



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

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

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

A. Introduction

In 2002, the Milton S. Eisenhower Foundation began to replicate the Full-Service Community School Model in Iowa as part of a multi-state 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. In the 2005-2006 school year, the Des Moines Public Schools took over the replication of the full-service community schools model at Harding Middle School and Moulton Extended Learning Center while the Eisenhower Foundation maintained management of the evaluation.

This evaluation report describes the outcomes for the 2005-06 school year for Harding Middle School and Moulton Extended Learning Center, the full-service community schools launched as part of this initiative in Iowa.

B. Context: Evaluation Planning and Design

The 2005-2006 school year is the third full year that LaFrance Associates, LLC (LFA) has conducted an evaluation of the initiative. Year One, 2003-2004, saw considerable energies spent on a complete redesign of the evaluation; as a result, few quantitative data were collected. In 2004-2005, schools participated in a fully implemented evaluation of student, family, and school outcomes. This year, LFA evaluates Harding and Moulton using a quasi-experimental comparison group design.

For the 2006-2007 school year evaluation, LFA and the Eisenhower Foundation divided evaluation tasks differently than we had in the previous year. Rather than LFA holding primary responsibility for direct site communication and administration of the evaluation, Foundation staff dedicated time to providing support to sites in gathering consent, conducting site visits that combined programmatic support and evaluation activities, and administering youth and parent surveys. LFA maintained primary responsibility for instrument development and training of staff in administration of surveys, exhaustive data analysis and reporting, and LFA provided secondary support to Foundation staff in site contact activities and gathering school records data. This model was necessary both for reasons of resource constraints, and in an effort to minimize the impact on sites. We reasoned that with a single point of contact, it would be easier for sites to receive programmatic technical assistance and assistance with an evaluation process that sites were familiar with from the previous year.

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

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

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

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

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

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

Young people spend most of their days at a school building; the central idea around full-service community schools is that everything a young person would need *comes to them*. Parents do not need to re-arrange inflexible work schedules to take a child to the doctor or dentist, because the doctor or dentist comes to the school. Individual and/or family mental health services are onsite at the school. Many full-service community schools have family/parent rooms where parents or guardians can

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.

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

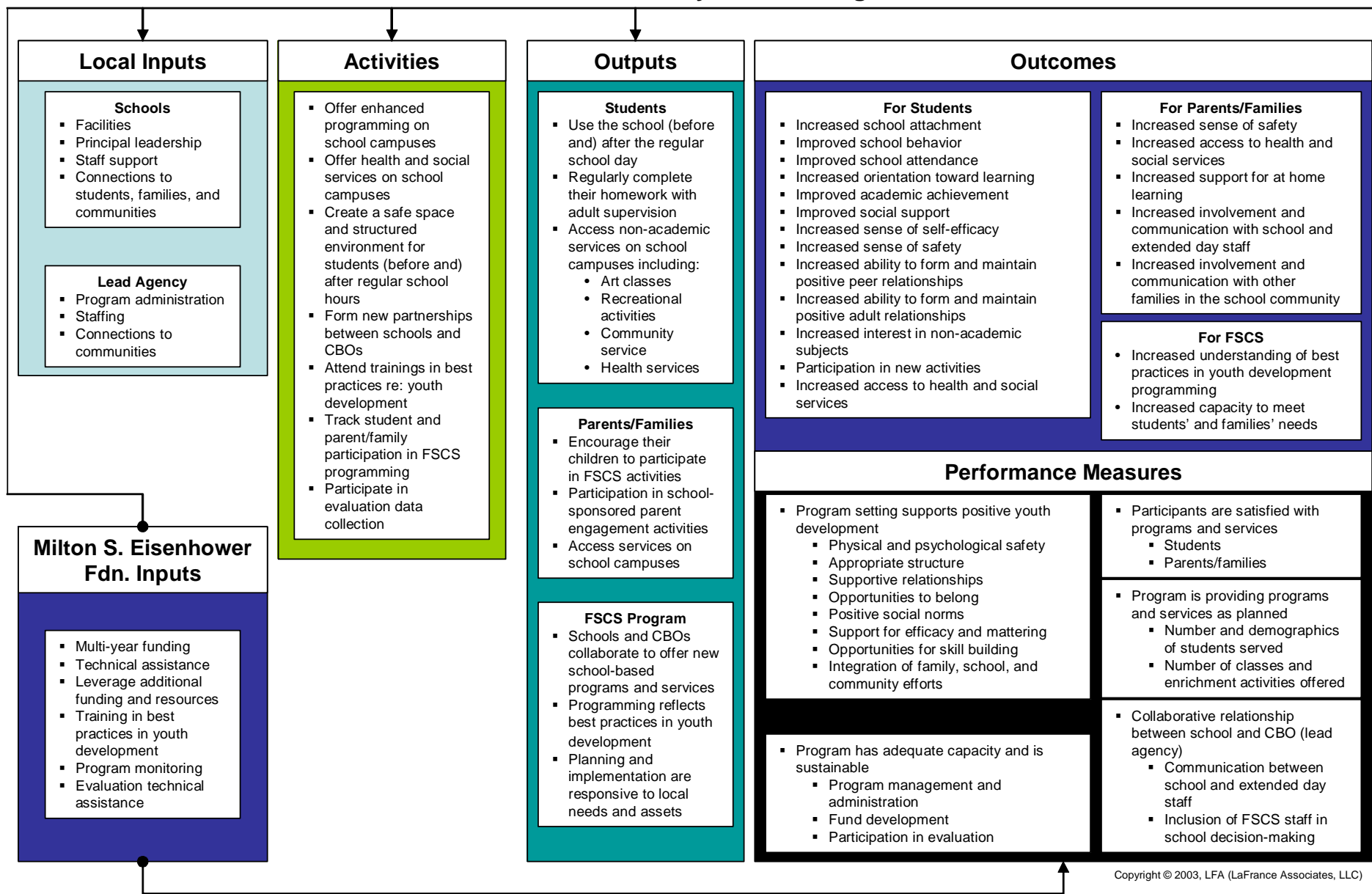
D. Full-Service Community Schools Logic Model and Outcomes

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

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

⁶ Ibid, p. 15

Full Service Community Schools Logic Model



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

| | Logic Model Outcome | Quantitative Data | Qualitative Data | Notes |
|--|---|--------------------------|-------------------------|--|
| Youth | Satisfaction with school ⁷ | ✓ | ✓ | Combined analysis |
| | Increased school attachment | ✓ | ✓ | |
| | Improved school behavior | | ✓ | |
| | Improved school attendance | ✓ | ✓ | |
| | Increased orientation toward learning | ✓ | ✓ | Combined analysis |
| | Positive future orientation ⁸ | ✓ | ✓ | |
| | Improved academic achievement | ✓ | ✓ | |
| | Increased sense of self-esteem | | ✓ | |
| | Increased sense of safety | | ✓ | |
| | Increased ability to form and maintain positive peer relationships | ✓ | ✓ | |
| | Increased ability to form and maintain positive adult relationships | ✓ | ✓ | |
| | Improved social support | | | Outcome subsumed under <i>Increased ability to form and maintain positive peer and adult relationships</i> |
| | Increased interest in non-academic subjects | ✓ | ✓ | Combined analysis |
| | Participation in new activities | ✓ | ✓ | |
| Increased access to health and social services | | ✓ | | |
| 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 | | ✓ | |

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

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

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

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

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

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

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

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

Evaluation Methods

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

A. Outcomes Evaluation

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

Students

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

- School behavior (disciplinary action);
- School attendance;
- Academic achievement;
- Satisfaction with school;
- Attachment to school;
- Orientation toward learning;
- Exposure to new activities;
- Participation in school activities (outside of FSCS programs);
- Interest in non-academic subjects (art, music, dance, etc)
- Social support;
- Self-esteem (sense of achievement);
- Positive future orientation;
- Positive peer and adult relationships;
- Access to needed services; and
- Sense of safety.

Data on these outcomes were collected from school records at the end of each semester for the 2004-2005 and 2005-2006 academic years. School records provide data on standardized test scores, grades, attendance, and disciplinary action.

For youth development outcomes, LFA administered surveys to students at the end of the academic year. Of 589 students at Harding, 78 completed surveys (13% response rate overall). Approximately 66 (85%) of respondents are participants in FSCS activities. Of the 108 sixth, seventh and eighth grade students at Moulton, 25 completed surveys. Because these surveys were returned without names, we were not able to discern whether students participated or did not participate in FSCS activities. We were also not able to connect survey responses with grades, attendance, or behavior data. Therefore, there are no available youth development outcomes data for Moulton for this year, and no analyses could be completed linking youth development and academic outcomes.

The primary source of data about student participation in FSCS activities and services is youthservices.net, a web-based database. Each school's Site Director is responsible for ensuring accurate and timely data entry into the database.

Parents

Parents at Harding completed end-of-year assessments of outcomes experienced by themselves 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.

Out of 589 Harding households, 126 parents/guardians completed the survey for a 21.4% response rate. Of the respondents, 52% were parents of FSCS participants and 48% were not. Sixteen Moulton parents completed end-of-year surveys, and a group of three parents participated in a focus group.

Schools

The Eisenhower Foundation provides schools with technical assistance to implement the Full-Service Community Schools model. The evaluation includes an assessment of the following school 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.

Foundation staff also conducted site visits using interview protocols developed by LFA. During site visits, they observed FSCS functioning, interviewed teachers, Principals, and other program staff.

B. Process Evaluation

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

Research questions answered regarding students served and program participation include:

1. How many students were served in each Full-Service Community School site?
2. In what specific types of Full-Service Community School activities did students participate and at what levels of participation?
3. What are the demographic characteristics of students participating in Full-Service Community School activities?

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

1. What barriers to implementation did sites experience?
2. How did sites address implementation barriers?
3. To what extent is the Full-Service Community School model becoming institutionalized within participating schools?
4. What plans are in place—including securing funding and other necessary resources—at sites for sustaining Full-Service Community School programs and services?

Research methods and data collection for the process evaluation included key informant interviews, observations of programs during site visits, and analysis of data from the information system used by schools (www.youthservices.net).

Harding Middle School

Harding Middle School began its transformation into a full-service community school four years ago. This report provides a picture of how the school is implementing the full-service community school model in Year 4, the 2005-2006 school year. Des Moines Public Schools, the city-wide school district, serves as the fiscal agent for both Harding Middle School and Moulton Extended Learning Center, managing the grant from the Department of Education. Urban Dreams is the lead agency for both schools, supervising the Site Directors, providing programs and identifying and bringing in partners.

A. Overview

The Eisenhower Foundation replicated full-service community schools in selected sites nationwide as part of its mission to "...replicate and communicate scientifically evaluated, multiple solution successes to problems experienced by the poor, racial minorities, the jobless, the undereducated, youth, families, persons leaving prison and America's beleaguered inner cities."¹ The Eisenhower Foundation, along with the local agency Urban Dreams, worked to secure funding from Senator Harkin for the Foundation's Full-Service Community Schools Initiative. Replication sites include two schools in Des Moines; Harding Middle School and Moulton Extended Learning Center.

The School: Harding Middle School

Harding is located on busy Euclid Avenue in Des Moines. The school is in a tree-filled green space and the building, erected in 1926, is in the shape of a figure eight, with two interior courtyards that contain structures built by students including benches and a trellis. There is a parking lot across the side street, on the same side of Euclid, next to the school's basketball courts and playground.

The Full-Service Community School office is located on the basement level. Each hallway in the building has a set of doors at its end, creating sections within the school. The sixth graders are sectioned off from the seventh and eighth graders. In the basement, the FSCS office is in a suite-like space shared with a special needs class and a SUCCESS² worker's office.

Adequate Yearly Progress (AYP) is the cornerstone of the No Child Left Behind Act, federal education legislation created to hold schools accountable for results. In order to access federal funds schools must meet AYP standards. Each state sets an annual target for AYP, which indicates the minimum percentage of students that must achieve grade-level standards in math and reading. Harding Middle School did not meet the AYP standards in the 2005-2006 school year.³

¹ http://www.eisenhowerfoundation.org/aboutus/fr_mission.html. Retrieved July 8, 2004

² SUCCESS workers are social workers.

³ Iowa Department of Education, <http://www.state.ia.us/educate/ecese/nclb/reportcard.html>

Harding Students

There were 589 students enrolled at Harding in the 2005-2006 school year.⁴

Harding students are diverse, as shown in Exhibit 1 at right. One in four students is Latino, and one in five students is African American. Harding students speak 12 different native languages.

**Exhibit 1:
Student Race/Ethnicity**

| Race/Ethnicity | Percent in Building (n=589) | Percent in District (n=31,378) |
|-----------------------|--|---|
| White | 46% | 64% |
| Latino | 26% | 14% |
| African American | 20% | 17% |
| Asian | 7% | 5% |
| Native American | 1% | 1% |

Approximately eighty percent of Harding students are eligible for free or reduced-price lunch as compared to a little more than half of students District-wide. This is a commonly accepted indicator of a student's economic status.

**Exhibit 2:
Eligibility for Free or Reduced-Price Lunch**

| Status | Percent in Building (n=589) | Percent in District (n=31,549) |
|-------------------------------------|--|---|
| Free or Reduced-Price Lunch | 78% | 56% |
| Non-Free or Non-Reduced-Price Lunch | 22% | 44% |

Approximately one-quarter of Harding students are in a special education program, and one-quarter are English Language Learners.⁵ Both percentages are greater than the percentages of special education students and English Language Learners in the district (19% and 12%, respectively). There are 14 classrooms in the building dedicated to different types of special education from resource to self-contained programs.

