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Comprehensive Evaluation of the
Full-Service Community Schools Model in Washington:
Showalter Middle School

September 2005

Prepared for:
The Milton S. Eisenhower Foundation

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

Introduction

In 2001, the Milton S. Eisenhower Foundation began to replicate the Full-Service Community School Model in Washington State. The school in this state is 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 Showalter Middle School, the full-service community schools launched as part of this initiative in Washington.

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. 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 using 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."[1] The idea behind "community schools" or "extended-day schools" or "full-service schools"[2] is that youth are served best when all of the adults concerned about that young person come together in a central place. Being "under one roof" facilitates the communication and collaboration of those adults to meet the spectrum of youths' 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."[3, 4] 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."[5]

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

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

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1 Children's Aid Society. Building A Community School. Third Edition, 2001.
2 The field, including the Eisenhower Foundation, uses the terms "community school" and "full-service community school" synonymously.
3 National Institute on Out-of-School Time, January 2003. Citing eight different studies from 1994-2000.
4 Children's Aid Society. Building A Community School. Third Edition, 2001. Citing multiple studies by Vandell, 1999.
5 Eccles, J. and Gootman, J.A., Eds. Community Programs to Promote Youth Development. Washington, DC: National Academies Press, 2002.

5. Communities and schools partner to ensure safe, supportive, and respectful learning environments for students and to connect students to a wider community.[6]

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[6] Ibid, p. 15

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.

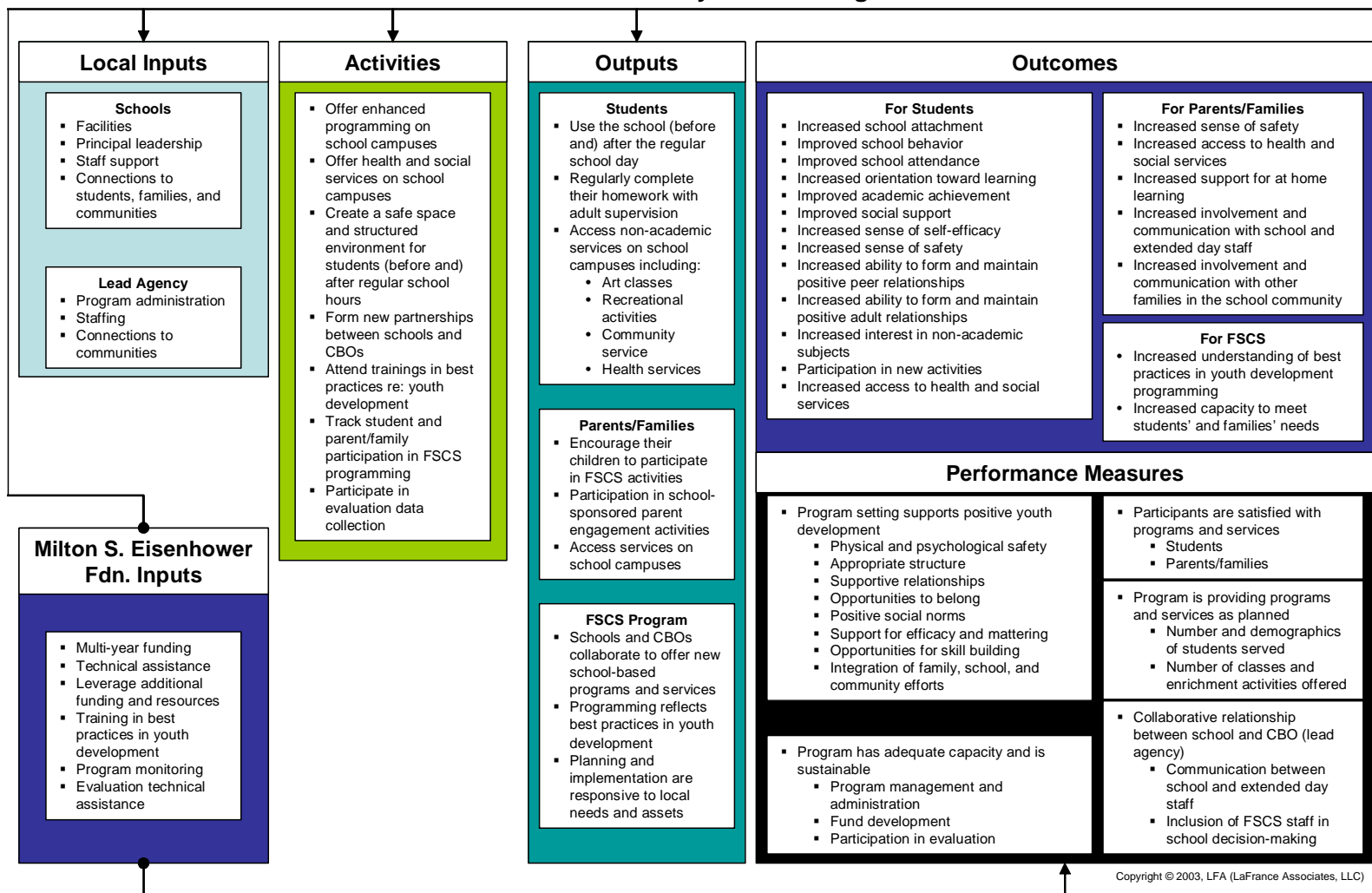**Exhibit XX:**
Logic Model Outcomes and Available Data Crosswalk

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

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[7] This is listed as a performance measure in the logic model.
[8] This outcome is in addition to the outcomes presented in the logic model.
[9] This outcome is not in the logic model, but it is an indicator of the degree to which it has been institutionalized in the school.

Full Service Community Schools Logic Model

Local Inputs

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

Lead Agency
- Program administration
- Staffing
- Connections to communities

Milton S. Eisenhower Fdn. Inputs

- Multi-year funding
- Technical assistance
- Leverage additional funding and resources
- Training in best practices in youth development
- Program monitoring
- Evaluation technical assistance

Activities

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

Outputs

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

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

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

Outcomes

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

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

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

Performance Measures

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

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

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

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

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

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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.[10] The resulting framework is a set of program features and list of indicators that serve as a guideline for observing FSCS programs.[11] 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.

Program Feature	Indicator * 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.
	Is sensitive to the culture and language of participants.
	Establishes meaningful community collaborations.

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

Program Feature	Indicator * Indicates that this is a component of the start-up phase of the program
	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.
	Allocates sufficient program time for homework and homework help.
Opportunities to Belong	*Provides participants with a variety of engagement strategies that make after-school different from but connected to the school day.
	Provides opportunities for youth involvement in planning and decision making.
	Enables participants to develop life skills, resiliency, and self-esteem through participation in activities such as internships, field trips, community service, and mentoring activities.
	Affords participants the opportunity to express their ideas, concerns and opinions.
	Promotes cooperative teamwork/spirit and positive behavior.
	Has participants recruit others into the program.
Integration of Family, School, and Community Efforts	*Develops a plan for parent and family involvement and regularly reviews and updates this plan for effectiveness.
	Involves parents and families in decision making and planning.
	Involves parents, families and the community in program events.
	Encourages staff to communicate with parents on matters concerning the wellbeing of the child.

Program Feature	Indicator * Indicates that this is a component of the start-up phase of the program
	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 Showalter Middle School.

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, 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.

- 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: 12 months prior to participation in FSCS activities, and at the end of each academic year that students participate in the study. School records provide data on standardized test scores, grades, attendance, and disciplinary action.

For youth development outcomes such as orientation toward learning, LFA administered surveys to students at the beginning and end of the academic year. Of the approximately 650 students at Showalter, 115 completed surveys at both the beginning and end of the school year (17.7 % response rate overall). Approximately 25 (21.7%) 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.

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; 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) 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.

Showalter Middle School

Showalter Middle School committed to moving toward a full-service community school model in 2000. The Foundation funded FSCS at Showalter for two school years. Funding was unavailable for the third year, but was resumed for the fourth year. This chapter provides a picture of the school in its fourth year of implementation, the 2004-05 school year.

I. Overview

a. The Community: Tukwila

The City of Tukwila, with a population of around 17,000, is located about fifteen minutes from downtown Seattle. The city has undergone a large demographic shift over the past twenty years, from a primarily white community to a very ethnically and racial mixed community. According to the 2000 U.S. Census, barely a majority of the city's residents were white (54%). The city has seen an influx of immigrants, particularly from parts of Asia and the Balkans.

The median income for a household in the city is $40,718. 12.7% of the population and 8.8% of families are below the poverty line. Out of the total population, 18.0% of those under the age of 18 and 7.7% of those 65 and older are living below the poverty line.

Because of its location near major transportation gateways—highways, railroads, and waterways, commercial and industrial activity has flourished in Tukwila. It contains Puget Sound's largest shopping complex as well as a number of Boeing corporation facilities. Seattle-Tacoma International Airport sits only a few minutes away. Approximately 45,000 people work in Tukwila every day, while only about 17,000 live there.[12]

b. The School: Showalter Middle School

The social and demographic changes in Tukwila have had an amplified effect on the demographics of Tukwila's schools. About two-thirds (63%) of the students at Showalter Middle School are non-white, with almost an equal number of African-American, Asian, and Latino students.

According to Adrian Laigo, Showalter's interim Principal in 2004-2005, about a quarter of Showalter's 640 students are still in the formative stages of gaining English language fluency.

Exhibit 1
Race/Ethnicity:
Showalter Middle School Students
(n=442)

Race/Ethnicity	Percent in SMS
African-American	23%
Asian	19%
Caucasian	36%
Latino	20%
Native-American	2%

* Data for the 2003-2004 school year from the Washington Office of the Superintendent of Public Instruction.

