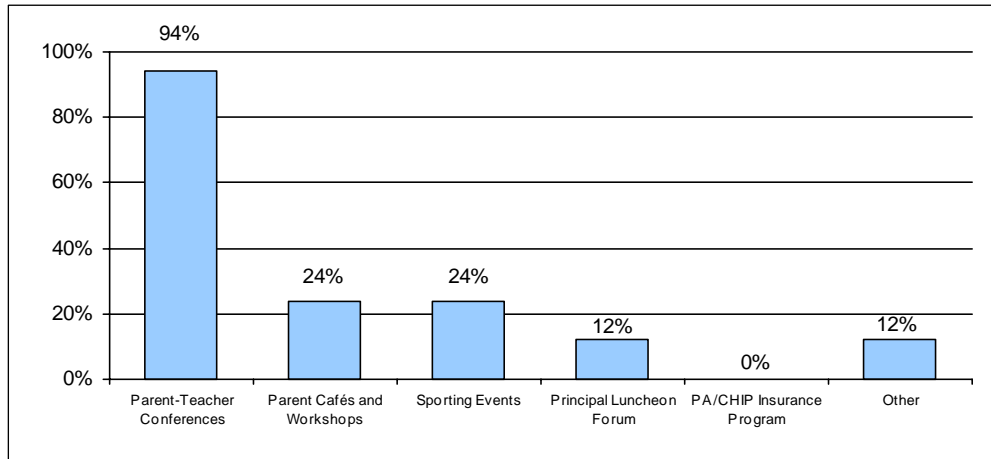
*If I can let [parents] know what's expected academically and behaviorally--academically, because we are providing a solid, rich learning environment, you have less behavior problems... the program is [also] allowing me to address students' academic performance by letting the parents know what those performance standards are. So they know what their child should be doing at home.*

This comment both clarifies the two major areas where Lincoln staff and parents can work together to help students be successful (academics and behavioral health), and indicates how helping parents in turn benefits students.

## Involvement and Communication with School and FSCS Staff

As previously mentioned, parent and family involvement has been an ongoing issue for the Lincoln community school and in this past year concerted efforts have been made on the part of the FSCS Site Director, Principal, and other school staff to reach out to parents and families. Parents of FSCS participants were asked about which parental activities and programs they have participated in at Lincoln. A summary of the findings is seen in Exhibit 23 below.

**Exhibit 23**  
**Parental Involvement in School-wide Activities**  
(n=17)



The event with the highest participation from parents of FSCS participants is parent-teacher conferences, with 94% of the respondents saying they attended this event in 2004-05 school year. The next most commonly attended events or programs by parents of FSCS participants are the Parent Cafés and sporting events. A smaller percentage of respondents said they participate in the Principal Luncheon Forum, which is not a surprise to the FSCS Site Director or Principal who note the difficulty parents have in attending these midday events. Also not surprising is that none of the parents of FSCS participants said they participated in the PA/CHIP Insurance program this past year. As previously mentioned, only those parents who said their children were without insurance and requested additional information were contacted. Out of this group, very few parents completed the application process and actually received insurance through CHIP. A small percentage of parents also said they participate in other events at Lincoln, including PTO meetings. While about one-fourth of the respondents (24%) participated in Parent Cafés and Workshops this past year, these findings show that standard forms of parent participation in school, through parent-teacher conferences, continue to draw the most parents, regardless of their children's participation in FSCS programs.

*At PTO meetings, we asked the parents what they wanted the [Parent] Cafés to be about, and they gave us a lot of good feedback, so this is a good way for the parents to feel that we really are there for them.*

**- FSCS Site Director**

Two-fifths of parents reported that they have observed FSCS activities at least one time. However, only one of 28 responding parents has volunteered to help with any FSCS or LIFE After-School

activities. Ivy recognizes that few parents volunteer in FSCS activities; however she notes that this is slowly changing, mainly through parents' participation in the Parent Cafés:

*Now we do have a few parents or teachers that help out. I'm amazed because we made chocolate Easter eggs, and there were 35 people up there; sugar and flour everywhere, and everyone helps out with the clean-up.*

While participation in the Parent Cafés is not as high as more formal school-wide events, parents do enjoy attending them. As Ivy notes, "One of the parents, when I called her, and I said we're going to have a very nice gift for all the parents, and she said, 'You don't need to give me a thing, I love your workshops.'" Reflecting on plans for the upcoming year, Ivy expresses her desire to make the Parent Cafés even more part of the school structure at Lincoln. As she says, "We do know they love it and keep coming back, but we're going to try and make it more formal and structured." To this end, plans for the upcoming school year include deciding the topics and dates of at least the first four Parent Cafés during the summer planning session and including these dates in the school calendar that is sent to all parents and families at the start of the year.

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 were slight differences between the two groups. On average, parents of FSCS participants agree that teachers talk with them more about their children's progress since their children started FSCS activities, while slightly fewer parents of non-FSCS participants agree with this statement (mean difference = 0.3,  $p=.1$ ).

**Exhibit 24**  
**Parental Interaction with Lincoln Middle School**

<b><i>As compared to <u>LAST YEAR</u> ... (OR since student <u>STARTED FSCS ACTIVITIES</u>)</i></b>	<b>Mean (Four-point Scale)</b>	
	<b>Parents of Non-FSCS Participants</b>	<b>Parents of FSCS Participants</b>
<b>Teachers talk to me more now this year about my child's progress.</b> (n=37) and (n=27) <sup>a</sup>	2.8	3.1*
The FSCS staff talks to me more now this year about my child's progress. (n=36) and (n=26) <sup>a</sup>	2.5	2.8
I know more now this year about how to get involved at school. (n=38) and (n=27) <sup>a</sup>	2.6	2.8
This year I get more involved in activities and events at school. (n=38) and (n=28) <sup>a</sup>	2.4	2.5

<sup>a</sup> 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 a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree," the average responses of both sets of parents for questions on their communication with FSCS staff, and their awareness and involvement in school activities were between 2.4 and 2.8 as seen in Exhibit 24 above. While the means differences for the last three rows are not statistically significant, parents of FSCS participants had slightly higher mean scores on questions about increased communication with

FSCS staff about their child’s progress and their increased knowledge of how to become involved in their child’s school.

Additional survey items that captured parents’ feelings about their communication with FSCS staff and their awareness and involvement in FSCS activities.

**Exhibit 25  
Parents’ Feelings about FSCS Staff and Activities**

<b>Statement About FSCS Staff and Activities</b>	<b>Strongly Disagree or Disagree</b>	<b>Agree or Strongly Agree</b>	<b>Mean</b>
I am comfortable talking with the FSCS staff. (n=18)	6%	<b>94%</b>	3.1
The FSCS staff welcomes suggestions from parents. (n=18)	16%	<b>84%</b>	3.0
The FSCS staff tells me about how my child is doing in the FSCS activities. (n=20)	35%	65%	2.8
The FSCS staff have contacted me about getting involved in activities. (n=20)	55%	45%	2.6

As seen in Exhibit 25 above, the majority of parents of FSCS participants who responded to these questions said they agree or strongly agree that they feel comfortable talking with FSCS staff and that the FSCS staff welcomes suggestions from parents. Over three-fifths of respondents said they agree or strongly agree 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. Likely a reflection of the school-wide issue of effectively communicating with parents and families, only about two-fifths (45%) of respondents 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, some parents expressed a desire to have better communication with school and FSCS staff. One parent asked how s/he could help with the after-school activities, another parent requested “more reports from the teachers helping with homework [after school],” and a third parent expressed a desire to be provided with more concrete information about the programs and services being offered at Lincoln. This parent says:

*Not only that, we welcome them, doing these cafes, we have parents come in, trying to get thing involved as much as possible. Socially, you have food, you have people. They came and sit down and talk. A place where people can put their thoughts and concerns out, so I thought that was wonderful.*  
- Teacher

*I would like to see what activities are offered, who will be running the activity, when does the activity start and when does I end. I would like more information about LIFE [After-School] programs.*

Enhancing the communication between the school and the families will continue to be a goal for both the FSCS initiative and administrators at Lincoln.

In her efforts to initiate a process of evaluation at Lincoln and with encouragement from the School District of Lancaster, Principal Fisher organized a Parent Survey which was administered to parents and family members during parent-teacher conference night in February 2005. This survey asked parents to respond to questions in four main areas: student learning, communication with families, enrichment opportunities for students and families, and safety and social skills. Approximately 80 parents completed this survey and Principal Fisher and Ivy shared the results with us. While the sample size is small, the findings were still informative. Similar to the Parent Survey used in our evaluation, parents answered questions on a five-point scale, with 0 being “Don’t Know,” 1 being “Strongly Disagree” and 4 being “Strongly Agree.” Overall, there were positive findings in all four areas. Some notable findings in the area of parents’ awareness of enrichment activities at Lincoln include:

- 82% of parents either agree or strongly agree with the statement, “I am aware of the LIFE After-School programs offered at Lincoln.”
- 46% of parents either agree or strongly agree with the statement, “I know about the Parent Cafés and the Family Resource Center at Lincoln.”

It appears the majority of parent respondents are aware of the after-school enrichment opportunities for students at Lincoln, but far less are aware of the resources and events available for parents. Principal Fisher discusses how she and Ivy used the information gathered on this survey to improve their communication with parents:

*We did a survey and we found out that many of our parents don't know about the parent Cafés and what we offer. So we sat down afterwards and I said, "Ivy this is what we discovered when we did our parent survey so we need to sit down and decide how we're going to change this so everybody knows." So we decided that at the beginning of the year we would mail these letters home detailing what a full-service community school is, [Ivy's] role. And for our parent Cafés [...] what the craft will be and what the topic will be so that parents can't say, "Well I didn't know." [...] We're also going to put it on our school district calendar so that the dates each month are there for a reminder.*

With this planning process in place for Fall 2005 and as Lincoln moves into its second year of offering Parent Cafés and providing a Family Resource Room it is likely more parents and families will become aware of these resources. Looking at the school’s communication with parents, the following result was found:

- 80% of parents either agree or strongly agree with the statement, “I receive timely communication from the school.”

While these survey respondents represent only a small number of Lincoln parents, this finding suggests that the school and FSCS staff are having some success in effectively communicating with parents and families. Even more positive is the finding that:

- 96% of parents either agree or strongly agree with the statement, “Interaction with Lincoln School staff has been courteous and informative.”



This finding suggests that the majority of parents value the communication and interaction they have with the staff at Lincoln. Likewise, the Principal and FSCS Site Director enjoy getting to know parents better. As Principal Fisher notes:

*And during the craft part of it parents get to know each other and I always stay and make what they're making so they get to know me in a different light. It's not, "I got to know you because your child had a problem or you had a concern," it is a fun activity*

Ivy also expresses the value of interacting with parents in a relaxed environment during the Parent Cafés, saying, "[Participating in Parent Cafés] is... a great connection for me], because every time a parent comes, the next time I'll give them a call, tell them about it." Both Ivy and Lillian have frequent contact with parents and are comfortable calling parents if they have questions or concerns. Reflecting on her interaction with parents Ivy says:

*I do talk to them, because we invite them to a really good celebration at the end [of the school year]. At the Cafés it's a really good time to get one on one with the parents. I'll see them in the hallway, and if it's someone that I have a connection with, I get to know them. There's a lot of contact with the counseling, because there's a lot of paperwork, there's a lot that goes on to make that happen.*

Lillian explains how parents often contact her in her role as the LIFE After-School Coordinator:

*I get a phone call every week, about a student misbehaving, or a student said they were here and they weren't, if the grades are going down, or conflict with another student. Then the parent will contact me.*

With feedback in-hand, Lincoln staff and teachers, including the FSCS staff, can build on their current strategies for reaching out to parents and families.

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

With the addition of the Parent Cafés and Workshops there have been more opportunities for parents to interact with each other. As previously mentioned, the Parent Cafés and Workshops provide parents and family members the chance to meet and communicate with each other and with the Principal and FSCS Site Director. On the Parent Survey respondents were asked what they liked best about the FSCS activities offered at Lincoln. One parent wrote, "The Parent Cafés and Workshops are excellent because they're interactive and educational." Another parent echoed the benefit of these events saying s/he liked "parents meeting other parents" best.

Several parents said they have had the chance to observe their children in various FSCS and LIFE After-School activities at Lincoln, providing yet another means for them to meet other parents and families who are doing the same.

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 2.2. This suggests that students'

*The parents' room is a nice place to be and welcoming as well.*

**- Teacher**

participation in FSCS programming does not affect parents' communication with other parents. There are some promising opportunities in the next year. With the continuation and further development of the Parent Cafés and Workshops, Principal Luncheon Forum, and Family Resource Room, hopefully more parents will be aware of and able to access these resources at Lincoln. Principal Fisher notes the current benefits to parents who participate in the Parent Cafés:

*Parents get to commingle, parents get to talk, they get to see the inner workings of the school and they become our biggest supporters out there because then when a parent voices a concern, they know me and they can say, "She's not like that, go talk to her." So there are many benefits to having these Cafés.*

Discussed in the previous section, Parent Cafés provide a unique and valuable opportunity for parents to interact with Principal Fisher, increasing their knowledge of school processes and expectations and making them feel more comfortable and more connected to the school. In addition to getting to know the Principal, another benefit of these Cafés is that parents get to know each other. As parents network they increase their resources and knowledge, learning from other parents and drawing on them for support. Future ideas about how to involve more parents in school activities and to foster more parent relationships include a mentoring program for parents. As Principal Fisher explains:

*We came up with an idea...of parents mentoring parents. So [if] parents [were] interested, if we get new parents, in calling that parent, checking in, [asking them] how are things going. They can call them to check in about report cards, homework, who do they contact at the school. So that would be another wonderful service. 8<sup>th</sup> grade parents [could] book up with the 6<sup>th</sup> grade parents.*

As more parents and families continue their involvement with and expand their understanding of the FSCS model they will hopefully spread the word to other parents and families in the community.

### ***Satisfaction with School/FSCS Programming***

Parents' satisfaction with Lincoln and the 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 Lincoln as offering a supportive environment for their children to learn.

**Exhibit 26**  
**Parents' Satisfaction with Lincoln Middle School**

<b>As compared to <u>LAST YEAR</u> ... (OR since student <u>STARTED FSCS ACTIVITIES</u>)</b>	<b>Mean (Four-point Scale)</b>	
	<b>Parents of Non-FSCS Participants</b>	<b>Parents of FSCS Participants</b>
I feel my child's school cares about my child. (n=38) and (n=28)	3.2	3.2
I feel my child's school respects and cares about families. (n=37) and (n=28)	3.2	3.2

<sup>a</sup> 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 26, there are no differences 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." Both groups of parents had average responses of 3.2 for these two statements. This finding suggests that regardless of students' participation in FSCS programming, parents have a generally positive view of their children's school.

**Exhibit 27**  
**Parents' Satisfaction with FSCS Staff and Programming**

<b>Statement About FSCS Staff and Activities</b>	<b>Strongly Disagree or Disagree</b>	<b>Agree or Strongly Agree</b>	<b>Mean</b>
I am comfortable with how the FSCS staff handles discipline problems. (n=16)	12%	<b>88%</b>	3.1
I am satisfied with the overall performance of the FSCS staff. (n=17)	12%	<b>88%</b>	3.1

Parents of FSCS participants who completed the survey expressed overall high levels of satisfaction with the FSCS staff and programming. Over four-fifths (88%) of the parent respondents said they agree or strongly agree that they are comfortable with how the FSCS staff handles discipline problems and that they are satisfied with the overall performance of the FSCS staff. A few parents provided feedback on discipline issues their children encountered at Lincoln, with one parent saying discipline was too harsh and another parent saying there should be more discipline and more creative means of disciplining the students. Clearly, school and FSCS staff alike must strike a good balance between these two viewpoints. Checking in with parents and families periodically to get their feedback is an effective means of making sure these adults are satisfied with the learning and environment being offered at Lincoln.

Parents who completed the Parent Survey commissioned by Principal Fisher also noted their satisfaction with their children's school and FSCS activities. Positive findings in this area include the following:

- 91% of parents either agree or strongly agree with the statement, “I feel welcome at Lincoln and feel that my input is valued.”
- 85% of parents either agree or strongly agree with the statement, “I value the after-school activities offered at Lincoln.”

These findings are encouraging, with the majority of parent respondents expressing their sense of connection with the school and their appreciation of the benefits of the LIFE After-School program.

Parents benefit indirectly from their children’s participation in the behavioral health services and LIFE programs offered at Lincoln. First, they know their children are participating in a program that may increase academic achievement. A teacher interviewed during the site visit pointed out that:

“It’s a positive thing, instead of just sending the kids home with a bad report card. If you get your kid in this, there’s a hope that your kid can do better.” Also, parents know that their children are safe and involved in constructive activities. Ms. Fisher said that: “Parents don’t have to worry about where their kids are. They know where they are. I’m hoping for next year to be able to say that we have services we provide to families.” Lillian echoed this: “A lot of these are latchkey kids. Just knowing that there’s a safe place for their child to be, until the parents can get home.”

*For the [parents] that do know [what programs and services are available at Lincoln], I think it has been very helpful.*

**- FSCS Site Director**

## Full-Service Community School Outcomes

The following outcomes for the Full-Service Community Schools Initiative at Lincoln Middle School 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 contact between FSCS and school staff relates not only to general school planning, but also to meeting the cognitive and developmental needs of the students. These adults not only share a set of goals, but have created a set of routines and standard operating procedures that support working toward these goals. In speaking about taking action to support shared goals, Ivy says:

*For my programs, I talked to the Principal at length; she really wanted mental health counseling. Next, I did a survey of parents and their two highest priorities were mental health and physical health. The teachers also listed mental and physical health as the most important needs. That’s when I really started trying to get the anger management and counseling programs in.*

Involving key school staff members in the development of her workplan and in decisions about prioritizing services and programs offered through FSCS, Ivy makes the Principal, Assistant Principal, and teachers FSCS stakeholders as well.

Having the support of the school administrators and teachers increases Ivy's capacity to coordinate high quality programs and services through FSCS. Likewise, Ivy's presence at Lincoln, as the liaison to CAP and other community resources and as the leader of the FSCS initiative at the school, increases the school's capacity to meet the needs of their students and their families. For example, by

*Our first major accomplishment was bringing in the mental health services. This represents a great number of man-hours. Ivy provides this coordination but I make referrals. Having mental health on site is very important to me.*

**- Assistant Principal**

coordinating the programs and events for parents, Ivy increases Principal Fisher's capacity to have meaningful interactions with parents and to provide them with helpful information during Parent Cafés and/or Principal Luncheon Forums. As Principal Fisher notes, "Everything that we do [as far as Parent Cafés and Principal Luncheon Forums] she organizes, so she comes to me and I do my part." Having Ivy organize these events allows them to happen on a regular basis because Principal Fisher only has to prepare her discussion item and does not have to spend her time and resources coordinating them. Similarly, Ivy's coordinating of mental health services at Lincoln provides an additional resource for the Principal, teachers, and other school staff to offer to parents and students, thus increasing Lincoln's capacity. Lillian, the LIFE After-School Coordinator, explains how Ivy's efforts in acquiring mental health services fill a crucial need at Lincoln:

*When Ivy brought in that counseling, it was so needed. This is a difficult age; emotions, hormones. I have a student now, she just wanted to talk to somebody, having that on site is a big help to parents so they don't have to take a child to see a counselor late at night, after a long day at work. I think that's a big outlet. The kids need something, just an outlet, a place to express themselves [...] Having a social service agency in the school, it's a huge benefit.*

FSCS staff and teachers use one another as resources in assisting students and their families. Ivy and Lillian communicate regularly with day-school teachers about specific students' needs and progress. A teacher interview during the site visit describes this collaboration saying:

*Sometimes with different programs they will ask me about a particular student; like, I went to Lillian for a family that was in a lot of need, financially, home security; she gave me phone numbers to go out into the community; when a need comes up is when it's really taken care of.*

In addition to sharing human resources key stakeholders at Lincoln also share monetary and physical resources to increase the school's capacity to meet students' and families' needs.