**Exhibit 3:
Other Demographic Characteristics**

| Student Type | Percent in Building (n=589) | Percent in District (n=31,549) |
|----------------------------|--|---|
| Special Education Students | 26% | 19% |
| English Language Learners | 26% | 12% |

There were 52 full-time classroom teachers at Harding in the 2005-2006 school year, creating a student-teacher ratio of 13:1. The district-wide student-teacher ratio is 14:1.⁶

⁴ All student demographic data are provided by Des Moines Public Schools, as of September 2005, unless otherwise noted.

⁵ Iowa defines ELLs as students whose native language is other than English.

⁶ CCD public school district data for the 2004-2005 school year. <http://nces.ed.gov/ccd>

B. FSCS Staffing and Programs and Services for Students

FSCS Staffing

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

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

Overview of FSCS Programs and Services

Harding’s after-school programs have centered on academics—even with its signature soccer program, students must participate in one hour of academic work before practice begins. Harding offers tutoring and homework help after school each Monday, Tuesday and Thursday, and regular day teachers lead the “study tables” and academic support groups or “tutoring clubs.” Exhibit 4 below details the variety of offerings for students at Harding during the 2005-2006 school year.

**Exhibit 4:
FSCS Programs and Services for Harding Students**

| After-School Programs | | | Services |
|--|--|--|---|
| Academic | Enrichment | Behavioral Health and Life Skills | Health / Wellness |
| <ul style="list-style-type: none"> • 6th, 7th and 8th Grade Academic Support • ESL Academic Support • Follow the Leader (Homework.com) | <ul style="list-style-type: none"> • Book Club • Drama Workshop • Guitar • Harding Heritage Choir • Intramural Basketball • Intramural Soccer • Tournament Games Club • Ukrainian Egg Design | <ul style="list-style-type: none"> • “Mariposa” Latina Group • “Sisters for Success” African American Girls Group • YMCA Teen Leaders Club • Young Men’s Group • Youth Leaders Club | <ul style="list-style-type: none"> • Dental Screenings • Dental Treatments • Youth Physicals |

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

- Community service at the Asian Festival;
- A “Get Your Grill On” barbeque training at Cookie’s Barbecue Factor, where students learn about food safety, food handling and the food is prepared by students;
- A field mother-daughter trip to a “Ballet Hispanico” dance performance;
- A “Step Into Reality” workshop designed to provide life skills information to African American students;
- A 6th Grade Family Orientation and barbeque for incoming students and their families;
- A Bell Time Committee Forum to provide parents with an opportunity to share concerns about school start and end times;
- Grade-level Family Nights for 6th, 7th, and 8th grade families;
- A Nursing presentation from Mercy College of Medical Services;

- Field trips to Sleepy Hollow and a local swimming area;
- A Volunteer Recognition event to give positive recognition to student volunteers; and
- A Youth Focus Group to provide youth with an opportunity to share experiences, ideas, opinions about FSCS programs and events.

Harding also offers activities over the summer for students, as detailed in Exhibit 5 below.

**Exhibit 5:
Summer Session 2006: FSCS Programs and Services for Harding Students**

| Summer Programs | | | Services |
|--|---|---|---|
| Academic | Enrichment | Behavioral Health and Life Skills | Health / Wellness |
| <ul style="list-style-type: none"> • 8th Grade Math Orientation Session • Art and Chemistry • Author Study– <i>Monster</i> by Jerry Spinelli • Constellation/ The Zodiac science program • Folk Tales • Fractured Fairy Tales • Fun with Math • “GeARTmetry” Math and Art • Independent Reading • “Jump Start” math and reading improvement and orientation for incoming 6th grade students • Language Arts • Math Facts • Must Have Math • Reading All Around Us • Science Exploration • Sports Math • “The Body Trip” science class on the human body | <ul style="list-style-type: none"> • “World’s Most Dangerous Animals” Wildlife Program • Crafts • Drawing/Cartooning • Games Club • General Arts • Guitar • Journalism • Poetry | <ul style="list-style-type: none"> • “Step Into Reality” Workshop • MTA assisted transportation | <ul style="list-style-type: none"> • “Show Us What You Got!” ISU extension nutrition program • Free Breakfast/Lunch community service |

There were 85 students enrolled in programs and services for the 2006 summer sessions, as compared to a total of 67 of students enrolled in the 2005 summer sessions.⁷

⁷ Data extracted from enrollment reports in youthservices.net

FSCS Programs and Services for Students: Offerings and Participation

Exhibit 6 below provides information on each program offering and on the average daily attendance for each program or service.

**Exhibit 6:
FSCS Student Programs and Services: Description and Participation Information**

| Program / Service | | When Offered | | Average Daily Attendance (# students) |
|--------------------|--|-------------------|--------------|--|
| | | Days ^a | # Hrs. | |
| Academics | 6 th Grade Academic Support | M T R | 1 | 14 |
| | 7 th Grade Academic Support | M T R | 1 | 8 |
| | 8 th Grade Academic Support | M T R | 1 | 3 |
| | ESL Academic Support | T R | ¾ | 10 |
| | Follow the Leader (Homework.com) | M T R | ¾ | 4 |
| Enrichment | Book Club | R | ¾ | 3 |
| | Drama Workshop | M | 1½ | 9 |
| | Guitar | S | 2 | 1 |
| | Harding Heritage Choir | T | ¾ | 10 |
| | Intramural Basketball | S | 3 - 4 | 13 |
| | Intramural Soccer | T R | ¾ | 26 |
| | Tournament Games Club | T | ¾ | 10 |
| | Ukrainian Egg Design | M | 1½ | 11 |
| Life Skills | "Mariposa" Latina Group | R | ¾ - 1½ | 11 |
| | "Sisters for Success" African American Girls Group | T | ¾ - 1½ | 7 |
| | YMCA Teen Leaders Club | R | 1½ | 13 |
| | Young Men's Group | T | 1½ | 9 |
| | Youth Leaders Club | W R | Times varied | 10 |
| Health | Dental Screenings and Treatments ^b | n/a | n/a | 15 |
| | Youth Physicals ^b | n/a | n/a | 82 |

^a M=Monday, T = Tuesday, W = Wednesday, R = Thursday, F = Friday, S = Saturday

^b These services were provided one time during the 2005-2006 school year.

In the 2005-2006 school year, 416 students at Harding (or 71% of the school) were involved in the FSCS Initiative in one way or another, whether it was through participation in an after-school or Saturday activity, or by receiving some type of free health service.⁸

⁸ Data extracted from 'Participants by Demographic Category' report in youthservices.net.
Time frame for report query is 08/01/2005 – 06/30/2006.

Community Partners

At Harding Middle School, the term “community partner” refers to any community organization or individual member of the community that provides fee-based or free programs, staff or services to the Full-Service Community School. Exhibit 7 below lists the community partners along with the classes taught or services provided during the 2005-2006 school year or the 2006 summer session.

**Exhibit 7:
Community Partners**

| Community Partner | Program Taught or Service Provided |
|--|---|
| Americorps, Iowa Collaboration for Youth Development, Iowa National Guard, Points of Life Foundation | Youth Leaders Club |
| Cookies Barbecue Company, the Iowa Barbecue Society and TNT Landscaping | “Get Your Grill On” Barbeque Training |
| Des Moines Health Center, The Smile Squad Mobile Dental Clinic | Dental Screenings and Treatments [fall semester] |
| Des Moines Parks & Recreation, Federal Food Program, Iowa State University Extension, University of Iowa | Summer Enrichment Program |
| Des Moines Public Schools District ELL | ELL Academic Support |
| Federal Food Program | Free Breakfast and Lunch Community Service |
| Greater Des Moines Partnership and the Iowa National Guard | Ballet Hispanico mother-daughter trip |
| | “Mariposa” Latina Girls’ Group |
| Heartland Area Education Agency | “Step Into Reality” Workshop |
| Iowa Asian Alliance | Asian Festival |
| Iowa Blues Society | Guitar |
| Iowa State University Extension | Young Men’s Group |
| | “Show Us What You Got!” ISU Extension Nutrition Program |
| Mercy Hospital / Mayo Clinic | Youth Physicals |
| Mercy Medical College | Career Presentations in Nursing and Radiology |
| Metropolitan Transportation Authority (MTA) | MTA Assisted Transportation |
| North High School | Drama Workshop |
| | Intramural Basketball |
| | Newspaper Club |
| Principal Financial Group | “Sisters for Success” African American Girls’ Group |
| University of Iowa | Journalism [summer session] |
| YMCA of Greater Des Moines - John R. Grubb Branch | YMCA Team Leaders Club |

Outcomes Evaluation for Harding

A. Youth Outcomes

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

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

Data Sources

There are four main data sources used in the evaluation of youth outcomes for Harding. They are: the youth survey, school records, a web-based data system, and interview notes. Exhibit 8 below shows the information collected from each data source, and the students to which each data source applies.

**Exhibit 8:
Youth Outcomes Data Sources**

| Data Source | Information Collected | Number of Students Included |
|---------------------------|--|---|
| Youth Survey | Youth outcomes: <ul style="list-style-type: none"> • Satisfaction with and attachment to school • School behavior • Self-esteem • Positive relationships with peers and adults • Participation and interest in school and non-school activities | 78 students completed the youth survey; of these 78 students, 66 are FSCS participants and 12 are non-FSCS participants |
| School Records | Grades, attendance and behavior information | 561 students |
| Web-Based Data System | Participation in all FSCS programs and services | 416 students enrolled in FSCS programs and activities |
| Interviews with Key Staff | Student and school outcomes | 2 teachers and 1 FSCS volunteer |

For Harding students, the evaluators administered a one-time youth survey in the spring and obtained school records information, including grades, attendance, and data on disciplinary incidents. A total of 78 students completed the youth survey. Of the 78 youth survey respondents, 66 were involved in FSCS programs and/or services during the 2005-2006 school year. The 66 FSCS

respondents represent approximately 16% of the total FSCS participants in the school during the 2005-2006 school year. More detailed information about numbers of participants and response rates are detailed below in Exhibit 9.

**Exhibit 9:
Participant and Non-Participant Response Rates**

| Participation Status | Total | | Completing Youth Survey | |
|--------------------------|--------|-------------------------|-------------------------|--|
| | Number | Percent of Student Body | Number | Percent of Participants/Non Participants |
| FSCS Participants | 416 | 71% | 66 | 16% |
| Non-Participants | 173 | 29% | 12 | 7% |

The FSCS Site Director and FSCS staff track daily attendance for all FSCS programs and services, allowing Eisenhower staff and the evaluators to know *what* programs and services an individual student is accessing and *how often* they participate. All of these data are used to assess student outcomes. In addition, questions about student outcomes were also asked in key informant interviews with two Harding teachers and one FSCS volunteer.

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 and the number and/or percent of days students spent in FSCS activities.

Characteristics of Youth Survey Respondents

Most (75%) of the survey respondents are 6th or 7th graders, and a quarter are 8th graders. More than one-third (35%) are White and over one-quarter (27%) are Spanish/Hispanic/Latino, as shown in Exhibit 10 below.

**Exhibit 10:
Characteristics of Youth Survey Respondents**

| Student Characteristics | | Percent of Youth ^a |
|--------------------------------|---------------------------------|-------------------------------|
| Grade n=77 | 6th | 39% |
| | 7th | 36% |
| | 8th | 25% |
| Gender n=70 | Male | 41% |
| | Female | 59% |
| Race/Ethnicity n=74 | White | 35% |
| | Spanish/Hispanic/Latino | 27% |
| | African American/Black | 19% |
| | Asian American/Pacific Islander | 11% |
| | Biracial/Multiracial/Other | 8% |

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

Snapshot at Year-End: FSCS Participants and Non-FSCS Participants

Exhibit 11 below provides aggregate behavior and grade data for FSCS and non-FSCS participants for the 2005-2006 school year.

**Exhibit 11:
Participant Profiles**

| For 2005-2006 School Year | FSCS Participants | Non-FSCS Participants |
|---|--------------------------|------------------------------|
| Average Number of Absences (n=391) and (n=170) ^a | 8.9 days | 9.1 days |
| Average Number of In-School Suspensions (n=99) and (n=40) ^a | 2.3 suspensions | 2.0 suspensions |
| Average Number of Out-of-School Suspensions (n=93) and (n=39) ^a | 2.0 suspensions | 2.1 suspensions |
| Average Math Grade (n=376; n=163) and (n=373; n=164) ^a | 2.3 Term 1 | 2.3 Term 1 |
| | 2.2 Term 2 | 2.2 Term 2 |
| Average English Grade (n=282; n=126) and (n=292; n=130) ^a | 2.5 Term 1 | 2.4 Term 1 |
| | 2.6 Term 2 | 2.4 Term 2 |

^a Sample size for FSCS participants and non-FSCS participants, respectively. Sample sizes for grade data are for (Term 1; Term 2)

Overall, the profiles of FSCS participants and non-FSCS participants are quite similar when considering the two groups' attendance, suspension and math and English grade data. This gives the evaluators confidence in the statistically significant youth survey findings for FSCS participants in the section below.