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[12] Information from Wikipedia, an online encyclopedia: http://en.wikipedia.org/wiki/Tukwila,_Washington

One interviewee noted that Showalter has a substantial Muslim student population, composed of both students from the Middle East and from Bosnia.

In addition 64% of Showalter's students participate in a free or reduced-price lunch program.

c. The Lead Agency: Tukwila Community Schools Collaborative

Out of the six FSCS sites supported by the MSEF, Showalter is unique in that it is *not* the only school in its district that is currently implementing the full-service community school model. In fact, the FSCS model in Tukwila operates throughout the district. All five schools in Tukwila—three elementary schools, one middle school, and one high school—operate FSCS programs and have full-time Site Directors. The Tukwila Community Schools Collaborative (TCSC) was created in 2000 to implement the FSCS model throughout the district.

The idea for community schools came out of a collaboration between Casey Family Programs and the Puget Sound Education Service District to try to provide community-based supports inside the school to support foster youth and help them stay in school. Eventually, they decided to focus their effort on Tukwila.

Deborah Salas, the Executive Director of the TCSC noted a unique trait of Tukwila that made it an interesting site to implement the FSCS model. "Tukwila has a history of collaborative partnerships because it's a small community," she said. It also used to be a very rural community but within the last twenty years, has seen an influx of mostly low-income immigrants. In this way, she said, "It has big city issues but is still small and rural in a lot of ways. It has immigration as well as long-term residents." Because of its combination of rural and urban issues, the idea was that this could be a replicable model that could be taken to another city or to rural community.

In total, there are five partners in the Tukwila Community Schools Collaboration In addition to the Casey Family Programs and the Puget Sound ESD, the Tukwila School District, the City of Tukwila, and the Department of Children and Family and have representatives on the TCSC's Executive Team.

The TCSC has six full-time staff: Deborah Salas along with the five Site Directors. As will be discussed in later sections, there are many benefits to having a district wide FSCS initiative. Many needs, especially the student health and family needs, are similar across the elementary, middle, and high school. Through the TCSC, Tukwila has built the capacity to begin meeting the needs of its students and families on a community-wide level.

II. FSCS Programs, Staff, and Participants at Showalter Middle School

a. FSCS Staff

The FSCS staff at the beginning of the 2004-2005 school year looked different than at the end of the 2004-2005 school year. Budget cuts and programming changes meant that a substantial portion of staff that began the year did not finish the year. Exhibit 2 shows the individuals that served on the staff of the FSCS initiative at Showalter at some point in the year, their role, and also indicates which individuals were not on staff at the end of the school year.

Exhibit 2:
Staffing for the FSCS Initiative at Showalter

Name	Function(s)	Position in Day School	Paid / Volunteer	FT or PT	Funding Source
Derek Sparks	Site Director: Plans and oversees all aspects of FSCS administration	None	Paid	FT	MSEF
Raquel Taylor	Works full-time within the school but works from 2:30 – 5:30 with the after-school program. Works with Homework Help, Life and Basic Skills, Hip Hop Club, and Peer Mediation.	Americorps Member	Paid	FT	Americorps
Teddy Huger	Works with the 6th graders during Homework Help; Staffs the recreation program	None	Paid	PT	Tukwila Parks and Recreation
Maurice Williams	Works with 7th graders during Homework Help; Staffs the recreation program	None	Paid	PT	Tukwila Parks and Recreation
Christy Do*	Helped out during Homework Help; Led Life and Basic Skills	None	Paid	PT	MSEF/ TCSC
Natonia Camp	Led Life and Basic Skills; Helped with Recreation	None	Paid	PT	MSEF/ TCSC
Rex Fleischer*	Led Math Enrichment Games	None	Paid	PT	MSEF/ TCSC
Marva Harris*	Led Arts and Crafts; Helped provide security.	None	Paid	PT	MSEF/ TCSC
Eleanor Messerer	Instructional Assistant/ Academy of Reading and Math Lead	Instructional Assistant	Paid	PT	MSEF/ TCSC

Exhibit 2:
Staffing for the FSCS Initiative at Showalter

Name	Function(s)	Position in Day School	Paid / Volunteer	FT or PT	Funding Source
Amy McGuire*	ArtsCorps Lead	None	Paid	PT	MSEF/ TCSC
Marya Kaminski*	ArtsCorps Lead	None	Paid	PT	MSEF/ TCSC
Sarah Itkin	Volunteer with Arts and Crafts as well as with the Family Literacy Center	None	Volunteer	PT	None
Jamie Redd	Teaches Basketball and Fitness	None	Paid	PT	MSEF/ TCSC

* Not working with the Showalter FSCS initiative as of May 2005

In part because of budget cuts in the middle of the year, and in part to balance student and staff ratios, four staff members were let go and student enrollment was increased. In addition, the Arts Corps staff were cut because there was insufficient interest amongst students to warrant funding the two program staff that it required.

At the end of the year, Raquel, Teddy and Maurice along with Derek were the primary after-school staff in charge of running the programs. These cuts have meant added strains on all of the FSCS staff, particularly for Derek. Even Derek's hours were cut back to 30 hours a week beginning June 1, 2005.

b. FSCS Programs and Services

Showalter offers a variety of programs and services for students. The programs range from help with homework to dance, arts, and sports. Showalter provides physical health services along with services that address the social and emotional needs of students (see Exhibit 3 below).

Exhibit 3
FSCS Programs and Services at Showalter for Students, 2004-2005

Academic	Enrichment	Sports and Recreation	Health / Wellness	Behavioral Health and Life Skills
• Homework Help • Focus Homework Group • Academy of Math and Reading	• Life and Basic Skills • Arts and Crafts • Chess and Math Games • Hip Hop Club • Arts Corps	• Recreation and Fitness	• Free Physicals • May Fair	• Life and Basic Skills • Peer Mediation • Individual and Group Counseling

Exhibit 4 below describes the after-school programs that have been offered at Showalter this year.

Exhibit 4:
Programs Offered After-School: Description and Participation Information

Program	Staffing	Community Partners	Days Offered	When Offered	Average Daily Attendance[13]
Homework Help	3 FSCS staff, + Site Director	None	M – W 2:30-3:30	All year	36
Focus Homework Group	Showalter Teachers	None	M – W 2:30-3:00	All year	3
Academy of Math and Reading	1 Teacher	None	M & W 2:30-3:30	All year	5
Life and Basic Skills	1 FSCS staff	None	M – W 4:00-5:00	All year*	18
Chess and Math Games	1 FSCS staff	None	M – W 4:00-4:00	All year*	18
Arts and Crafts	1 FSCS staff	None	M – W 4:00-5:00	All year*	18
Arts Corps	2 staff	Arts Corps	M & W 4:00-5:00	Sept – April	10
Recreation and Fitness	2 FSCS staff	Tukwila Parks and Recreation	M – Th 4:00-5:00	All year	50
Hip Hop Dance	1 FSCS staff	None	T & W 3:00-5:00	Mar – June	20
Peer Mediation and Conflict Resolution	School Counselor + 1 FSCS staff	None	M	As needed	n/a

* Not working with the Showalter FSCS initiative as of May 2005

- **Homework Help.** This is a one hour supervised study period for students. All FSCS participants gather in the library after school and sign in. After FSCS staff take attendance, they help students with their homework and answer questions. Students are supposed to have their teachers sign their planners with their homework assignment so that FSCS staff know what the student is working on.
- **Focus Homework Group**. All teachers stay for thirty minutes after classes end to make themselves available for any homework questions. FSCS staff encourage students with additional academic needs to get help from their teachers in an one-on-one setting. In the second half of the year, one teacher a day came to the Homework Help program to answer questions.
- **Academy of Math and Reading.** This is a computer-based math and reading program that progresses by level and is geared towards students who need extra help in the basic skills. They attend this program in lieu of the Homework Help.

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[13] When this information was not available from youthservices.net, the Site Director's on-site interview data were used.

It is a class that some students attend during the day. The Academy is set up for the ELL students and struggling students.

- **Life and Basic Skills.** This program aims to teach life skills to youth by engaging them in common activities outside of the school setting. Activities include cooking, comparison shopping, budgeting, seasonable projects, balancing checkbooks, setting goals, research careers, and more.
- **Chess and Math Games.** This program aims to enhance the learning and understanding of math concepts through fun math-related games and activities such as chess, connect four, cards, bingo, mancala, geomag, math curse, graph paper, and more.
- **Arts and Crafts.** This program engages students in different artistic projects that help develop creativity and self-expression. Students work with clay, painting, collages and other media.
- **ArtsCorps.** This program is led by an area nonprofit of the same name and provides opportunities for youth to learn stage production, script writing, acting techniques, dance, music and how to bring characters to life in a yearly showcase.
- **Recreation and Fitness.** This program allows youth to engage in sports and recreational activities such as basketball, football, kickball, and others. The goal is to enhance student's health and physical fitness as well as teach sportsmanship, healthy eating habits, and how to maintain a positive competitive spirit.
- **Hip Hop Dance Club.** In this program, students learn different dance techniques and will showcase their talent(s) at school assemblies and events.
- **Peer Mediation and Conflict Resolution.** In this program, students learn to resolve conflict and mediation techniques for peer conflict. Students fine-tune their abilities to mediate conflict through practice and real life discussions. Conflicts will be resolved prior to school administration action.

The idea behind the programming and schedule is to get students to work on their school work and academics first, and then to let them participate in enrichment and recreational activities. For the first hour of each afternoon, from 2:30 to 3:30, students participate in the Homework Help program, or if they need additional help, can get help from a teacher (Focus Homework Group program) or participate in the Academy of Math and Reading. At 3:30, all students move to the cafeteria where they pick up a healthy snack. After their snack, students break out into their second program of the afternoon from 4 pm to 5 pm.