Currently there are several funding sources supporting various services and programs offered at Lincoln. The Eisenhower Foundation provides funding for the FSCS initiative, while a 21<sup>st</sup> Century Grant supports the LIFE After-School program. The school also receives Title I funds which Principal Fisher oversees, and the SDoL supplied the EAP grant for math and communication arts tutoring. While the diversity of funding sources increases the likelihood of sustaining the current services and programs at Lincoln, these funds are limited and the school and FSCS staff must think creatively about how best to use their resources. Principal Fisher explains the process of leveraging funds at Lincoln:

*I use [the 21st Century funds] to complement after-school [programs] and I also use it to commingle with Eisenhower. It all benefits our students, because not just do students use what we order [for use] after school, but we bought a mobile computer lab for our 6<sup>th</sup> graders, so we had 24 computers on a cart, and they can hook up to internet anywhere on the first floor. So I've used some of my budget money as well as 21<sup>st</sup> Century money to buy that, so students would have it after school, but of course we use it during school, so it serves two purposes.*

The LIFE After-School Coordinator explains how staff members share resources saying, “If [Principal Fisher] purchases laptops through the 21<sup>st</sup>-Century funding, Ivy can use that for her parent piece, or I can use it for after-school, for the computer club. We share the stuff.” The FSCS Site Director goes on to explain how she shares resources with the Principal and LIFE Coordinator saying, “[Principal Fisher] has a budget for the parents, so I can piggyback on her.” Similarly, the 21<sup>st</sup> Century grant supplements Ivy’s work at Lincoln:

*As far as my role of helping [the LIFE After-School Coordinator], I don't have a lot of money to contribute, she has much more, she might contribute to me money, but then I can contribute things, like the journal for LIFE students, that I'm doing, I'll use her students. Sometimes between the anger management students I can put them in there, or she'll see LIFE students that could use counseling and she'll send them to me.*

Ivy reflects the overlap between monetary support and human capital at Lincoln, where the FSCS and LIFE Coordinators, the Principal, and other staff work together to share space, supplies, staff, and funding. The LIFE After-School Coordinator provides further explanation of how funds are blended at Lincoln:

*In the beginning, we were running Homework Club with the teachers...but when the EAP funding came, there was money leftover, so now that teacher salary will be used for the summer [academy], or used to buy supplies. Some of that money is going to be used to purchase the drill team uniforms, which I hold onto them, and every year, I will take care of those uniforms. They're also going to buy gym equipment for the LIFE after-school program.*

The positive relationships between the Principal, the FSCS Site Director, and the LIFE After-School Coordinator facilitate their collaboration in leveraging resources for school-wide and after-school activities. As Principal Fisher says, “Let’s combine this money and get more bang for our buck. It’s how it should be.” Students are even noticing the new supplies being provided at their school. Two students in the youth focus group commented on their appreciation of what they perceive as Principal Fisher’s efforts to improve their school:

*[Parent Cafes are] great because it encourages more parent involvement. It lets them know that we're more than just a school. Not only are they learning about what's going on with the school, but it's also a recreation for the parents. I think that that changes the view of school for the parents because a lot of them didn't have a good experience when they were in school. I think that helps them understand it's not just school.*

**- Teacher**

*We dug up this counseling room...This room used to be the pits. We provided this space and bought the furniture for this space. We commingled the money and provided the space for the parent center; we dragged furniture from other places. So we do provide this space.*

**- Principal**

*[She supplies us with] new textbooks, new computers, she talks to us like a mom, she even spends money out of her own pocket to help us out.*

Last year lack of space was identified as a barrier to fully implementing the FSCS initiative at Lincoln. In the 2004-05 school year, Principal Fisher designated a space in the building to be the Family Resource Room, thus increasing the school's capacity to offer programming for parents, including the Parent Cafés and Workshops. Ivy expresses the benefits of having more space this year:

*When I was here last year, we were stuck in a little office and now [Principal Fisher] gave us this space [referring to the Family Resource Room] and the counseling room. She's literally furnished that out of her budget. She blended the funds, both of us buying things for the Parent Workshops.*

This routine sharing of resources stems from the fact that teachers and FSCS staff understand themselves to be on the same page in working toward the goals of student and school improvement.

### ***Communication between School and FSCS Staff***

FSCS staff and regular school staff at Lincoln have frequent, regular contact (both formal and informal) that allows them to work toward joint goals and to coordinate school and FSCS activities.

The Site Director and Principal meet frequently and usually informally, though they are able to make time for formal planning when necessary. As the FSCS Site Director says, At least once a month we sit down and talk, it's not a formal situation... She's very open-door. It was a bit of an adjustment, but it works out really great." Principal Fisher confirms the adaptable nature of their interactions saying:

*If [Ivy] comes up with an idea she comes to me. If I come up with an idea I go to her. We work very well together. It's a collaborative effort and that's how we work, it's just very collaborative.*

***- Principal***

*We have a very good working relationship. I'm the kind of Principal that you have to follow to meet with me and Ivy has the kind of personality she doesn't mind following or she'll say, "I have to meet right now, it will only take a few minutes" and so she knows my personality and that evolved so that now it's a wonderful working relationship.*

She goes on to say:

*We don't need to meet formally. When she needs me, she knows how to get to me and we sit down and we talk. I know where she is, if I have an idea I run down the hall to her. But we see each other daily and we end up talking about something daily. We end up talking three or four times a day as we get closer to something that she has planned.*

Again the idea of being on the same page comes up, pointing to the shared vision and goals the Principal and Site Director have for fully implementing a FSCS model at Lincoln. In working to achieve these common goals the Site Director engages in joint planning with the Principal and other school and FSCS staff.

It is not surprising that the Principal and FSCS Site Director work so well together given their mutual respect for each other's work. When talking about Principal Fisher Ivy says "I love working

with her. She's open to new ideas and changing things around... She's really good for the kids." Principal Fisher has similar sentiments, as she says about Ivy:

*After I got to know her and after I saw a couple of things that she planned fly, I don't need to check on her. I don't need to micromanage her. She does what she has to do and goes above and beyond that. There have been a couple times where she meets resistance from teachers, and then I step in.*

As mentioned in the "School Capacity to Meet Student and Family Needs" section above, Ivy's initiative in starting and organizing programs and events at Lincoln allows Principal Fisher to participate without having to devote too much of her time. Principal Fisher explains the benefit of Ivy's energy and commitment to coordinating programs and providing services at Lincoln:

*There are many things that I don't have time to do that she has taken upon herself. And one has been a huge success and it's our Parent Cafés. So that was her idea, she came to me with a plan, and we developed it together, but she stays on top of it by saying, "Okay Dianna, when is going to be our next one? What's going to be your topic? And this is what I'll do."*

The success of the Parent Cafés and Workshops is a good indication of the positive results of the Principal and FSCS Site Director's collaboration. As Ivy says, "Parental involvement and counseling issues are the areas where [Principal Fisher] and I collaborate the most." Clearly their planning efforts have paid off, as Lincoln successfully offered programs and services in both of these areas during the 2004-05 school year.

*Ivy and I are always around each other all day, so anything that she feels is important to the after-school program, we share. We share a lot of ideas.*

**- LIFE After-School Coordinator**

In addition to the Principal, the FSCS Site Director has a very good working relationship with the LIFE After-School Coordinator. Ivy describes their relationship, saying:

*We are a team. We're partners. She's responsible for LIFE After-School, and I'm responsible for the other stuff, but we work great together... We really are a team, we work as a team, and we're equal as far as responsibility and equal in the chain of command. The 21<sup>st</sup> Century grant has been here a long time, and they didn't bring me in to come over her, and that's fine with me, I feel it's working great the way it is.*

Lillian feels the same way, saying, "We have a good working relationship, we support each other, we plan events together, share ideas, and we help each other out a lot. She's a big help to me, she really is." Lillian goes on to say, "We communicate on a daily basis about different students and their particular needs." This communication ultimately enhances both Lillian and Ivy's abilities to provide services to students and their families. It also provides a support system that prevents any deterioration of programs and services being offered through FSCS and LIFE After-School. Principal Fisher notes this buffer, saying, "They have a very nice working relationship. If Lillian is out, Ivy could easily take on that after-school duty, and has."

*Ivy is very open to suggestions. She's always, on a daily basis, checking in with the teachers and the parents.*

**- Teacher**

The FSCS Site Director also maintains open and frequent communication with the teachers at Lincoln. Ivy communicates with teachers about student and family needs, whether it be for referrals,



anger management issues, or participation in the LIFE After-School program. She has built relationships with teachers over time through promoting the various programs and services she coordinates at the school. For example, Ivy has worked with teachers who have integrated the Character Education curriculum in to their classroom and has met with teachers to discuss the mental and/or behavioral health needs of particular students. One teacher summarizes the positive communication between the FSCS and LIFE After-School Coordinators and teachers:

*I think the communication is always open; they let us know what is going on, they leave us little notes. Ivy is helping me with Career Day because she has more access to people in the professions; the emails go back and forth; they are always there, I've never had a problem. The communication goes through to the children as well, we have the character [trait] of the moment, [and teachers] let Ivy know [who they nominate] and the children are recognized.*

The effective and frequent communication between FSCS and school staff is indicative of the integration of the FSCS initiative into school routines. It becomes common for FSCS staff and day school staff to coordinate their actions in order to help students and their families.

### ***Partnerships between Teachers and Principal to Address Student Needs***

The FSCS initiative has developed close links with school teachers and Principals. Though no data were collected that point directly at greater partnerships between teachers and principals, it is likely that the FSCS initiative has created greater integration and partnership within the school just as it has created greater integration between the school and the community.

### ***Participation of FSCS Staff in Decision-Making Bodies***

Ivy's involvement in school administration goes beyond the informal view of her as "part of the team;" she is also involved in formal school planning. Ivy attends faculty meetings, staff development meetings, and school-wide planning sessions. Ivy describes her role in these sessions in her own words:

*When the [school] ha[s] the beginning- and end-of-year meetings, two-to-three day workshops, that's how I was able to get the Character Education and the Luncheon Forums [started], because small groups break down, and luckily, I was in [Principal Fisher's] group. Each group says, these are our plans for the next year, it's put into the School-Wide Improvement Plan, and continues from there.*

Principal Fisher also describes Ivy's role in school-wide planning efforts, saying:

*She will take certain work. Ivy sits in, we have to do a school wide plan every year... We start it at the beginning of the school year... And we form a team...we try to get parents and we did have a couple of parents and Ivy sat in on it as well.*

Reflecting again on Ivy's crucial role in initiating programs and services for students and families at Lincoln, Principle Fisher notes Ivy's initiative in taking on specific tasks outlined in the School-Wide Improvement Plan:

*When we met last year, we did a whole professional development about "What things did we want to see going on five years from now, so what can we start now?" and [Ivy] was a huge part of that because as we came up with what we want to see she said, "I can take a part of that. I can help with this part. I'll be the*

*lead on this.” And that’s how Parent Cafés came up because one of the things was parents feel that they know what’s going on and so she said, “That will be my part.” So yes, she is a member of our staff.*

The participation of FSCS leadership in formal day-school planning emphatically demonstrates integration of FSCS with the day school. It shows that FSCS is not seen as “that other thing,” separate from other school plans and initiatives; instead, FSCS staff participate on equal footing with other school administrators.

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

It is apparent that the Site Director works collaboratively with key individuals in the school and surrounding community to provide the best programming possible. The Community Action Program partners with the School District of Lancaster to provide a direct connection to social services. As CAP employees, Ivy and Lillian link students and families at Lincoln to wrap-around services provided by CAP and other organizations in the community. Lillian explains the benefits of being able to provide direct referrals to students and families in need, saying, “You can call and get help, but sometimes you get the run around, so it’s good to have that connection. Teachers and students, they love it.”

*Working with the School District of Lancaster (SDoL) and Community Action Program (CAP) provides the social service piece right in the school. (CAP) helps the whole child by providing services to students who would not normally be able to neither experience nor afford the expenses in a regular after-school program.*

#### **- LIFE End of Year Report**

The Program Director from CAP supports Ivy and Lillian in their efforts to connect students and families to services offered through the lead organization. Both Ivy and Lillian have good relationships with the Program Director. As Ivy says, “[She] is very supportive. She’s done a great job. She spends a lot of time with the school district administration, hooking me up with the Superintendent.” Lillian has a long history at CAP, having used their services as a child in Head Start to becoming a CAP employee. Speaking about her relationship with other CAP staff she says, “They trust me completely, my judgment, if I say something, they go with me... I definitely feel supported by CAP.”

Lincoln has established relationships with 18 community partners [see Exhibit 8]. In describing the evolution of Lincoln’s relationship with partner organizations, Ivy says:

*We have a good relationship. An example is when the Y[WCA] does Girl Power, even though it’s technically under the counseling, I’ll come in and ask them what they need. The same goes for Impact. I brainstormed with them on how they could find a space. I assist with the facilitation of that process.*

Ivy and Lillian draw on their connections with other community providers to offer specific programs and services at Lincoln. As Ivy explains:

*The anger management facilitator, I worked at the women’s shelter and I did public education, so I got to know a lot of community members. The Lancaster Police, they come in and provide services. Last year, Girl Scouts provided services, so there’s a lot of community partners.*

This past year Lincoln established a partnership with Millersville University, which supplied eight social work students who served as interns for the PA/CHIP Insurance program. These interns also helped with the LIFE After-School program and in the special needs classroom. One of these

students was a full-term intern who assisted both Ivy and Lillian in their planning and coordinating of their activities.

With the goal of maximizing resources, Principal Fisher has made efforts to build partnerships at the district level, collaborating with other local schools to express their needs and goals in unison. She explains her motivation for approaching partnership-building from this angle:

*A lot of times, you find yourself going to the same places that the district has gone to, and then the people feel overextended. So, I've learned to be careful with the partnerships that you build, and some I handle through the district, like the health clinic...For an initiative like that [...] what I do is go over to the administration building...I go express my needs to them. A superintendent and the school board hold much more weight than "I'm Dianne Fisher, Principal of Lincoln Middle School." So what we can do as four schools in this area, is the four principals meet with the superintendent and say, "How can we go about getting this? And where do we get the funding from?" because we know we can't afford to pay for it.*

The current structure of sharing of resources has allowed the counseling and anger management services, the after-school enrichment programming, and the programs and events for parents to continue at Lincoln; however, school, FSCS, and CAP staff must continue to establish formal partnerships with other organizations in order to sustain and build on the programs and services being offered.

## Other Benefits and Positive Changes

In the above sections we have discussed the numerous benefits and positive outcomes of the FSCS initiative for students, for parents and families, and for the Community School Initiative itself. In addition to these three main areas, there have been several benefits for teachers, for the school itself, and for the entire community.

### **Benefits for Teachers**

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. When asked if the FSCS initiative has benefited his/her work as a teacher, one teacher replied, "Absolutely. My role here is to help them succeed and achieve, and this just helps to reinforce that. So, definitely."

*I think it's been really beneficial to have FSCS because everyone is so busy and stretched to their limit, as much as they want to help, there is nobody to do that sort of thing. [Principal Fisher] has told me that if I wasn't here, she wouldn't have the time to put the cafes on, because of the preparation and paperwork, so I think that's been good. There's someone here to put the cafes on, it's good because she loves them and does a great job but I don't know who she would select to do all the background work.*

**- FSCS Site Director**

The LIFE programs make life a little easier for teachers in two ways. First, they get support from someone else at the school. Lillian said that: "I think teachers, because they have to deal with so much, during the school day ... that it's just helpful to have the support of two people from an outside agency." Ivy expresses the benefits to teachers, including the fact that they have additional resources upon which to draw:

*To be able to provide counseling and anger management is probably helping in the classroom. One teacher had a student with an ongoing glasses issue, and said, "This is wonderful" [when Ivy provided the student with a referral to get glasses]; things like that. It's hidden stuff, behind the scenes, there are times when teachers are stuck, and they can go to Lillian [or myself.]*

Second, students come to class better prepared, since they are going over material learned in class, and getting homework done. Ms. Fisher pointed this out: "The academic support [to students means that] students come prepared to class the next day."

With the addition of mental health counseling and the continuation of anger management services, teachers do not have to handle mental and behavioral health issues as much in the classroom and can focus on their primary goal: students' learning. Lillian notes the value of offering these services, as well as providing referrals to social services, for teachers:

*Having that social service piece here is helping the whole child, whereas teachers are more concerned with academics, and just having two people here that can help them with other areas, like I can help out with counseling... Just having somebody else to turn to in the school [benefits them]. For me, a lot is put on the teachers, there are academics, but there are all these other problems that these kids have at home.*

### ***Benefits for the School***

The benefits to the school overlap with benefits to the teachers and the students: it is certainly a benefit to the school if the students are doing better in their classes, come to class prepared, and have a more positive attitude toward schoolwork. In addition, another benefit to the school stands out: the help it provides teachers in dealing with disciplinary issues. Discipline is a problem at Lincoln, and the LIFE programs provide a way to present students with incentives to behave well. Participation in the LIFE enrichment programs is conditional upon good behavior during the school day. Teachers let Lillian know if they have had problems with a particular student, and then that student will not be allowed to participate in the after-school activity. Lillian reported that "the kids are really disappointed when they can't participate in Dance Club, for example." She said that once a student has been kept out of an enrichment activity once, their behavior improves. Moreover, reports from day school and FSCS staff indicate that the anger management groups and counseling services are making progress in this area.

*The Parent Cafes, anger management group, all impact what we're doing, because if these children are acting out in class, they're not performing in class, so it's all commingled. Everything that she has put into place commingles with our school, because I don't need a program that doesn't. I don't need an add-on, something to give us more work [where] I'm not getting bang for my buck on what it is I need to accomplish at school.*

**- Principal**

### ***Benefits for the Community***

Finally, FSCS has benefited Lincoln by increasing its sense of 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 initiative on the community Principal Fisher notes:

*It will benefit the community because the children that are successful are going to live in this community. So the biggest success is that we produce productive citizens, with some academic knowledge, that can help make our community richer. We should be graduating students who can get jobs in this community that are not those low-wage income jobs...*

The growing view among teachers, staff, students, and families of Lincoln as a community resource and center benefits the community.

*I think [FSCS] brings collaboration, between teachers, between community and parents with the school. The biggest thing is making that connection from school to parents, and then making that connection from school to the community, and knowing that the school is here to help.*

**- Teacher**

## V. Implementation of the FSCS Model at Lincoln

---

Our evaluation assesses several aspects of implementation. First we examine two facets of *programmatic implementation*: (1) to what extent did implemented programs and services reflect the workplan as laid out at the beginning of the academic year? and (2) to what extent do the programs and services offered meet the needs of students and parents, as understood locally and as outlined by the FSCS model? Second, 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. After examining these aspects of implementation, we look at implementation barriers as identified by FSCS staff.

### Programmatic Implementation

Each full-service community school team (school site and lead agency) submits a workplan to the Eisenhower Foundation outlining the major tasks for the school year. At Lincoln, almost everything in the workplan was implemented. There were five programs or services that were planned and then either not implemented or only partially implemented.

First, there were low participation rates and little interest shown among eligible families for the PA/CHIP Insurance Program. This has been the second year this program was offered through FSCS and the Site Director may discontinue the program at Lincoln for the 2005-06 school year. As mentioned in the “Overview of FSCS Programs and Services” section of the report, only five parents, out of 32 who were contacted, completed the application process for the insurance program.

Offering this program at Lincoln not only involves contacting and following up with interested parents, it also involves training the interns to assist parents and families with completing the appropriate forms. Regardless of whether the PA/CHIP Insurance Program is offered at Lincoln in the upcoming year, the service will continue to be provided on a request or referral basis.