Summary of Youth Outcome Findings

Evaluators define FSCS participants as those students who participate in after-school or Saturday activities, and/or those students who receive some type of free health service offered by the community school. In the 2004-2005 school year, evaluators found statistically significant differences between participants and non-participants in eight of the eleven outcome areas, including academic achievement. In the current evaluation of the 2005-2006 school year, we find at least one statistically significant finding in each of the following outcome areas:

- School behavior;
- Satisfaction with and attachment to school;
- Orientation toward learning and positive future orientation;
- Self-efficacy;
- Positive peer relationships;

- Positive adult relationships; and,
- Sense of safety.

All quantitative outcome findings are based on self-reported youth survey data, comparing FSCS participants to non-participants with controls for gender, ethnicity and grade level. Some findings are also statistically significant when broken out by dosage (the number of hours spent in the FSCS programs), but the effect sizes are too small to merit inclusion in this report. More detailed information is found in the specific youth outcome sections below.

School Behavior

Parent survey respondents as well as interviews with teachers and a FSCS volunteer explain how FSCS helps to improve school behavior. One likely explanation for improved behavior (and also a finding in the 2004-05 evaluation) is that FSCS programming has built-in rewards or incentives. FSCS programs, particularly the enrichment programs such as the sports and games clubs, give students something to look forward to during the day. It is a chance to be able to hang out with other students and get to know each other. Students are rewarded for good behavior by being permitted to participate in activities after school or on the weekends. The findings from the survey reinforce these observations.

“FSCS helps them understand how they should behave in school. In regular classrooms, students are punished for not following the rules. In after school, they are rewarded for good behavior.”

—Harding Teacher & FSCS Staff Member

**Exhibit 12:
Effect of FSCS Participation on School Behavior**

| Research Question: What is the effect of FSCS participation on student response to the item: “I try to avoid behaviors that will get me in trouble at school?” | | | |
|---|-------------|----|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. no participation | 0.8*** | 60 | This model includes all controls (gender, ethnicity and grade). |

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

The results in Exhibit 12 above show that, on average, FSCS participants score almost one point higher (0.8) than non-participants on the survey item addressing behaviors that get students into trouble. On the parent survey, one parent reports, “It gives my daughter something to do instead of getting into trouble.” Another parent says, “My son has a better attitude. His character has improved.” Participating in the FSCS after-school activities provides students additional opportunities to interact with their peers and adults in positive ways and to cultivate appropriate behaviors. As students acquire social and academic skills they are better behaved in the classroom allowing for a more productive learning environment for themselves and for their teachers.

Satisfaction with and Attachment to School

There are two findings from the youth survey that point to the FSCS model contributing to students' enhanced attachment to and satisfaction with school.

**Exhibit 13:
Effect of FSCS Participation on Attachment to/Satisfaction with School**

| Research Question: What is the effect of FSCS participation on student response to the item: "I feel like I matter here?" | | | |
|--|-------------|----|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.5* | 61 | This model includes all controls (gender, ethnicity and grade). |

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

The results in Exhibit 13 above show that, on average, FSCS participants score one-half of a point higher than non-participants on the survey item addressing students feeling like they matter at Harding Middle School.

**Exhibit 14:
Effect of FSCS Participation on Attachment to/Satisfaction with School**

| Research Question: What is the effect of FSCS participation on student response to the item: "I have a comfortable place to hang out after the regular school day?" | | | |
|--|-------------|----|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.5* | 63 | This model includes all controls (gender, ethnicity and grade). |

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

In addition, the results in Exhibit 14 above show that, on average, FSCS participants score one-half of a point higher than non-participants on the survey item addressing students feeling like they have a comfortable place to hang out after school.

Parents reinforce these quantitative findings with the comments they provide on the parent survey. Several parents remark that their children like school more because of FSCS programs and activities. Specifically, one parent reports that FSCS "involves them more at school" and another parent says that her son "relaxes a little after school" by playing soccer and doing other physical activities. Yet another parent points to FSCS creating "a sense of belonging and community" for her child.

"It gives him something to look forward to [and] something to work toward. It keeps him fit, healthy and happy."

—Harding Parent

Orientation toward Learning and Positive Future Orientation

Evaluators hypothesize that those students who participate in after-school academic and enrichment programs at Harding will have a greater orientation toward learning and a more positive future orientation than non-FSCS participants.

“A lot of kids who have started tutoring are getting their work done, taking more time on their assignments, and asking more questions in class.”

—Harding Teacher & FSCS Staff Member

The results in Exhibit 15 below show that, on average, FSCS participants score almost one-half of a point higher than non-participants on the survey item addressing students asking for support when they need it.

**Exhibit 15:
Effect of FSCS Participation on Orientation Toward Learning**

| Research Question: What is the effect of FSCS participation on student response to the item: “I ask for help when I need it?” | | | |
|--|-------------|----|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.4 * | 62 | This model includes all controls (gender, ethnicity and grade). |

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

In addition, a teacher/FSCS staff member describes how some of the targeted life skills programs at Harding help students to develop positive outlooks on their futures:

“As for their future, I know it’s helping them grow and develop a sense of who they are, especially some of the more specific groups like Mariposa, Young Men’s Group and Sisters for Success, because they take the kids on these field trips where they have speakers come in and talk about different careers. I can stand up in front of my class and say ‘You’re in eighth grade and you need to start thinking’ but it doesn’t really hit home. But when they can actually see it or have a speaker from outside the school come in, I think it really gets them thinking, ‘Okay this is what I need to do if I’m going to do this’... especially those specific groups mentioned.”

Parents report that their children are more interested in learning because of the FSCS programs. Specifically, one parent says, “She has an interest in working harder on her school work and trying to get better grades.” Other parents note their children’s “better learning habits” and “greater interest in school.” These findings suggest that FSCS participants are more likely to take initiative for their own learning and develop positive beliefs about their own futures.

Self-Efficacy

Participating in the FSCS after-school programs also demonstrates an effect on students’ sense of self-efficacy. The results in Exhibit 16 below show that, on average, FSCS participants score almost one-third of a point higher than non-participants on the survey item addressing students’ beliefs that they are good at leading group activities.

**Exhibit 16:
Effect of FSCS Participation on Self-Efficacy**

| Research Question: What is the effect of FSCS participation on student response to the item: "I am good at leading group activities?" | | | |
|--|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.3* | 63 | This model includes all controls (gender, ethnicity and grade). |

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

Parents echo these emotional benefits they believe the FSCS programs offer. One parent says "They have more confidence in the activities they participate in and more confidence in working with other kids." Another parent explains "He's increased his use of English and he's not quite as shy. He's more comfortable using English." A third parent reports that her daughter is "more sure of herself." A key part of increasing students' beliefs in their own abilities is their relationships with positive peers and adults in the after-school programs who encourage them to take on new challenges and support them to try their best.

Positive Peer Relationships

One of the greatest benefits of FSCS participation is the chance to meet new people, make new friends and socialize. Several findings from the youth survey reinforce this premise.

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

| Research Question: What is the effect of FSCS participation on student response to the item: "My friends talk with me about my problems?" | | | |
|--|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 1.0*** | 60 | This model includes all controls (gender, ethnicity and grade). |

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

The results in Exhibit 17 above show that, on average, FSCS participants score one point higher than non-participants on the survey item addressing students' friends talking to them about their problems.

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

| Research Question: What is the effect of FSCS participation on student response to the item: "My friends care about me a lot?" | | | |
|---|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.8*** | 58 | This model includes all controls (gender, ethnicity and grade). |

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

Similarly, the results in Exhibit 18 above show that, on average, FSCS participants score almost one point higher (0.8) than non-participants on the survey item addressing students' beliefs that their friends care about them a lot.

**Exhibit 19:
Effect of FSCS Participation on Positive Peer Relationships**

| Research Question: What is the effect of FSCS participation on student response to the item: "My friends encourage me to do the right thing, even when it isn't easy?" | | | |
|---|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.6** | 61 | This model includes all controls (gender, ethnicity and grade). |

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

In Exhibit 19, FSCS participants, on average, score one-half of a point higher than non-participants on the survey item addressing students' beliefs that their friends encourage them to do the right thing, even when it is not easy to do so.

The following three exhibits (20-22) show similar positive findings with regard to students' relationships with their peers. FSCS participants, on average, score one-half of a point higher than non-participants on the following survey items: "my friends encourage me to do my best;" "my friends want me to be happy;" and "my friends want me to stay out of trouble."

**Exhibit 20:
Effect of FSCS Participation on Positive Peer Relationships**

| Research Question: What is the effect of FSCS participation on student response to the item: "My friends encourage me to do my best?" | | | |
|--|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.6** | 61 | This model includes all controls (gender, ethnicity and grade). |

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

**Exhibit 21:
Effect of FSCS Participation on Positive Peer Relationships**

| Research Question: What is the effect of FSCS participation on student response to the item: "My friends want me to be happy?" | | | |
|---|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.5** | 59 | This model includes all controls (gender, ethnicity and grade). |

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

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

| Research Question: What is the effect of FSCS participation on student response to the item: "My friends want me to stay out of trouble?" | | | |
|--|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.5* | 61 | This model includes all controls (gender, ethnicity and grade). |

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

In addition, one FSCS program staff member who teaches at the local feeder high school notes the positive peer influence of older students on the younger students in the after-school sports programs:

“Our volleyball and soccer programs help to get them involved with some of the older kids. A lot of the North High School soccer players have played here [at Harding], and they come back. We’ve had a couple soccer clinics put on by the girls’ coach from North. Then the older kids come back here and they work with the kids after school before their season starts. It’s just been a real good connection; they get to meet some of the older kids and get to know some of them so that when they get to school, they know some of the upperclassmen. I think that helps them feel more comfortable, and they can share their experiences as well with the kids.”

Several parents also note that the best part of FSCS programs is that their children are with their friends as well as making new ones. These quantitative and qualitative results demonstrate the effectiveness of the FSCS model in fostering positive peer relationships among participating students at Harding.

Positive Adult Relationships

One of key features of the FSCS model at Harding Middle School is that many of the FSCS staff members are also teachers during the regular day. Students and teachers have more time and focus to interact with each other, and many students form bonds with these adults. As with the previous outcome on peer relationships, there are several youth survey findings that point to FSCS participation affecting students’ positive relationships with adults.

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

| Research Question: What is the effect of FSCS participation on student response to the item: “My parent/guardian goes with me to school-sponsored enrichment activities?” | | | |
|--|-------------|----|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.4 * | 51 | This model includes all controls (gender, ethnicity and grade). |

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

In Exhibit 23 above, FSCS participants, on average, score almost one-half of a point higher (0.4) than non-participants on the survey item addressing parents or guardians attending school-sponsored enrichment activities with their children. This finding complements the results from the parent survey (discussed later in this report) that show parents of FSCS participants attending more school events, on average, than parents of non-FSCS participants.

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

| Research Question: What is the effect of FSCS participation on student response to the item: “In my home, there is a parent or adult who listens to me when I have something to say?” | | | |
|--|-------------|----|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.7 ** | 62 | This model includes all controls (gender, ethnicity and grade). |

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

In Exhibit 24 above, FSCS participants, on average, score almost one point higher (0.7) than non-participants on the survey item addressing parents or guardians who listen to their children when they have something to say. In Exhibit 25 below, FSCS participants score an average of one-half point higher than non-participants on the survey item that addresses adults *besides the students' parents or guardians* who listen to them when they have something to say.

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

| Research Question: What is the effect of FSCS participation on student response to the item: "There is an adult besides my parents/guardians who listens to me when I have something to say?" | | | |
|--|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.5* | 61 | This model includes all controls (gender, ethnicity and grade). |

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

Finally, in Exhibit 26 below, FSCS participants score, on average, one-fifth of a point higher than non-participants on the survey item that addresses students' ability to name three adults besides their parents or guardians who care about them.

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

| Research Question: What is the effect of FSCS participation on student response to the item: "I can name three adults who care about me, besides my parents or guardians?" | | | |
|---|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.2*** | 59 | This model includes all controls (gender, ethnicity and grade). |

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

In the parent survey, several parents respond that the best aspect of the FSCS is that teachers in the after-school programs support the students and care about their well-being. One parent specifically mentions that the program staff offer her child the help that she is not able to give. When adults connect with youth in this way, they can play an important role in the positive youth development of students at Harding Middle School.

Sense of Safety

Even the most confident of students are anxious about middle school, and it can be a scary place for many of them. One of the intended outcomes of the FSCS model is that students feel safer in their schools. In Exhibit 27 below, FSCS participants, on average, score about one-half point higher (0.6) than non-participants on the survey item addressing how safe students feel on the grounds outside of the school building.

**Exhibit 27:
Effect of FSCS Participation on Sense of Safety**

| Research Question: What is the effect of FSCS participation on student response to the item: "I feel safe on the grounds outside my school?" | | | |
|---|-------------|----|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| Participation v. non-participation | 0.6** | 63 | This model includes all controls (gender, ethnicity and grade). |

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

While there are no qualitative data supporting students' sense of safety at school *all day long*, a Harding teacher who was interviewed reports that one of the key components of the FSCS model is that the kids are safe when they are at Harding after the regular school day. The teachers says, "The kids aren't just going home and being by themselves. They're here in something that is structured, and they're safe."

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

B. Parents/Families Outcomes

The evaluators assessed the following outcomes for parents and families whose children attend a FSCS school:

- Perceptions of regular school day activities;
- Perceptions of after-school activities;
- 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.