For the first half of the 2004-2005 school year, students were divided into four groups with each group rotating between the Life and Basic Skills, Chess and Math Games, Arts and Crafts, and Recreation and Fitness programs one day a week. A select few students participated in ArtsCorps every day rather than participate in the other programs. In the second half of the school year, due to staffing cuts, Life and Basic Skills, Chess and Math Games, and Arts and Crafts were combined into one program. Two groups of participants alternated between this program and the Recreation and Fitness program.

Derek has sought student input to increase enrollment and interest in the activities. For example, in the spring of 2005, Derek began instituting an all-recreation Thursday. For one day each week, students only participated in recreation and fitness for the entire afternoon and could skip the first hour of homework time. They received an overwhelming response.

On these days, up to 150 students would participate in the program, up from the normal average of 80 students per day. Another example is the development of the hip hop group. There were some students who did not want to be in the after-school homework club but wanted to do hip hop. So he developed a hip hop program for them. There were some teachers who felt like the program was rewarding students that did not behave well and not upholding consistent standards. Derek's perspective was that the benefit of having these additional students participating in a positive after-school activity outweighed the risks of not making them come to the academic portion of the after-school program. His view of the merits of the all-recreation Thursdays is similar: "We still get more kids coming only on Thursdays, which is okay because that tells me that they're being productive, not just sitting on the couch or getting in trouble."

<div style="background-color:#F5B800; text-align:center; font-weight:bold">Health Services</div>

Showalter offers a variety of physical and mental health services for students. The TCSC also puts on a community health fair each year for families. Exhibit 5 summarizes the services that are offered.

Exhibit 5
Health Services at Showalter

Program	Staffing	Organization	Days Offered	When Offered	Average Participation[14]
Counseling (Individual and Group)	Counselors (both school and contract)	Multiple	M – F	All year	n/a
Free Physicals and Immunizations	None	TCSC	n/a	September	n/a
May Fair	None	TCSC	n/a	Once a year in May	450

- **Counseling.** Showalter Middle School has fairly well-developed counseling services for its students. In addition to two full-time counselors, the school has eight part-time mental health counselors and two part-time substance abuse counselors. The school counselors face a variety of issues, from mental health to chemical dependency, financial issues, and abuse. Counselors make referrals to contracted counselors for those kids that need more time and attention. The contracted counselors have a fifty minute block of time to spend with a student while counselors have only about ten minutes to spend with each student.
- **Free Physicals and Immunizations.** This service is organized and funded by the TCSC. For one month at the beginning of each year, students have access to these services. Offering free physicals on site has also allowed some students to be able to participate in sports activities that require physicals.
- **May Fair.** The TCSC puts on this event each year for the entire community. Providers and families attend. It is a health fair whose goal is to connect providers to residents who need low-cost and free health and dental services as well as to promote awareness and to educate families about health issues.

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[14] Information on the numbers of youth who utilize these services was provided by the Site Director of Showalter Middle School.

In addition, Showalter has a Corps team that is made up of different professionals provides guidance and assistance to teachers that have concerns about students, academic or otherwise.

Finally, the TCSC currently has a partnership with the SMILE mobile, a free mobile dental van. Currently, they offer free and sliding-scale dental services for elementary school students only. Deborah Salas, the Executive Director of the TCSC, hopes that it will soon be able to expand its services to middle school students as well.

Services for Parents and Families

Showalter involves parents in a variety of ways, including open houses, parent teacher conferences, sporting events and a culture fair. The TCSC provides a unique addition to Showalter's parent offerings: the Family Literacy Center.

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

	Staffing	Days Offered	When Offered	Average Participation[15]
Family Literacy Center	TCSC staff member + Volunteers	M & W 5:30 – 7:00	Jan to June	n/a

- **Family Literacy Center.** The TCSC has helped to set up several Family Literacy Centers across the community. One site is Showalter Middle School. The goal of these centers is to help struggling and non-English speaking parents and children reach their goals. These centers were opened with the support of the Tukwila Children's Foundation.

Summer Programming

In 2005, Showalter offered summer programming to students similar to the school-year programs but not as extensive. More specific information on the program was not available.

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[15] Information on the numbers of parents who attend these programs or utilize these services was provided by the Site Director of Showalter Middle School.

c. Funding from Eisenhower and from other Funding Sources

The contract from the MSEF pertains only to the Showalter FSCS. The TCSC had a total budget of $645,000 for the 2004-2005 year that came from the following sources:
- Private Foundations (includes MSEF and Stuart Foundation funding)
- Federal 21st Century Grant
- State Washington Reading Corps Grants
- City of Tukwila (Department of Parks and Recreation)
- Seattle SCORES

The City of Tukwila funds all of the recreation staff and recreation programming including the annual May Fair. The MSEF contract funds Derek's salary, staffing, and equipment expenses.

III. Implementation of the FSCS Model at Showalter Middle School

a. History

The TCSC was started in 2000. Since this time, Showalter Middle School's FSCS has experienced much instability and turnover. Derek, who has been site director since the spring of 2004, is the fourth site director at Showalter Middle School in the TCSC's short history. In addition, Showalter will have a new Principal in the 2005-2006 school year who will be the fourth Principal at the school in the last two years. Adrian Laigo, who served as Showalter's Interim Principal for the second half of the 2004-2005 school year, will return to his position as Assistant Principal. Deborah Sales is the second Project Director for FSCS; furthermore, the district hired a new superintendent in the last year.

The instability at key positions has created many challenges to the development of the initiative. These challenges will be further discussed in the following sections.

In the 2004-2005 school year, the MSEF returned to funding Showalter's FSCS initiative after having funded it in previous years but not in the 2003-2004 school year. When MSEF staff observed the initiative in 2004, what they found were after-school programs, not a FSCS. Important pieces of the FSCS model were missing, such as full integration with the school, family involvement, and community engagement. In many ways, this year has been focused on realigning the work at Showalter to the FSCS model, reeducating school and FSCS staff, and recapturing the initial vision that had been lost somewhat amidst the turnover. One small but symbolically important piece of recapturing the initial vision was changing the name of the initiative from the TCSC After-School Programs to Showalter Full-Service Community School Programs. Derek explained, "That right there takes the stigma away that this is an outside agency working within our school."

The FSCS at Showalter Middle School has confronted many challenges this year, most of which has come from the instability of previous years. But with the hard work and effort of the FSCS staff and others, has made important strides.

b. Development of Programming

In developing the FSCS programs that are offered to students, Derek's goal has been to appeal to students' interests and to make it a place where students want to be. In order to find out what students want, Derek has surveyed students and often asks them what programs they would like to see. For example, Derek developed the Hip Hop Club because some students came to him expressing an interest in it. He also created all-recreation Thursdays because the Recreation and Fitness Program is consistently a student favorite.

Creating programs that respond to student interests has required flexibility and creativity. The students who came to him wanting some kind of hip hop dance program were students

that had not been involved in any FSCS programs and did not want to do homework. In developing the Hip Hop Club, Derek had to weigh the benefits of engaging a group of students who would otherwise be out and unsupervised with the drawbacks of them not being in the homework club. The all-recreation Thursdays required a similar weighing of benefits and drawbacks. In these instances, Derek has chosen to engage more students.

Derek's efforts have resulted in increased participation in FSCS programs over the previous year. There is a core group of about 80 students who participate in FSCS programs. Around 150 students participated on All-Recreation Thursdays. One teacher spoke about the success of the FSCS in attracting students: "The extended day has really evolved into a place where kids want to be. The program offers programming that students like."

Though Derek said that students generally want to have fun and don't want to do homework, Showalter's FSCS has balanced the academic and enrichment components well. Students spend an hour for three days a week working on homework and developing their academic skills. The results have been positive and are discussed in the Student Outcomes section of this report.

c. Integration of FSCS Initiative with the School, Families, and Community

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

The task of integration is not an easy one. It requires trust and time. At Showalter, the history of turnover and instability both at the FSCS site director and School Principal positions have only made integration of the initiative with the school even more difficult. Progress has been made but integration with the school remains an important area for continued development. Finally, the TCSC has substantial family and community engagement pieces in place though it remains a focus for the entire collaborative.

Integration within the School

One can view and assess the FSCS level of integration into the school from a resources perspective and a relationship perspective. From a resources perspective, the FSCS initiative is fairly well-integrated into the school. First and foremost, the FSCS programs require the use of school facilities and equipment for all of its programs. For example, the Homework Club is located in the school library where students use the computers to complete their homework. Snack time takes place in the cafeteria. Recreation and Fitness programs utilize the gymnasium and sports equipment. The cooking classes use the home economics room's kitchen. The school has also offered the use of copy machines and walkie talkies to FSCS staff, and the district provides an activity bus to transport students home after the programs

end. Symbolic of the central role that the FSCS initiative plays in the school, Derek's office is located in between the Principal's office and the counselors' office.

The relationship among FSCS staff and the Principal and school staff are discussed below.

▪ **Relationship with the Principal**

In the 2004-2005 school year, Showalter had two different Principals: Gordon Fisher and Adrian Laigo. Principal Fisher served during the first semester of the year while Principal Laigo served during the second half. Most of the available qualitative data were collected during Principal Laigo's tenure.

According to Principal Laigo, he plays two primary roles in the FSCS First, he helps with logistics so that the FSCS has the resources, such as classrooms and equipment, it needs to function. Second, he also serves as a sounding board for Derek's ideas. Derek communicates with the Principal nearly every day, either in person or by email.

Both Principal Fisher and Principal Laigo have been supportive of the FSCS at Showalter. When Derek wanted to make the Academy of Reading and Math program available after school, Principal Fisher helped to make it happen. When the initiative had to cut staff members, Principal Laigo facilitated having teachers stay after school once every few weeks to help answer homework questions. Principal Fisher participated in the national orientation the Eisenhower Foundation provides to new staff members.

