



LAFRANCE ASSOCIATES

Learning for Action

**Comprehensive Evaluation of the
Full-Service Community Schools Model in Maryland:
General Smallwood Middle School**

August 2005

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

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

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

Table of Contents

Section	Page
I. Introduction	1
II. Evaluation Methods	9
III. General Smallwood Middle School	13
A. Overview	13
B. FSCS Staffing and Programs and Services for Students, Parents, and Families	14
IV. Outcomes Evaluation	24
A. Youth Outcomes	24
B. Parents/Families Outcomes	40
C. Full-Service Community School Outcomes	49
V. Implementation of the FSCS Model	57
VI. Conclusion	80
VII. Appendices	

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

a. Introduction

In 2000, the Milton S. Eisenhower Foundation began to replicate the Full-Service Community School Model in Maryland. The school in this state is among a cohort of schools in four states across the country that are participating in the Eisenhower Foundation Full-Service Community Schools replication initiative. The purpose of the initiative is to apply the best practices of full-service community schools already in existence to schools ready to make the change from a traditional school model to a full-service community school model.

This evaluation report describes the implementation and outcomes discernable to date for General Smallwood Middle School, the full-service community schools launched as part of this initiative in Maryland.

b. Context: Evaluation Planning and Design

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

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

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

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

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

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

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

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

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

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

The Coalition for Community Schools identified the following five conditions for effective learning environments upon which full-service community schools are designed and built:

1. The academic program is characterized by high expectations, challenging courses, and qualified teachers;
2. Students are engaged in learning before, during, and after school – wherever they are;

¹ Children’s Aid Society. Building A Community School. Third Edition, 2001.

² The field, including the Eisenhower Foundation, uses the terms “community school” and “full-service community school” synonymously.

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

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

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

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

d. Full-Service Community Schools Logic Model and Outcomes

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

The table below details the kind of data, quantitative or qualitative, available for each outcome. Some outcomes are combined or subsumed under other outcomes, or data was not collected, as noted. This report does not discuss each outcome for which data is available; only statistically significant findings are discussed.

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

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

⁶ Ibid, p. 15

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

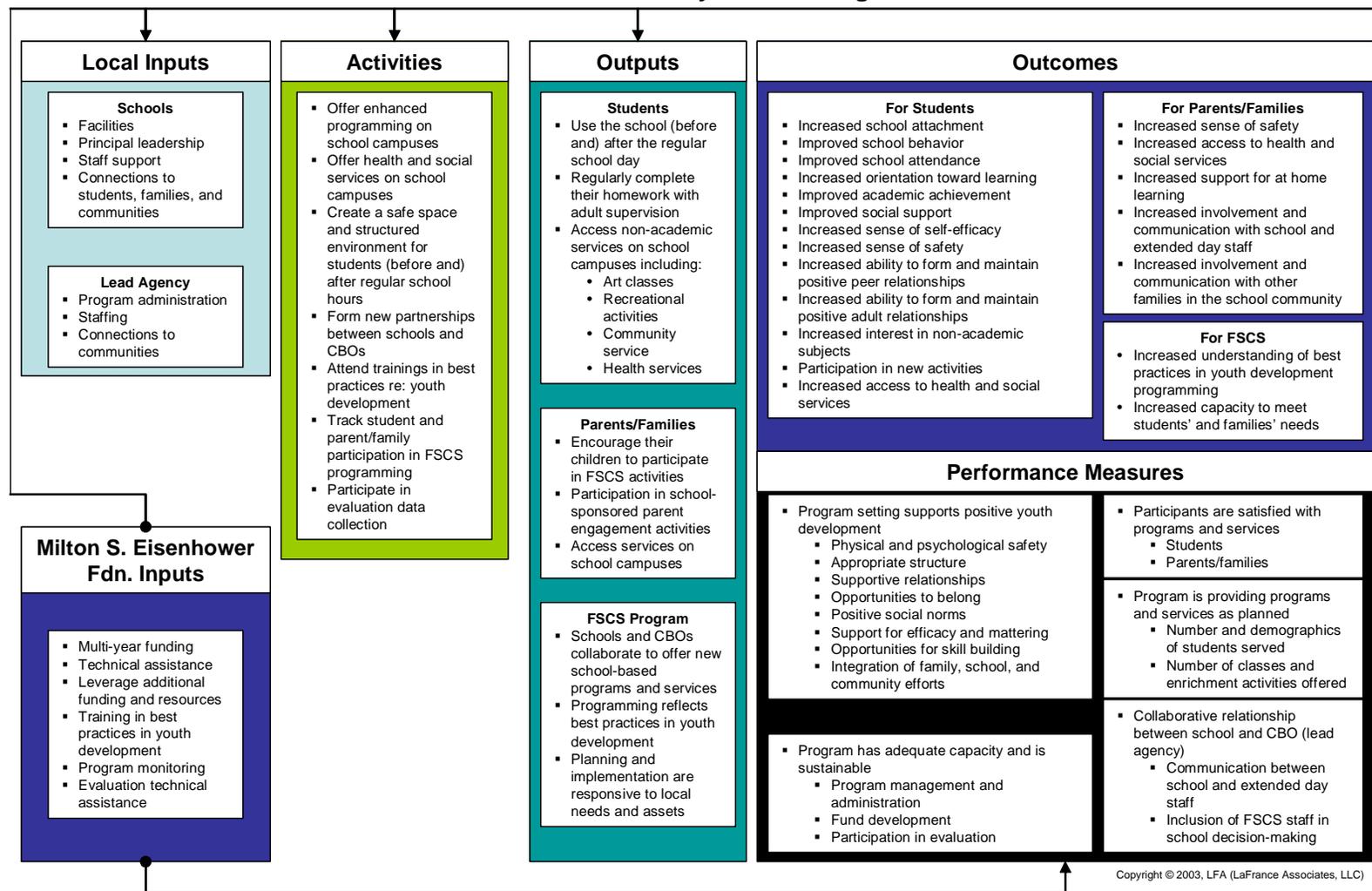
⁸ This outcome is in addition to the outcomes presented in the logic model.