Of these outcome areas researched, evaluators find statistically significant differences between parents of FSCS participants and parents of non-participants in perceptions of regular day school activities and in involvement and communication with school staff. The significant differences in these two outcome areas are discussed below.

Parent Survey

As part of our evaluation of the FSCS at Harding, all parents/guardians of students at the school were asked to complete a parent/guardian survey in March 2006. Out of 589 households, 126 parents/guardians completed the survey for a 21.4% response rate. Of the respondents, 52% are parents of FSCS participants and 48% are not. Exhibit 28 summarizes basic characteristics of the parent/guardian survey respondents.

**Exhibit 28:
Demographic Characteristics of Parents/Guardians
(n=123)**

| Characteristics | | Percent of Parents/Guardians ^a |
|--------------------------------|---------------------------------|---|
| Relationship to student | Parent | 96% |
| | Guardian | 1% |
| | Other | 3% |
| Race/Ethnicity | White | 40% |
| | African American/Black | 15% |
| | Spanish/Hispanic/Latino | 33% |
| | Asian American/Pacific Islander | 6% |
| | Native Hawaiian | 1% |
| | Biracial/Multiracial/Other | 7% |

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

Nearly all survey respondents are parents of students at Harding. The race/ethnicity of parent survey respondents mirrors the demographic breakdown of all students at Harding, with forty percent of respondents identifying themselves as white and one-third of respondents identifying themselves as Spanish/Hispanic/Latino. One in seven respondents identify themselves as African American/Black and six percent of parent respondents identify themselves as Asian American/Pacific Islander.

Parent Perceptions of Regular School Day Activities

Harding parents indicate their level of agreement on a four-point scale about their perceptions of various regular school day activities. See Exhibit 29 below.

**Exhibit 29:
Parent Perceptions of Regular School Day Activities**

| | Mean (Four-point Scale) | |
|--|----------------------------------|------------------------------|
| | Parents of Non-FSCS Participants | Parents of FSCS Participants |
| The Math program meets the needs of my child. (n=51) and (n=56) ^a | 3.3 | 3.0* |
| The Science program meets the needs of my child. (n=50) and (n=56) ^a | 3.3 | 3.0** |
| The Social Studies program meets the needs of my child. (n=51) and (n=55) ^a | 3.2 | 3.0* |
| My child's school provides a safe environment for my child. (n=50) and (n=56) ^a | 3.2 | 3.0* |

^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

Parents identify how much they agree that the math, science, and social studies programs at Harding meets the needs of their children by choosing one of four levels on an agreement scale: strongly disagree; disagree; agree; or strongly agree. The average rating for both parents of FSCS participants and non-FSCS participants is 3 or above (“agree”). However, the average scores for the math, science and social studies programs given by parents of non-FSCS participants are significantly higher than those of parents of FSCS participants (3.3, 3.3, and 3.2 respectively). These results indicate that parents of non-FSCS participants report they value these three regular school day activities more than parents of FSCS participants.

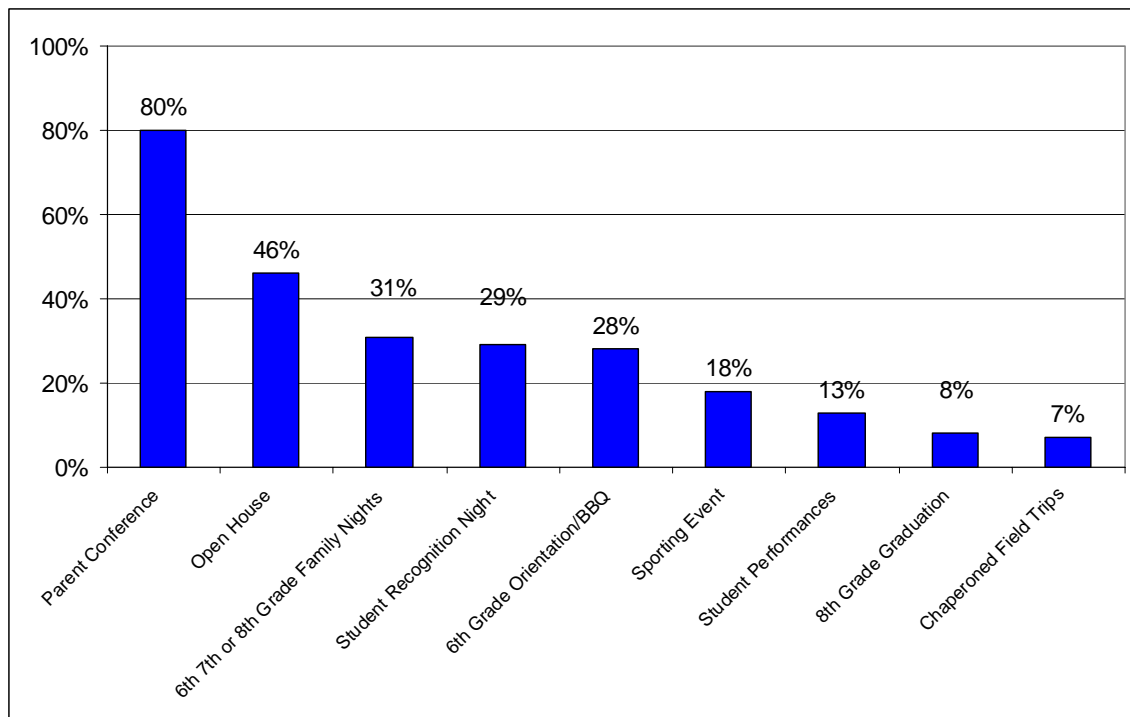
Additionally, parents of non-FSCS participants indicate significantly higher agreement with the general statement “My child’s school provides a safe environment for my child” than do parents of FSCS participants. Only one parent of a FSCS participant qualifies this statement and explains that his/her child is not safe at Harding due to the older children. However, as described in the youth outcomes section above, FSCS participants, on average, score about one-half point higher (0.6) than non-participants on the youth survey item addressing how safe they feel on the grounds outside of the school building. Evaluators do not have sufficient data to explain this difference between the parent and youth perceptions of how safe youth are at Harding.

Involvement and Communication with School Staff

Parent and family involvement has been an ongoing issue for Harding and concerted efforts have been made on the part of the FSCS Site Director, Principal, and other school staff to reach out to parents and families. Parents report which parental activities and programs they have participated in at Harding. A summary of the findings is seen in Exhibit 30 below.

The event with the highest participation from parents is parent conferences, with 80% of the respondents saying they attended this event in the 2005-2006 school year. The next most commonly attended events or programs by parents are Open House (school-wide orientation), grade-level family nights, student recognition night, and the sixth grade orientation/barbeque. Smaller percentages of respondents say they participated in Harding's sporting events and student performances. Even smaller percentages of respondents say they attended 8th Grade Graduation or chaperoned field trips. These findings show that standard forms of parent participation in school, through parent-teacher conferences and orientation events, continue to draw the most parents to Harding.

Exhibit 30:
Parental Involvement in School-wide Activities
(n=123)



Some of the school-wide activities had participation from significantly more FSCS participant parents than non-participant parents. These differences are detailed in Exhibit 31 below.

**Exhibit 31:
Parental Involvement in School-wide Activities**

| <i>In response to “Which of the following parental activities have you visited and/or participated in at Harding Middle School?”</i> | Parents of Non-FSCS Participants | Parents of FSCS Participants |
|--|---|-------------------------------------|
| Parent Conference (n=51) and (n=56) ^a | 73% | 86%* |
| Open House (n=51) and (n=56) ^a | 33% | 50%* |
| Student Recognition Night (n=51) and (n=56) ^a | 16% | 32%** |
| Sporting Events (n=51) and (n=56) ^a | 12% | 25%* |
| Student Performances (n=51) and (n=56) ^a | 8% | 21%** |

^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

The results above show significant differences in the frequency of school activity participation between parents of FSCS participants and parents of non-participants. Parents of FSCS participants visited or attended school activities more frequently than parents of non-participants. In addition, approximately half of responding parents (49%) report that they had observed FSCS activities at least one time. However, only one responding parent (2%) volunteered to help with FSCS activities. This parent volunteered at the 6th grade barbeque.

In addition to parental involvement in school and FSCS activities, parents of non-participants indicate significantly higher agreement with the general statement “Interaction with school staff has been courteous and informative.” As shown in Exhibit 32 below, on a four-point agreement scale, parents of non-FSCS participants have a higher average score than parents of non-participants.

**Exhibit 32:
Parent Communication with School Staff**

| | Mean (Four-point Scale) | |
|--|---|-------------------------------------|
| | Parents of Non-FSCS Participants | Parents of FSCS Participants |
| Interaction with school staff has been courteous and informative. (n=50) and (n=56) ^a | 3.4 | 3.2* |

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

Taken together, the results from the parent survey indicate that parents of FSCS participants are more involved in school activities and events than parents of non-participants. However, these parents of FSCS participants, on average, have less positive perceptions of Harding’s regular school day activities and staff than do parents of FSCS participants.

C. Full-Service Community School Outcomes

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

- School capacity to meet student and family needs; and
- Communication between school and FSCS staff.

School Capacity to Meet Student and Family Needs

For the 2005-2006 school year, many of the evaluation findings suggest that Harding’s FSCS after-school programs promote students’ self-efficacy, satisfaction with and attachment to school, and positive peer and adult relationships, among other positive aspects of youth development. The Full-Service Community School has also helped Harding increase the number of health and social services that are offered to students. One teacher explains:

“Many of the children have never experienced preventive medicine. By helping to keep them healthy, we are helping them stay in school, not miss days, and be better able to focus on the studies and succeed.”

—FSCS Staff Member

“It’s brought in a lot of other resources for our students. A lot of our students here come from a lower-income background, so being able to get those outside resources in here—donating, offering time, offering assistance—has really helped out our school as a whole.”

The health program coordinator at Harding also adds that before the FSCS model, “at the school we didn’t do much except verify that they’re healthy.” But in the past year, the coordinator reports “We’ve been able to identify a few issues periodically, such as kids bothering them or teen pregnancy... and more often times they want the school notified and just don’t know how to do that... issues that are going on at the school that are affecting them personally.”

Communication between School Day and FSCS Staff

Almost all of the FSCS staff are regular school day staff at Harding Middle School, which undoubtedly facilitates the integration of the community school concept into Harding. One teacher reports:

“So many of the staff for the after -school programs are teachers here in the building. We do have some outside people that come in, and I think the teachers they need to speak with are readily available and try to make contact with them.”

Those Harding teachers who are also staff for the after-school programs communicate with teachers who are not involved with the Full-Service Community School Initiative. The after-school staff make sure they are apprised of students’ assignments as well as specific areas that some students

might have trouble with. The same teacher gives an example of this open communication between teachers:

“In math class if I talk to the teacher and ask, ‘how is so-and-so doing in math?’ she might give me a list of things that she wants me work on with that person in tutoring. There’s a lot of communication.”

The teachers and the FSCS Site Director have regular contact that allows them to work toward joint goals and to coordinate school and FSCS activities. Most of the time the communication is informal—the Site Director promotes FSCS programs through mass emails to teachers. They also receive hard copies of all the flyers and brochures to pass out to students and families. One of the greatest strengths of the implementation of FSCS at Harding is the communication and unity of the people running it. As one staff person and Harding teacher explains:

“[The Site Director] and I go over things all of the time. We’ll talk about different ideas, and he’ll bounce ideas off of me. I do the summer school teaching as well, and so we do planning for that, too.”

Participation of FSCS staff in decision-making bodies is also an important component of the community school model. The FSCS Site Director is well integrated into the school decision-making process. He attends monthly faculty meetings and sits on the school’s Faculty Advisory Council, which is responsible for discussing and handling overall school issues.

In addition, the partnership between Principal and Site Director at a full-service community school is critical to successful implementation of the model, and communication is a necessary prerequisite to effective partnerships. The Site Director and Principal meet frequently both formally and informally. The Principal gives the Site Director a lot of freedom and creativity, and he always consults with her before making major decisions. They provide feedback to each other all of the time and share a vision and goals for fully implementing a FSCS model at Harding.

Conclusion

During the 2005-2006 school year, Harding Middle School was in its fourth year of transformation into a full-service community school. The site has continued to demonstrate that the FSCS model positively affects many developmental outcomes for youth. Most FSCS staff are Harding teachers, so they are extensively involved in formal school planning, which greatly helps to coordinate the after-school programs with the day school curricula.

Through the FSCS Harding has developed and continued to offer a wide array of programs that take place both after school and on Saturday, in areas ranging from academics to life skills, sports to other games and volunteer work. And, Harding offers many important health and social services for students, including dental screenings and treatment, youth physicals, mental health services and case management for families. Parent survey findings for the 2005-2006 school year highlight the need for increased communication between parents and school and FSCS staff, as well as the need for increased parental involvement and engagement in the school.

Since the primary focus of FSCS at Harding is on programming for the students, its benefits are most salient with respect to student outcomes. The impact on youth development at Harding has been particularly positive and noticeable in the 2005-2006 school year. FSCS participants have greater positive peer and adult relationships as a result of their participation in after-school programs; they are more oriented toward learning and express a greater feeling of self-efficacy. Parents say that FSCS participation has made their child like school more. Findings from this evaluation are encouraging and support the conclusion that, by developing into a FSCS, Harding Middle School has made significant strides in creating an environment contributing to positive youth development.