▪ **Relationship with the School Staff**

School staff such as teachers and counselors are involved with the FSCS in a few ways. Teachers staff the Focus Homework Group—volunteering to stay for 30 minutes after school in order to answer any questions that students have. They also sign each FSCS participant's planner every day so that FSCS staff know what homework each student has. School staff have also participated in MSEF-sponsored FSCS trainings: one teacher and one counselor interviewed indicated that they have attended an MSEF training. Derek also works with teachers regarding students with individual education plans. He will meet with teachers, the Vice Principal, the student and the parents to discuss how the student is doing. Derek also works closely with Emma Mercado, one of the school counselors. They discuss students who have additional needs or have been acting out and brainstorm strategies for supporting them. Derek said he has good working relationships with many teachers at Showalter Middle School.

Still, most school and FSCS staff we interviewed indicated that there exists a general disconnect between teachers and the FSCS. The degree of the disconnect ranges from lack of awareness of the programs and services to skepticism and even antipathy among a small portion of the staff. "I think the teachers see [the FSCS] as completely separate," said one school staff member. One FSCS staff member spoke of his relationship with teachers, "I really think that they look at us differently. Sometimes it kind of seems like we're the scapegoat." Also, during the site visit, the teacher scheduled to remain after

school for the Focus Homework Group did not show up reflecting either a lack of awareness, communication, or commitment.

Interviewees offered several possible reasons and causes for the disconnect between many teachers and the FSCS. Derek spoke about the effect of the having four site directors in the initiative's five years:

> *I think it's caused a disconnect with the staff. They don't think it's real. Teachers, you know, their job is already hard so when it's, 'Oh here comes another program, how long is it going to stay?' They're reluctant to commit to it . . .There's nothing I can do or say that will convince them. They have to see it.*

The turnover of Showalter Middle School's Principal has compounded the disconnect with teachers. The Principal provides leadership and sets the tone for the entire school's relationship with the FSCS initiative. Though Principal Laigo and Principal Fisher both personally supported the FSCS, their short tenures limited their ability to help to educate and communicate their commitment to it to the school staff. One interviewee said:

> *Where the Principal and Site Director have been able to represent this united front, now we have this unknown, we're going to have a new principal and I think it just gets caught up in everything because the site director has to be aligned with the Principal. Some of that anxiety of the teachers has been transferred towards Derek.*

Behavioral issues from previous years have contributed to the disconnect with teachers. FSCS staff mentioned that some teachers felt that the FSCS program in previous years did not adequately supervise the kids or clean classrooms after using them, which has fueled some skepticism about the initiative. Further, some teachers talked about the students with high need recruited for participation as being "those kids" – and the teachers did not want to be involved with "those kids." A school staff member acknowledged these concerns exist but that they primarily pertain to previous years. He said that the FSCS staff have improved their supervision of students this school year.

Other challenges in involving some teachers mentioned by interviewees were territoriality and changing old conceptions of the school. One school staff said, "Sometimes, teachers can get a bit territorial over protecting their classrooms and resources." With respect to old conceptions of the school, one teacher said that some teachers didn't see their role or the school's role as extending beyond the classroom or school day. Both of these challenges were evident at other MSEF FSCS sites.

To confront the significant challenges to gaining the support and involvementof more teachers, Derek has tried to communicate as much as possible and be visible. Whenever he sends out emails about the FSCS, he sends it to the entire staff. He gave a presentation to teachers about the programs at the beginning of the year. He tries to do the little things, such as going to events at the school, sending students to classrooms during homework time so that teachers know that it is real.

Several of the same interviewees who spoke about a disconnect with teachers also mentioned that they have seen improvement during the 2004-2005 school year. One staff said that things have improved because of the efforts that Derek and the Principals

have made to communicate to teachers that the FSCS programs are part of the school. One of the school counselors said that she has increasingly seen teachers recommend the after school programs to their students in order to get help with homework. One FSCS staff member also has seen an improvement this year: "[In previous] years, I felt more like there was the school and then there was us. [T]his year I felt more like we were part of the school."

One teacher said that the communication has improved with Derek at the helm this year and pointed to how they sign student planners. He said, "So that let's me know that if 'Jennifer' isn't doing well and I know she's in the program I can go down to Derek and check in. That seems like a small piece, but it actually increases the communication of the extended day." One teacher also said:

> *It seems to me that it's pretty integrated, because Derek is included as part of our staff, comes to staff meetings, [and] he's visible. I think many of our staff feel like he's part of the staff here and I think that's a big step in terms of having it feel that way.*

This is an indicator of integration at the management level. Derek has faced many challenges that are distinct to Showalter and some challenges that are common across the MSEF's FSCS sites. Developing trust and partnership teachers at the Showalter Middle School will take time. One FSCS staff rated the level of integration with the school: "If I could look at a continuum, I'd say we're maybe 75%. We're not fully there yet." Progress has been made, and with the FSCS Site Director's continued effort and with greater continuity of staffing, the FSCS initiative will continue to integrate more fully into the school.

Support from the School District

In general, the Tukwila School District supports the TCSC. 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 school district and lead agency could work in greater partnership. As one TCSC staff member said:

> *There's still an us and them thought process that happens. And I see it happen every now and then. An example is there was an opportunity to get on board with a multi-school district grant, a big federal grant, and this district decided not to go for it, because they didn't have the infrastructure. But [the TCSC is] the infrastructure. . . That's something that we need to change. We need to get more integrated into the whole culture and the thought process. We're still thought of as the other program.*

FSCS and TCSC staff members spoke about how the new Superintendent of the Tukwila School District has become a strong supporter of FSCS. The Superintendent has already attended a FSCS training. Deborah Salas said: "He is really getting it. Our director of student services and our curriculum director, they really get it. . . I think we are getting closer."

Parent Involvement

Showalter Middle School faces some distinct challenges in involving parents. Because a large percentage of the school's parents are refugees and immigrants, one FSCS staff member said the school can be intimidating for parents. The constraint of time and finances can add to the difficulty of getting involved in school activities. In addition, Derek has focused much of his time in his first year on developing programming, attracting students, and building relationships with school staff. The budget cuts in the middle of the year also occupied much of his time. In the FSCS model, however, increasing family involvement at the school level is a schoolwide effort – not the sole responsibility of the FSCS Site Director.

However, progress has been made. Showalter Middle School, with the help of the TCSC, has opened the Family Literacy Center, an adult ESL program that is offered at the school. This program attracts parents who would not otherwise come into the school and helps to break down barriers. So while parent involvement is an area that FSCS will continue to work on, Derek feels confident they can build on the momentum that has been created by the Family Literacy Center.

Community Involvement

The Tukwila Community Schools Collaborative connects and engages the community in several ways. Its five founding collaborators include the Tukwila School District, the City of Tukwila, the Department of Children and Families, as well as the Puget Sound ESD, all important organizations in the area. The Tukwila Parks and Recreation Department provides staffing and funding for the initiative. In addition, many community health providers participate in the TCSC's annual May Fair.

Showalter's FSCS this year worked with ArtsCorps, a community-based organization. There are opportunities for the FSCS to develop more partnerships with community-based organizations who would be willing to provide programs and services to students at Showalter. Not only would it expand the range of offerings that the FSCS provides, but, organizations may also be willing to provide volunteer staff.

d. Barriers and Challenges

Several major challenges facing the FSCS at Showalter Middle School have been discussed thus far, including the instability caused by both turnover of the FSCS site director and Showalter's Principal and the related but distinct challenge of building support and involving the teachers. Here, we discuss other challenges that face the initiative.

- **Turnover of FSCS and School Staff**
  As has been discussed above, the turnover of the FSCS site director and Showalter's Principal have created large obstacles to developing the FSCS. It has meant starting over again with each new site director. It has meant building a relationship and educating each new Principal about the model. It has decreased the support and trust of many school teachers and has made it more difficult to gain back their support

and trust. Without the turnover of key staff, the FSCS at Showalter would be much further down the road.

- **Coordination and Management**
  One of the biggest challenges in implementing the FSCS for the Site Director is the difficulty of playing so many different roles and managing the multiple aspects of the FSCS, such as developing programs for students and families, identifying and developing partnerships with the community, overseeing and managing programs, managing volunteer staff, working with school teachers and administrators, and 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.

- **Scarcity of Funds and Sustainability**
  The scarcity of funds poses a formidable barrier to full implementation of the FSCS concept. The scarce funding imposes constraints on most other aspects of the program—level of staffing of the initiative, the amount of services offered (particularly health services and adult programs), purchasing and replacing broken equipment, and administrative burdens placed on Derek. It places time constraints on Derek that limit his ability to be out in the community developing new partnerships and engaging with parents and families. For Derek, the budget cuts during the year have made it difficult for him to plan for the future because a much of his time and energy is placed on just keeping the programs afloat.

- **Transportation**
  The School District provides a bus to students after school. However, the bus leaves before program ends so students who need to ride the bus are only able to attend the homework club and snack and miss out on the enrichment activities. One suggestion would be to have another activity bus that left after the end of program so that it would be more accessible to students.

e. Benefits of Being Part of the TCSC

The Tukwila Community Schools Collaborative is a unique effort. "We've been told we're the only school district in the nation that is trying to do a full-service model throughout the district," said Deborah Salas. Interviewees spoke of some of the benefits that Showalter's FSCS experiences from being part of the TCSC.