Another social service that was to be provided at Lincoln through the FSCS initiative, in collaboration with the Lancaster City Fire Department, was the Fire Safety services which included a Free Smoke Detector Offer and a home inspection. This “free smoke alarm” program would only be available to those parents and families who own their homes. Ivy forwarded informational flyers and fire department registration forms to all families and established a tracking system for families who have requested the service. Unfortunately the Fire Safety/Free Smoke Alarm Offer was not fully implemented this year due to difficulties faced by the Lancaster City Fire Department. Namely, the Fire Department’s grant supporting this effort ran out and therefore they were not able to supply free smoke detectors to eligible families. This program will not be renewed for the upcoming year; however, the Fire Department will continue to be involved with Lincoln Middle School students through the 6<sup>th</sup> grade Career Day and the distribution of safety information to students.

The workplan states that 50 students and/or families will receive mental health counseling at Lincoln during the 2004-05 school year. This number does not reflect the actual number of students and families who received counseling this year; the size of the target market for this service was overestimated. Ivy explains: “I wasn’t thinking the counseling was going to last as long. When I went

to a meeting with some of the other schools that have counseling, they said that some of the counseling cases last two and three years.” It turns out counseling services are offered to a smaller group of students and families for a longer period of time than was originally thought. There are plans to start gender-specific counseling groups for students in the upcoming year. The FSCS Site Director is also working with MAPS to look into offering an additional day of counseling each week at Lincoln.

Finally, the one program not implemented to any degree at Lincoln during the 2004-05 school year was the Dental Bus. This service was to be provided by St. Joseph Health Ministries which would supply a bus visit to conduct dental screenings and services for eligible students. Unfortunately Lincoln was not selected for services. There are efforts to include Lincoln in the next cycle of bus visits to local middle and high schools.

Students and their families have a variety of needs, not all of which can be met by an emerging FSCS. The table below identifies areas of need and which areas received focus from the Lincoln FSCS.

**Exhibit 28**  
**Summary of Success of Programmatic Implementation**

Category of Program or Service		Did the Program / Service Implemented Meet the Needs of the Population?	For Those Implemented, was Program or Service Capacity Sufficient?	Comments
Students	Academic	Yes	In large part	With the addition of the EAP grant, specific tutoring math and communication arts services were available in addition to general homework help.
	Enrichment	Yes	Yes	There are over 15 enrichment programs offered through the LIFE After-School Program.
	Mental and Physical Health	Yes	Somewhat	A huge break through this year, mental health counseling services were offered to students and families; however, only a small number of students and families received counseling services. There is a need for more counseling sessions to be offered and more students and/or families to be served.
	Behavioral Health and Life Skills	Yes	In large part	The Anger Management program expanded to two groups this year and is seen by teachers and school staff as effective; however, more students could always be served. Incorporating Character Education curriculum into the regular school day has also been successful.
	Recreation	Yes	Yes	In addition to open gym, there are six school-wide sports teams and three LIFE After-School programs that focus on physical activity.
Parents and Families	Education	No	N.A.	Parents are educated, in a sense, through the Parent Cafés on topics regarding their children's academic experience; however no formal education classes are offered at Lincoln
	Enrichment	Yes	Somewhat	Parents Cafés and Workshops are a great opportunity for parents to engage in informational talks and fun craft activities, while interacting with the Principal the FSCS Site Director, and other parents. The Family Resource Room provides a space for parents to meet. Only a small percentage of parents attend these events, however and several do not know they exist.
	Physical Health and Wellness	No	N.A.	No parent or family health and wellness programs offered this year.
	Behavioral/ Mental Health	Yes	Somewhat	Parent/family mental health counseling was offered at Lincoln through MAPS; however very few parents received these services.
	Social Services	Yes	No	The Family Resource Room provides a space for the FSCS and LIFE Coordinators to informally work with parents to get their needs met. They make referrals to wrap-around services available in the community.



With regard to the student programming, Lincoln does very well in the areas of academics, enrichment, and recreation. All students who choose to do so can access tutoring in basic academic subjects; in addition, enrichment programs are available to meet a wide range of student interests. Bringing mental health counseling services on site through MAPS has allowed Lincoln to serve those students and their families with the greatest mental health needs. Mental health has long been an area of great need in the community and was identified by the Principal, teachers, and parents at Lincoln as the area where they would like to see the most energy placed. Given the high demand for these counseling services, it is not surprising that Lincoln's capacity in this area is limited. There are plans to expand the counseling services, offering one more day of sessions per week and starting gender-specific counseling groups. Of course these goals are dependent upon funding, but clearly the motivation to build on the current services is there.

Lincoln also has several programs that address some behavioral health needs; these are in the areas of youth development (future orientation and self-esteem) and anger management. Certainly many (if not most) of these youth could benefit from these programs, yet they can serve only a very limited number of students. This is especially true of the Anger Management Program, as impulse control has been identified by the Principal and teachers as one of the most important barriers to learning at their school. As Ms. Fisher put it:

*Anger is a big barrier to achievement here. You have to have children in school in order to get the lessons they need and to achieve standards. If we're suspending kids for fighting, they're not in school, not attending lessons, not doing as well as they could. I'm also talking about the climate of the school.*

Angry students are less likely to learn. In addition they disrupt the classroom making it very hard for the students to learn and for teachers to conduct lessons. Problems with anger are also well recognized by the parents. While the anger management program has been well-received, with teachers reporting that they have noticed better impulse control among participants, each course can serve only 6-8 students. Capacity to meet this need at Lincoln is therefore not sufficient. With the addition of Character Education at Lincoln this past year, teachers and other school staff have yet another resource to encourage positive behaviors among students.

Compared to previous years, Lincoln has greatly increased its capacity to meet the needs of parents and families; however there is still room for improvement. With the support of Principal Fisher, Ivy was able to set up a Family Resource Room where parents and families can gather, whether for Parent Cafés, while waiting to pick up their children from the after-school programs, or to find out information on programs and services available in the community and at Lincoln. The FSCS Site Director and LIFE Coordinator continue to provide social service referrals to parents and families, but having a physical space designated for meeting with and informing parents facilitates their efforts. Through FSCS, Lincoln has also increased its capacity to serve parents by offering educational and enrichment programs for parents, including the Parent Cafés and Workshops. Parents were also invited to attend the Principal Luncheon Forums, though none participated in this event this year. Lastly, mental health counseling was also offered to parents and families of students who were receiving counseling. As mentioned above, mental health needs are quite high in the community served by Lincoln. Families in disadvantaged populations are under enormous strain, compromising family functioning and the ability of youth to learn effectively. If community schools can provide counseling to help ease the psychological strains that go along with lack of economic

advantage, this can pave the way for more positive youth development and the ability to act as more effective members of the community.

## Integration of FSCS within the School

Integration of FSCS within the school may be assessed on several dimensions: (1) the degree to which FSCS is “taken for granted” as part of general school functioning; (2) the buy-in of school staff (Principal and teachers); and (3) the integration of FSCS into the school’s governance structures and routines.

### *Naturalization of FSCS*

In the second full year of FSCS at Lincoln, the extent to which it is taken for granted as part of the landscape has changed. Last year Lillian pointed out:

*This year was just [spent] laying the foundation of the after-school program. There have been so many changes every year – the students are just getting used to having a program. They would try to start something up, and then it would stop. But LIFE has been consistent since October 6 [2003]. [We’re] getting the kids used to the idea of a program that will stay.*

Some teachers did not know quite what the full-service model is or how it fits in, and students are just getting used to the idea. This changed during the 2004-05 school year, with teachers and students coming to recognize the various pieces of FSCS and yet feeling that these pieces were not separate from their regular school experience, but simply additional activities that were offered at their school. Talking about FSCS at Lincoln one teacher notes, “It’s a part of the school life.” The Assistant Principal also recognizes the increased integration of FSCS since Ivy came on board as the Site Director, saying, “The last year since Ivy has been here, the program has grown.” However she goes on to say, “I still think there’s a lot to do. We’re probably half way there. We’re closer to 100% in getting the staff to understand what a [Full-Service Community School] is.” Principal Fisher agrees that Lincoln has made a lot of progress, saying, “We are on our way to becoming a full-service community school. We have these things in place and we are well on our way.” Lillian also comments on how FSCS and LIFE After-School complement each other and increase the naturalization of FSCS at Lincoln, saying:

*I really feel like we’re blended in. Now they are including us and remembering us and coming to us for things that we would hope they would come to us for.*

**- FSCS Site Director**

*Just having those extra things like counseling and parent workshops, and then we can always get that information out to our kids that are here after school. There’s a lot more kids around the building after school.*

She goes on to say, “FSCS is the umbrella and LIFE After-School falls under that umbrella.” As more teachers and school staff begin to see the Initiative in this way, FSCS will become an overarching model that all supplementary programs and activities at Lincoln support. In Principal Fisher’s view this relationship is already occurring, saying, “All three units: the school, 21<sup>st</sup> Century, and FSCS all commingle.”

### ***School Staff Buy-In***

Overall the Principal, teachers, and other school staff believe that the FSCS model is a good one for their school. The issue at Lincoln is less about school staff supporting the initiative and more about expanding the staff's understanding and awareness of the FSCS model. According to the FSCS Site Director, progress has been made in this area. Talking about her relationship with teachers at Lincoln, Ivy says:

*This year it's been really great. The teachers know us more. I went to a staff meeting, and we had the Eisenhower conference in Washington, D.C. Martha told me I needed to get a teacher to come. I got up and gave my little spiel. Several actually wanted to go. One did get to go and passed the word on.*

As far as teachers' awareness and understanding of FSCS, one teacher says she is "pretty aware." This seems to be indicative of the majority of teachers' awareness of FSCS. As another teacher says, "I'm pretty familiar with it. I know the EAP; the after-school programs; I do have an understanding. I am aware of the programs they bring in to help the children after that."

Teachers' increased enthusiasm understanding of FSCS is a result of Ivy's efforts to inform teachers of the work she is doing and encourage them to become involved. As a teacher notes:

*Ivy she stands up and participates in staff and community meetings, and lets us know of the services being provided, and in our mailboxes we always find tidbits of information, on a weekly basis. She'll explain what each program is looking for, in terms of what kinds of students might benefit.*

Moreover, Principal Fisher enhances the legitimacy of the Initiative by lending her authority to FSCS. The collaboration between Ivy and Principal Fisher has contributed to the success of the mental health counseling services and parent programming at Lincoln. As Ivy says, "Parental involvement and counseling issues are the areas where [Principal Fisher] and I collaborate the most." She goes on to describe Principal Fisher's support and enthusiasm about FSCS activities:

*[Principal Fisher] is great about the Parent Cafés; she's more excited than I am. She really wants to make that a thing; she's very supportive of the LIFE after school program. She loves the drill team and sees the value in it.*

In her own words, Principal Fisher says, "[Ivy] is very effective. I love her for the work she does. I see the value of the work she's doing." This excitement and recognition of FSCS spreads to teachers and other school staff, who are increasingly recognizing the positive impacts of FSCS on their students and their families, which in turn benefits them. One teacher relates the added value of Ivy and the FSCS initiative Lincoln to teachers' work:

*There's some time to sit down and sit with the Principal. [Ivy] prepares principal-student chats, then she prepares, teacher-parent, principal-parent [meetings]. She is a liaison, uniting the two sectors, and puts them together in a way that runs smoothly, and teachers are willing to work around their schedule so students can be pulled out and benefit and participate. It's their daily life.*

It is clear from this statement that Ivy is viewed by teachers at Lincoln as part of the school staff. It also suggests that the more teachers come to understand the implications of the FSCS model at their school, the more likely they are to support it and to want to become a part of it.

As mentioned in the “Communication between School and FSCS Staff” section above, Ivy has formed positive relationships with most of the teachers at Lincoln. Ivy’s ongoing communication with teachers and involvement in school-wide planning efforts increases school staff buy-in of FSCS and its programs and services. When asked about Ivy’s relationship with regular school teachers Principal Fisher described it as “wonderful” and went on to say, “Ivy is there working with them... and I would say the same thing about our [LIFE] After-School program.” In other words, Ivy is actively involved in supporting teachers’ work during the regular school day as well as the LIFE After-School Coordinator’s work in the after-school program. As one teacher notes, “I personally know the support is there. If I have a specific question, I can go to Ivy and get answers.” Ivy acknowledges teachers’ growing investment in the FSCS programs and events at Lincoln. She says, “It’s really been great this year because there are teachers this year that are coming to the Parent Cafés and that are getting involved in what we are doing.” On the other end, teachers see Ivy as becoming more invested in the school through her management of various FSCS programs and services. One teacher says:

*There is a lot of energy here. If there could be more hours in the day and more school days, then more could be done, but she uses every bit of time that she has available to interact and to provide services for the students and for their parents as well.*

While there is always a need for more time and resources, teachers are recognizing Ivy’s efforts and contributions at Lincoln, and appreciate her energy and commitment to ensuring the needs of students and families are being met.

### **Integration of FSCS into the School’s Structures and Routines**

FSCS is becoming institutionalized into school routines and structures. FSCS staff are included in some formal Lincoln staff meetings, and Ivy contributes to the yearly School-Wide Improvement Plan. As Principal Fisher notes:

*[Ivy] attends all PTO meetings and she attends all faculty meetings. She talks and joins in the conversation and she attends all of our professional development with us. When we were just getting the [anger management program] started she came to the staff and talked about what it is that she wanted to do. How she wanted them to select children for it. What criteria so that she could talk to the staff.*

In addition, there is regular contact between FSCS staff and the Principal [see “Communication between School and FSCS Staff” section]. Ivy and Principal Fisher regularly share feedback and ideas regarding the Parent Cafés and Workshops. As Principal Fisher notes:

*We always do [provide informal feedback], before every Parent Café and after every Parent Café, because she’ll come with me to meet about the numbers because I don’t count. After the one in the library I was shocked by the [large] numbers and so she came to me the next day and we talked about what worked and what didn’t work.*

Such collaboration is indicative of the Parent Cafés and Workshops becoming a routine event for all parents and families at Lincoln. The fact that Ivy and Principal Fisher are continually evaluating and striving to improve these events is also a sign that they will continue to be offered at Lincoln in the upcoming years. Ivy's role as the main source of referrals for students and families at the school also points to her increased integration into school processes. As she says:

*I do the referrals [for mental health counseling and other social services provided by CAP and other community agencies]. For example, we offer them to the parent, or it could be a parent just asking for it...*

As noted in previous sections, the Principal, teachers, and other school staff all see the value of providing referrals to social services directly at the school. In this way, Ivy has become a key person at Lincoln who teachers and school staff can turn to in their efforts to connect students and families to needed services. In addition to parent programming and mental health services, Ivy has also taken the lead on behavioral health programs at Lincoln. Through her coordination of the Anger Management groups and initiation of Character Education, she has created new school-wide routines. Talking about building Character Education into the regular school day Ivy says:

*I wanted to start really small, so we started with...daily announcements and monthly nominations. The next thing I knew, teachers had the stuff up everywhere. Then they bought the curriculum.*

Ivy's leadership in all of these various areas is facilitated by her positive relationships with the Principal, the LIFE After-School Coordinator, and other school staff. Ivy collaborates with Principal Fisher, the Assistant Principal, as well as with the Lillian in creating and finalizing her workplan. As Principal Fisher says,

*We discuss the work plan. She devises it, she comes up with the work plan and then we meet formally to sit down and talk about her work plan and then I have to sign off on it.*

In this way, Ivy ensures that all of these stakeholders are aware of and in agreement with her plans and the groundwork for fuller institutionalization of FSCS is laid.

## Student Participation

Peak enrollment for FSCS after-school programs for the 2004-05 school year was about 360, representing about 53% of the entire student body. The fact that over half of the students at Lincoln are involved in either tutoring and homework help and/or academic enrichment programs at Lincoln is quite an accomplishment. These programs are central to a model meant to encompass the whole school, and while students who are involved in math and communication arts tutoring are generally those that have an academic need, these students are also able to participate in enrichment activities following their academic sessions. Moreover, several students attend the after-school activities because of their enjoyment of the enrichment activities [see "Youth Outcomes" section]. These students also receive academic assistance in the form of homework help during the first hour of the LIFE After-School program.

Full-service community schools aim to have programs that encompass the *whole* student body. This does not mean that every student is there every day, but that every student knows about the programs, and perceives them as part and parcel of

*We reach out to everyone. It's not like this kid is FSCS and this kid isn't.*

**- FSCS Site Director**

school, and something worthwhile and enjoyable. This seems to be the case for most students who participate in the after-school activities at Lincoln. As Ivy says,

*They participate in LIFE because they want to. There are a few [students whose] parents make them come to the Homework Club, but then they find a group that they like. They like the attention and participation of being in a group, that's their thing.*

Similarly, students who are involved in the Anger Management program generally want to participate. Ivy says, "Anger management is actually really popular. Kids flock to me, begging me to be in it. Especially when they found out the other kids got to be on television." Again, students have come to perceive the anger management groups as part of their school - a program in which some students participate, rather than something that is separate from school. The fact that students have a positive view of an anger management program that serves students with behavioral issues speaks volumes to how well this program is integrated into the school. Students also have a good perception of the Principal Luncheon Forum, as Ivy says, "The students volunteer to attend. We set up a big table, have raffle tickets and we pull out six names each time." Finally, the majority of students seem to appreciate Character Education and enjoy voting for fellow students as well as being selected for a prize. During the site visit, several individuals repeatedly said that teachers and staff keep an eye out for students who might benefit from attending the FSCS programs, whether for academic assistance, anger management issues, or the need of socialize and be exposed to new activities.

The extent to which FSCS programs foster new relationships between students and adults at school, and among students is also indicative of student integration. As discussed in the "Youth Outcomes" section of the report, participating in FSCS activities provides opportunities for students to form positive relationships with their peers and with caring adults. These findings, along with students' enjoyment of various FSCS activities, indicate that the quality of students' integration is high.

## Parent and Family Involvement

Though parent participation is an ongoing challenge at Lincoln, in the last year FSCS has made substantial progress in integrating parents and families and bringing them into the community school. With the addition of the Family Resource Room, Parent Cafés and Workshops, the Principal Luncheon forums, and mental health counseling services, there have been many more opportunities for parents and families to become involved at Lincoln. Ivy notes the progress made in integrating parents:

*School-wide and through the Eisenhower grant, everyone wants to have more parental involvement. I thought okay, we're really going to have to give them incentives to come. It's worked out really well, we have 24 [parents] coming to the next [Parent Café], so word of mouth is really spreading...Next year I want to have more classes for parents; maybe a computer class or a cooking class, but I wanted to establish a relationship before trying something like that.*

Part of the challenge of involving parents into the community school is finding ways to effectively communicate with parents. Ivy explains this challenge:

*[For] Parent Cafés, we send flyers go home with all students. Ninety percent of them are not getting home, but then what I do, is that every parent that has ever attended, I mail theirs individually, and then I make a phone call. It's building that way.*

Even though Ivy mails out information on Parent Cafés and Workshops, Principal Luncheon Forums, and mental and behavioral health services at Lincoln, parents do not always get the information. As Ivy says,

*[I make] a lot of phone contact, but then I do send parents letters. We seem to have a huge amount of people whose phones get disconnected, so a lot of times I have to send a letter.*

Sending information home with students is also a challenge, as key informants note that most of the time these papers never make it into parents' hands. For these reasons Ivy feels several parents are not aware of what is offered through FSCS at Lincoln as she says, "I don't feel like the majority of our parents even know what is out there, we have been struggling with that."