Moulton Extended Learning Center

Moulton Extended Learning Center, a K-8 school in Des Moines, began its transformation into a full-service community school four years ago. This report provides a picture of how the school is implementing the full-service community school model in Year 4, the 2005-2006 school year. Des Moines Public Schools, the city-wide school district, serves as the fiscal agent for both Harding Middle School and Moulton Extended Learning Center, managing the grant from the Department of Education. Urban Dreams is the lead agency for both schools, supervising the Site Directors, providing programs and identifying and bringing in partners.

The School: Moulton Extended Learning Center

Moulton is a school in transition. At the beginning of its partnership with Urban Dreams, in the 2002-2003 school year, Moulton was a K-6 school with a year-round schedule. In the next school year, it added a seventh grade and an extended-day schedule for sixth and seventh grade students. In 2004-2005, Moulton added an eighth grade, reduced its art and language offerings and returned to a traditional-length school day as a consequence of severe budget cuts in the Des Moines Public Schools. Also in 2004-2005, Moulton experienced two key staff transitions: a new Principal took over, and the third new Site Director in three years was promoted from within the lead agency. In the 2005-2006 school year, Moulton experienced stability in the Principal and Site Director roles.

Moulton is a K-8 school. Moulton students from any grade level are eligible to participate in FSCS programming—the entire school population has access to FSCS programs and services. Individual Moulton students included in the study (meaning their school records were analyzed) are those in the sixth, seventh and eighth grades. All program participation and attendance data from youthservices.net, as well as interviews and observations from the site visit capture data for everyone receiving services through the FSCS Initiative.

“Adequate Yearly Progress” (AYP) is the cornerstone metric of the No Child Left Behind Act, federal education legislation created to hold schools accountable for results. In order to access federal funds schools must meet AYP standards. Each state sets an annual target for AYP, which indicates the minimum percentage of students that must achieve grade level standards in math and reading. In 2005-2006 Moulton made AYP, and is no longer classified as a school in need of assistance. The removal of the classification means that Moulton is improving academically, and it also means that there will be fewer resources available to the schools in the upcoming school year.

Moulton Students

Moulton had a total enrollment in 2005-2006 of 467 students in K-8. Of those, 108 (23%) students were in sixth, seventh and eighth grades.¹ The following data reflect the whole student body at Moulton.

Moulton students are diverse, as shown in Exhibit 33 at right. Over half (53%) are African American compared to an average of 17% in the Des Moines Public Schools District. The proportion of Latino, Asian, and Native American students is the same for Moulton and the district.

**Exhibit 33:
Student Race/Ethnicity²**

| Ethnicity | Percent in Building (n=419) | Percent in District (n=31,378) |
|------------------|--|---|
| African American | 53% | 17% |
| White | 30% | 64% |
| Latino | 12% | 14% |
| Asian | 5% | 5% |
| Native American | 1% | 1% |

Over four-fifths (87%) of Moulton students are eligible for free or reduced-price lunch, compared to a little more than half of students district-wide (56%).

**Exhibit 34:
Eligibility for Free or Reduced-Price Lunch³**

| Status | Percent in Building (n=467) | Percent in District (n=34,549) |
|--------------------------------------|--|---|
| Free or Reduced Price Lunch | 87% | 56% |
| Non-Free- or Non-Reduced-Price-Lunch | 13% | 44% |

Moulton students predominantly speak English as their native language. More than one in five (22%) Moulton students are in a special education program, and four percent are enrolled in the Gifted and Talented program. Of the 6-8th graders, 41% are classified as Special Education students⁴.

**Exhibit 35:
Other Student Characteristics**

| Type of Program | Percent in Building (n=467) | Percent in District (n=34,549) |
|---------------------------------|--|---|
| Special Education Students | 22% | 19% |
| English Language Learners (ELL) | 3% | 12% |

There are 52 full-time classroom teachers at Moulton, creating a student-teacher ratio of about 10:1. The district-wide student-teacher ratio is 14:1.⁵

¹ From data provided by Des Moines Public Schools, as of September 2005.

² Des Moines Public Schools Comprehensive School Improvement Plan, September 15, 2006
<http://www.dmps.k12.ia.us/facts/6CSIP2006.pdf>

³ From data provided by Des Moines Public Schools, as of September 2005.

⁴ From data provided by Des Moines Public Schools, as of September 2005.

⁵ CCD public school district data for the 2004-2005 school year.

B. FSCS Staffing and Programs and Services for Students

FSCS Staffing

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

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

Overview of FSCS Programs and Services

Moulton’s after-school programs in the 2005-2006 school year centered on homework help and enrichment activities. Moulton offers homework help after school each Monday, Tuesday, Wednesday and Thursday, and Program Aides and a regular day teacher lead the “study tables” and “homework clubs.” Homework Clubs always happen before enrichment activities begin. Exhibit 36 below details the variety of offerings for students at Moulton.

**Exhibit 36:
FSCS Programs and Services for Moulton Students**

| After-School Programs | | |
|--|---|--|
| Academic | Enrichment | Career Exposure |
| <ul style="list-style-type: none"> • Homework Clubs/ Homeroom.com • Tutoring | <ul style="list-style-type: none"> • Arts & Crafts • Boy Scouts • Cartooning • Cheerleading • Chess Club • Drama • Garden Club • Grubb Y Sports • Hip Hop Dance • Mask Making • Pee-Wee Basketball • Puppetry • Storytelling • Table Games • Tae Kwon Do • Track • Y-Teens | <ul style="list-style-type: none"> • Mercy Caring Hands |

Additional one-time events for students and/or parents and families over the regular school year included:

- “3 on 3 Basketball Tournament”
- Harlem Globetrotters
- Hockey Event

FSCS Programs and Services for Students: Offerings and Participation

There were 178 individual students who participated in FSCS activities at Moulton in 2005-2006. Of these, 38 (21%) were in sixth, seventh, or eighth grade. Exhibit 37 below provides information on each program offering and on the average daily attendance for each program or service. Again, average daily attendance includes every student in K-8 who participated.

**Exhibit 37:
FSCS Student Programs and Services: Description and Participation Information**

| Program / Service | | When Offered | | Average Daily Attendance (# students) |
|-------------------|--------------------|------------------------|--------|--|
| | | Week Days ^a | # Hrs. | |
| Academics | Homework Clubs | M T W R | 1 | 14 |
| | Homeroom.com | M W | 1 | 10 |
| | Tutoring | M T R | 1 ¼ | 14 |
| Enrichment | Arts & Crafts | W | 1 | 12 |
| | Boy Scouts | M | 1 ¼ | 7 |
| | Cartooning | W | 1 | 9 |
| | Cheerleading | M R F | 1 | 9 |
| | Chess Club | M W | 1 | 10 |
| | Drama | T R | 1 | 26 |
| | Garden Club | T W | 1 ¼ | 4 |
| | Grubb Y | M W R | 1 | 23 |
| | Hip Hop Dance | T | 1 | 8 |
| | Mask Making | W | 1 | 7 |
| | Mercy Caring Hands | R | 1 | 19 |
| | Pee Wee Basketball | M | 1 | 14 |
| | Puppetry | W | 1 | 9 |
| | Storytelling | T R | 1 | 16 |
| | Table Games | M W | 1 | 13 |
| | Tae Kwon Do | T R | 1 | 9 |
| Track | T R | 1 | 20 | |
| Y-Teens | M | 1 | 7 | |

^a M=Monday, T = Tuesday, W = Wednesday, R = Thursday, F = Friday

Total average daily attendance is approximately 53 students for all activities offered at Moulton through FSCS.

Community Partners

At Moulton Extended Learning Center the term “community partner” refers to any community organization or individual member of the community that provide fee-based or free programs, staff or services to the FSCS Initiative. Exhibit 38 below lists the community partners, along with the classes taught or services provided.

**Exhibit 38:
Community Partners**

| Community Partner | Program Taught or Service Provided |
|---|---|
| United Way | Hip Hop Dance |
| YMCA of Greater Des Moines - John R. Grubb Branch | Organized sports onsite at Moulton |
| Al Williams, Independent Contractor | Cartooning |
| Mercy College of Health Science with United Way | Mercy Caring Hands |
| Des Moines Playhouse / Patchworks | Mask Making, Puppetry, Storytelling |
| Anawim Housing | Community Service Project |
| Iowa Health | Dental Van |
| Iowa State University Extension | Science classes |
| Minority Golf | Summer golf lessons |
| St Vincent de Paul | Community Service Project |
| Des Moines Health Center, The Smile Squad Mobile Dental Clinic | Dental Screenings and Treatments |
| Cookies Barbecue Company, the Iowa Barbecue Society and TNT Landscaping | “Get Your Grill On” Student Barbecue |
| Child and Family Ministries at Trinity Church | Breakfast Club |

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

Outcomes Evaluation for Moulton

A. Youth Outcomes

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

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

Data Sources

There are three main data sources used in the evaluation of youth outcomes for Moulton. They are: school records, a web-based data system, and interviews.

Exhibit 39
Youth Outcomes Data Sources

| Data Source | Information Collected | Number of Individuals Included |
|---------------------------|---|---|
| School Records | Grades, attendance and behavior information | 108 students |
| Web-Based Data System | Participation in all FSCS programs and services | Students enrolled in FSCS programs and activities |
| Interviews with Key Staff | Student and school outcomes | 5 staff |
| Parent Focus Group | Student and parent outcomes | 3 parents |

The FSCS Site Director and FSCS staff track daily attendance for all FSCS programs and services, allowing the school district and the evaluators to know *what* programs and services an individual student is accessing and *how often* they participate.

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 and the number and/or percent of days students spent in FSCS activities.

Summary of Youth Outcome Findings

In the evaluation of the 2004-2005 school year, we found statistically significant findings in these outcome areas:

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

In the current evaluation, we found statistically significant differences among FSCS participants and non-participants with regard to attendance. There were no available quantitative data from student surveys; therefore, changes in youth development outcomes were not measurable except through interviews with staff and the parent focus group. School records – grades, attendance, and suspensions data – were available to us. However, without youth survey data we were unable to add controls such as race or gender to statistical models.

Snapshot at Year-End: FSCS Participants and Non-FSCS Participants

Exhibit 40 below provides aggregate behavior and grade data for FSCS and non-FSCS participants in grades six through eight for the 2005-2006 school year.

Exhibit 40:
Moulton FSCS Behavior and Grade Comparison: Participants v. Non-participants

| For 2005-2006 School Year | FSCS Participants | Non-FSCS Participants |
|---|--------------------------|------------------------------|
| Average Number of Absences (n=74) and (n=33) ^a | 7.3 days | 8.7 days |
| In-School Suspensions (n=74) and (n=33) ^a | 19% one or more | 9% one or more |
| Out-of-School Suspensions (n=74) and (n=33) ^a | 24% one or more | 15% one or more |
| Average Math Grade (n=70; n=74) and (n=31; n=32) ^a | 2.4 Term 1 | 2.7 Term 1 |
| | 2.5 Term 2 | 2.4 Term 2 |
| Average English Grade (n=49; n=53) and (n=18; n=23) ^a | 2.5 Term 1 | 2.4 Term 1 |
| | 2.8 Term 2 | 2.7 Term 2 |

^a Sample size for FSCS participants and non-FSCS participants, respectively. Sample sizes for grade data are for (Term 1; Term 2)

FSCS participants and non-participants were similar at year-end in terms of number of absences and average Math and English grades. The two groups diverged in terms of the number of in or out-of school suspensions received.

School Attendance

Attendance at school is necessary for academic success. The data show improvement in school attendance (expressed as fewer absences), based on the number and/or percent of days that students spent in FSCS programs in 2005-2006.

**Exhibit 41:
Effect of FSCS Participation on Students' Absences**

| Research Question: What is the effect of FSCS participation on student school absences? | | | |
|--|--------------------|----------|---|
| Indicator of Participation | Effect Size | N | Description of the Model |
| For students who participate, sessions spent in FSCS programs | -.1*** | 72 | This model includes controls for grade. |

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

Among participators, participation in FSCS programs is associated with a negative change in absences. The effect size indicates that participation in one session is associated with one-tenth of day fewer absences from school.

School Behavior

Statistical testing for differences between FSCS participants and non-participants with regard to school behavior did not reveal any statistically significant results. However, Moulton sixth through eighth graders who participate in FSCS have much higher rates of in-school and out-of-school suspension than do non-participators. The student body K-8 experienced increases in the number of in-school suspensions received as compared to the previous school year⁶. The Site Director notes that there are two possible explanations for this difference: one, in 2005-2006 there were a number of new teachers during the regular school day, and two, the criteria for referrals, office visits, and suspensions changed – making it “easier” for a student to receive either an in-school or out-of-school suspension. The Director describes the approach Moulton FSCS has taken in addressing behavioral issues:

“When we get those kids that are having really bad behaviors in day school, we try to mentor them and teach them how to treat adults appropriately and how to respect authority. And we try to do some skill building, with their social skills. So, when they get back in the classrooms, sometimes the teachers will say that they see a difference in their behavior.”

Access to community members is critical to this process, from the Site Director’s perspective, because the students are motivated for that person to view them positively. These community members may be “neighbors or a friend of the family...[who] may be able to have great influence over the student because they want that person to know that they are doing the right sort of things.”