- **Information and Resource Sharing**
  The TCSC staff (Deborah Salas and the five site directors) meet monthly to discuss what is going on with each of their programs, such as students they are serving, events taking place, and challenges faced. Deborah has tried to hire site directors that have unique and varied skill sets. Of the group of site directors, one site director came from a public health background, another from volunteer development, a third from literacy, and a fourth from alternative schools and struggling students. Derek's background is in youth development and leadership and Deborah's background is in social work. So they bring different perspectives, experiences and skills to each

conversation and benefit from having access to different areas of expertise, all of which are relevant to the work they do.

In addition, the sites are able to support each other with added resources when needed. When Derek had to attend a meeting, Deborah was able to send an extra staff member to Showalter for that day to provide support. With the budget cuts, the TCSC was able to provide staff time to help Derek with data entry and data management for the evaluation.

- ▪ **District-Wide Programs**
  Having a district-wide presence gives the TCSC the scope to develop programs and services that serve students and families from all of Tukwila's schools. For instance, the TCSC May Fair targets all families in the district. The TCSC is also seeking to expand its partnership with the SMILE Mobile, which currently provides free dental services to Tukwila's elementary schools. In this way, the TCSC is able to leverage its size to develop programs and services with wider reach and greater impact.

- ▪ **Continuity of Program and Services**
  Having programs at every school allows Showalter to leverage the relationships that are developed at the elementary schools. Students who are involved in the TCSC programs at the elementary schools come to Showalter knowing that such programs and services are available. Many of these students also end up acting as mentors to the elementary school students who are coming into Showalter. Similarly, Showalter's FSCS benefits from the relationships with parents developed at the elementary school TCSC sites. Deborah explained:

  > *If you establish that relationship in the elementary school, then the transition becomes almost seamless. The parents that I know from elementary school, I see them at the middle school and we can notify Derek, "Here are some parents that might be really helpful to you."*

f. Program Quality

In assessing the effectiveness of the FSCS at Showalter Middle School, we were not only interested in how well Showalter 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.[16] This framework serves as one method for assessing the effectiveness of the site and areas for further improvement.

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[16] For a list of the indicators used to measure each program feature area, please see the Introduction.

Program Feature	Notes
Appropriate Structure	Space for activities is adequate. The safety and security precautions are the same as during the school day. They have a sign-in and sign-out sheet that works well. Staff often stays until 6:00 or 6:30 when program ends at 5:30 to make sure that kids get home safely. Behavioral expectations are similar to the regular school day. The Principal said that supervision of youth has improved this year. Derek works with the school counselor to stay current on student needs.
Program Management and Administration	-The FSCS initiative employs a point system where kids are awarded points for fulfilling certain responsibilities, such as signing in, coming on time, and having teachers sign their planners to confirm the homework assignments. The Principal feels that Derek sets and enforces proper standards of behavior. -Derek speaks regularly to the Principal, the school counselor and teachers.
Supportive Relationships	The FSCS gives students choice by rewarding proper behavior through its point system. FSCS staff interacts with students in different ways. Not enough information to speak definitively about the quality of interaction between staff and youth though we observed respectful interaction during the site visit.
Staffing/ Professional Dev.	-One staff member said "When Derek speaks, the kids, the kids listen. They respect him. It's working out." -TCSC conducts professional development sessions at the beginning of each school year. -Derek said the Eisenhower trainings really helped him understand the full model. He would like all staff to have trainings, and would also love to have Eisenhower come and conduct trainings with school teachers and administrators. -Staff have clear roles and job descriptions. They hold regular staff meetings about twice a month. Derek said, "We talk about stuff that comes up during the course of the week or course of the month that we don't have the time to resolve or find a solution to." -Derek conducts performance evaluations of staff: "I've found that performance evaluations are a way for me to give feedback on things I see. A lot of times I don't like to go up during the course of the program and mention something unless it's something that needs to happen at that time." -Staff say that there are opportunities to provide feedback all the time. Staff also says that Derek communicates information to them much more than previous Site Directors.
Opportunities for Skill Building	Academic programs offer help for both students who are on grade level and those that are below grade level on math and reading skills. Offerings include: recreation, life skills, computer games, and arts programs as well. They have taken some field trips but FSCS staff expressed a desire to take more. Some youth complained about the preponderance of recreation. Opportunity to continue expanding and developing programs.
Academic Achievement and Integration with School	See Section on "Integration of the FSCS Initiative" above.
Opportunities to Belong	Some programming is based on input from students. FSCS programming focuses on students' life skills and self-esteem. Derek tries to communicate to youth the consequences of their decisions. No information collected on how theFSCS promotes cooperation or whether participants recruit others students.
Integration with Family and Community Efforts	See sections on "Parent Involvement" and "Community Engagement" above.

IV. 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 142 students at Showalter for whom parent/guardian consent to participate in the evaluation of the FSCS model was obtained. This is approximately 22% of the student body. For these 142 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 115 students out of the 142 students with consent completed the baseline and follow-up 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 Showalter Middle School 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 115 youth survey respondents, 25 of them were involved in FSCS programs and/or services during the 04-05 school year. In total, about 140 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:

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

- School behavior;
- Academic achievement;
- Satisfaction with/attachment to school;
- Orientation towards learning;
- Interest in non-academic subjects; and
- Positive peer relationships.

More detailed information on these quantitative findings is found in the specific youth outcome sections below. Exhibit 7 provides an overview of where we found statistical significance for these six youth outcomes with regards to FSCS participation.

Exhibit 7
Statistically Significant Youth Outcomes

Youth Outcome	Statistical 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	✓		
Academic Achievement	✓		
Satisfaction with/Attachment to School		✓	
Orientation Towards Learning	✓		
Interest in Non-Academic Subjects			✓
Positive Peer Relationships	✓		

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;
- Self-efficacy;
- Positive future orientation;
- Positive adult relationships;
- Social support;
- Interest in non-academic subjects;
- Exposure to new activities;
- Participation in school activities; and
- Sense of safety.

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

Who are the 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. A larger percentage of the FSCS participants in our study were in 6th grade and fewer in 8th grade. FSCS participants were more evenly mixed by gender than non-FSCS participants and there were significantly larger percentage of African-American students among the FSCS participants in our study than non-FSCS participants.

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

Characteristic		FSCS Participants	Non-FSCS Participants
Grade		n=25	n=89
	6th	48%	17%
	7th	32%	42%
	8th	20%	42%
Gender		n=24	n=90
	Male	54%	38%
	Female	46%	62%
Race		n=25	n=86
	White	16%	28%
	African American/Black	40%	13%
	Latino	16%	14%
	Asian	20%	27%
	Biracial/Multiracial/Other	8%	19%

Because a relatively small number of FSCS participants completed the surveys, the difference in percentages may not accurately reflect the actual demographics of FSCS participants. However, this comparison does show the differences between the FSCS and non-FSCS participants in our study.

Exhibit 9 below provides profiles of average FSCS and non-FSCS participators based on baseline information captured during the 2003-04 school year prior to youth involvement in FSCS activities in the 2004-2005 school year.

Exhibit 9
Participant Profiles

For 2003-2004 School Year	FSCS Participants		Non-FSCS Participants	
	Mean		**Mean**	
Number of Absences [a] (n=25) and (n=91)	0.4	days	0.8	days
Number of Behavior Incidents (n=25) and (n=91)	1.5	incidents	0.2	incidents
Math Grade (n=25) and (n=88)	2.3	(on 4-point scale)	3.1	
English Grade (n=25) and (n=88)	2.4	(on 4-point scale)	3.0	

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

As Exhibit 9 suggests, the English and math grades of FSCS participants tend to be significantly lower than non-FSCS participants in our study—almost a whole letter grade for math and more than half a letter grade for English. FSCS participants in our study tended to have more behavioral incidents but slightly fewer absences than non-FSCS participants.

School Behavior

FSCS participation has a statistically significant impact on the number of school offenses that a student commits (see Exhibit 10 below).

Exhibit 10
Effect of FSCS Participation on Students' Behavior

Research Question: What is the effect of FSCS participation on whether a student a decrease in the number of school offenses?			
Indicator of Participation	**Effect Size**	**N**	**Description of the Model**
Participation vs no participation	-0.9 **	64	With controls of gender, ethnicity, and grade.

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

The effect size is measured in terms of change in number of behavioral offenses, so a negative change means fewer offenses. An effect size that is negative means that the number of behavioral offenses decreased for FSCS participators more than it did for *non-participators*. This model shows that those who participate in FSCS after-school programs improve their behavior in school more than those who do not participate; all else equal, those who participate improve by almost one full offense more than those who do not participate. This finding is significant— we can say with confidence that FSCS participation leads to decreased behavioral incidents at Showalter Middle School.

This supports what FSCS staff have seen with their own eyes. One staff member said, "I remember the first year I started, there were certain kids and this one kid, he is a handful now, but he has made a lot of improvement. I have been here 4 years now. There have been some kids who have had a complete turnaround in terms of behavior." Derek had focused

on using the FSCS programming as a tool to give troubled students a positive outlet. By providing programs that students participate in, he has leverage to promote the kind of behaviors that are in the best interests of the students and the school.

School Attendance

While there were no statistically significant findings for the relationship of FSCS participation with student attendance, FSCS programs and services aim to address students' cognitive and developmental needs so as to improve their experience at school and in life. It provides programs that students enjoy, such as the hip-hop program and recreation. 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.

Academic Achievement

One of the FSCS's primary goals is to increase the academic achievement of students. Exhibit 11 shows the effect that FSCS participation has on students' math grades.

Exhibit 11
Effect of FSCS Participation on Students' Math Grades

Research Question: What is the effect of FSCS participation on whether a student shows improvement on *year-to-year change* in Math grades?			
Indicator of Participation	**Effect Size**	**N**	**Description of the Model**
Participation vs no participation	.7 *	64	With controls of gender, ethnicity, and grade.