Despite these challenges, parents' awareness of the programs and services offered at or through FSCS is growing. Parents' learn about FSCS activities at Lincoln in both informal and formal ways. As mentioned in the quote earlier in this section, parents who attend the Parent Cafés and Workshops are telling other parents and families about them. Through Ivy's letters and phone calls home, more and more parents are coming to know who she is, as she confirms, "A lot of parents have come to know me even though they have not met me face-to-face." An example of this was "[at] the last Parent Café, I was getting really swamped, and two of the kids asked me if they could help, so I called the parents, and let them know, and they were fine. So it's getting to a much better comfort level." Ivy also makes formal presentations about the resources available at Lincoln:

*At every PTO meeting, I have an opportunity to talk about what's going on. They always put me on their agenda. As far as a school newsletter, at this point there is nothing standardized. They have not been able to get someone to take on that whole project... If it's something that I know parents are coming to, like parent conferences or [Parent] Cafés, then I'll set up an information table, sometimes I'll have a community provider with me and we put up all the brochures of CAP stuff, flyers, etc. If I send a letter to a parent for anything, I'll include information as well.*

Clearly Ivy's efforts have paid off as more parents and families have become involved at Lincoln:

*We're starting to see a lot more parents this year offering to help in many ways. One of the parents that has been coming to Parent Café made us a tape for the drill teams. [Parents have also] written letters to Congress for me [and] attend board meetings. There are a handful of parents that I feel like I can always count on and I'm just trying to build on that.*

As indicated in this comment parents are not only becoming more involved in FSCS programs, but they are also forming relationships with the FSCS and LIFE After-School Coordinator. Ivy describes how she and Lillian's roles at Lincoln enhance their connection to parents:

*I think the parents would view us as a friendly advocate for them, because we can find services. If you are a parent and you only met me through Parent Café, you're like "Oh how wonderful." So we're lucky in that aspect, we don't have this authoritative, disciplinary role.*

While FSCS staff are oftentimes the bridge between parents and the school, according to Principal Fisher, most parents do not see the FSCS programs as separate from more standard school-wide events. Specifically, parents are not aware of how various funding sources are used at Lincoln, as Principal Fisher notes:

*Parents don't care how [the crafts at Parent Cafés are] paid for, and I don't think they need to know that. It's nice that parents know that we do have partners out there, and they should know that...They know that Ivy is here and is in charge of it and she always mentions the Eisenhower Foundation...I would say that [the Parent Cafés are] probably our strongest link right now with parents.*

Parents' view of the programs and services available to them as part of "what Lincoln has to offer" reflects the institutionalization of FSCS at Lincoln. Thus, as parents and families are increasingly more involved in FSCS activities at Lincoln, they are increasingly more integrated into their children's school.

Please see the Parents/Families Outcomes section above for additional information on the strengthening of parents' connection with staff and teachers at Lincoln and parents' use of school as an avenue to connect to other parents.

## Barriers to Implementation

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

### ***Uncertainty about Funding in the Future***

As previously discussed, the Principal and FSCS and LIFE After-School Coordinators have done a good job of combining their various funding sources to maximize the resources available to students and families at Lincoln. Despite their efforts, there is still a need for more funding to sustain current programs and services. Moreover, there is uncertainty about the continuation of different funding streams, which poses a formidable barrier to full implementation of the FSCS concept. Principal Fisher touches on this real concern:

*If they were to cut the after-school program, I don't think it would be fair, because some of these people are dedicated to it. I really wouldn't come as much.*

**- Student and FSCS Participant**

*If Ivy left, if there were no more position to be funded, and I don't know, because what happens is you put programs in buildings and they're externally funded, and they say, "We're only going to fund it for three years and then you're on your own," well most urban districts that need these kinds of programs desperately, don't have the money out of the school budget to fund it. With what I have to do with a student population of 700, with a professional staff of 65, would I have the time to do all of that? I could probably get one or two [Parent Cafés] in a year. Would it be as effective? No. Would it have any kind of impact? I seriously doubt it. What would happen if Eisenhower were no longer there? If Ivy wasn't here, what would I do? Who could I put in charge? I don't have a clue.*

It is clear from Principal Fisher's comments that there are critical services being offered through FSCS and a critical role being filled by Ivy that would be difficult to fill without sustained funding. Principal Fisher goes on to describe how she works with the FSCS and LIFE After-School Coordinators to ensure continued funding for current programs and services:



*Making sure we have our Title I dollars, making sure we meet the AYP, making sure that we do what we say we're going to do with 21<sup>st</sup> Century and Eisenhower so that those funding sources stay with us so that we can continue, and bring in some others for a program like the health clinic. You add on.*

The uncertainty of funding impacts existing programs and services as well as the planning for future offerings. As Ivy notes, “A lot of the planning depends on the funding, a lot of it does.” When the LIFE After-School Coordinator was asked about plans for the upcoming year, she replied, “Depends on the funding...I just haven’t put my work plan together yet.” The scarcity of funding also limits programming. As Ivy notes:

*At this point, we don't have the money for a [health] clinic. [The school nurse] has a physician's assistant come in twice a year, checking for shots, etc. The children will get their eyes screened, but if the parent doesn't do anything usually the child doesn't [receive these services].*

Limited funding therefore limits the ability for the community school at Lincoln to provide physical health services to students. Another program area that is impacted by limited funding is behavioral health, as Ivy says, “So many more kids should be in anger management, but because a facilitator only has so much time and we don’t have enough funds to cover all the kids.” Principal Fisher reiterates this challenge saying, “I need more money...I would love to be able to hire the woman who is doing anger management.” A teacher summarizes the situation saying, “As long as the funding is there, we can continue to help the children.”

### ***The Challenges of Finding Service Providers***

After-school programs, both academic and enrichment, are usually staffed by day teachers. This staffing method has several advantages: the students know them already; no one has to spend the effort on a formal hiring process; and funds are readily available through the school district to augment teachers’ wages according to the extra hours worked. However, despite the fact that day teachers provide a readily available labor supply, it is not entirely easy to recruit and retain them. After-school programs come at the end of an already long and often exhausting day. Most teachers, while usually believing in the mission of the after-school programming, are just too tired to stay an extra hour or two. As one day teacher who also tutors reading after school said: “Teachers get burned out. I’m here for just an hour, but I’m drained.” FSCS staff and the Principal have found that it takes some convincing to recruit and retain day teachers to fill these positions.

Once the supply of day teachers is exhausted, FSCS staff must turn to outside hires. The rules governing these hires make the process for selecting them more complex and time-consuming. The position must be made available first to a teacher within the school. If the position does not go to a Lincoln teacher, the position must then be made available to a member of the teacher’s union. This makes the process longer and more complicated; in addition, hiring someone from outside the school means higher labor costs. There is also a challenge in convincing outside individuals to work with the middle school population. The LIFE After-School Coordinator comments on this challenge:

*I go out and seek staff. It is so hard to find people that want to work with middle school students. Everyone wants to work with elementary schools. I had to literally beg...middle school gets the bad rap. There are so many opportunities for high school students and elementary students, but not enough for middle school. After summer school, I'll spend the majority of my time trying to find people.*

Ivy reiterates the challenges of having limited staff:

*I don't have any staff. Last year it was a real struggle in the LIFE after school program because we didn't have enough staff. Last year was [Principal Fisher's] first year and I don't think she realized how much was going on, so we really had to converse. This year Lillian did have up to four staff people which really helped, plus the interns.*

As Ivy and Lillian are able to expand the number of community partnerships, resource constraints and the limits imposed by temp worker wages will doubtless pose less of a challenge for FSCS.

### ***The Difficulty of Outreach to the Parents***

The potential for Lincoln as a *community* school – as a way to provide services to youth and programs and services for parents and families - is not known among most parents. As previously mentioned, there is an ongoing issue of effectively communicating with parents. Ivy has taken several steps to improve parents' awareness of the programs and services offered at Lincoln. She has also developed plans for the upcoming year to notify parents early on of the offerings and making Parent Cafés and Workshops part of the school-wide calendar:

*This [upcoming] year, we're going to plan the Cafés two months ahead of time, so we're going to try to send them out over the summer...so we thought we'd get a packet of workshop details, so they'd know about it and look for the flyer.*

Both Ivy and Principal Fisher note their desire to have a more central meeting space in the school building to facilitate interaction and communication with parents. Principal Fisher notes this in talking about changes she would like to see Lincoln make to more fully implement the FSCS model:

*When you walk into the building, you see into my office and see into the family center, with Lillian or Ivy both there, with a very warm, welcoming surrounding, for the parents to feel very wanted in, so they know, "It's just as much as mine as it is the school's." To create a family...That's the kind of school that I want it to be, that parents don't feel threatened when they walk in the door, that they know we're here to help them--with their housing needs, their mental health needs, the student's medical needs.*

There will always be parents to whom it is hard to communicate because they don't come in for conferences or school events; however, as notifications about FSCS programs and services become more integrated with school-wide documents and as more parents become involved in FSCS programming, outreach to parents will hopefully become less of a challenge for FSCS staff.

### ***Mixed Feelings about FSCS in the Community***

While most community members and school board staff support the FSCS Initiative at Lincoln, there have been some opposing views. Principal Fisher relates this challenge:

*A full-service community school opens the school to the community. And we still have people who come to board meetings who wonder why we need to provide certain services because in the past those services have been thought of as services taken care of by the home.*

With limited funding available in the city of Lancaster and within the school district, Principal Fisher has had to advocate for support of FSCS at Lincoln. The resistance to offering mental and physical health services in the school is often generational according to Principal Fisher:

*There are a lot of older residents who can't afford the taxes, and they are looking at this as needless. [The SDoL Superintendent] said it's the parents' responsibility to take care of these kids after school, but the reality is that they're working. There's going to be a little bit of a generational struggle...*

Despite this challenge there are several advocates of FSCS, as she says, "On the other hand, there are other people that are thrilled about it." The LIFE After-School Coordinator has also met resistance among older administrators who do not always support funding for certain enrichment activities which they deem of lesser value to students' success. Specifically there has been a lack of support for the DJ/Turntablist Club, as Lillian says:

*That's a club that I will fight for next year. Some of the administration, that's a generational thing. They don't understand what hip-hop, R & B, what that means to the kids, what that can inspire. There are some talented kids here. I wish they could see the whole big picture. I don't feel that it was given a fair shot, when they thought DJ club, they thought they were just putting on records, but it's so much more than that.*

Again, changing individuals' view of the value of FSCS and its resulting programs and services is a gradual process and is complicated when there are financial constraints and personal and/or generational differences in opinion. It is still hopeful that as more individuals see the benefits of FSCS in their community, they will come to support it and even become advocates for it.

### ***School Leadership Transitions***

Another issue that Lincoln faces is the high rate of turnover that its leadership has experienced. Over the past several years, Lincoln's Principals have come and gone within one or two years. This past academic year was the second year for Lincoln's current Principal, Mrs. Fisher. As one student notes,

*We never had a steady principal; I used to never go to class and I got straight A's...Not, 'til Ms. Fisher came, she's been here two years, she's a steady principal, she keeps tabs and she's more understanding.*

A history with such transitory leadership makes it difficult for major structural and cultural change to take place at a complex organization, and Lincoln is no exception. When people see continual change, it is hard for them to buy into any particular program. In such a transitory environment, FSCS at Lincoln may need to have a longer "lead-time" before it is considered by stakeholders "here to stay." It appears, however, that Lincoln is making great strides in both maintaining strong leadership and integrating the FSCS initiative into to the school structure. Another student

comments, “I think ever since Ms. Fisher came here, things have been much better...When Ms. Fisher came, last year, she did a lot for our school.”

## Program Quality

### *Purpose and Limitations*

This section focuses on the quality of the FSCS programs at Lincoln. The evaluators used a framework that consists of a set of program features and related indicators.<sup>15</sup> 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 Lincoln can be found in Exhibit 29 below. Brief descriptions of factors impacting quality in each program feature follow.

*It's been a really good year this year. The kids have had a lot of wonderful opportunities. I just hope we can continue it.*

**- LIFE After-School Coordinator**

---

<sup>15</sup> Indicators are adapted from the TASC Program Quality Self-Assessment Tool.  
[http://www.tascorp.org/programs/building/S33\\_assesment\\_tool.pdf](http://www.tascorp.org/programs/building/S33_assesment_tool.pdf)

**Exhibit 29  
FSCS Program Quality**

<b>Program Feature</b>	<b>Notes</b>
<b>Appropriate Structure</b>	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 LIFE After-School Coordinator has emergency contact information and health information for every student enrolled in the program.
<b>Program Management and Administration</b>	The FSCS Site Director and LIFE After-School Coordinator effectively manage the arrival and dismissal of students from the after-school programs. Students enrolled in the LIFE After-School program sign in during snack time. The doors of the school building are usually locked at the end of the regular school day and the LIFE assistant makes sure the student go out one set of doors. Parent/guardian permission is obtained for students' participation in LIFE After-School, mental health counseling, and/or the Anger Management Program.
<b>Supportive Relationships</b>	The FSCS and school staff demonstrate positive adult relationships through their communication with one another. The FSCS Site Director meets regularly with the Principal, the LIFE After-School Coordinator, and her supervisor from the lead agency to discuss the current status of FSCS programming, to plan for future programming, and to address any pertinent needs. She 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 classroom and/or the after-school programs.
<b>Staffing/ Professional Development</b>	All staff are trained in how to handle such issues as food safety, first aids and CPR, sexual harassment, and child abuse. The FSCS Site Director attends PTO meetings, Lincoln staff meetings, and meetings with her supervisor at CAP on a monthly basis. In addition, there are several professional development meetings throughout the year for all Lincoln school staff. Ivy attends these meetings as well at the beginning and end of the school year where she participates in school-wide planning. There are also leadership and Student Assistant Program meetings three or four times a year which the FSCS Site Director is welcomed to attend. The LIFE After-School Coordinator also attends trainings specifically for the 21 <sup>st</sup> Century Initiative and EAP. Those teachers involved in EAP tutoring must also attend this training.
<b>Opportunities for Skill Building</b>	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 both the Homework Club and EAP tutoring. In the Homework Club, students work with FSCS staff and their peers to gain a better understanding of the material covered in the classroom as they work to complete homework assignments. EAP tutoring offers concentrated help in math and communication arts for students who are not meeting AYP standards. This program targets students with low test scores and offers them specific tutoring to improve their results. All students involved in LIFE After-School program are able to attend the enrichment programs as well. The Anger Management program provides skill-building activities to a select group of students who have high behavioral needs.
<b>Academic Achievement and Integration with School</b>	The FSCS initiative at Lincoln is well on its way to becoming fully integrated into the school structure. 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 to secure facilities and resources to be used for FSCS programming. She 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 and/or mental or behavioral health counseling.
<b>Opportunities to Belong</b>	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. Students in the LIFE After-School program expressed their enjoyment of learning with their peers and working as a team. 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 key informants noted.
<b>Integration with Family and Community Efforts</b>	Progress has been made in integrating parents at Lincoln through Parent Cafés and Workshops, which are both educational and recreational events that allow parents to communicate with the Principal, as well as through mental health counseling services. Participation in these events, however is still low when looking at the total number of families served by Lincoln. 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 Lincoln. Despite the challenges, the FSCS Site Director is comfortable communicating with parents and is becoming more well-known by parents and families.

Lincoln's FSCS programs excel in their professional development and staff training components, fostering of supportive relationships, allowing students opportunities to belong, and providing additional enrichment and skill-building opportunities for students. The Eisenhower Foundation and staff may want to focus in coming years on enhancing the integration of after-school activities with regular school day curriculum, namely through getting more day school teachers or seasoned educators involved, and continuing to increase the involvement of families and community partners with the programs.

### **Suggested Changes to FSCS**

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

- More teacher involvement;
- More parents involvement;
- More enrichment programs; and
- More health programming and services.

#### ***Increased Teacher Involvement***

This past year, teachers' involvement in FSCS after-school programming was limited to providing tutoring for 60 minutes after-school on Mondays, Tuesdays and Thursdays. More teachers working with students outside of the classroom not only enhances the quality of students' experience at school, but also allows for more students to be reached. While Ivy would like to have more teachers involved in after-school academic programming, she recognizes the constraints currently limiting more teachers from becoming involved:

*I would like to see more of them participate in teaching homework club and EAP, but then I have to remember they have been here since 7am, and to stay until 6pm is a long day, but I understand to that by the end of the day, I'm sure they're up to here. However there are a lot that do stay, help out and join our clubs.*

Ivy is hopeful that as the FSCS initiative evolves, new partnerships will be made that will bring new resources. Additional funding would provide more incentive for teachers to become involved in the after-school programs.

#### ***Increased Parent Involvement***

While parents' involvement at Lincoln has increased the past year with the opening of the Family Resource Room and start of Parent Cafés and Workshops and mental health counseling, several key informants expressed a desire to see more parent involvement. Involving parents and family members of students at Lincoln is an ongoing challenge for FSCS and school staff, as Ivy notes, "Always, the parental involvement is continuous." A teacher interviewed during the site visit pointed out that "it would be helpful to get parents involved, for example, as aides." Ivy said that she "wanted to build the volunteer community with the parents." Programs such as the PA/CHIP Insurance Program and Principal Luncheon Forums had very little parent participation this past year. And though a subset of parents were actively involved in the Parent Cafés and Workshops, the maximum number who attended a given café was 40 out of approximately 680 families. In order to

increase parents' knowledge and support of their children's learning efforts should be made to recruit more parents to these events.

### ***More Enrichment Programs***

Suggestions about more enrichment programs came both from the students in the focus group and from Lillian, the after-school program Coordinator. The students agreed that: "we'd like more choices of programs to go to – more art and music." This accords with what Lillian says: that among the most popular LIFE programs are Drill Team and Dance Team. Activities like these seem to be the most effective at creating an incentive for students to attend the tutoring classes. Lillian also brought up wanting to expand capacity for the enrichment programs by bringing more day teachers on board willing to teach outside of the academic programs.

### ***More Health Programming and Services***

#### **More mental health services**

School administrators, teachers, and FSCS staff all expressed a need for more mental, behavioral, and physical health services to be offered to students and their families. The majority of key informants said mental health services are especially beneficial to the student population at Lincoln. Ivy shares her goals for expanding the current mental health services, saying,

*I really want to keep expanding the mental health/youth development piece, but it is expensive. Like the MAPS counseling, I want to see that expanded, but then you're into this whole insurance piece, which gets very cumbersome, but I'm trying to work over the summer to get more kids signed up and get through that piece of it and roll more of that out.*

Principal Fisher expresses her desire to offer more health services to students and families. A key part of this aspiration is to hire a full-time mental health and social services support staff person:

*I would love to see us offer more services. I would love to have a full-service health clinic on-board. I don't know that we need a full-service dental program, even though I would like to have a visiting dentist once a month it would be nice and then you set up those appointments to meet those needs. Mental health also needs to be included... So I think some kind of referral service because many of our parents, especially those just moving in, don't know how to access the services provided by our community. So someone that is very knowledgeable about where to go to get...So some kind of referral person that is not just there to refer but is there to help walk through.*

A teacher reiterates the need for mental and physical health services, "I know that they've talked about having a school psychiatrist and having the community come in to our school. So many of our families are so needy...the more that you can take care of the medical needs, the more you can take care of a child. I'd like to see how far we could take that. It improves academics." Meeting students' health needs allows them to be more successful in the classroom.

#### **More physical health services**

Turning from youth development and mental health to physical health both Principal Fisher and Ivy would like to offer more physical health services. Principal Fisher is enthusiastic about the idea of setting up a health clinic at or near Lincoln as she says:

*I talked with my Superintendent about...getting a health clinic. We have land. We have a huge student population in this area, because we have a high school and an elementary school, so there has to be 5,000-*

*6,000 children right here. How great would it be to set up a clinic? A mobile clinic, you build the structure, that's where our kids go, I've had that discussion with her, and she's pushing for that.*

Ivy made plans for the Dental Bus to provide dental care to students; however Lincoln was not selected for service during the 2004-5 school year. While Ivy and Lillian make referrals for physical health needs, such as eye exams, more students would be guaranteed care if the services were offered right at school.