⁶ Moulton gave 60 in-school suspensions in 2005-2006, compared to 17 in 2004-2005.

Participation in New Activities and Interest in Non-academic Subjects

There are no quantitative data from this year's evaluation to support the notion that FSCS activities increase students' participation in new activities and interest in non-academic subjects. However, parents in the focus group agreed that this is a benefit of the program. As one parent noted:

"I think the choices of activities gives them opportunities to do things that I, as a parent, couldn't afford to put them in...then, if you find that they really like one particular thing...then, maybe I can afford to pay for that one without having had to pay for a bunch of things..."

Parent survey respondents concurred; two noted in open-ended responses that the biggest change they noticed in their children was an increased willingness to "try new things."

Access to Health and Social Services

In addition to addressing students' social and academic needs, the FSCS strives to meet the health and social needs of students and their families. Through FSCS, Moulton Extended Learning Center provides dental screenings and dental treatments to students.

The Site Director, interviewed teachers and staff, parent survey respondents, and the Principal all echoed one primary benefit of the FSCS dental program at Moulton for students and families articulated by a parent:

"It gives them a place to go that is affordable – because it's free, and it helps them with their homework."

Also, Moulton provides counseling services through its SUCCESS program and refers parents and families to Urban Dreams for crisis management counseling and other resources. As Moulton moves into its fifth year as a Full-Service Community School it should continue to look for ways to address the health and social needs of its students and their families.

There are no data to report with regard to the following outcomes:

- Academic achievement;
- Satisfaction with and attachment to school;
- Orientation toward learning and positive future orientation;
- Self-efficacy;
- Positive peer relationships;
- Positive adult relationships; and
- Sense of safety.

The following section describes discernable progress toward parent and family outcomes.

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;
- Parent involvement with school and FSCS;
- Communication with school and FSCS;
- 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

Sixteen parents completed surveys administered in Spring 2006; ten report being parents of students who participated in FSCS activities in the 2005-2006 school year. Parents considered questions about their interaction with their children's school and their involvement with their children's education. Only those parents of FSCS participants were also asked questions about the FSCS staff and activities. The sample size of sixteen is too small to make meaningful comparisons between parents of participants and parents of non-participants; therefore, results are reported for all parents. Exhibit 42 summarizes basic characteristics of the parent/guardian survey respondents.

**Exhibit 42:
Characteristics of Parent Survey Respondents**

| Characteristics | | Percent of Parents/Guardians |
|--------------------------------|----------------------------|------------------------------|
| Relationship to student | n=14 | |
| | Parent | 100% |
| | Guardian | 0% |
| | Other | 0% |
| Race/Ethnicity | n=14 | |
| | Black/African American | 50% |
| | White | 29% |
| | Spanish/Hispanic/Latino | 14% |
| | Biracial/Multiracial/Other | 7% |
| | Asian Pacific Islander | 0% |
| | Native Hawaiian | 0% |

Parent respondents reflect the race/ethnicity of Moulton students overall.

Access to Health and Social Services

FSCS offers a daily snack to students participating in after school activities. In addition, the FSCS Site Director, coordinates with several resources already in the building to offer these services to FSCS participants and their families, such as counseling for students and parents. In the parent survey, parents report which health and social services they used in the 2005-2006 school year as shown in Exhibit 43:

**Exhibit 43:
Parent Survey Respondents:
Which of these Health and Social Services Have You Used?**

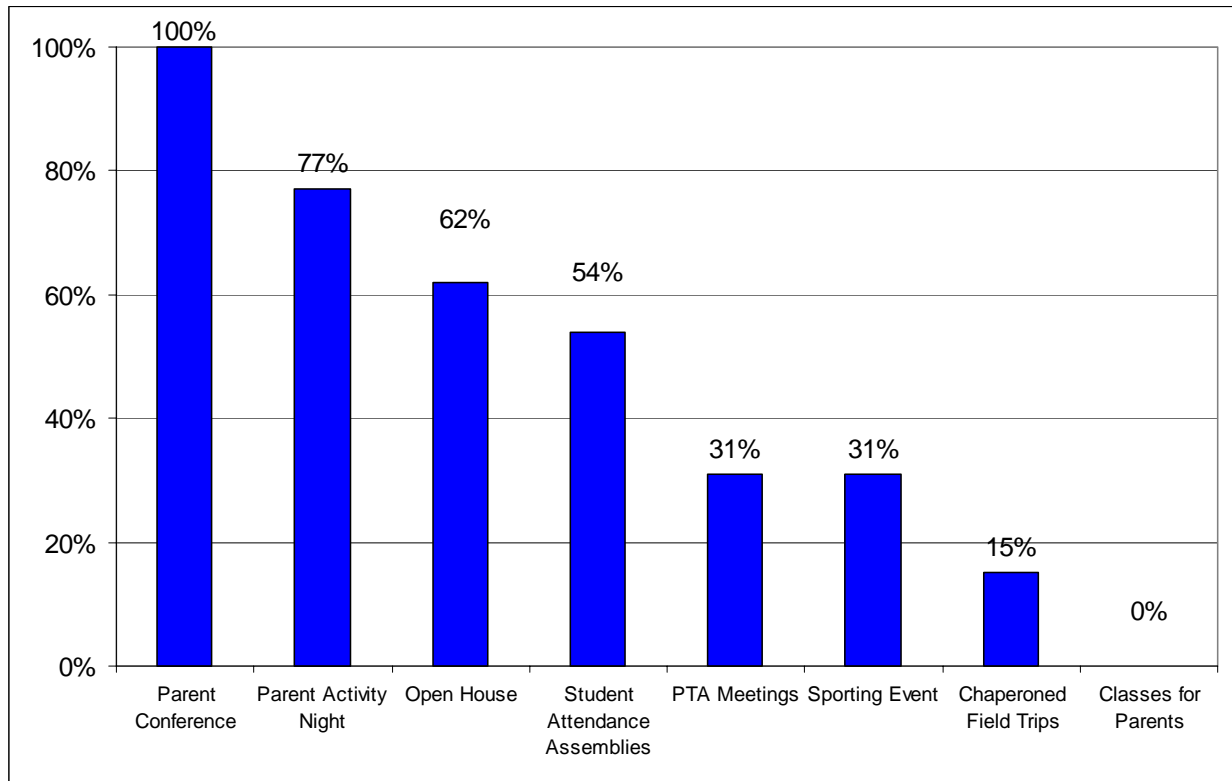
| Health or Social Service | Yes | No | Was not aware this was available |
|---|------------|-----------|---|
| Dental Screenings (n=12) | 62% | 23% | 15% |
| Dental Treatments (n=12) | 62% | 23% | 15% |
| Counseling for Students (n=12) | 16% | 58% | 25% |
| Crisis Management Counseling for Parents (n=12) | 0% | 67% | 33% |

The high percentages of parents who are unaware of counseling for students and crisis management for parents suggest that additional efforts in outreach and communication with parents about these services is necessary. This is particularly true if one assumes that the parents who were motivated to complete this survey are the parents who are most in contact with the school and FSCS programs and activities.

Parent Involvement with School and FSCS

Parent and family involvement has been an ongoing issue for Moulton. Parents reported which parental activities and programs they have participated in at Moulton in the 2005-2006 school year. A summary of the findings is seen in Exhibit 44 on the following page.

Exhibit 44
Parental Involvement in School-wide Activities
 (n=13)



The event with the highest participation from parents is parent conferences, with 100% of the respondents saying they attended this event in the 2005-2006 school year. The next most commonly attended events or programs by parents are the Parent Activity Night, school Open House, and Student Attendance Assemblies. Fewer than one-third (31%) of respondents attended PTA Meetings, and this is consistent with comments from the Principal and Site Director regarding the ongoing difficulty they experience in increasing parent involvement in the PTA. As the Principal characterizes the dilemma Moulton faces:

“I don’t think it’s ever going to be a PTA like anywhere else, but what we’re trying to do is get parents positively involved in the school and in the education of their kids, not have PTA meetings that are like something you find in an upper-middle-class school. Our focus for the last three PTA meetings has been improving communication between parents and school. We’ve really pushed for lots of staff members to be there, and for them to personally invite parents to come, and so we’ve had more people in the last three meetings than ever. We’re really working on that, but it’s not going to look like a typical PTA. That wouldn’t serve this community.”

While 92% of survey respondents report having at least twice had the chance to *observe* FSCS activities, the same percentage (92%) report that they have not volunteered to help with FSCS activities. Unlike the mental health services offered at Moulton, where the awareness has not yet been built with parents, parents are aware of FSCS activities – but they do not participate as a volunteer. One parent noted that “work doesn’t permit” her to volunteer. This, again, echoes with the Principal and Site Director’s analysis of why direct parent involvement is difficult to get at

Moulton – many parents work late or do shift work that precludes participating at school during the regular or extended school day.

Similarly, when parents were asked to rate their agreement with two statements on the parent survey (“I know how to get involved with my child's school” and “I get involved in activities and events at school”), parents reported a higher degree of agreement with *knowing* how to get involved than with actually getting involved (3.3 and 3.0 respectively). Moulton’s leadership is likely working in the right direction for parent involvement at this school: shoring up communication channels between school and families, energizing teachers to talk with parents more, and accepting that a high level of direct parent participation in school activities may not be possible for this community.

Communication with School and FSCS

Respondents to the parent survey view the communication among the school and families, and FSCS and families, generally in a positive light as shown in Exhibit 45 below.

**Exhibit 45:
Parent Perspectives on Communication With School**
(n=15)

| Parent survey item | Mean (Four-point Scale) |
|---|----------------------------|
| I understand the grading method used at my child's school. | 3.5 |
| I feel welcome at my child's school and feel that my input is valued. | 3.5 |
| I am comfortable talking with the FSCS staff. | 3.5 |
| Interaction with school staff has been courteous and informative. | 3.4 |
| I am kept updated in a timely manner about my child's academic progress. | 3.3 |
| The school administrators are responsive to my concerns. | 3.2 |
| The FSCS staff welcome suggestions from parents. | 3.2 |
| I receive timely communication from the school. | 3.1 |
| The FSCS staff tells me about how my child is doing in the FSCS activities. | 3.1 |
| The FSCS staff have contacted me about getting involved in activities. | 2.9 |

Ongoing communication with parents, including information about opportunities to get involved, will continue to be an important part of Moulton’s implementation of the full-service community school model. As the Principal notes, “getting families and school and community all working together” is “the heart of the whole thing.”

Involvement and Communication with Other Families in the School Community

One question on the parent survey asked parents about their interactions with other families. The 13 responding parents rated their agreement with the statement “I talk with other parents of students at school” an average of 2.9 on a four-point scale. This is a fairly high average, but one of the lower averages among all survey responses, underscoring some of the issues discussed above with regard to parent involvement. This response is typical for parents of low socioeconomic status as reported by Laureau in her studies. The school potentially could be another community hub for parents, but currently that does not appear to be the case with the parents who responded to the survey.

Satisfaction with School/FSCS Programming

Parents’ satisfaction with Moulton and FSCS programming is assessed through their level of agreement with statements about the school and/or the FSCS programs demonstrating care and concern for their children and families. Based on parents’ survey responses and feedback it appears that the majority of parents perceive Moulton as offering a supportive environment for their children to learn. Moulton parents indicated their level of agreement on a four-point scale about their perceptions of various regular school day activities. See Exhibit 46 below.

Exhibit 46:
Parent Satisfaction with School and FSCS Programming
(n=15)

| Parent Survey Items | Mean (Four-point Scale) |
|---|------------------------------------|
| Academic supports are in place so that my child can be successful. | 3.5 |
| I value the after school activities offered. | 3.5 |
| I feel that teachers and/or staff at my child's school respect and care about families. | 3.4 |
| My child benefits from the enrichments opportunities offered. | 3.3 |
| There are activities after school that interests my child. | 3.3 |
| My child feels challenged by the curriculum provided. | 2.7 |

Additionally, 100% of respondents agree or strongly agree that they are satisfied with the overall performance of the FSCS staff.

C. Full-Service Community School Outcomes

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

- School capacity to meet student and family needs; and
- Communication between school and FSCS staff;

School Capacity to Meet Student and Family Needs

In the 2005-2006 school year, the school district and school personnel managed the continued implementation of the full-service community schools model. Academically, the programs, which require students to attend homework clubs, encourage greater academic achievement and discipline in finishing homework. A few of the enrichment programs promote character and life skills and all programs provide students with the opportunity to develop new friendships and meet new students. The FSCS model has also helped Moulton increase the number of health and social services that are offered to students.

“With the new administration, more people are seeing FSCS as all the things that happen outside of regular classes...They particularly like the clubs, health screening, and dental screenings. And more parents are getting involved with school activities.”

—Moulton Site Director

The Principal and Site Director both point to an improved understanding in 2005-2006 among the full teaching staff about the philosophy of the full-service community school model. As the Principal reflects:

“...When I first came here two years ago, [“community school”] was just after school programming. What I’m trying to do is realize that all the things that we do make us a full-service community school. The after school is just a piece of it. [It] is all the various disciplines that are in this building, various grants and services and all that work with children and families, supporting children and families, that is part of our full service. We’ve gotten more teachers involved in our after school programming. We try to help them see that there’s this connection. It’s a process. I think if you asked any individual teacher, they still might say it’s separate.”