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

This model shows that those who participate in FSCS after-school programs improve their math grades in school more than those who do not participate; all else equal, **those who participate in FSCS programs improve by more than one full half grade (0.7) over those who do not participate.**

The FSCS program has a consistent and substantial homework help component. Teachers we spoke to said that the program offers more accountability in terms of getting their homework done. FSCS participants must have their teachers confirm what homework they have so FSCS staff can ensure that students work on it. One of the most common open-ended responses by parents to survey question "What has been the biggest change you have seen in your child since s/he began participating in the FSCS activities?" was that their child likes homework more, finishes it more frequently, and just generally reads more.

Satisfaction with and Attachment to School

The FSCS provides many students a space in school that they can enjoy and feel like they belong. The programs provide additional support for the child which can cause students to like school more. As Exhibit 12 shows, FSCS participation has a statistically significant effect on students' responses to the item: "My teachers will help me before or after school if ask for help?"

Exhibit 12
Effect of FSCS Participation on Satisfaction with/Attachment to School

Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "My teachers will help me before or after school if I ask for help?"			
Indicator of Participation	**Effect Size**	**N**	**Description of the Model**
High participation rate vs. low or no participation	2.5*	15	With controls of ethnicity and grade

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

This table above shows that those who have high participation rates are 2.5 times more likely to show improvement on feeling that they get help from teachers than are those who have lower participation rates or don't participate at all with ethnicity and grade controlled for.

The after-school provides programs that students enjoy, a fact that Derek takes pride in. The proof is in the high attendance that the FSCS programs have enjoyed compared to previous years. The FSCS programs also appeal to some students who often exhibit behavior issues in school or do not like school.

One parent of a FSCS participant wrote, "My child has started to like school," as a result of participating in FSCS programs. Another parent wrote, "They get more involved in the school and better understand the American culture." This latter statement illustrates an important consequence that increased involvement and attachment to school can have on students and families. Namely, attachment to the school can help orient the student to the community and society as a whole. Principal Laigo said, "A lot of these kids are coming from poor families…perhaps the threat is there and the harm, to not feel part of the society, the positive part of society, and these activities allow them to feel like they belong."

Orientation Toward Learning and Positive Future Orientation

As students gain a better understanding of the material they are learning and experience improved academic success, their orientation toward learning is also likely to increase. Exhibit 13 and 14 below show the effect that FSCS participation has on students' orientation towards learning.

Exhibit 13
Effect of FSCS Participation on Students' Orientation Towards Learning

Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "I learn a lot at my school?"			
Indicator of Participation	**Effect Size**	**N**	**Description of the Model**
Participation vs no participation	5.3*	69	With controls of gender, ethnicity, and grade.

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

This table shows **that students who participate in FSCS are about five times more likely to show improvement on the item, "I learn a lot at my school," than are those who do not participate**.

Exhibit 14
Effect of FSCS Participation on Students' Orientation Towards Learning

Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "I do the homework teachers give me?"			
Indicator of Participation	**Effect Size**	**N**	**Description of the Model**
Participation vs no participation	7.5*	66	With controls of gender, ethnicity, and grade.

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

The table above shows **that students who participate in FSCS are 7.5 times more likely to show improvement on the item, "I do the homework teachers give me," than are those who do not participate**.

Exhibit 15
Effect of FSCS Participation on Students' Interest in Non-Academic Subjects

Research Question: 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?"			
Indicator of Participation	**Effect Size**	**N**	**Description of the Model**
For students who participate, days spent in FSCS activities	1.05*	15	With controls of gender, ethnicity, and grade.

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

The table above shows **for every extra day that students participate in FSCS activities, they are 5% more likely to show improvement on the item, "After school, I spend my time reading books, magazines, or newspapers," than are those who do not participate**. These results indicate the effect that the Homework Help, Focus Homework Group, and the Academy of Math and Reading have on students. It has increased the amount that students read, improved their completion of homework, and overall, increased students' sense that they are learning at school.

Derek also supplements the homework help with motivational presentations and discussion of the importance of obtaining an education to their future well-being. First, Derek wants to give kids the confidence so that they feel like they higher education is attainable. Then, he shows them the price of not getting an education. "I show them how if you don't get the work done and pay the price now, then what it'll look like in ten or fifteen years."

Derek seeks to show them reality and make them aware of how the future rides on their present choices. He also helps students take more responsibility for their future rather than letting their past economic circumstances dictate their future circumstances. Kids can feel sorry for themselves, he said, but "After awhile you have to, unfortunately accept those cards you were dealt and move on with the show. What do I need to do? Okay, I need to get a tutor. I need to get here on time. Derek's own experiences with poverty as well as his personal qualities help to make him an effective messenger: "I've been there, I've grown up like most of them with a single parent and poverty and hardship."

Participation in New Activities/Interest in Non-academic Subjects

Youth in the focus group said that if they were not involved in FSCS programs, they would be engaging in activities such as surfing the internet, watching TV, or talking on the phone.

FSCS programs are giving a lot of opportunities to kids that weren't available before, whether it's cooking classes, hip hop dance class, or playing kickball. The free physicals that the TCSC provides allow students to participate in sports. One teacher said, "The physicals are a huge thing for our kids who want to participate in sports. A lot of our kids didn't participate in sports before because their parents could not afford to get them to a doctor because of the transportation. To make them available right here at school, it's awesome."

<div style="background-color:#FFC000; text-align:center; font-weight:bold;">Self-Esteem</div>

Interviews with staff shared a common theme: that FSCS improves the self-esteem of students who participate. The progress FSCS makes towards outcomes such as improved academic achievement, greater attachment to school, relationships with peers and adults, and orientation towards the future all contribute to or relate to a student's self-esteem.

One of the school counselors said, "I think their self-esteem also improves just being part of an activity, being part of something. I've had kids come up to me and say, 'Ms. Thomas look what I made in Extended Day.'" Teddy, one of the FSCS staff members, related a similar story: ": One time I had one kid showing me his old progress report and then he showed me the recent one and there was vast improvement and it felt good. He was smiling about it saying, 'This is me, Teddy. This is me.'" A parent also noted that her child "seems very confident being in the program."

<div style="background-color:#FFC000; text-align:center; font-weight:bold;">Positive Peer Relationships</div>

FSCS programs allow students to interact with each other outside of the standard classroom and school setting. The model below uses participation to predict positive change on the survey item asking students whether they have friends who want them to stay out of trouble. If they show more agreement with this statement at the end than at the beginning of the year, they are rated as having positive change (they are more likely to 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 16
Effect of FSCS Participation on Students' Positive Peer Relationships

Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "I have friends who want me to stay out of trouble?"			
Indicator of Participation	**Effect Size**	**N**	**Description of the Model**
Participation vs no participation	5.2*	71	With controls of gender, ethnicity, and grade.

The results in this table show that those who participate are about five times more likely than non-participators to show improvement on feeling they have friends who want them to stay out of trouble. This is a striking result—suggesting that the programs foster a more positive environment in which students interact.

The FSCS also helps students interact with other students that they might not normally interact with during the school day. One teacher noted, "I've noticed increased involvement

because some kids have come out of their shell. Kids that don't seem to fit in, I think extended day benefits these kids because they're forced to be social and develop a group of friends, in addition to the academic increase." Thus, FSCS helps to break down barriers between some students that might not otherwise become friends.

Positive Adult Relationships

There were no statistically significant data from the student survey on the relationship between FSCS participation and students' positive adult relationships. However, FSCS provides an opportunity for students to interact with adults in a way outside of the setting of school and the home. In the focus group, students expressed appreciation for different staff members—from the site director to program staff. The FSCS also likely contributes to this outcome because students are able to relate to FSCS staff in a different way than with teachers—less as authority figures and more as mentors and friends.

Access to Health and Social Services

Showalter Middle School provides a variety of mental and emotional health services from students, including access to two full time and eight part-time counselors. The TCSC supports Showalter by providing free physicals to all students (see description of health services for more information). The physical activity, according to one teacher, "helps kids just burn off some energy because they need to do that too."

Sense of Safety

There are no quantitative or qualitative data to report for this outcome.

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 Showalter Middle School, all parents/guardians of students at the school were asked to complete a parent/guardian survey in May 2005. Out of approximately 650 households, 86 parents/guardians completed the survey. Of the respondents, 25 were parents of FSCS participants and 61 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 activity.

Exhibit 17 summarizes basic characteristics of the parent/guardian survey respondents.

Exhibit 17
Demographic Characteristics of Parents/Guardians

Characteristics		% of Children
Relationship to student	n=84	
	Mother	68%
	Father	23%
	Guardian	4%
	Aunt/Uncle	1%
	Sibling	1%
	Godparent	1%
	Grandparent	1%
	Other	1%
Number of Adults in Household	n=84	
	One	18%
	Two	64%
	Three	13%
	Four or more	5%
Number of Children in Household	n=85	
	One	22%
	Two	32%
	Three	17%
	Four or more	30%
Race/Ethnicity	n=84	
	White	31%
	African American/Black	33%
	Asian American/Pacific Islander	15%
	Biracial/Multiracial/Other	11%
	Spanish/Hispanic/Latino	10%
Work for Pay Outside of the Home	n=66	
	Yes	67%

More than two-thirds of parent/guardian survey respondents are the mothers of students at Showalter Middle School (68%). About two-thirds of respondents have two adults in the household, while the average number of children in the household is 2.5. Two-thirds of respondents work outside of the home.

Access to Needed Health and Social Services

As noted earlier, Showalter offers some physical and mental health services to its students, including individual and group counseling as well as physicals for students. 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 18 below.