### **More behavioral health services**

In addition to mental and physical health, key informants expressed a need for expanding the anger management services for students at Lincoln. As Principal Fisher explains:

*Being in Anger Management for six weeks, we didn't cure anybody. I would like those same children to meet every year with that same person, and then we pick up another group. We haven't gotten there yet, because I don't know if the one woman who is doing it has the time to do that. That would be my goal. We don't just pick up somebody for six or eight weeks for one school year, we continue to see them from 6<sup>th</sup> to 8<sup>th</sup> grade.*

A parent survey respondent confirms the need for expanded services to address the issue of bullying at Lincoln, "I would like to see the program promoting ongoing proactive measures related to peer pressure and antiviolence endeavors." In order to create an environment conducive for learning, behavioral issues of anger and violence must be addressed.



## VI. Conclusion: Lincoln

---

During the academic year 2004-05, FSCS was in its second full year of implementation at Lincoln. Last year the evaluation report emphasized that Lincoln's FSCS was in its very early stages of implementation; however, Lincoln has made great progress toward fully implementing FSCS in just one year's time. Participation in after-school programming appears to help lead to positive outcomes for youth, particularly in their behavior at school, academic achievement, satisfaction with and attachment to school, and positive peer and adult relationships. This is very encouraging and supports the conclusion that FSCS and Lincoln staff have made significant strides in creating an environment contributing to positive youth development. FSCS at Lincoln also shows significant progress in terms of becoming institutionalized within the "regular" day school.

Through the FSCS Initiative, Lincoln has developed a wide range of programs and services that take place both after school and during the regular school day, in areas ranging from academics to life skills, sports to cooking—such a variety of programs in fact, that students often have a difficult time deciding which programs to attend. And, this year Lincoln has offered many important health and social services for students, either directly through the FSCS Initiative or through partnerships with community providers. It has developed small, but well-attended events for parents and families and has started to change the relationship between the school and the community.

Full implementation of the FSCS model, however, will take time. Lincoln faces a number of challenges including difficulty with outreach to parents; uncertainty about continued funding; and mixed feelings in the community about FSCS.

This report has shown that Lincoln has made considerable strides in implementing the FSCS model. There is a great deal of school staff buy-in, especially from school leadership, Principal Fisher. FSCS staff are increasingly becoming included in formal school planning, which shows their increasing integration into school governance. FSCS has a wide range of after-school programs for students, and is building its capacity in student services. The next steps for the FSCS Initiative at Lincoln are to increase teacher and parent involvement in after-school and parent programming; expand mental and behavioral health services; offer physical health services to students and families; and to continue to build on existing relationships in the community. FSCS at Lincoln, having made great progress in one year, shows every sign of being able to build on its accomplishments of the past year.

## VII. East Allegheny Middle School

---

The 2004-2005 school-year was the first full year in which East Allegheny Middle School began implementation of the full-service community school model. East Allegheny received funding from the Milton S. Eisenhower Foundation (MSEF) in 2003-2004 as well, but did not start running programs until the middle of the school year.

### A. Overview

---

#### **The Community: East Allegheny**

East Allegheny is located about a twenty minute drive from downtown Pittsburgh. The East Allegheny School District provides education for children from four communities—East McKeesport, Wilmerding, Wall, and North Versailles. The children in the area come from families of relative financial scarcity—the 2000 U.S. Census reports that the median family income in these four municipalities was less than \$30,000 per year. In addition to challenging economic circumstances, children also face cultural barriers to educational achievement. As the assistant principal from East Allegheny Middle School said, “The culture of learning and education has not been strong historically in this area. A very small percentage of people 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, only 15% of the East Allegheny population has received a bachelor degree or higher. Principal Peiffer also noted that the G.I. Bill, passed in 1944, did not have the same impact on the number of residents in the area going on to higher education as it did in other parts of the nation because of the existence of well-paying union mill jobs in the Pittsburgh area.

#### **The Lead Agency: Mon Valley Education Consortium**

The Mon Valley Education Consortium (MVEC) is a nonprofit community-based organization that seeks to advance the quality of education for the children in 122 communities in the Mon Valley. As a Local Education Fund (LEF), MVEC works towards this goal in several ways: by serving as a convener of stakeholders from different sectors, a broker between these stakeholders, and a catalyst for change regionally. MVEC has launched three major initiatives aimed at improving the lives of children in Mon Valley: Literacy for Life, The Future is Mine, and Public School Excellence.

MVEC’s work in its Public School Excellence initiative made it the natural choice to be the lead agency in the implementation of the FSCS model at EAMS. In the initiative, MVEC promotes collaborative decision-making in schools by helping a community develop a leadership design team composed of those who are most affected by decisions: school board representatives, the superintendent, principals from each building, teachers from each building, and representatives from secretarial staff, maintenance staff, and bus driving staff. Team members are required to attend monthly meetings which MVEC facilitates. The desire to bring the full-service community school model to East Allegheny grew out of the EA leadership team meetings facilitated by MVEC. By the time MSEF awarded a grant to EAMS, Superintendent Knight, Principal Edmonds, and the MVEC had already been collaborating on the district’s leadership team for several years.

## The School

All 7<sup>th</sup> and 8<sup>th</sup> grade students in the East Allegheny School District attend East Allegheny Middle School. The 2004-2005 school year represented East Allegheny Middle School's first year as a 7<sup>th</sup> and 8<sup>th</sup> grade middle school. Previously, students in grades 7<sup>th</sup> through 12<sup>th</sup> attended East Allegheny Jr. Sr. High School, a single school. The middle school is now located in one wing of the same building as the high school. It has been partially separated from the high school by keeping a pair of double doors closed and also using one of the secondary entrances to the building as the primary entrance for the middle school.

According to Principal Garrette Edmonds, there was a major disconnect between the school and the community when he first came on as Principal two years ago. The school had a poor track record when it came to meeting the academic and social needs of the students. The goal of East Allegheny's transition to a middle school is to create a school that is more developmentally appropriate for 7<sup>th</sup> and 8<sup>th</sup> grade students and to foster a greater positive identification with school. The middle school's faculty numbers fifteen teachers, plus the gym, art and home economics teachers that also teach the high school students.

**Exhibit 1**  
**Race/Ethnicity:**  
**East Allegheny Jr/Sr HighSchool Students**  
(n=442)

Race/Ethnicity	Percent in EAMS
African American	13%
Asian	<1%
Caucasian	86%
Latino	<1%
Native American	<1%

\* Data from the National Center for Education Statistics and applies to the 2003-2004 school year.

The creation of the middle school concept was facilitated by the MSEF's grant and is considered by staff of the school to be part of the school's full-service community school's initiative (FSCS). See Section C on Implementation of the FSCS initiative for more information on how the middle school concept fits into EAMS's full-service community school initiative.

Exhibit 1 shows that most students at East Allegheny are Caucasian (86%) with a small but substantial population of African-American students (13%). According to the National Center for Education Statistics, about one-third (30%) of students qualify for free or reduced lunch.

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. East Allegheny did not make AYP for the 2004-2005 school year.

## **B. FSCS Programs, Staff, and Participants at East Allegheny Middle School**

---

### **FSCS Staff**

The FSCS initiative is staffed by one full-time paid Site Director, Chris Edmonds. Chris sees his role in the initiative as being the facilitator, manager, and leader of the initiative. “Everything from development to coordination falls on my shoulders,” he said. The programs offered, in this sense, are a reflection of Chris and his ability to recruit, manage, and connect different resources for the benefit of the students. The initiative as a whole reflects work of the Site Director, MVEC, the Superintendent of schools, and the partners who participate in the FSCS.

All programs during and after-school are staffed by volunteers from different community organizations and parents of students. A total of 18 volunteers—14 from community organizations and four parents—work to make these programs a reality. (See Exhibits 3 and 4 for the agencies and number of staff for each program or service). Tutoring is provided two times a week after school by all teachers as part of their contract with the district. Tutoring is open but optional to all students in the school. However, for FSCS participants, attending these tutoring sessions is required in order to participate in the after-school programs on Tuesdays and Thursdays.

The school contracts three part-time staff members—one from Gateway Visions and two from Turtle Creek Mental Health—to come into the school and provide counseling and mental health services for students and their families. The agencies are paid from a combination of a district funds and funds from the MSEF grant.

### **FSCS Programs and Services**

East Allegheny Middle School offers a variety of programs and services both during the school day and after-school (See Exhibit 2). All of these programs and services, including programs during the day, are included in this descriptive section as part of the FSCS initiative, both because they are considered by staff as part of the FSCS initiative and also because all of these programs have been organized and overseen by the FSCS site coordinator.<sup>16</sup>

---

<sup>16</sup> Though there are FSCS programs during the school day that all middle school students participate in, our outcomes analysis in Chapter VII, which seeks to compare student outcomes for FSCS versus non-FSCS students, defines a FSCS participant as those students that participate in the after-school programming.

**Exhibit 2:  
FSCS Programs and Services at East Allegheny for Students**

	Programs		Services	
	Academic	Enrichment / Recreation	Health / Wellness	Mental Health
<b>After-school Programs</b>	<ul style="list-style-type: none"> <li>• THRASH</li> <li>• Study Buddy</li> <li>• PS2 (Play and Study 2)</li> </ul>	<ul style="list-style-type: none"> <li>• EA Steppers</li> <li>• Live Out Loud</li> <li>• Discover Bio-Engineering</li> <li>• Intramural sports</li> <li>• Chess Club</li> </ul>		
<b>School Day Programs/Services (for all students)</b>		<ul style="list-style-type: none"> <li>• Learning for Life (Boy Scouts)</li> <li>• LIFT</li> <li>• Images</li> <li>• Teen LEAD</li> <li>• Buffalo Soldiers Black History performance</li> </ul>	<ul style="list-style-type: none"> <li>• none</li> </ul>	<ul style="list-style-type: none"> <li>• Anger Management Counseling</li> <li>• Individual Therapy</li> <li>• Group and Family Therapy</li> </ul>

**Programming After-School**

The after-school component of the FSCS initiative at East Allegheny operated every day of the week from 2:30 to 5:30 for most of the year, though in the second half of the year some program days were shortened to 3:30 p.m. due to concerns of volunteer burnout and student behavior. Each day, the school offered 1-2 enrichment and academic programs for students. A few of the programs, such as THRASH, combined an enrichment activity (hockey) with a required academic component (attending the school-wide tutoring period 2:18 to 2:48). In this way, EAMS sought to provide incentives and rewards for work and also instill a work first and then play ethic. Transportation home from the school is provided by the district. In addition to the regular 3:30 bus, there is a 5:30 bus as well. The list of programs with descriptions, schedule, staffing, and attendance are listed in Exhibit 3 below.

**Exhibit 3:  
Programs Offered After-School: Description and Participation Information**

Program	Staffing	Community Partner	Days Offered	When Offered	Average Daily Attendance <sup>17</sup>
Live Out Loud	4 volunteer staff	First Evangelical Free Church	M	All year	20
THRASH	3 volunteer staff	Praise Assembly of God	T	All year	20
Chess Club	1 parent volunteer	None	T	4 <sup>th</sup> Quarter only	10
Intramural Sports	1 volunteer staff	YMCA	W	Fall semester only	18
EA Steppers	1 parent volunteer	None	M, W, Th	Fall semester only	15
Bio-engineering	2 volunteer staff + 1 EA teacher	Girl Scouts	Th	Fall semester only	20
Study Buddy	Site Director + 1 parent volunteer	None	Th	Spring semester only	19
Play and Study 2 (PS2)	Site Director + 1 parent volunteer	None	F	All year	20

- **Live Out Loud.** The purpose of this program is to make faith-based counsel and study available to students and to show how those principles apply to their lives and the issues important to students. This program focuses on developing student leadership and ownership of the club, raising self-esteem and acceptance of others, and developing healthy friendships. It is a 60-minute program that is delivered once a week throughout year to students in grades 7 and 8 and uses students in grades 9-12 as mentors.
- **THRASH.** This program organizes sports games for kids, such as hockey and basketball. The program requires students to attend the after-school tutoring period. The program aims to promote positive behavioral development by incorporating themes such as sportsmanship.
- **Play and Study 2 (PS2).** The program provides supervised study and homework time to students followed by competitive and fun video games. During the period for video games, the program focuses on developing students' sense of good sportsmanship.
- **Study Buddy.** This program provides supervised study and homework time followed by card games such as Sorry, Uno, and Yu Gee Oh.
- **Discover Bio-Engineering.** This program explores the field of bio-engineering through hands on exercises and field trips, such as this year's trip to learn about fingerprinting at the District Attorney's office. The Girl Scouts developed the curriculum and deliver the programming with the help of one EAMS teacher.
- **EA Steppers.** This program teaches rhythm and dance and provides opportunities for youth to perform their routines at school events.

<sup>17</sup> When this information was not available from youthservices.net, the Site Director's on-site interview data were used.

- **Intramural Sports.** This program gives students an opportunity to gain physical exercise and develop sportsmanship and healthy social development by playing handball, ping-pong, croquet, and other games.
- **Chess Club.** This program provides opportunity to learn and play chess. Attendance at after-school tutoring period is required to participate.

### Programming During the School Day

EAMS's FSCS program is slightly unique from other sites funded by the MSEF in the number of FSCS programs that are offered during the school day. The high number reflects the degree to which the school—especially the administration—supports the FSCS initiative and consciously sees itself as a full-service community school. At EAMS, it is difficult to distinguish between what is a FSCS program and what is not—as it should be. Exhibit 4 below summarizes the programs that are offered during the school day.

**Exhibit 4:  
Programs During the School Day: Description and Participation Information**

Program	Staffing	Community Partner	Days/Hours Offered <sup>18</sup>	When Offered	Number of youth served <sup>19</sup>
LIFT	1 volunteer staff	Girl Scouts	Once a week, get out of a class	All year	20 students in grades 7 through 12
Learning for Life	1 volunteer community member	None	2 days per month	Spring only	All 7 <sup>th</sup> and 8 <sup>th</sup> grade students
Images	1 volunteer staff	Girl Scouts	Two days per month	Spring only	All 7 <sup>th</sup> and 8 <sup>th</sup> grade students
Team Lead	1 volunteer staff	Boy Scouts	2 days per month	All year	All 7 <sup>th</sup> (and 10 <sup>th</sup> ) grade students
Students of EA for Diversity (SEAD)	Site Director + 3 EAMS teachers	None	Two times per month	All year	30 students (10 middle school students)

- **LIFT.** This is a character-based life skills program. It helps 20 female students in grades 7-12 confront and dialogue on issues such as peer interaction, self-image, appreciating differences, community and belonging, and developing own values. This program also incorporates community service projects in its curriculum.
- **Learning for Life.** This program focuses on providing character education to students. The curriculum is provided by the Boy Scouts but is run by a community member who has achieved professional success and who serves as a role model and mentor. The program runs during social studies class.
- **Images.** This program is similar to the LIFT program in content but without community service projects. Unlike the LIFT program, Images only serves 7<sup>th</sup> and 8<sup>th</sup> grade students.

<sup>18</sup> When this information was not available from youthservices.net, the Site Director's on-site interview data were used.

<sup>19</sup> Middle school age students only. For the 2003-04 school year, this includes sixth and seventh grade students.

- **Team Lead.** This program focuses on developing leadership and character, social skills and cultural awareness. Students in tenth grade are trained to prepare a lesson and activity to deliver to 7<sup>th</sup> graders (For example, on appreciating and celebrating cultural differences). The intended benefits are for tenth graders to develop leadership and an appreciation for their teachers and for seventh graders to learn about important topics from their peers. This program takes place during the social studies class.
- **Students of EA for Diversity (SEAD).** This committee of 30 students (10 of whom are middle-school aged) meets twice a month throughout the year, including the summers, to plan large projects around promoting diversity. Events that the committee has planned include community nights, family nights, and the cultural fair.

### Health Services

EAMS offers mental health services for students and families. Services are provided on site by two mental health providers in the area. These agencies provide additional support for the three counselors that serve the combined 1000 students in grades 7 through 12. These services existed prior to the MSEF contract. However, the FSCS funding allowed EAMS to increase the volume of health services by these outside providers. In addition, MSEF allowed for greater integration of mental health services within the school.

The school also implemented for the first time in 2004-2005 a Student Assistance Team made up of middle school teachers that helps to identify students who may benefit from counseling services and refer them to a counselor. These teachers received training in identifying students in need of added emotional support from one of the mental health providers.

**Exhibit 5  
Health Services**

Program	Staffing	Organization	Days Offered	When Offered	Average Participation <sup>20</sup>
Group Counseling	1 staff member	Turtle Creek Mental Health	Th	All year	20
Individual and Family Counseling Therapy	1 staff member	Turtle Creek Mental Health	Wed	All year	40-50
Anger Management Group	1 staff member	Gateway Visions	Tue	Nov—May	10

### Services for Parents and Families

EAMS involves parents in a variety of ways. Some include standard parent involvement events, such as parent teacher conferences, open houses, and sporting events. However, Exhibit 6 shows some of the more unique programs and services that EAMS offers.

<sup>20</sup> Information on the numbers of youth who utilize these services was provided by the site coordinator of East Allegheny Middle School.



**Exhibit 6**  
**Programs and Services for Parents: Description and Participation Information**

Program	Staffing	Days Offered	When Offered	Average Participation <sup>21</sup>
EA Family Night	2 FSCS staff	Once a year	Fall, before school started	200
Movie Nights	5, Parents and high school students	Once a month	Throughout year	100-200
Adult Diploma Program	One teacher	Once a week	All year	12

- **EA Family Night.** This event takes place at PNC Park, home to the Major League Baseball Team, the Pittsburgh Pirates. School staff and all families of students at EA Middle School are invited. The event includes a barbecue tailgate before the game and then attendance at the game. The 2003-2004 school year represented the first year that EAMS has had a family night.
- **Movie Night.** For the first time in 2004-2005, EAMS invited the community to come watch popular movies at the school. Free concessions are offered. The Site Director used this event not only as a way of improving relationships with parents but also a way of informing parents about FSCS programs and opportunities for their kids.
- **Adult Diploma Program.** This evening GED program has been offered at EA for several years.

**Summer Programming**

In 2005, East Allegheny Middle School offered summer programs for youth from 7 a.m. to 4 p.m. five days a week for the entire summer. In the morning from 7 a.m. to 12 p.m., youth attend programs at CADA (Citizens to Abolish Domestic Apartheid), a community-based organization that operates in the East Allegheny region. According to its mission, CADA is “dedicated to providing competent education, quality healthcare, environmental integrity, economic equality, and judicial equity for all persons regardless of race, creed, color, sex, or age.” Activities ranged from academic activities such as reading and writing projects to field trips and enrichment. From 12 p.m. to 2 p.m., students ate lunch provided by CADA and then were transported by bus to the middle school for the afternoon. From 2 p.m. to 4 p.m., students had the choice to participate in a variety of programs, each offered during different days of the week. See Exhibit 7 below for the list of programs offered.

<sup>21</sup> Information on the numbers of parents who attend these programs or utilize these services was provided by the site coordinator of East Allegheny Middle School.

**Exhibit 7:  
2005 Summer Session: FSCS Programs and Services for Students**

Academic	Enrichment	Sports and Recreation	Health / Wellness	Behavioral Health and Life Skills
<ul style="list-style-type: none"> <li>• CADA programs</li> </ul>	<ul style="list-style-type: none"> <li>• CADA programs</li> <li>• Girl Scouts Bio-Engineering</li> <li>• Army of One</li> <li>• Go Guard</li> <li>• CLAAAY Program</li> <li>• Police Academy</li> </ul>	<ul style="list-style-type: none"> <li>• YMCA Intramural Sports</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Insights</li> </ul>

Some programs, like Bio-Engineering and YMCA Intramural Sports, are also offered during the school year. The following programs with descriptions are unique to the summer program:

- **Army of One:** This is a simulated basic training program provided by the U.S. Army where students engage in physical training, team building activities, and sports.
- **Go Guard:** This program, provided by the U.S. National Guard is similar to Army of One.
- **The Career Literacy for African-American Youth (CLAAAY) Program:** CLAAAY is a program of Duquesne University’s Institute for Economic Transformation. The goal of the program is to boost the educational attainment and career readiness of the region’s high school students, particularly the African-American students. Activities include a job shadow day, a summer SAT preparation session, workshops with parents, guest speakers, and a legal case study done in partnership with a local law firm.
- **Police Academy:** This program, provided by the North Versailles Police Department, takes students through a basic police training program where they learn police rules and regulations, ride in squad cars, visit a firing range and learn the ins and outs of being an officer of the law.
- **Insights.** This program, provided by Turtle Creek Mental Health, seeks to build life skills in youth. Activities are centered on appreciating differences, building social skills, developing coping skills, and controlling impulses. Students participate in hands-on activities in groups.