Assuming that Moulton maintains stable leadership in the Principal and FSCS Site Director functions, the gains identified by the Principal have a chance to solidify. As more teachers buy into the concept that school can meet needs beyond the academic needs of students, the school’s capacity to meet those needs is likely to increase.

Communication between School Day and FSCS Staff

The partnership between Principal and Site Director at a full-service community school is critical to successful implementation of the model, and communication is a necessary prerequisite to effective partnerships. The Principal and Site Director at Moulton plan together every three months, including activities and budgets, and they make hiring decisions for FSCS together. The Site Director is invited to all school-wide planning meetings, is included on communications from the school and district office, and is integrated into the district email system. As the Site Director notes, “I’m treated like regular school staff.”

“The Principal is very helpful and supportive. He involves me in all planning meetings. Since I’m involved in planning, there is never a conflict between school priorities and FSCS priorities. Finally, they’re all the same.”

—Moulton Site Director

There are only a few Moulton day teachers who work as paid FSCS staff after school, but those teachers help with the communication between day school and FSCS staff. One of these teachers has the unique and important role of academic coordinator or “teacher leader” for the after-school programs. Essentially, she acts as a liaison between regular day teachers and FSCS staff. She helps each grade at least once a week by providing activities and teaching materials to FSCS staff. She communicates to them what the students are working on in school, and teaches some of the activities and provides homework help herself.

There remain opportunities to further tighten the connection between regular day teachers and FSCS staff, particularly those who only participate in the after school activities. As the Principal notes:

“Since those who work after school only don’t arrive until just before the final bell, they don’t have a lot of opportunity to interact with the regular staff. When they do, it’s useful. The regular staff who also work after school, serve as a bridge, a linkage.”

Teachers who participated in interviews noted that with regard to tutoring programs, the connection between the regular school day and after school is already tight. This is attributable to the requirement that teachers be certified; therefore, most of the tutors in Moulton’s tutoring program are regular day teachers. This provides teachers with the opportunity to “get to know students better,” as one says.

Conclusion

During the academic year 2005-2006, Moulton Extended Learning Center was in its fourth year of transformation into a full-service community school. The site has made significant progress in implementing the model.

Through the FSCS Initiative, Moulton has developed a range of programs that take place after school and during the summer, ranging from art and drama to organized sports and cheerleading. And, Moulton offers many important health and social services for students. It has provided parenting classes, has developed several well-attended events for parents and families, and has started to change the relationship between the school and the community.

There were challenges in the evaluation of Moulton's FSCS in the 2005-2006 school year, most notably the lack of usable youth surveys. It is unfortunate that we were not able to measure youth development outcomes, or to build into our statistical models controls such as gender or race. What we were able to see through this evaluation is an emerging full-service community school. The understanding of the concept appears to be growing among teaching staff, and the school leadership are committed to the model. The Principal and Site Director were frank in their assessments of the schools challenges – parent involvement, student behavior, and teacher buy-in. Moulton's continued attention to, and creative solutions for, these challenges will be of great benefit to the students and community.

Student Survey

| | | | | | | | | | |
|------------------------|---|--|---------------------|--|-------------------------------------|-----------------------|--|--|--|
| Name of School: _____ | | | | | Today's Date: _____ / _____ / _____ | | | | |
| | | | | | Mo. Day Year | | | | |
| Your First Name | | | | | | | | | |
| Your Last Name | | | | | | | | | |
| What grade are you in? | <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th | | When were you born? | | | _____ / _____ / _____ | | | |
| | | | | | | Mo. Day Year | | | |

Please read the following before you begin this survey.

This survey asks you to complete questions about your background, schooling, activities you participate in, and the people in your life. The purpose of this survey is to get a better sense of who you are so that your school's programs can best support you. All of the students at your school will complete this survey.

Some things you should know about this survey:

- This survey will take about 20 minutes to complete.
- Nothing you say will affect your participation in any of the activities at your school.
- Some of the questions may be personal; you can always choose not to answer a question. We would prefer that you choose not to answer a question than have you answer a question dishonestly.
- You can decide not to participate.
- Participating in this survey will help us understand how to make your school, and other schools in the United States, better for students.
- We are interested in ***your*** thoughts and experiences, and you will not be graded on this survey. If you have questions, ask your teacher!

I agree to participate in this study by completing the following survey.





Student Signature

Printed Name

Date

III. How You View Yourself

Please indicate your level of agreement with the following statements. Please check only one answer per question.

| Thinking about myself, I think that... | Disagree Strongly  | Disagree  | Agree  | Agree Strongly  |
|--|---|---|--|---|
| 14. In general, I feel good about myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. My life has a purpose. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I ask for help when I need it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I have pride in my cultural background. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I try to stay out of trouble in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I try to avoid behaviors that will get me in trouble in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I think about how my choices now affect my future a year or more from now. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I stick to what I believe in, even if my friends do not agree. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IV. Your Safety

22. I can name two or more places to get help if I feel unsafe. Yes No

Please indicate how often you feel safe in these places. Please check only one answer per question.

| I feel safe... | Never | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 23. On the grounds outside my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Going into the bathrooms in my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. In the hallways in my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V. Your Strengths

Please read through the list below, and check off those you are good at and those you like to do. You might check two boxes for each item, one box, or none.

| When I think about this skill, I think.... | I am good at this. | I'd like to try it. | I like doing this. | I don't like this. |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 26. Playing sports. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Organizing my school work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Using music, dance, art, or writing to show what I am thinking or feeling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Setting a goal for myself and working to achieve it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Planning for things I need to do in the future. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Managing my time to get work done. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Organizing and leading group activities (like school activities or sports). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Making friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Doing school work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Other activities: _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Other activities: _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





VI. Homework

Please indicate how often you do the following. Please check only one answer per question.

| When I have homework... | Never | Sometimes | Often | Always | I never have homework |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 37. I do the homework teachers give me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. I do homework in the same place and at the same time each day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. My mother, father, or guardian helps me with my homework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. An adult, besides my mother, father or guardian, helps me with my homework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. Another kid helps me with my homework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

VII. Relationships with Other Students

The next questions ask you about your friends. How much do you agree with these statements?

| My friends.... | Disagree Strongly  | Disagree  | Agree  | Agree Strongly  |
|--|---|---|--|---|
| 42. Encourage me to do the right thing, even when it isn't easy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Encourage me to do my best. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. Care about how well I do in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. Want me to be happy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. Want me to stay out of trouble. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. Talk with me about my problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. Care about me a lot. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

VIII. Relationships with Adults

49. I can name three adults who care about me, besides my parents or guardians. True False

50. List all of the adults that live with you at home (mother, father, grandparent, uncle, etc.)

51. How many times has any of the adults you listed visited your school? _____





52. Why did they visit your school? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Parent Night | <input type="checkbox"/> Special school-sponsored event or activity |
| <input type="checkbox"/> Teacher Meeting | <input type="checkbox"/> Volunteer for school event or activity |
| <input type="checkbox"/> Meeting at the school | <input type="checkbox"/> Take me to and/or from school |
| <input type="checkbox"/> Counselor Meeting | <input type="checkbox"/> Another reason (please specify): |
| <input type="checkbox"/> To use Parent/Family Center | _____ |





53. I have been to the Parent/Family center in my school with a member of my family. True False

54. My parent/guardian goes with me to school-sponsored enrichment activities. True False

The next questions are about adults who live in your home. How much do you agree with these statements?

| In my <u>home</u> , there is a parent or other adult who.... | Disagree Strongly  | Disagree  | Agree  | Agree Strongly  |
|--|---|---|--|---|
| 55. Is interested in my schoolwork. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. Talks with me about my problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. Listens to me when I have something to say. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Thinking about adults you know who are not your parents or guardians, how much do you agree with these statements?

| There is an adult <u>besides my parents/guardians</u> who... | Disagree Strongly  | Disagree  | Agree  | Agree Strongly  |
|--|--|---|--|---|
| 58. Expects me to follow the rules. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. Is interested in my schoolwork. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. Believes that I will be a success. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. Talks with me about my problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. Listens to me when I have something to say. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IX. Activities You Participate In

The next questions ask you where you go after regular school ends until 6 o'clock.

| After school, I usually go to ... | Never | Once a month | 1-2 days per week | 3 or more days per week |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 63. My home, with no adult present | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. My home, with at least one adult present | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. A friend's home, with no adult present | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. A friend's home, with at least one adult present | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. The home of an adult babysitter, neighbor, relative, or friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. A day care center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. An after-school program (sports, clubs, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. Private lessons or classes (music, sports, dance, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. Religion-based activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. Volunteer work in my neighborhood or community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. Informal sports in the neighborhood | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. Some other place (Please specify): _____ _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

These questions are about how you spend your time after the regular school day ends.

75. On most school days after school, about how much time do you spend on the following activities?

| After school, I spend my time..... | None | Less than 1 hour | Between 1 and 2 hours | Between 2 and 3 hours | More than 3 hours |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Watching TV | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading books, magazines, or newspapers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Music, drama, or other art practice or lessons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sports activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Taking care of a younger sibling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other activity: _____ _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

X. Your Future

The next questions are about your goals for the future.

76. How sure are you that you will finish high school?

Not sure

Somewhat sure

Pretty sure

Absolutely sure

77. If you could go as far as you wanted in school, how far would you like to go?

- Go to high school, but not graduate
- Graduate from high school
- Go to a trade or vocational school (to study cosmetology, electronics, culinary arts, or other job fields)
- Go to college for a while
- Finish college
- Go to graduate school

Thank you very much!

Full-Service Community Schools Parent/Guardian Survey

| | |
|---|--|
| Name of School: _____ Today's Date: ___/___/___ Mo. Day Year | |
| Your First Name <small>(optional)</small> | |
| Your Last Name <small>(optional)</small> | |
| Your Child's* First Name <small>(optional)</small> | |
| Your Child's* Last Name <small>(optional)</small> | |

*If you have more than one child at this school, please respond for the **OLDEST child**. Please only complete **ONE SURVEY per HOUSEHOLD**.

Consent

Your child's/student's school participates in a **full-service community school (FSCS) initiative**. This means that the school works with a local nonprofit to provide after school activities and services to students, families and the community.

This survey will help us understand how well FSCS is doing. It is a chance for you to give suggestions on how to make the school work better. **All parents, even those whose children do not go to FSCS activities, will be asked to complete the survey.**

Your responses to the survey will be confidential. Nothing you say will affect you or your child's/student's participation in the activities or services at school. This first page will be separated from the survey so your name will not be attached to your answers. You may choose to skip any questions that you do not want to answer. You may also choose not to complete this survey.

This survey will take about 15 minutes to complete.

I agree to participate in this study by completing the following survey.

Signature

Printed Name

Date

PLEASE READ BEFORE YOU BEGIN:

FSCS activities are school-based activities and events for you and your child. They are after-school programs like activities and academic assistance. They are also student and family events like luncheon forums and parent workshops and cafes.

FSCS activities also include the health and social services that are offered to you and your child during the school day.

FSCS staff are the people who run these activities and events.

I. Your Child's/Student's School

How much do you agree or disagree with the following statements? *Check one answer per question.*

| Statements about Student Learning | Strongly Disagree | Disagree | Agree | Strongly Agree | Additional Comments: |
|--|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 5. My child feels challenged by the curriculum provided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Academic supports are in place so that my child can be successful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. I help my child learn new things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Statements about Communication with Families | Strongly Disagree | Disagree | Agree | Strongly Agree | Additional Comments: |
| 8. I am kept updated in a timely manner about my child's academic progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. Interaction with staff has been courteous and informative. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10. I understand the grading method used at my child's school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11. I receive timely communication from the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12. The school administrators are responsive to my concerns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Statements about Enrichment Opportunities for Students and Families | Strongly Disagree | Disagree | Agree | Strongly Agree | Additional Comments: |
| 14. My child benefits from the enrichment opportunities offered (tutoring, sports, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15. There are activities after school that interest my child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 16. I value the after school activities offered. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Statements about Safety and Social Skills | Strongly Disagree | Disagree | Agree | Strongly Agree | Additional Comments: |
| 17. My child's school provides a safe environment for my child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18. I feel welcome at my child's school and feel that my input is valued. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19. My child's opinions matter at his/her school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20. Emergency situations are handled effectively at my child's school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 21. I know who to contact with a question or concern. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 22. The rules and policies are fair and reasonable at my child's school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| Family Involvement with School | Strongly Disagree | Disagree | Agree | Strongly Agree | Additional Comments: |
|---|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 23. I talk with other parents of students at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 24. I know how to get involved with my child's school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 25. I get involved in activities and events at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 26. I feel that teachers and/or staff at my child's school respect and care about families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 27. I know about the Parent Resource Center. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

28. What is your relationship to the student at school?

Parent

Guardian

Other: _____

29. What is your ethnicity or race? Please check one only. *If more than one race or ethnicity applies to you, please check "Other" and write in your ethnicity or race.*

White

Spanish/Hispanic/Latino

Black or African American

Biracial/Multiracial/Other: _____

Asian/Pacific Islander

Native Hawaiian

Don't know / Don't want to answer

30. Additional comments:

31. Does your child participate in FSCS programs?

Yes

No

II. FSCS Program and Staff

How much do you agree or disagree with the following statements about *the FSCS staff and activities*? Check one answer per question

| Statement About FSCS Staff and Activities | Strongly Disagree | Disagree | Agree | Strongly Agree | Not applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 32. I am comfortable talking with the FSCS staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. The FSCS staff welcome suggestions from parents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. The FSCS staff tell me about how my child is doing in the FSCS activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. The FSCS staff have contacted me about getting involved in activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. I am satisfied with the overall performance of the FSCS staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Since getting involved in the FSCS activities, my child has become more interested in learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. Family Involvement and Participation

38. How many times have you had a chance to observe FSCS activities?
 Once Two or three times More than three times Never

39. Have you volunteered to help with any FSCS activities?
 Yes No
 ↳ If yes, what did you do? _____

40. Which of the following parental activities/programs have you visited and/or participated in at Moulton Extended Learning Center? *Check all that apply*

- | | |
|--|--|
| <input type="checkbox"/> Parent Conferences | <input type="checkbox"/> Student Attendance Assemblies |
| <input type="checkbox"/> Open House | <input type="checkbox"/> Sporting Events (basketball, football, track, etc.) |
| <input type="checkbox"/> Chaperoned Field Trips | <input type="checkbox"/> PTA Meetings |
| <input type="checkbox"/> Classes for Parents (Parent University, Active Parenting) | <input type="checkbox"/> Parent Activity Night |
| | <input type="checkbox"/> Other _____ |

IV. Health and Well-Being

41. Which of the following health and social services have you and/or your child used?

| Available Health and Social Services | Yes | No | I was not aware that this service was available |
|---|--------------------------|--------------------------|---|
| a. Counseling for Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Dental Screenings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Dental Treatments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Crisis Management Counseling for Parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V. Program Feedback

42. What has been the biggest change you have seen in your child since she or he began participating in the FSCS activities at school? _____

43. What do you like best about the FSCS activities at school? _____

THANK YOU!