Exhibit 18
Student Health and Social Services Offered at
Showalter Middle School
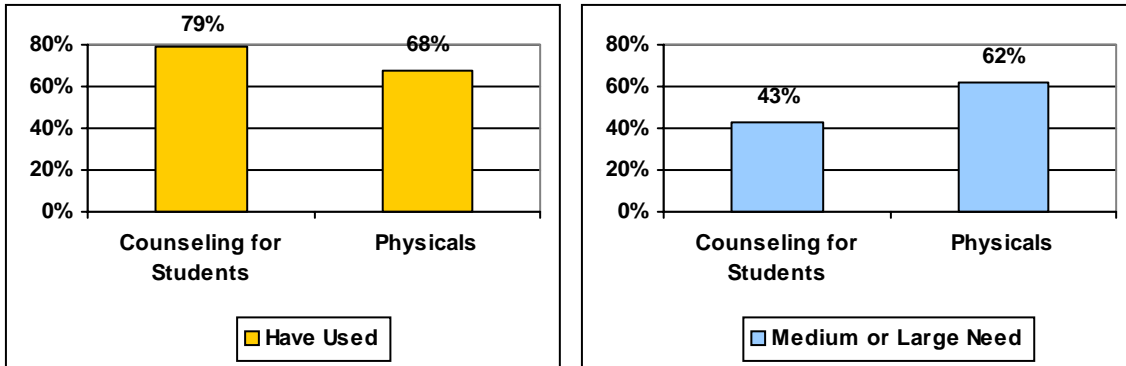
More than three-fourths of parents responding said that their child used counseling services at school (79%, n=18) and two-thirds said their child received a physical at school (68%, n=19).Of those parents who reported levels of need, about four in ten (43%, n=14) indicated a medium or large need for counseling for students and for families, while almost two-thirds (62%, n=13) indicated a medium or large need for free physicals.

In addition to providing services themselves, the FSCS program has helped educate parents about community resources that are available for their family.

Exhibit 19:
Access to Health and Social Services

As compared to <u>LAST YEAR</u> … (OR since student <u>STARTED FSCS ACTIVITIES</u>)	Mean (Four-point Scale)	
	Parents of Non-FSCS Participants	Parents of FSCS Participants
I know more about where in the community to get help for my child and my family. (n=59) and (n=24)[a]	2.7	3.1**

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

Exhibit 19 shows that on average, all parents of FSCS participants agree that they know more about where in the community to get help for their child and family since their children started FSCS activities, while fewer parents of non-FSCS participants agree (mean difference = 0.4). This suggests that involvement in the FSCS program also increases parents' awareness of the myriad resources that are available in the community. This is important because the school will never be able to provide all the services that a child or family may need. The wider community can step in and fill the gaps.

Support for At-Home Learning

As in the section above, Showalter parents were indicated their level of agreement with some statements on a four-point scale, and these statements were about their involvement with their child's learning.

Exhibit 20:
Parental Involvement in Student Learning

As compared to _LAST YEAR_ … _(OR since student STARTED FSCS ACTIVITIES)_	Mean (Four-point Scale)	
	Parents of Non-FSCS Participants	Parents of FSCS Participants
I know more about how to help my child learn new things. (n=59) and (n=25)[a]	2.9	2.8
I help my child learn new things. (n=59) and (n=25)[a]	3.1	3.4*
I talk to my child about school. (n=56) and (n=24)[a]	3.3	3.3

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

Findings suggest that participation in the FSCS supports at-home learning. On average, all parents of FSCS participants agree that they help their child learn new things since their children started FSCS activities, while slightly fewer parents of non-FSCS participants agree (mean difference = 0.3). The two other indicators of parental involvement in student learning (parents knowing more about how to help their children learn new things and talking to children about school) are not statistically significant.

Involvement and Communication with School and FSCS Staff

Both parents of FSCS and non-FSCS students indicated in the parent survey how their interaction with the school has changed in the past year. On a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree," the average responses of parents of FSCS participants was consistently higher than parents of non-FSCS parents for all questions regarding their level of communication with the school (see Exhibit 21 below).

Exhibit 21:
**Parental Interaction with Showalter Middle School**

As compared to <u>LAST YEAR</u> … *(OR since student <u>STARTED FSCS ACTIVITIES</u>)*	Mean (Four-point Scale)	
	Parents of Non-FSCS Participants	Parents of FSCS Participants
Teachers talk to me more now this year about my child's progress. (n=54) and (n=24)[a]	2.5	2.9**
The FSCS staff talks to me more now this year about my child's progress. (n=50) and (n=23)[a]	1.9	2.5***
I know more now this year about how to get involved at school. (n=55) and (n=25)[a]	2.5	2.7
This year I get more involved in activities and events at school. (n=56) and (n=23)[a]	2.4	2.5

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

Findings suggest that participation in the FSCS increases parent interaction with the school. On average, all parents of FSCS participants agree that they talk more to teachers and FSCS staff about their child's progress since their children started FSCS activities, while fewer parents of non-FSCS participants agree (mean differences = 0.4 and 0.6 respectively). The two other indicators of parental interaction with the school (knowing more about how to get involved and getting more involved) are not statistically significant, though the average response by a FSCS parent exceeded the average response for non-FSCS parents. These results suggest that FSCS participation has strong positive effect on the level of parents' interaction with the school.

Parents of FSCS participants reported which parental activities and programs they have participated in since their child began participating in FSCS programs. A summary of the findings is seen in Exhibit 22 below.

Exhibit 22:
Parental Involvement in School-Wide Activities
(n=73)
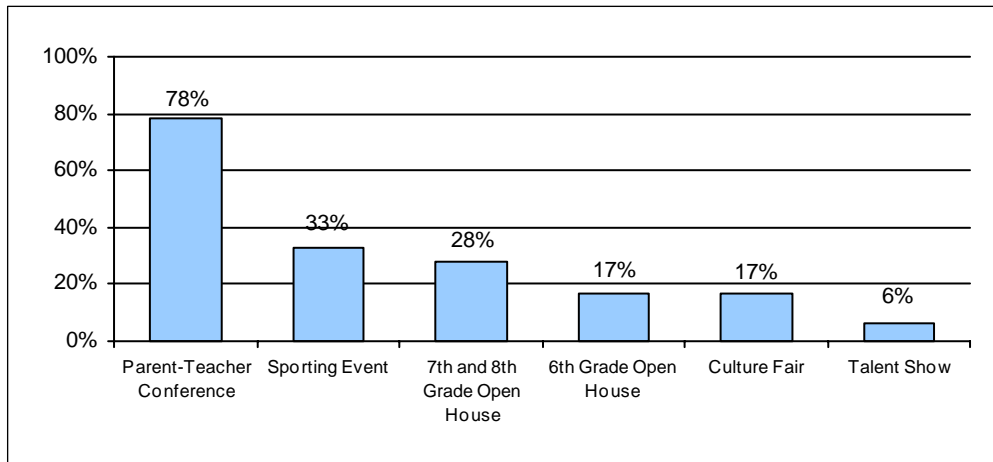
The event with the highest participation by far from parents of FSCS participants is the parent-teacher conferences (78%, n=18). The next most commonly attended events or programs by parents of FSCS participants are sporting events and the open houses. This suggests that parents are engaging with the school in multiple ways.

Exhibit 23 below shows parent survey responses to questions about parents' communication with FSCS staff.

Exhibit 23:
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=15)	13%	87%
The FSCS staff welcomes suggestions from parents. (n=17)	18%	82%
The FSCS staff tells me about how my child is doing in the FSCS activities. (n=17)	29%	71%
The FSCS staff have contacted me about getting involved in activities. (n=12)	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 (87%, n=15) and four-fifths said that FSCS staff welcomes suggestions from parents (82%, n=17). More than two-thirds (71%) said they agree or strongly agree that the FSCS staff keeps them informed on how their child is doing in the FSCS activities and half of the parents said they have been contacted about getting involved in FSCS activities. Such findings point to effective communication between FSCS staff and parents.

Involvement and Communication with Other Families in the School Community

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."

Exhibit 24:
Access to Health and Social Services

As compared to _LAST YEAR_ … (OR since student _STARTED FSCS ACTIVITIES_)	Mean (Four-point Scale)	
	Parents of Non-FSCS Participants	Parents of FSCS Participants
I talk more this year with other parents of students at school. (n=59) and (n=24)[a]	2.0	2.5**

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

Exhibit 24 shows that on average, all parents of FSCS participants agree that they talk more this year with other parents of students at school , while fewer parents of non-FSCS participants agree (mean difference = 0.5). This suggests that FSCS participation creates a community where parents also interact more with other parents.

Satisfaction with School/FSCS Programming

In the survey, parents were asked what they liked most about the FSCS initiative. The most common responses were:
- Help with homework;
- Physical exercise; and
- Structured activities.

Exhibit 25 shows how parents feel about the FSCS activities as a whole.

Exhibit 25:
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=16)	6%	94%
I am comfortable with how the FSCS staff handles discipline problems. (n=16)	25%	75%
I am satisfied with the overall performance of the FSCS staff. (n=15)	20%	80%

Overall, the vast majority of parents of FSCS participants express satisfaction with the FSCS program and FSCS staff. Almost all (94%, n=16) feel like their child likes school more as a result of FSCS activities and four-fifths are satisfied overall with the FSCS staff. Three-fourths of parents expressed comfort with how the FSCS staff handles discipline issues with

the students though a quarter also expressed discomfort. However, in open-ended responses about what they would like to see changed, no parents mentioned discipline of their child as an area for improvement.