Fifty-two youth enrolled and participated in the summer programs, the majority of whom participated in programs the entire day.

### FSCS Participants

Exhibit 8 below provides a demographic comparison of the FSCS and non-FSCS participants in our study—that is, for whom we received student surveys. The breakdowns between 7<sup>th</sup> and 8<sup>th</sup> graders as well as between male and female are about the same for FSCS participants in our study as they are for non-FSCS participants in our study. There are a slightly higher percentage of white students and a lower percentage of black students in our

study who participated in FSCS activities than those who did not participate in FSCS activities.

**Exhibit 8  
Demographic Characteristics of FSCS vs. non-FSCS Participants**

Characteristic		FSCS Participants	Non-FSCS Participants
Grade		n=51	n=45
	7 <sup>th</sup>	57%	56%
	8 <sup>th</sup>	53%	44%
Gender		n=38	n=34
	Male	37%	41%
	Female	63%	59%
Race		n=33	n=31
	White	85%	74%
	African American/Black	6%	13%
	Biracial/Multiracial/Other	6%	10%
	Native American	3%	3%

Exhibit 9 below provides profiles of average FSCS and non-FSCS participants 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 9  
Participant Profiles**

For 2003-2004 School Year	FSCS Participants		Non-FSCS Participants	
	Mean		Mean	
<b>Number of Absences</b> <sup>a</sup> (n=52) and (n=45)	.4	days	.7	days
<b>Number of Behavior Incidents</b> (n=52) and (n=45)	.8	incidences	2.7	incidences
<b>Math Grade</b> (n=50) and (n=41)	85	(on 100-point scale)	83	(on 100-point scale)
<b>English Grade</b> (n=50) and (n=42)	85	(on 100-point scale)	85	(on 100-point scale)
<b>MSA Math Score</b> (n=13) and (n=14)	2.9	(on 10-point scale)	2.8	(on 10-point scale)
<b>Reading Test Score</b> (n=49) and (n=42)	6.8	(on 10-point scale)	7.3	(on 10-point scale)

<sup>a</sup> Sample size for parents of non-FSCS participants and for parents of FSCS participants, respectively

<sup>b</sup> Data on total MSA scores not available

As the Exhibit 9 above suggests, the attendance, grades, and test scores of FSCS participants mirror those of non-FSCS participants in our study, with the exception of reading test scores, which FSCS participants tend to have scored lower in at the beginning of this year. In addition, FSCS participants had on average two fewer behavior incidents last year than did non-FSCS participants.

The evaluation's randomized design explains the overall similarity of FSCS participants and non-FSCS participants because FSCS participants could only come from a group of students that was randomly selected before the school-year began. The randomized selection of this group limited the amount of selection bias that was possible between FSCS participants and

non-FSCS participants. At other MSEF FSCS sites, where FSCS participants could be drawn from the entire school population, the difference between FSCS and non-FSCS participants tended to be greater.

Despite the randomized design, according to one teacher, Chris still targeted students within the sample group whom he felt needed the programs more. The teacher said, “[Chris] goes after the kids who he knows need it. It’s more like this program is helping the kids who wouldn’t have anything else, but who still want to stay and do activities.”

### **What the FSCS Contract Provides**

The MSEF contract, totaling \$52,000, goes first towards the site coordinator’s salary. The remainder has been used to fund everything from some changes in school signage and painting, to the materials for the activity period and programs. It has also gone towards added mental health services from Turtle Creek Mental Health, and wages for teachers and staff of summer programs. Despite the modest size of the contract, EAMS has been able to use it to fill in critical gaps in services and fund added programs. Chris said, “If that money goes away, this school goes back to square one.”

## VIII. Outcomes Evaluation

---

### 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;
- 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: The Youth Survey, school records, web-based data system, and interview and focus group notes.

During the 04-05 school year there were 97 students at East Allegheny for whom parent/guardian consent to participate in the evaluation of the FSCS model was obtained. This is approximately 28% of the student body. For these 97 students the evaluators administered a baseline and follow-up youth survey and obtained school records information, including grades, test scores, attendance, and behavior.

In addition to these data, all students who participate in FSCS activities are tracked in an online database called Youthservices.net which is overseen by the MSEF. The FSCS Site Director and FSCS staff track daily attendance for all FSCS programs and services, allowing 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 FSCS participants. 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 74 students out of the 97 students with consent completed the Youth Survey. 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 East Allegheny 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 74 youth survey respondents, 38 of them were involved in FSCS programs and/or services during the 04-05 school year. In total, about 180 students participated in at least one FSCS activity.

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. In looking for the different ways in which change may manifest among participators we found statistically significant findings for the following youth outcomes:

- Academic achievement;
- Positive peer relationships; and
- Sense of safety

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

More detailed information on these quantitative findings is found in the specific youth outcome sections below. Exhibit 10 provides an overview of where we found statistical significance for these three youth outcomes with regards to FSCS participation.

**Exhibit 10  
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
Academic Achievement			✓
Positive Peer Relationships	✓		
Sense of Safety	✓		

For the following youth outcomes, while there were not statistically significant findings, we surfaced data from key informant interviews, youth focus group, and parent survey that youth do experience positive changes in these areas:

- School attendance;
- School behavior
- Satisfaction with/attachment to school
- Orientation towards learning;
- Self-efficacy;
- Positive future orientation;

- Positive adult relationships;
- Social support;
- Interest in non-academic subjects;
- Exposure to new activities; and
- Participation in school activities.

An explanation of the findings for all 14 youth outcomes is found below.

### School Behavior

While there were no statistically significant findings for the relationship of FSCS participation with student behavior, several staff we interviewed say they have noticed an improvement in the behavior of students at the middle school as a whole. One teacher noted that there was an especially large difference between the behavior of 7<sup>th</sup> grade students this year and 8<sup>th</sup> grade students this year. Indeed, 7<sup>th</sup> grade students in our study had an average of 1.3 behavior incidents on file from this year. Eighth grade students, in contrast, averaged 6.6 behavior incidents this past year. One possible interpretation is that behavioral improvements have been made primarily at the school level and 8<sup>th</sup> graders are having more trouble adjusting to the new changes but that the one can see the improvement on incoming 7<sup>th</sup> graders. In addition, East Allegheny Middle School, in a report to the MSEF, compared the number of fighting incidents in last year's 7<sup>th</sup> grade class with this year's 8<sup>th</sup> grade class and found that fighting has gone down by 73% amongst this year's 8<sup>th</sup> grade students.

Even though the data comparing the behavior changes of FSCS participants with non-FSCS participants did not reveal any significant differences, we heard from some students and parents that participation in FSCS activities had improved their behavior in school. One youth said that "Last year I was the one getting yelled at, and now I tell the kids, we just got these programs two years ago, so don't ruin it for everyone." A parent wrote that her daughter "stays out of trouble when she is involved with different activities."

### School Attendance

FSCS programs and services aim to address students' cognitive and developmental needs so as to improve their experience at school and in life. With these goals in mind, it appears that the FSCS initiative will make positive impacts on students' desire to come to school and to learn, and hopefully this will lead to increased attendance rates. A youth focus group participant also expressed that the after-school programs have increased his motivation to come to school: "It makes you want to get up in the morning and come into school."

### Academic Achievement

The data show that participation in FSCS academic programs has an effect on students' English grades. This was true both for the aggregate English grade change as well as the year-to-year English grade change.

**Exhibit 11**  
**Effect of FSCS Participation on Students' English Grades**

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on <i>aggregate change</i> in English grades?			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
For students who participate, sessions spent in <i>academic</i> FSCS programs	.4 *	32	With controls of gender, ethnicity, and grade.

Significance levels: \* = p<.1; \*\* = p<.05; \*\*\* = p<.01; n.s. = not significant.

**Exhibit 12**  
**Effect of FSCS Participation on Students' English Grades**

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on <i>year-to-year change</i> in English grades?			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
For students who participate, sessions spent in <i>academic</i> FSCS programs	.4 *	32	With controls of gender, ethnicity, and grade.

Significance levels: \* = p<.1; \*\* = p<.05; \*\*\* = p<.01; n.s. = not significant.

Exhibit 11 for aggregate grade change shows that controlling for the effects of gender, ethnicity, and race, for every additional day that a student participates in a FSCS academic program, s/he averages an improvement that is 0.4 points (on a 100-point scale) greater than those students who don't participate the additional day. In other words, for every ten additional days that students participated in FSCS academic programs, their grade improvement would be 4 points (or about half a grade) higher than those that did not attend the additional days. Participation in academic FSCS programs similarly affected the year-to-year English grade changes (see Exhibit 12).

There was no statistically significant relationship between FSCS participation of any sort and changes in math grades.

**Exhibit 13**  
**Effect of FSCS Participation on Students' Math Test Scores**

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on <i>aggregate change</i> in English grades?			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
For students who participate, sessions spent in FSCS programs, academic or enrichment	-2.2 *	13	With controls of gender, ethnicity, and grade.

Significance levels: \* = p<.1; \*\* = p<.05; \*\*\* = p<.01; n.s. = not significant.

Exhibit 13 shows that the more days that students participate in FSCS programs, the lower the change in their math test scores from the beginning of the year to the end of the year. It should be noted that the significance of this model was derived from 13 students only. The reason for this low number is that the math tests that students took were not given to the higher performing students. Hence, from these data, one cannot conclude that the FSCS programs have an overall adverse effect on students' math performance.

There was no statistically significant relationship between FSCS participation of any sort and changes in reading test scores.



## Satisfaction with and Attachment to School

While the student survey data do not reveal a statistically significant relationship between participation in FSCS activities and satisfaction with school, other data sources point to improvements in how much FSCS participants like their school. Two-thirds of the parents of FSCS students who responded to our parent survey said that the FSCS programs have made their child like school more (n=9).

In addition, we heard from administrators, teachers, and some youth themselves about how FSCS has increased their satisfaction with school. Principal Peiffer says that the FSCS programs have attracted some students to stay after-school that would never have before. He said, “It’s helped to improve the atmosphere and culture of the school. The kids *want* to be here, they want to stay after. I get types of kids who typically wouldn’t stay after, kids who aren’t involved in band or sports.” One teacher said that the after-school program provides a more nurturing and accepting environment for kids. “They’re yelled at all day long, but then they go to the program and they’re accepted,” the teacher said.

*“It gives you something to do after school. You get real happy. If I don’t go to school then I can’t go to the program.”*

**–Youth Focus  
Group Participant**

## Orientation Toward Learning

According to the parents of FSCS participants who responded to our survey, almost three-fourths (71%, n=7), said that the FSCS activities have made their child more interested in learning. In general, the school uses the after-school enrichment activities as an incentive for students to attend tutoring sessions and finish their homework. One community partner saw evidence that this was working. He said, “The teachers can see a difference in their students’ behavior. At the beginning of the school year, when the excitement is generated about the after-school program, the kids are willing to come and go to tutoring.” Data from the student survey itself do not reveal a significant relationship between participation in FSCS activities and orientation towards learning.

## Participation in New Activities/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 spoke about how his participation in the THRASH program has piqued his interest in hockey. He said, “In hockey, now that that happened, I joined a league up in Murrayville and I’m doing pretty good.” Students in the EA Steppers program learn dance techniques and routines and get the opportunity to perform in front of large groups of their peers while students also get to play card games like Yu Gee Oh and board games like chess.

One possible area for improvement is that there are a limited range of activities for students interested in activities other than sports, card games, and video games. One student said, “There needs to be other stuff and activities to do besides sports for people who don’t want to play sports.”

## Self-Esteem

The student survey asked students whether in general, they feel good about themselves. Compared with non-FSCS participants, FSCS participants were more likely to have improved their self-confidence over the course of the year and less likely to have said they felt less confident. Almost a third of FSCS participants felt better about themselves at the end of the year than they did at the beginning of the year (32%, n=31) compared with 13% for non-FSCS participants. One parent of a FSCS participant wrote in the parent survey that since her child began participating in FSCS activities, one of the biggest changes she has seen is increased confidence in her child.

## 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. Comparing youth survey responses of FSCS participants to the question: “If you could go as far as you wanted in school, how far would you like to go?” at baseline versus follow-up, they were more likely at follow-up to say they planned to pursue their education beyond high school and also more likely to say they planned on getting a graduate degree after college of some kind.

- While 6% of respondents said they would not graduate from high school at baseline (n=32), no respondents said this at follow-up (n=28).
- While a similar percentage of FSCS participants at baseline and follow-up said that they hoped to graduate from college, more respondents at follow-up said they hoped to finish graduate school than at baseline (21% versus 13%).

These findings are encouraging and reflect both long-term and short-term goals of the FSCS initiative. The short-term goal is to enhance students’ academic skills. The long-term goal is to inspire students to strive for greater success and achievement than their circumstances might otherwise allow.

## Positive Peer Relationships

One of the strongest benefits of FSCS participation is the chance to meet new people and make new friends. All of the youth we spoke to said that one of the things they liked most about participating in FSCS after-school programs is that they made new friends. One student said, “It breaks down the barriers between the different groups of people, so you talk to people that you normally wouldn’t talk to.”

*“Last year during the hockey program, this kid I didn’t even know was there. Now we are best friends.”*

**–Youth Focus  
Group Participant**

On the student survey, FSCS participants were much more likely to have seen an improvement in their positive peer relationships. Exhibit 14 shows that ***FSCS participants were 4.8 times more likely than non-FSCS participants to have shown improvement in having positive peer relationships.***

**Exhibit 14**  
**Effect of FSCS Participation on Positive Peer Relationships**

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on the item: “My friends want me to be happy?”			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
Participation v. non-participation	4.8*	36	With controls of gender, ethnicity, and grade

Significance levels: \* = p<.1; \*\* = p<.05; \*\*\* = p<.01; n.s.= not significant.

Parents were also clear about the social benefits that FSCS participation has had on their children. The most common response to the question, “What do you like best about the FSCS activities?” was that their child has made new friends and developed their self-esteem as a result.

**Positive Adult Relationships**

One of the benefits of the FSCS initiative is that students are exposed to a greater variety of adult role models. Several people spoke of the benefits of having a consistent adult presence in their lives when many students don’t have much consistency elsewhere. First and foremost, there is Chris. One teacher said, “If I have a problem with a kid, I send them to Chris. A lot of them don’t have a male figure in their life. He can actually relate to them. The kids enjoy it.”

The other adult volunteers also develop relationships with the students. A volunteer we interviewed said,

*I don’t know everybody’s background and personal life, but I do know there are some students who need someone to share a feeling with, or have someone who’s going to be there consistently. I think the biggest benefit for the student is their familiarity with someone and the fact that they can rely on someone. You know, I’m going to be here for you each week.*

The fact that the adult staff are not getting paid for their time and energy means that you get a certain type of adult who can relate to children. Chris explains, “These people that I have here are volunteering their time. They are here because they have a heart and mind for children.”

In the student survey, students indicated how much they agreed with the statement, “There is an adult besides my parent/guardian who talks with me about my problems.” FSCS participants were more likely than non-FSCS participants to have seen an improvement in this area from baseline to follow-up. While 43% of FSCS participants agreed with this statement more at the end of the year than at the beginning, only 32% of non-FSCS students showed improvement.

**Access to Health and Social Services**

In addition to addressing students’ cognitive and developmental needs, the FSCS initiative strives to meet the health and social needs of students and their families. In addition to three school counselors (who serve 7<sup>th</sup> through 12<sup>th</sup> graders), East Allegheny currently contracts

with two community health providers to provide counseling to students and families three days a week. Currently, however, the school does not offer any health and wellness services.

As EAMS moves into its second full-year as a full-service community school, Chris, Principal Edmonds and Principal Peiffer agree that one of their main priorities is to continue developing EAMS’s portfolio of mental health services.

**Sense of Safety**

School can be a scary place for middle school students. One of the intended outcomes of the FSCS model is that students feel safer in their schools. The student survey asked students whether they:

- Can name one or more places to get help if they feel unsafe;
- Feel safe on the grounds of the school;
- Feel safe going into the bathrooms in school; and
- Feel safe in the hallways of school.

Exhibit 15 shows the difference between how FSCS and non-FSCS participants responded to questions about their sense of safety.

**Exhibit 15**  
**Effect of FSCS Participation on Students’ Sense of Safety**

<b>Research Question:</b> What is the effect of FSCS participation on whether a student shows improvement on the four items related to students’ sense of safety?			
<b>Indicator of Participation</b>	<b>Effect Size</b>	<b>N</b>	<b>Description of the Model</b>
Participation v. non-participation	6.8**	18	With controls of gender, ethnicity, and grade

Significance levels: \* = p<.1; \*\* = p<.05; \*\*\* = p<.01; n.s. = not significant.

*FSCS participants were almost seven times more likely to have shown an improvement on their sense of safety at school than were non-FSCS participants.* This suggests that participation in the FSCS after-school programs fosters a much greater sense of safety amongst the students.

There could be many possible explanations for this effect. 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.

*“I think the students really see that the [FSCS] programs are here to enhance them as human beings. It’s fun; it’s a safe haven, they go elsewhere they don’t feel valued, but they know they’re getting it here.”*  
–Site Director

## **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 initiative at East Allegheny, all parents/guardians of students at the school were asked to complete a parent/guardian survey in May 2005. Out of 350 households, 62 parents/guardians completed the survey. Of the respondents, 29 were parents of FSCS participants and 33 were not. All parents responded to 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 16 on the following page summarizes basic characteristics of the parent/guardian survey respondents.

**Exhibit 16  
Demographic Characteristics of Parents/Guardians**

<b>Characteristics</b>		<b>% of Children</b>	
<b>Relationship to student</b>		n=62	
	Mother	89%	
	Father	8%	
	Grandparent	3%	
<b>Number of Adults in Household</b>		n=62	
	One	18%	
	Two	77%	
	Three	3%	
	Four or more	2%	
<b>Number of Children in Household</b>		n=62	
	One	21%	
	Two	47%	
	Three	16%	
	Four or more	16%	
<b>Race/Ethnicity</b>		n=60	
	White	92%	
	African American/Black	8%	
<b>Work for Pay Outside of the Home</b>		N=62	
	Yes	74%	

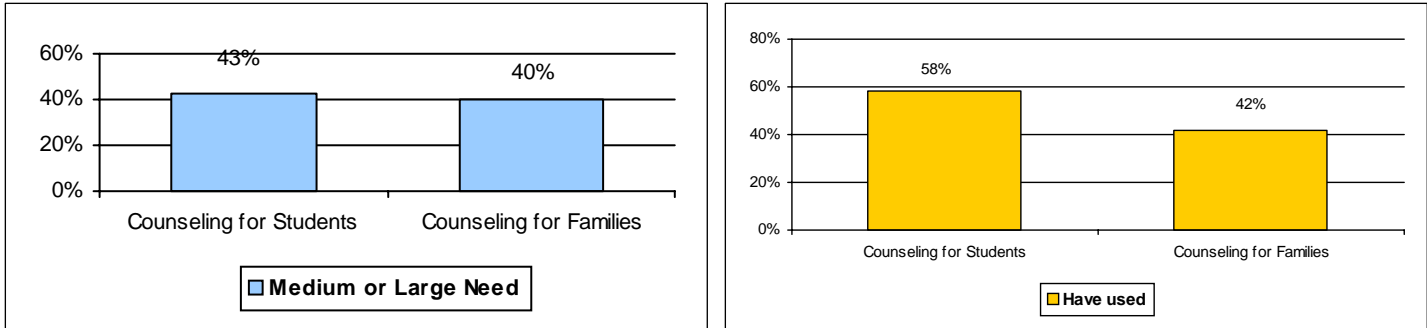
The vast majority of parent/guardian survey respondents were the mothers of students at East Allegheny (89%). Over three-fourths of respondents have two adults in the household, while the average number of children in the household is 2.3. Almost three-quarters of respondents work outside of the home.