Site Visit Protocol: Interview with Full-Service Community School Site Director

1. What does being a “Community School” mean to your school?
2. What Community School program components (programs and services) are currently in place/operating (for the school year)?

For questions 3 and 4 below, please use the corresponding tables to organize and summarize the responses.

3. Which Community School **programs and services** have been most effective? In what ways have they been effective? How has each benefited the youth? [*Youth outcomes*]

| Outcome Areas | Program | How has program benefited students? In what ways is program effective? |
|---------------------------|--------------------------------|--|
| Attendance and engagement | <i>Ex. Harding Soccer Club</i> | <i>Ex. This is a favorite program among students. They must participate in an after-school tutoring program before soccer, so soccer program increases attendance both in regular day school and in tutoring after school.</i> |
| Academics | <i>Ex. Harding Soccer Club</i> | <i>Ex. Because students are going to class and tutoring more frequently, they are improving their grades.</i> |
| Behavior | <i>Ex. Harding Soccer Club</i> | <i>Ex. Students cannot participate in soccer if they have school suspensions or if teachers report behavioral problems in the classroom, so students have an incentive to behave better. Also, the actual program practices teamwork and discipline.</i> |

4. Which Community School programs and services have not had much impact? Why? [*Youth outcomes*]

| Outcome Areas | Program | In what ways is program ineffective? |
|---------------------------|--------------------------------|--------------------------------------|
| Attendance and engagement | <i>Ex. Harding Soccer Club</i> | <i>N/A</i> |
| Academics | <i>Ex. Harding Soccer Club</i> | <i>N/A</i> |

Site Visit Protocol: Interview with Full-Service Community School Site Director

| | | |
|----------|--------------------------------|-----|
| Behavior | <i>Ex. Harding Soccer Club</i> | N/A |
|----------|--------------------------------|-----|

5. Has being a Community School made a difference in terms of parent involvement? In what ways? [*Parent/Families Outcome: Increased involvement and communication with school and FSCS staff*]

6. Describe your working relationship with the Principal with regard to daily priorities. [*FSCS Outcome: Communication between school and FSCS staff*]

7. Describe your working relationship with the Principal with regard to long-term vision and planning. [*FSCS Outcome: Communication between school and FSCS staff*]

8. To what extent are you involved and informed on general school news and activities? Probes: face to face? Email? Newsletter [*FSCS Outcome: Communication between school and FSCS staff*]

9. To what extent are you involved in leadership, planning, programming, and providing feedback? In what ways? [*FSCS Outcome: Participation of FSCS staff in decision-making bodies*]

10. How often do you attend school staff meetings? [*FSCS Outcome: Participation of FSCS staff in decision-making bodies*]

11. How often do you attend school leadership planning meetings? [*FSCS Outcome: Participation of FSCS staff in decision-making bodies*]

12. To what extent do you interact with the staff in the school (i.e. day teachers, school staff, principal, others)? In what ways? [*FSCS Outcome: Communication between school and FSCS staff*]

Site Visit Protocol: Interview with Full-Service Community School Site Director

13. How would each function describe their “Community School” experience?
[Program quality]
14. In what ways do the primary school day staff and the extended day staff of the Community School collaborate? *[FSCS Outcome: Increased capacity to meet students’ and families’ needs]and [FSCS Outcome: Communication between school and FSCS staff]*
15. In what ways would you like your Community School to improve?
16. Describe the process for securing space for events and activities in school.
[Program quality]
17. How often do you attend events in the larger community? How often do you attend these events with the school principal? *[JZ outcome: Site Director and School Principal will attend more community events]*
18. Have your partnerships with the wider community increased, decreased, or remained the same as a result of being a Community School? How did this happen? *[FSCS Outcome: Partnerships with community agencies to provide school-based programs and services]*
19. Have your partnerships with the business community increased, decreased, or remained the same compared to last year? *[FSCS Outcome: Partnerships with community agencies to provide school-based programs and services]*
20. How have the current partnerships with the wider community benefited your school? *[FSCS Outcome: Partnerships with community agencies to provide school-based programs and services]*
21. Are plans underway for the Community School to establish new partnerships?
[FSCS Outcome: Partnerships with community agencies to provide school-based programs and services]

Site Visit Protocol: Interview with Full-Service Community School Principal

1. What has being a “Community School” meant to your school? (How seamless is the school and the community school?)

2. What have been the benefits of being a Community School to students, families, staff and administration?

| Population | Benefits |
|----------------|----------|
| Students | |
| Families | |
| Staff | |
| Administration | |

For questions 3 and 4 below, please use the corresponding table to organize and summarize the responses.

3. Which Community School **programs and services** have been most effective? In what ways have they been effective? How has each benefited the youth? [*Youth outcomes*]and [*FSCS Outcome: getting a sense from interviewee of the communication between school and FSCS staff, i.e. “how well do teachers know the FSCS programs?”*]

Site Visit Protocol: Interview with Full-Service Community School Principal

| Outcome Areas | Program | How has program benefited students? In what ways is program effective? |
|---------------------------|--------------------------------|--|
| Attendance and engagement | <i>Ex. Harding Soccer Club</i> | <i>Ex. This is a favorite program among students. They must participate in an after-school tutoring program before soccer, so soccer program increases attendance both in regular day school and in tutoring after school.</i> |
| Academics | <i>Ex. Harding Soccer Club</i> | <i>Ex. Because students are going to class and tutoring more frequently, they are improving their grades.</i> |
| Behavior | <i>Ex. Harding Soccer Club</i> | <i>Ex. Students cannot participate in soccer if they have school suspensions or if teachers report behavioral problems in the classroom, so students have an incentive to behave better. Also, the actual program practices teamwork and discipline.</i> |

4. Which Community School programs and services have not had much impact? Why? [*Youth outcomes*]

| Outcome Areas | Program | In what ways is program ineffective? |
|---------------------------|--------------------------------|--------------------------------------|
| Attendance and engagement | <i>Ex. Harding Soccer Club</i> | <i>N/A</i> |
| Academics | <i>Ex. Harding Soccer Club</i> | <i>N/A</i> |
| Behavior | <i>Ex. Harding Soccer Club</i> | <i>N/A</i> |

5. Has being a Community School made a difference in terms of parent involvement? In what ways? [*Parent/Families Outcome: Increased involvement and communication with school and FSCS staff*]

6. Describe your working relationship with the Site Director. (Probes: How often do you meet with this person? How would you characterize the content of your

Site Visit Protocol: Interview with Full-Service Community School Principal

- meetings? How is Site Director involved in school long-term visioning and planning?) *[FSCS Outcome: Communication between school and FSCS staff]*
7. To what extent are you involved in Community School planning and programming? (Note: trying to get at Principal's awareness) *[FSCS Outcome: Communication between school and FSCS staff]*
 8. What is the extent of the collaboration between the primary school day staff and the extended day services staff of the Community School? *[FSCS Outcome: Increased capacity to meet students' and families' needs]* and *[FSCS Outcome: Communication between school and FSCS staff]*
 9. Have your partnerships with the wider community increased, decreased, or remained the same as a result of being a Community School? How did this happen? *[FSCS Outcome: Partnerships with community agencies to provide school-based programs and services]*
 10. Have your partnerships with the business community increased, decreased, or remained the same compared to last year? *[FSCS Outcome: Partnerships with community agencies to provide school-based programs and services]*
 11. How have the current partnerships with the wider community benefited your school? *[FSCS Outcome: Partnerships with community agencies to provide school-based programs and services]*
 12. Are plans underway for the Community School to establish new partnerships? *[FSCS Outcome: Partnerships with community agencies to provide school-based programs and services]*

Site Visit Protocol: Interview with Full-Service Community School Teacher

1. What has being a “Community School” meant to your school?
2. To what extent are you involved and informed on Community School news and activities? *[FSCS Outcome: Communication between school and FSCS staff]*
3. To what extent do you interact with the staff in the community school programs and services (i.e. tutors, mentors, program staff, Site Director, Parent Coordinator)? *[FSCS Outcome: Communication between school and FSCS staff]*
4. What have been the benefits of being a Community School for you? students? Staff?
5. To what extent are you involved in Community School planning, programming, and providing feedback? *[FSCS Outcome: Communication between school and FSCS staff]*
6. What is the extent of collaboration and communication between the primary school day staff and the extended day services staff of the Community School? *[FSCS Outcome: Increased capacity to meet students’ and families’ needs]and [FSCS Outcome: Communication between school and FSCS staff]*

For questions 7 and 8 below, please use the corresponding tables to organize and summarize the responses.

7. Which Community School **programs and services** have been most effective? In what ways have they been effective? How has each benefited the youth? *[Youth outcomes*

| Outcome Areas | Program | How has program benefited students? In what ways is program effective? |
|---------------------------|--------------------------------|--|
| Attendance and engagement | <i>Ex. Harding Soccer Club</i> | <i>Ex. This is a favorite program among students. They must participate in an after-school tutoring program before soccer, so soccer program increases attendance both in regular day school and in tutoring after school.</i> |

Site Visit Protocol: Interview with Full-Service Community School Teacher

| | | |
|-----------|--------------------------------|--|
| Academics | <i>Ex. Harding Soccer Club</i> | <i>Ex. Because students are going to class and tutoring more frequently, they are improving their grades.</i> |
| Behavior | <i>Ex. Harding Soccer Club</i> | <i>Ex. Students cannot participate in soccer if they have school suspensions or if teachers report behavioral problems in the classroom, so students have an incentive to behave better. Also, the actual program practices teamwork and discipline.</i> |

8. Which Community School programs and services have not had much impact? Why? [*Youth outcomes*]

| Outcome Areas | Program | In what ways is program ineffective? |
|---------------------------|--------------------------------|--------------------------------------|
| Attendance and engagement | <i>Ex. Harding Soccer Club</i> | <i>N/A</i> |
| Academics | <i>Ex. Harding Soccer Club</i> | <i>N/A</i> |
| Behavior | <i>Ex. Harding Soccer Club</i> | <i>N/A</i> |

9. Has being involved in the Community School impacted students' level of homework completion? Daily school attendance? Motivation toward learning? [*Various youth outcomes as appropriate*]

10. In what ways, if any, does the FSCS program complement the work students do during the regular school day? [*Various youth outcomes as appropriate*] and [*FSCS Outcome: Increased capacity to meet students' and families' needs*]

11. In what ways has being involved in the Community School impacted parent involvement? Has being involved in the Community School impacted the level of contact with parents? [*Parent/Families Outcome: Increased involvement and communication with school and FSCS staff*]

Site Visit Protocol: Interview with Full-Service Community School Teacher

12. Has being involved in the Community School impacted students' organizational skills? Time management skills? Developmental preparedness for transition? Career considerations? In what ways? [*Youth outcomes*]

Site Visit Protocol: Interview with Full-Service Community After-School Program Leader (must run non-academic programming)

1. What has being a “Community School” meant to this school?

2. How much time do you spend with students weekly? How many students do you work with?

3. How does your interaction with the student(s) address the challenges they face?
[Youth outcomes]

4. To what extent are you involved and informed on Community School news and activities? *[FSCS Outcome: Communication between school and FSCS staff]*

5. To what extent do you interact with the staff in the community school programs and services (i.e. teachers, mentors, school staff, program staff, Site Director, Parent Coordinator)? *[FSCS Outcome: Communication between school and FSCS staff]*

6. To what extent are you involved in Community School planning, programming, and providing feedback? *[FSCS Outcome: Communication between school and FSCS staff]*

7. Has being involved in the Community School impacted students’ organizational skills? Time management skills? Developmental preparedness for transition? Career considerations? In what ways? *[Various youth outcomes as appropriate]*