Deborah Salas spoke about the impact that the TCSC has had on the families of students in the entire Tukwila school district, Showalter included. The district has collected data on the rate at which families left Tukwila. Deborah said:

> *When we started collecting the data we saw that the mobility rate was 44% district-wide. Then we noticed that those participating in the TCSC program were 7.7%. Huge, huge difference. So, it could be a fluke, but think about who we recruit. We recruit struggling students, newly arrived immigrants, kids that come from single-family households or are living in a home placement. Anecdotally, we've spoken to parents, and been told that they have made decisions to stay in Tukwila even though housing isn't as inexpensive as some of the other areas. The parents can't afford to give up the program.*

Principal Laigo agrees: "We are trying to draw in families, to develop a sense of efficacy in the community to give to these parents and families. If the parents feel good about the community they live in that will be conveyed to their children and they will feel good about themselves." That the existence of the FSCS programs and services provide a powerful incentive for families to stay in Tukwila is an ultimate indication of the FSCS's impact at Showalter and through the entire Tukwila school district.

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 day school and FSCS staff;
- Collaboration 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

Derek communicates frequently with the Principal, school counselors, and teachers. He works in an office next to the Principal and counselors. He sends out all-staff emails to provide updates about the initiative. See the section on "Integration of the FSCS Initiative" for more information.

School Capacity to Meet Student Needs

FSCS programs help Showalter Middle School meet the academic and social needs of students. The academic programs, such as Homework Help and the Academy of Reading and Math, foster greater academic achievement and discipline in finishing homework. Analysis of student records reveals that FSCS participation improves students' math grades (see Section on "Student Outcomes" for more information). The enrichment programs give students the chance to engage in recreational, art, computer, and life skills activities. FSCS programs also help students develop new friendships and greater self-esteem. The -FSCS has provided free physicals for all students in the school.

Collaboration between Teachers and Principals to Address Student Needs

Though no data were collected that point directly at greatercollaboration between teachers and principals, it is likely that the FSCS has created greater collaboration within the school just as it has created greater collaboration between the school and the community.

Participation of FSCS Staff in Decision-Making Bodies

The FSCS site director does not currently participate on any school decision-making bodies. This is an indication of low level of integration at the management level. Change in the school leadership has contributed to a need to re-educate school principals about the importance of integration at the management level.

Partnerships with Community Agencies

Because of the TCSC, several community organizations and institutions have partnered with Showalter Middle School. See section on "Integration of the FSCS Initiative" for more information.

d. Other Benefits/Changes

- **Support for Teachers:**
  The FSCS programs are another resource that teachers can draw on to help students succeed. According to a school counselor, teachers are recommending the FSCS programs to their students more frequently. One teacher said, "It's wonderful to have that accountability, of them having to check their homework. The other benefits are maybe more subjective . . . [such as] their overall health, their attitude when they come to school, and being active and having fun." The FSCS aims to meet the physical, social and emotional needs of the students so that teachers can focus on doing what they do best: teach.

- **Safe, Supervised, and Constructive Activities for Students**
  Without the FSCS many students would not have any structured activity time after school. Just by keeping kids off the street for a few hours each day until parents come home provides benefits to families and the entire community. For families, it's free childcare and it keeps students safe. In focus groups with parents, the TCSC found that safety was the number one concern of parents. Deborah Salas said, "There's a lot of crime in this city. There are a lot of vulnerable kids. So for us to come in and offer a safe place for all of these kids to be is important." For parents, the program has also relieved some of the burden and stress of getting their child to do homework at night. This way, they can relax and enjoy the time they do have with their children at night.

  The community also benefits from students being engaged in positive activities after school. When the FSCS had a week with all recreational activities, one FSCS staff said, "The library called to thank him because it took all their kids out from in front of the library, smoking cigarettes, getting in trouble, and having fights, Instead, they were having fun." Because of the FSCS, students are safe after school, they are engaging in positive activities that boost grades and self-esteem, and parents and the community don't have to worry about their safety or them getting into trouble.

As it continues to develop, there are a few areas to which Showalter Middle School should pay particular attention. Changes suggested by school and FSCS staff are indicated as such. In many of these areas, Showalter Full Service Community School already has plans or hopes for further development. Most ideas would require the time of the site director and some would require modest funding.

Promote Retention of the FSCS Site Director

Looking to the future, one of the most important factors affecting the development of the FSCS initiative at Showalter is the stability of the initiative's staffing. If the initiative experiences another departure of the site director, then the future site director will face the same and perhaps an even larger challenge of building partnerships with the teachers and other school staff. The success of the FSCS depends vitally on the quality of its relationships with the school, students, families, and the community at large. Relationships take time and consistency. The TCSC and Showalter Middle School should work together to ensure they do as much as they can to support the site director and his staff. They may sit down with Derek to discuss the challenges that make his job difficult, identify those areas that can be changed, and brainstorm strategies to change them. If reasonable, the TCSC may want to consider developing a site director retention plan as well as a succession strategy in case any of its site directors leave.

Increase Teacher Involvement

As discussed above, Derek will likely naturally develop greater support from teachers as time passes. However, there are some other ideas and strategies that he may pursue to increase teacher involvement.

- **More help with homework time from teachers**. Currently, teachers volunteer for a few days each year to stay after school from 2:40 to 3:00 pm to answer any questions that students may have. While this does represent a positive step forward for teacher involvement, the brevity and infrequency of the involvement minimize its impact both on student academic achievement and also on teacher integration. The initiative may consider some other alternatives such integrating teachers into the one-hour Homework Help program. The school may consider providing a stipend to teachers for each grading period, as some 21st CCLCs do.

  Though budgets are tight, the initiative may consider paying some teachers to be involved in the Homework Help. Harding Middle School, another MSEF FSCS site in Des Moines, Iowa, pays one teacher from each grade, 6th, 7th, and 8th grade, to supervise and staff homework time. The benefits they have experienced include greater connection between school day curriculum and after-school tutoring (because teachers in that grade know what the students are learning) and greater support and buy-in from the teachers that are involved.

- **Recruit teachers to lead an enrichment activity of their choosing.** This is a recommendation made by the Eisenhower Foundation that Derek would like to implement. He said, "An ideal program for me would be to have regular day teachers that come after school and put on an enrichment activity that is totally opposite of what they teach. Something they're passionate about." Not only would it involve teachers in the FSCS, it would also potentially improve the relationship between teachers and students by offering them a chance to connect outside of the classroom and academic setting.

- **Involve teacher allies.** This is a general strategy for building support. There seem to be a group of teachers that support of the FSCS, have a relationship with the site director, and would be interested in participating in some way. Sitting down with these teachers and brainstorming (without commitment) ways that they might like to get involved in the initiative could help to turn their passive support into active participation. If there are any funds available to be devoted to staffing, the initiative should strongly consider using it to hire teachers as FSCS staff.

Develop More Programming

Many FSCS and school staff members said they would like to see a greater number and variety of programs. Ideas included martial arts, yoga, foreign languages, and field trips to professional sporting events or a music concert. There are many opportunities for FSCS to develop more programs. At other MSEF FSCS sites, community organizations such as the Boy Scout and Girl Scouts provide community service and character development programs at no cost. Showalter's FSCS should explore partnerships with local organizations.

Increase Health Services

The TCSC hopes to expand its health offerings in each school. Besides offering free physicals and organizing the annual May Fair, the TCSC would like to broaden its partnership with the SMILE Mobile to provide free dental service at all schools (rather than only at elementary schools).

Increase Parent Involvement and Interaction

Derek would like to expand the parent involvement portion of theFSCS though time and budget constraints have limited his ability to focus on it. Some events that have worked well at other MSEF sites:
- East Allegheny Middle School's FSCS initiative helped to organize a family night for the entire school. They held the event at a Pittsburgh Pirates baseball game and barbecued before the game in the stadium parking lot. A couple hundred people attended.
- East Allegheny has also developed community movie nights where they invite the community in to watch a recent popular movie. The site director uses these events as an opportunity to advertise the initiative's programs and services to families. These events have also been well attended.

- Harding Middle School has conducted focus groups of parents (held during the parent teacher conferences) to discuss issues relevant to the entire school.
- Harding Middle School also holds barbecues during parent teacher conference nights.
- Lincoln Middle School holds quarterly parent events called Parent Cafés. The Principal often gives a presentation on a relevant topic. One topic was standardized testing, and as part of the Principal's presentation, they gave parents sample tests to fill out themselves.

V. Conclusion

The FSCS at Showalter has a strong foundation on which to build. It has developed a core set of academic and enrichment programming in which students enjoy participating. Derek has developed relationships with teachers and works closely with the school counselors. TheFSCS offers free physicals for all students and recently opened a Family Literacy Center in the school. The Superintendent and othe key leaders in the district, strongly support the initiative. In addition, it is part of a district-wide collaborative with key partners such as the City of Tukwila, the Department of Children and Families, and the Puget Sound ESD. The initiative can leverage the knowledge, resources, and relationships of the other sites to increase its own impact.

The FSCS staff have large designs for what the initiative can be. Derek said:
> *What I'd like to see when 2:30 p.m. hits, man we've got a woodshop, we've got a dance group, spoken word, arts and crafts, recreation, another form of art, instruments, soccer, and we don't shut the doors until 7:30 or 8:00. That's my goal and why I got involved.*

Deborah Salas said she envisions a seamless decision-making process between the school and the TCSC and where the TCSC is seen not as a separate entity but as an enrichment arm of the school. To achieve these goals will require the continued effort and passion of FSCS staff, and partnership with the school, the school district, parents, and the community.

The work of the FSCS is vital to the well-being of the students, families, and the community as a whole. The work involves many challenges. Though there remains room for development and growth, data show that the FSCS is already making a significant impact on students who participate in its programs. FSCS participation leads to improved behavior, improved math test scores, greater orientation towards learning, more positive peer relationships, and improved self-esteem, among other benefits. By helping to meet the full range of needs of each participant, the initiative also benefits parents, teachers, and the community. One school staff member said, "[I]f it weren't for this program there'd be a huge number of kids falling through the cracks. It would be more like craters." Such words offer hope for a future that can build on the important work that has been done at Showalter Middle School.