**Access to Needed Health and Social Services**

As noted earlier, East Allegheny offers some physical and mental health services to its students, including individual and family counseling as well as physicals for 7<sup>th</sup> graders. With FSCS funding, EAMS was able to contract with Turtle Creek Mental Health to provide services for two days a week rather than just one. Parents of FSCS participants indicated 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 17 below.

Of those parents who reported levels of need, about four in ten (43%) indicated a medium or large need for counseling for students and for families. More than half of parents responding said that their child used counseling services at school (58%, n=12).

**Exhibit 17**  
**Student Health and Social Services Offered at East Allegheny Middle School<sup>a</sup>**



For Chris, the current level of services available to students and families represents just the beginning. “I’d like to have mental health services every day of the week,” he said. “I would like to have a satellite office right on site. At this point in the game, we have to coordinate and expand on what we have.”

### Support for At-Home Learning

As in the section above, EAMS parents indicated their level of agreement with statements about their involvement with their child’s learning on a four-point scale. See Exhibit 18 below.

**Exhibit 18:**  
**Parental Involvement in Student Learning**

<b>As compared to <u>LAST YEAR</u> ... (OR since student <u>STARTED FSCS ACTIVITIES</u>)</b>	<b>Mean (Four-point Scale)</b>	
	<b>Parents of Non-FSCS Participants</b>	<b>Parents of FSCS Participants</b>
I know more about how to help my child learn new things. (n=31) and (n=28) <sup>a</sup>	2.5	2.5
I help my child learn new things. (n=33) and (n=29) <sup>a</sup>	3.4	3.3
I talk to my child about school. (n=33) and (n=29) <sup>a</sup>	3.7	3.7

<sup>a</sup> 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 the table above indicates, there was no statistically significant difference between responses for parents of FSCS participants and parents of non-FSCS participants. This makes sense given that this has not been EAMS’s focus yet. In its first full year, EAMS has

focused on developing programming and services for students. Parental involvement and services for parents are top priorities in the years to come.

### Involvement and Communication with School and FSCS Staff

Chris has attempted a variety of ways to communicate with parents of EAMS students. He helped to develop the EA Family Night which more than 200 people attended last year. EAMS also holds two community nights a year during which parents are invited to the school to learn more about the FSCS activities that are available and meet the community partners that staff the programs. Chris makes phone calls each week to parents of FSCS participants to update them on their child and discuss any pressing issues. Exhibit 19 below shows parent survey responses to questions about communication with FSCS staff.

**Exhibit 19:  
Parents' Feelings about FSCS Staff and Activities**

Statement About FSCS Staff and Activities	Strongly Disagree or Disagree	Agree or Strongly Agree
I am comfortable talking with the FSCS staff. (n=9)	11%	89%
The FSCS staff welcomes suggestions from parents. (n=5)	20%	80%
The FSCS staff tells me about how my child is doing in the FSCS activities. (n=7)	43%	57%
The FSCS staff have contacted me about getting involved in activities. (n=8)	50%	50%

Almost nine in ten parents of FSCS participants who responded to these questions said they agree or strongly agree that they feel comfortable talking with FSCS staff and 80% said that FSCS staff welcomes suggestions from parents. About three-fifths of respondents (60%) said they agree or strongly agree that the FSCS staff keeps them informed on how their child is doing in the FSCS activities. In open-ended survey responses, two parents responded that they would like more parent communication and more notification about available activities in case their child does not inform them. Such findings point to effective communication between FSCS staff and parents and also that there is still room for improvement.

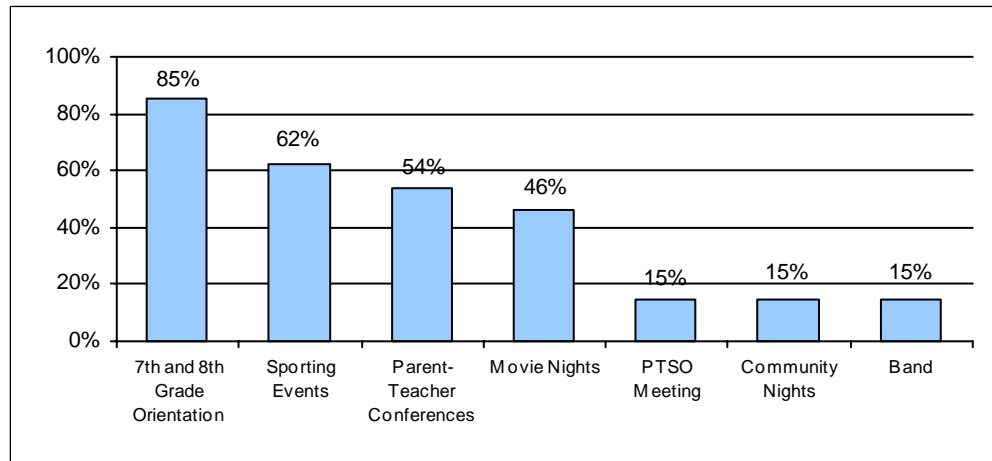
Some parents have also been actively involved in FSCS programs. Three out of ten parents (30%) said they had volunteered to help with FSCS activities. One parent provides snacks to students involved in the Live Out Loud program. Other parents volunteer for programs such as Study Buddy and PS2.

*“One parent hated the school, wanted to pull his kids out of the school, and had to be escorted out of the building by the police at one time. Now he runs a program here. [It was] a complete turnaround.”*  
**–Site Director**



If they were not volunteering for FSCS activities, parents of FSCS participants were also participating in regular school-wide activities. A summary of the findings is seen in Exhibit 20 below.

**Exhibit 20:  
Parental Involvement in School-wide Activities  
(n=73)**



The event with the highest participation from parents of FSCS participants is 7<sup>th</sup> and 8<sup>th</sup> grade orientation, with 85% of the respondents saying they attended this event in 2004-05 school year. The next most commonly attended events or programs by parents of FSCS participants are sporting events and parent-teacher conferences. This suggests that parents are engaging with the school in multiple ways, whether in FSCS programs or school-wide programs.

### **Involvement and Communication with Other Families**

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 2.3. This suggests that students’ participation in FSCS programming does not affect parents’ communication with other parents. As parents continue to get more involved in the initiative and more services are offered for parents and not just students, the interaction between families will likely increase.

### **Satisfaction with School/FSCS Programming**

In the survey, parents were asked what they liked most about the FSCS initiative. The most common responses were:

- Children get to make new friends and develop self-esteem
- More 1:1 attention
- Children stay out of trouble because they have something to do
- The initiative provide transportation home

- It is nice that the community is involved in education activities
- Kids get to blow off some steam before coming home. It makes their family time in the evenings more manageable and enjoyable.

About two-thirds of parents expressed satisfaction and comfort with the overall performance of the FSCS staff and specifically with how they handle discipline problems. Almost 7 in 10 said that FSCS activities have made their child like school more (69%).

**Exhibit 21:  
Parents’ Feelings about FSCS Staff and Activities**

Statement About FSCS Staff and Activities	Strongly Disagree or Disagree	Agree or Strongly Agree
The FSCS activities have made my child like school more. (n=9)	33%	69%
I am comfortable with how the FSCS staff handles discipline problems. (n=5)	40%	60%
I am satisfied with the overall performance of the FSCS staff. (n=9)	33%	67%

Parents also offered suggestions for things they would like to see changed or improved about the FSCS initiative. Responses included:

- A 4:30 bus rather than just a 3:30 and a 5:30.
- More communication with parents. Parents didn’t know who to talk to about the program and one parent also asked for notification of activities because if their child isn’t interested, they will not hear about it.
- More discipline and structure. One parent said, “students should be treated like they just left sixth and not tenth. They are not ready for so much responsibility.”
- More teacher participation

Overall, there is evidence that the FSCS initiative is beginning to change the way that parents and the community perceive the school. One teacher said,

*The old view of East Allegheny was that the school was always in the wrong and didn’t do anything right. Now, we have nights where we sell popcorn and play a movie and anybody in the community can come. Some of us thought at first, nobody is going to want to come to this, but he had a terrific turnout. Community members even stayed after to help clean up. It is a really good experience. Every time he has one, more and more people com. They realize that the school is not against them.*

The more that parents see the efforts the school is making to provide for the needs of their children, the more the relationship between parents and the school will improve. One teacher involved in FSCS activities has already seen a difference. He said, “[Parents] know what we’re trying to do now. A parent will see you [teachers] differently if they see you outside of the school setting.”

### **c. Organizational 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.

#### **Communication Between School and FSCS Staff**

The communication between the Chris and the FSCS staff is very high and indicative of how the FSCS initiative is supported at all levels of the school and district leadership. See section on Integration of the FSCS Initiative for more information.

#### **School Capacity to Meet Student Needs**

The support from the MSEF to implement the FSCS initiative has been critical to EAMS being able to meet the developmental needs of its 7<sup>th</sup> and 8<sup>th</sup> grade students. First, it helped EAMS create the middle school concept which has helped provide an atmosphere that is more developmentally appropriate for the 12 and 13 year-olds in the middle school. The changes to the middle school include a cleaner building, creating the middle school climate that promote school spirit and the ability to hang up their work in the hallways which has cultivated greater student pride.

FSCS programs help EAMS meet the academic and social needs of students. Academically, the programs, which require students to attend tutoring, foster greater academic achievement and discipline in finishing homework. Many of the enrichment programs promote character skills and all programs help students develop new friendships and meet new students. The FSCS initiative has also helped EAMS increase the number of mental health services that are offered to students.

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

The FSCS initiative has developed close links with school teachers and Principals. Though no data was collected that points directly at greater partnerships between teachers and principals, it is likely that the FSCS initiative has created greater integration and partnership within the school just as it has created greater integration between the school and the community.

#### **Participation of FSCS Staff in Decision-Making Bodies**

Chris Edmonds, as the FSCS site coordinator, is well integrated into the school decision making process. He sits on the school's Page One Committee (devoted to closing the

achievement gap). Also, given the integral role that the FSCS initiative plays in the school, many components of the FSCS initiative, such as parent involvement and health services, are school-wide issues. Though Chris is currently not on the district's leadership team, Principal Peiffer believes that Chris should soon become part of the team that discusses and sets strategy at the district level.

### **Partnerships with Community Agencies**

Because of the FSCS initiative, East Allegheny now partners with more than ten community agencies to help provide programs and services for students. See section on Integration of the FSCS initiative for more information.

## Other Benefits/Changes

- **Support for Teachers:**

The FSCS initiative provides the services that students need so that they are ready to focus on learning in the classroom. In this way, the initiative provides great benefits to teachers. Chris spoke about how the initiative can benefit teachers:

*When you burden our teachers and administrators with being parents, coaches, counselors, investigators, on top of teaching, it can be a really frustrating situation. That's why we really value our partners, because they enable the teachers to do what they do best. If we have a good mental health component, and they walk in with the right attitude, 90% of their job is done. It frees them up so they can focus on the content of their course and the academics.*

- **Conceptual Shift of Role of School in Student's Lives and in the Community:**

Before the FSCS initiative, many at EAMS saw the school in its limited and conventional form. The FSCS initiative has helped school staff shift their concept of the school to one where the school occupies the role of a community center. Even for the district's leadership design team, which has long sought greater partnerships with parents and the community, the FSCS initiative has provided the framework for developing the kind of school that EAMS's leadership has long desired: a community school. In doing so, it 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. Though realizing the full goal of a full-service community school will be a challenge, without the dream, change would be impossible.

*"The mission and the vision of our district have changed such that we are now trying to become the center for the community, the hub for all cultural, educational, personal enrichment and development. This is a different way of thinking than when I first got here. It used to be "Give them some homework, detentions and do what we can."*

**–Site Director**

## **IX. Implementation of the FSCS Model at East Allegheny**

---

When Garrette Edmonds served as a school district administrator prior to becoming East Allegheny's principal, he and other members of the district's leadership team felt the major issues facing the school were:

- The disconnect between the school and the community;
- Poor academic achievement; and
- Meeting the social needs of all of the students, particularly the younger 7<sup>th</sup> and 8<sup>th</sup> graders.

Thus, when he became Principal of East Allegheny Jr. Sr. High School in Fall of 2004 after the principal at the time retired, he already knew these were the critical areas he wanted to address. The Eisenhower Foundation's Full-Service Community Schools Replication Initiative's focus on middle school aged students enabled East Allegheny to address the particularly challenging needs of its 7<sup>th</sup> and 8<sup>th</sup> graders.

### **Creating the Middle School Concept**

The MSEF's support has played a uniquely important role at East Allegheny. In addition to supporting the work of a full-time site coordinator, additional after-school programming for students and families, and health services, funding from the Eisenhower Foundation contributed to improving the school climate as it transitioned to a middle school. The motivation for creating a separate middle school for 7<sup>th</sup> and 8<sup>th</sup> grade students, located in a separate wing of the building that also houses the high school, was to address the particular developmental concerns, both academic and social, of these younger students. The Eisenhower Foundation's contribution included paint and signage. Other changes, funded by the district, include:

- *Physical Changes To Create a Middle School Climate* To create a middle school out of part of the existing Jr. Sr. High School, new signs labeled "East Allegheny Middle School, A Full-Service Community School" were erected. The hallways of the middle school were painted different colors and double doors were installed at the end of a hallway that connects the middle school wing to the high school in order to create an enclosed space for the younger students. Finally, a secondary entrance to the building was designated as the middle school entrance. The FSCS contract funded signage and paint, because these contributed to an improved school climate.
- *Staffing.* The school moved those teachers considered most "kid-friendly" upstairs into the middle school and shifted some teachers to the high school. This was done to foster a culture in the middle school that would be responsive to the needs of middle school students.
- *Scheduling and Class Offerings.* The middle school has its own schedule distinct from the high school. The changes that EAMS made to the schedule included: adding a common planning period for teachers in the morning to discuss latest educational trends, parent conferences, and to discuss recommendations together; replacing the study hall period at the beginning of the day with a cycle period with classes such as arts and physical education; and adding an activity period after lunch to help ease kids back into the school after lunch and recess.

Examples of activity period classes are geometric construction, newspaper, and football fundamentals.

- *A New Culture.* One of the concerns expressed by teachers was how to create a culture of respect and reduce bullying. In its first year as a middle school, EAMS began to implement the widely used model to reduce bullying in school called the Olweus model. It created the Student Assistance Team in order to identify and support students in need of extra social and emotional support. EAMS has also sought to create a stronger culture of learning and academic achievement. It sent a team of teachers to Pittsburgh University's School of Education to undergo training in the principles of learning. According to Principal Edmonds, "There was a certain image of classrooms and teacher/student relationships that we wanted to have. One of these main principles is having clear expectations of the classroom."

In order to unveil some of these new changes, EAMS held an orientation for incoming students and their families to unveil the new middle school, to inform them about added services and programs, and begin to instill a new identity and culture. The school also organized an "EA Family Night" at PNC Park, the home of the Pittsburgh Pirates Major League Baseball team, attended by more than 200 people.

While many of the changes that helped East Allegheny realize the middle school concept did not draw on FSCS funds and theoretically could have been implemented without the MSEF's timely support, the school's site coordinator and principal felt the FSCS contract was the critical catalyst for the shift to the middle school concept. In addition, every staff person we interviewed spoke of the FSCS concept and middle-school concept together, as a single initiative. Both transformations were initiated simultaneously and they served the same purposes and needs—namely to meet the social and academic needs of students and to create bridges to the community. As Chris Edmonds stated, "I don't know that the middle school concept would have been implemented without the FSCS concept. That's what FSCS means to this school. It *is* the separate middle school. They are the same things."

From what we heard during our youth focus group and teacher interviews, transitioning to a middle school concept will not be easy. Sharing the same building with the high school, middle school students still interact with high school students. One student in our focus group said, "Either way, we see [the older students] in the halls so there was no point to do that [creating the middle school]." But change is a process that takes time. According to a middle school teacher we interviewed, the resistance has come mainly from 8<sup>th</sup> graders who attended the school last year before the middle school concept was initiated. "They didn't understand the transition of creating a separate middle school, so they fought it," the teacher said. But she added that, "I think there will be a lot of improvements."

## Development of Programming

The task of developing FSCS programming fell primarily on Chris's shoulders. Chris identified several providers who he felt were appropriate and also some that had expressed interest. These providers met with Chris and other school administrators to discuss what the school wanted. Conversations were generally open-ended and both the school and the

provider tried to find some way to align the interests of the organization with the interest of the school. For instance, the Boy Scouts adapted their Team Lead model to East Allegheny's 7<sup>th</sup> through 12<sup>th</sup> grade school which is unusual for the program.

In alignment with best practices in youth development and at the Eisenhower Foundation's behest, Chris surveyed the students at the beginning of the year about what activities they most wanted to see. Approximately 50 kids responded to the survey. Many of the programs, like Yu-Gee-Oh and hockey (THRASH), were ideas that emerged from the survey. In addition, a student even started a program—Live Out Loud—which runs every Monday.

### **Integration of FSCS Model**

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 coordinator 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 EAMS has made in integrating key stakeholders into the initiative.

The task of integration is not an easy one. It requires trust and time. At East Allegheny, the school district and the school administration are bought in to the FSCS concept to a remarkable degree and work in very close partnership with Chris. The teachers are also fairly integrated into the initiative though there are areas for improvement. Finally, partnership and engagement with the parents and the community, which probably requires the most time to develop, has made important strides this year but is still an area for improvement and focus.

### **Integration: The School Staff Dimension**

One of the distinguishing characteristics of the East Allegheny FSCS site is that the motivation and idea for becoming a community school existed prior to the availability of funding. The Principal (Garrette Edmonds), the Assistant Principal (Gary Peiffer), the Superintendent (Thomas Knight), and the head of the Lead Agency (Linda Croushore) had already worked together for years on the district's Leadership Team. As a result, recognition that the school needed to improve in these areas and that the FSCS concept fitted the needs and goals of the district already existed among key stakeholders. Chris Edmonds, Principal Edmonds, Principal Peiffer, Superintendent Knight, and Linda Croushore are all active participants in the development of the FSCS workplan, with contributions from teachers and other administrators. In addition, the principal, assistant principal, and several teachers have all attended MSEF trainings and conferences, including a site visit to a model site run by The Children's Aid Society in New York City. In other words, the key leadership at the school and district levels is committed to the FSCS model and share its vision and goals.



- **Integration: Principals**

Chris relies heavily both on the Garrette Edmonds, who oversees grades 7 through 12, and Gary Peiffer, who oversees only grades 7 through 9, to help him implement the FSCS concept. Garrette Edmonds is Chris's father, a fact that only adds to the trust between them. When asked about his relationship to the site coordinator, Principal Edmonds responded, "It's relatively decent," and then laughed. Chris's office adjoins Principal Edmonds's office, a physical reflection of their close professional and personal relationship. Chris appreciates the critical role that his father plays in gaining the cooperation of teachers. "I will never have the credibility that the principal has among the staff . . . He's their leader." They also work together closely to develop the vision and direction of the FSCS concept at East Allegheny.

Chris also works closely with Gary Peiffer, who is the principal of the 7<sup>th</sup> through 9<sup>th</sup> grade students. They meet every other night to discuss what is going on and upcoming plans. Chris also sends Principal Peiffer weekly and monthly reports of the initiative. Chris spoke of his relationship with the principals: "I feel lucky. I have a blank canvas, so I can do whatever I want to do. I rarely have to ask permission. Any site coordinator should have the relationship with the principal. . . We have the same mission and vision."

One FSCS volunteer staff we interviewed said that the school's principals have helped him clear the administrative hurdles to his program, such as taking kids out of class during the school day when necessary.

- **Integration: Teachers**

Before the FSCS concept started being implemented, teachers had questions and concerns about the initiative, such as, would the initiative interrupt and disrupt their classroom time? What are the qualifications of the incoming organizations? How would the confidentiality of the students be protected? And what about the teacher's union? Most of the teachers' concerns reduced to a concern over who would have authority and control over their classrooms. The idea of opening up the school to unknown organizations and staff and parents threatened some teachers. Chris said, "When I first got here, I was looked at as a spy."

In order to help develop trust with teachers, Chris organized a teacher in-service where the school administrators, the superintendent, along with Chris explained the FSCS concept and then asked the teachers to think about how the FSCS concept would apply to their school. Several ideas that came out of the in-service were implemented, such as having an activity period after lunch for students to calm down, an orientation for families at the beginning of the year, and policies such as teachers standing outside of their doors in between classes.

East Allegheny also designated a teacher, Matt Numar, as a liaison to the FSCS initiative. He attended the MSEF conferences and site visits. He also helps disseminate information about the programs to teaching staff. He meets with Chris once a week.

Both Chris and Principal Peiffer feel many of the teachers' initial concerns about the initiative have been allayed and that teachers support Chris and the FSCS programs. Principal Peiffer said, "Our teachers are supportive; I feel our teachers know Chris, they see him everyday, he's visible and approachable." According to Chris, "[The teachers] are the promoters of my programs. They ask me all the time about what we have going on."

One area for development in integrating teachers more fully into the initiative is in their awareness and participation in the programs. Principal Peiffer felt that many teachers still think of the FSCS initiative as just after-school programs, rather than a completely new way of conceptualizing the role of the school in the community and the services it provides.

Also, union contracts have prevented teachers who might be interested in staffing some of the after-school programs from doing so. For instance, the bio-engineering program had to be ended early this year because of union concerns about teachers volunteering their time to oversee the program. Given its limited budget, the FSCS programs cannot afford to hire teachers at their contract wage. The possibility for greater involvement from teachers took a large step forward this spring when the union agreed to allow teachers to be hired on as FSCS summer staff for ten dollars less than the contract wage.

For Chris, his relationship and role with the teachers came more clearly into focus as the year progressed. He said that teachers will refer their students to his programs and that they will talk about the student together. "It's almost like I am another administrator here," he said. "We're really beginning to clearly define why I'm here."

### **Integration: Alignment with the School Curriculum**

Overall, the FSCS programming is less aligned with the academic curriculum than what the staff and leadership envision for the school one day. One teacher we spoke to said that "There need to be stronger ties with curriculum and what is going on during the school day." Students currently attend tutoring with their regular-day teachers only on Tuesday and Thursdays. The other days students attend the after-school program's tutoring program. However, FSCS tutoring staff are not fully aware of each student's needs. One suggestion we heard from a teacher was that teachers need to be allowed time to communicate students' needs to FSCS tutoring staff. However, Dave Banks, a volunteer staff member for the THRASH program, sits on the school's Page One Committee, which is devoted to closing the achievement gap between students of different racial backgrounds. His inclusion on the committee represents an important step towards better alignment of the FSCS programs and the school's curriculum.

### **Integration: Culture**

While the FSCS programs could be more closely aligned with the academic curriculum, the programs have been integral to the school's push for a culture of academic achievement and positive behavior. Principal Peiffer explained, "The FSCS activities are the carrot, as opposed to the stick . . . FSCS has had a positive effect in that regard, using the ability to

participate in movie nights, in hockey and the other programs, and saying the caveat is that you have to go to tutoring.” The school’s emphasis on creating a new culture at the school is supported by the many FSCS programs whose focus is character education, such as Live Out Loud, Learning for Life, and Team Lead. In this way, Peiffer said, “FSCS helps reinforce the message that we have high expectations for them behaviorally and academically.”

### **Integration: Governance**

The school district, in particular the Superintendent, are strong supporters of the FSCS initiative. In resources, the district supports FSCS programs by providing bussing home from the school at both 3:30 and 5:30. This support is critical because many students would otherwise be unable to attend after-school programs. In addition, it enables the school to use the already scarce FSCS funds towards programming and staffing.

The Superintendent sits on the district’s design team and shares the vision of the FSCS concept. He is also close friends with Principal Edmonds as they worked together for several years in the past. The fact that he met with us to discuss his perspective on the FSCS initiative during our site visit is another indicator of the superintendent’s support for the initiative. Finally, to signal the importance of FSCS in the District, last spring, the school board recognized and thanked the FSCS volunteer partners at one of the board’s meetings.

### **Parent Involvement**

EAMS faces a substantial challenge in involving parents. First, East Allegheny has not had a positive reputation within the community and among parents. One teacher said that the school must battle the mistrust and disdain that exists among parents that has built up over the years. In addition, Principal Peiffer explained that middle schools in general have a much more difficult time involving parents than elementary schools. “When the kids get to middle school and high school,” he said, “[a]ll those parents get involved in their children’s specific interests, like huge football boosters, band, and soccer.” His comments echo comments we heard from staff at the other FSCS sites that the MSEF is funding.

The implementation of the FSCS concept with the middle school concept has led to several new efforts to involve parents in the face of these challenges. These efforts include an orientation for families of incoming students to the middle school, a family night at a Major League Baseball game, and community movie nights (see section on Services for Parents and Families for more information on these events). In addition, Chris makes periodic phone calls to parents of FSCS participants (he tries to make at least some calls every week) to provide updates on the child’s development.

Through Chris’s efforts, EAMS has also been accepted to participate in the Governor’s Institute for Parental Involvement, a program of the Pennsylvania Department of Education that promotes strategies to enhance effective family-school-community partnerships. The goals of the Institute are aligned with the goals of the FSCS model. A team of staff and administrators from EAMS will attend the Institute this fall.

## Community Engagement

The FSCS initiative has established many links with a number of prominent community organizations, including the Boy Scouts and Girl Scouts, Duquesne University, and local churches. These community partners play a vital role in the initiative. They provide most of the programs and services and most staff volunteer their time. The partners we interviewed each possessed a clear understanding of the FSCS concept and their role within it. They see Chris every week and talk frequently about how the program is going and any concerns about specific students. The volunteer staff for the after-school programming interact almost exclusively with Chris. The volunteer staff of school-day FSCS programming (such as Team LEAD) also interact with teachers as appropriate.

The FSCS initiative has helped the school improve its relationship with the community. For instance, the Citizens to Abolish Domestic Apartheid (CADA), an organization whose mission aligns well with the school's mission of educating all youth, did not have a good relationship with the school district. Principal Edmonds said, "The school's relationship with CADA was reflective of the relationship that the school district had with the community. There's a population that feels they have been alienated from the school." Though there are challenges that still lie ahead, now, CADA is providing summer programming for the FSCS initiative.

Principal Peiffer also sees how the FSCS initiative is helping to instill a culture of learning and education in a community that hasn't always had a strong learning culture. He said: "It has gotten folks to come in and see what we're doing, so then we can say 'Listen, this is what we need to do. Those mill jobs are not coming back. Those kids have an opportunity to go to college, but you've got to want to do it.'"

## Challenges

Though the FSCS initiative at East Allegheny Middle School made many important strides and overcome many challenges in its first full school year, several challenges have proven more difficult to overcome.

- **Coordination and Management**

One of the biggest challenges in implementing the FSCS initiative is the difficulty of playing so many different roles and managing the multiple aspects of the initiative, 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, among other tasks. 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 Chris and leave him with little time to manage and coordinate the programs themselves. Chris said, "It's not the quantity of the programs offered. It's the quality of programming. The problem is coordinating, managing what we have now." Proper growth management given available resources is a key ingredient to the success of a FSCS.

- **Scarcity of Funds**

Though no staff we interviewed cited lack of a funds as a reason for any challenges, the scarcity of funds poses a formidable barrier to full implementation of the FSCS concept. One of the major constraints it has imposed is on staffing of the initiative. Aside from Chris, the FSCS program does not pay program staff. (The challenges that the FSCS initiative has faced from relying on volunteers are discussed below.) The scarce funding imposes constraints on other aspects of the program—from the amount of services offered (particularly health services and adult programs), purchasing and replacing broken equipment, and administrative burdens placed on Chris.

- **Volunteer Management**

While most if not all of the volunteers who help to run the FSCS programming are engaged, effective, and committed to the initiative, the all-volunteer nature of the staffing posed several challenges. First was consistency. There were times when program staff did not show up consistently. During our site visit, one of the parent volunteers who helped to run one of the programs did not show up. Chris began implementing service agreements with some community partners in the middle of the year. This helped promote greater consistency in attendance but it may persist as a challenge as long as FSCS relies primarily on volunteers.

Students also experienced varying standards of enforcing rules from the volunteers. Volunteers had different comfort levels with disciplining which led to different standards. According to Chris, they shortened some programs from an ending time of 5:30 to 3:30 because volunteers were experiencing burnout from having to confront and deal with behavior issues. One program has found success by asking students what they expect out of themselves and their peers and asking them to set the ground rules they would like to see. The result, according to a staff member for that program, is that “the buy-in is already there, and to be honest it’s been really easy. Usually students react very positively.” Yet, it does seem like there remains work to be done around setting clear and consistent standards for behavior and promoting consistent accountability to these rules.

- **Teacher Participation and Union Contracts**

Union contracts have not only made hiring teachers to staff programs difficult, it also prevented teachers from volunteering their time in the bio-engineering program, which had to be ended because of union concerns about teachers volunteering their time. At Harding Middle School, one of the MSEF’s other FSCS sites, the FSCS program pays teachers to staff many of the after-school programs and tutoring. Their presence has improved the FSCS programs’ integration with the school day curriculum. Teachers staffing Harding’s after-school programs impose the same behavioral standards as they do during the day and also become strong supporters and advocates for the initiative.

- **The Randomized Treatment Group**

The research design for the evaluation of East Allegheny’s FSCS initiative means that students outside of the randomized treatment group were not allowed to participate in after-school FSCS programs. The treatment group constraint has been a barrier to increasing student participation. Chris has had to turn away some students.

### Program Quality

In assessing the effectiveness of the FSCS initiative at East Allegheny, we were not only interested in how well EAMS implemented the FSCS concept of partnerships between the school and community, but also, whether the level of quality of the programs themselves were high. The following table summarizes our observations and findings in different areas of program quality.<sup>22</sup> This framework serves as one method for assessing the effectiveness of the site and areas for further improvement.

Program Feature	Notes
Appropriate Structure	The program has adequate structure. The site coordinator takes attendance at the beginning of the afternoon for each program that runs that day. All after-school staff stay until all students are either picked up or taken home on the bus. Program use school space for activities. Behavioral expectations and enforcement are still being developed and standardized. There have been challenges with the consistency of volunteer staff in terms of showing up for program every week and in terms of enforcing rules. One student we spoke to said he wished there were more rules.
Program Management and Administration	The program management and administration is strong in some areas. Site coordinator tracks attendance at after-school programs. Chris meets regularly with staff of CBOs that provide programs. Chris keeps accurate and up-to-date calendar of events. In the areas of clear behavioral and performance expectations, improvement is possible (see appropriate structure section).
Supportive Relationships	The FSCS initiative has developed strong supportive relationships with the school, with youth and some parents. Chris communicates with clarity and enthusiasm and according to a teacher we interviewed, “serves as a good role model for students.” Other volunteer staff are committed and excited to be a part of the initiative. Chris said that he looks for a certain type of person to staff the FSCS programs. He said, “You got to bring people in that have dynamic personalities, that can relate to these kids, and people that know how to maintain a boundary without breaking these kids.” Chris listens to students. At least three programs were inspired by suggestions from students. Chris has been able to bring in a wide variety of community partners to provide programs, including the Boys Scouts, Girls Scouts, local churches, Duquesne University, CADA, and the U.S. Army Reserve.
Staffing/ Professional Dev.	Chris exhibits commitment and enthusiasm for his job and for the initiative .He has staff that reflect the diversity of the students involved. The program has sufficient volunteers but would require more resources to support a very stable and professional staff. Chris and the school support the volunteer staff and communicate weekly with each other; a formal orientation and training for volunteers is a next step for this program. Though there is no formal feedback process, one volunteer told us that he does not think it would be necessary because of the regular contact with

<sup>22</sup> For a list of the indicators used to measure each program feature area, please see Appendix XX.

Program Feature	Notes
	Chris.
Opportunities for Skill Building	Provides both academic and enrichment activities. Multiple programs that involve recreation and games and character education. There is potential for expanded programming in the arts as there is currently only one arts after-school program (EA steppers).
Academic Achievement and Integration with School	Overall, the FSCS initiative is very well integrated into the school. See section on “Integration of the FSCS Initiative”
Opportunities to Belong	The FSCS initiative provides strong opportunities for youth to feel a part of the school. Several programs were suggested or started by students, including Live Out Loud, THRASH, PS2 and the Yu-Gee-Oh card games played in the Study Buddy program. Many of the programs also focus on character education and self-esteem. Many of the recreation programs focus on team-work and good sportsmanship.
Integration with Family and Community Efforts	<p>There have been an increased number of events that have tried to involve the family such as EA family night an PNC park and movie nights. Chris would like to do more but there are financial constraints and natural challenges (parents are more likely to be involved in particular activities of children, not the entire school).</p> <p>Anytime parents have called about additional student needs, Chris has referred them guidance counselors and other resources.</p> <p>For more detail, see section on “Integration of the FSCS Initiative.”</p>

## Recommendations/Suggested Changes

In its first full year implementing the FSCS concept, EAMS has established a strong foundation on which to build. The lead agency and school have developed a number of after-school and during-school programs that students seem to enjoy. They have formed partnerships with a number of community organizations. They have developed events that attract parents and families. Perhaps most importantly, the school leadership and many of the staff share the vision of the FSCS initiative.

As it continues to develop in its second full year, there are a few areas to which EAMS should pay particular attention. In many of these areas, EAMS already has plans for further development.

### *More Involvement from Teachers*

This past year, teachers' involvement in FSCS after-school programming was limited to providing tutoring for 30 minutes after school on Tuesdays and Thursdays. Stipulations of the union contract prevented one teacher from volunteering to help run the Bio-Engineering program. Despite the financial constraints, EAMS has made progress in involving more teachers: they have hired two teachers to staff the Bio-Engineering program this school year and hope to eventually have even more teachers involved in delivering the programs.

The potential benefits of having more teachers staff the after-school programs are numerous and significant. Harding Middle School in Des Moines, Iowa—another MSEF FSCS site—has made the commitment to hire teachers, even at their union wages, to provide after-school tutoring and to staff enrichment programs. Some of the benefits that have been realized are:

- *Greater connection between school-day curriculum and after-school tutoring.* Harding separates its after-school academic support program by grade level and has a teacher from each grade oversee the program. This way, each student works on his or her homework under the watchful eye of a teacher who knows what they are working on during the day.
- *Greater behavioral consistency in the after-school program.* With teachers staffing many of the after-school programs, the enforcement of behavioral expectations after-school remains consistent with the school day. Harding even occasionally hires teachers to serve as behavioral monitors for programs that community partners deliver. This frees up volunteers from having to discipline students and instead allows them to focus on delivering their program.
- *More buy-in and awareness of FSCS programs.* Teachers who staff FSCS programs develop a greater sense of ownership over the initiative and become greater advocates of the initiative.
- *Improved relationship between teachers and students.* Teachers at Harding who are involved in the after-school programs said that interacting with students outside of the classroom has improved and deepened their relationships with students.



EAMS's inability to hire more teachers has not been for lack of interest. EAMS has been working with the teacher's union to find a way to hire teachers as after-school staff at a slightly lower rate. Yet a cost-benefit analysis of hiring teachers to staff after-school programs reveals that while hiring teachers is more expensive than relying on volunteers, the multiple benefits of teacher involvement can justify the cost. EAMS should do everything it can to increase the teacher involvement in after-school programs, especially in academic tutoring.

### ***Expanded Programming***

EAMS's programming in its first full-year has been heavy on recreation and character development, both of which are important priorities for EAMS. However, EAMS has an opportunity to continue to expand the variety of its offerings, especially in academics and the arts. Academically, EAMS's FSCS program relies on the 30-minute tutoring periods on Tuesday and Thursdays and supervised study sessions with volunteers. Next year, with the school will bring in Penn State-McKeesport to bring their Target Success program, a math and science academic support program, to EAMS.

In the arts, EAMS offered the EA Steppers Program this past school-year. In the youth focus group, one student wished there were more programs besides sports. Added arts programs would meet this need. In addition to the Target Success Program, Duquesne University's Career Literacy for African-American Youth program, which ran for the first time this summer, will be offered again this fall.

### ***Improved Volunteer Management and Training***

Volunteers are an important part of the FSCS model and will continue to play a significant role in delivering programs. Yet managing volunteers can be a complicated and challenging task. Chris can build on the lessons learned from this past year, when he began to use volunteer agreements to clarify and agree on expectations. Such a volunteer agreement that covers expectations of attendance, consistency, policies in case of absence, and rule enforcement can and should easily be a standard practice with all volunteers. In the future, EAMS should also consider providing formal training to volunteers.

### ***Increased Parent Involvement and Communication***

Both Principal Peiffer and Chris expressed a desire to expand EAMS's current efforts to reach parents. Some possible ideas include more communication via email, more letters home to parents, and increased involvement in the Parent-Teacher Organization. Chris also mentioned that he hoped to have a parent resource center up and running next year. One parent survey respondents also suggested that EAMS do more to inform parents of the FSCS offerings.

### ***Expanded Mental Health Services***

The EAMS's leadership has been talking with Turtle Creek Mental Health about the possibility of expanding their presence in the school. Currently Turtle Creek provides

counseling services two days a week. Chris would ideally like to have a mental health service offered every day of the week with a satellite office at the school.

## X. Conclusion: East Allegheny

---

In its first full year of FSCS implementation, East Allegheny Middle School has already made tremendous strides. It has created a new middle school concept for the 7<sup>th</sup> and 8<sup>th</sup> grade students and through staffing changes, physical infrastructure changes, and scheduling changes, has started to create a new culture of learning and attachment to the school. It has developed a variety of programs with the help of community partners that take place both during school and after school in areas ranging from academics to life skills, sports to dance. It has developed several well-attended events for parents and families and started to change the relationship between the school and the community. It has increased its mental health service offerings and trained teachers to identify students in need of additional emotional support.

The impacts of these efforts have been positive and noticeable. English grades have increased for FSCS participants. Behavioral incidents for this year's 8<sup>th</sup> graders decreased from last year and this year's 7<sup>th</sup> graders had far fewer incidents than this year's 8<sup>th</sup> graders. FSCS participants have greater positive peer relationships as a result of their participation in after-school programs and they express a greater feeling of safety in the school. Parents say that FSCS participation has made their child like school more and the future educational aspirations of FSCS participants increased over the year.

EAMS certainly faces challenges as it tries to develop its program. Scarce funding, reliance on volunteers, an underdeveloped culture of learning, and a history of disconnect between the school and the community all present challenges to achieving the goals of the initiative. Yet what makes the future so promising for EAMS is the level of commitment and partnership between the FSCS site coordinator, the school staff, and district leadership. Even in its first full school-year, the FSCS initiative at EAMS is already an integral part of the school's identity. Chris captures the spirit of FSCS initiative at EAMS well:

*“It’s about relationships and how we interact with one another. It’s hard to draw the line between FSCS and the middle school – our goal is full integration. That’s a sign of a true partnership, when we’re all under one banner, one flag. It’s about improvement and progress, not about power.”*