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

	Logic Model Outcome	Quantitative Data	Qualitative Data	Notes
	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		✓	

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

Full Service Community Schools Logic Model



Copyright © 2003, LFA (LaFrance Associates, LLC)

e. Assessing Program Quality

Programs implemented in alignment with current research on best practices in community schools are best positioned to meet the needs of students and families and to show positive outcomes for students, families, and schools. LFA and the Milton S. Eisenhower Foundation modified The After School Corporation's (TASC) program quality improvement self-assessment.¹⁰ The resulting framework is a set of program features and list of indicators that serve as a guideline for observing FSCS programs. Ultimately, there exists a level of quality that cannot be assessed by any single indicator. Therefore, this program quality framework serves as one method for assessing sites' implementation of the FSCS model. Evaluators also use their understanding of the FSCS model and their accumulated knowledge of the sites' programs and implementation activities.

Exhibit 2 Program Quality Features and Indicators	
Program Feature	Indicator
	* Indicates that this is a component of the start-up phase of the program
Appropriate Structure	*Provides a stimulating and welcoming environment that safeguards the health and safety of participants.
	*Uses program space that is safe and clean and appropriately equipped and suitable for activities being conducted.
	*Develops and disseminates approved safety plans and procedures to staff and parents.
	*Provides adequate security while program is in session.
	*Develops and manages effective arrival, dismissal and pick-up procedures.
	*Is aware of, records and informs staff of special health needs of participants.
	*Maintains accurate and accessible medical records on participants.
	*Carefully documents when participants arrive and leave, where they are while at the program site, and plans for a safe transport home.
	Has adequate space for planned activities.
	Establishes and maintains well-known and understood behavioral expectations for participants and staff.
Applies rewards and consequences for participant behavior appropriately and consistently.	
Program Management and Administration	*Establishes clear attendance and participation expectations and has a system for the collection and monitoring of participant attendance data.
	*Establishes clear participant behavioral and performance expectations and has a system for the collection and monitoring of related participant data.
	*Maintains all required documents (e.g. health certificate, security clearance, insurance, etc.) where applicable.
	*Creates and uses an employee handbook that clarifies internal policies and procedures.
	*Has well-defined methods of communication between school and community-based organization.
	Maintains current and accurate activity schedule with room assignments.
Supportive Relationships	*Has staff that respects and communicates with one another and are role models of positive adult relationships.
	*Guides staff to interact with parents in a comfortable, welcoming way.
	*Treats participants with respect and listens to what they say.
	Encourages participants to interact with one another in positive ways.
	Encourages participants to make choices and become more responsible.

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

**Exhibit 2
Program Quality Features and Indicators**

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

**Exhibit 2
Program Quality Features and Indicators**

Program Feature	Indicator
	* Indicates that this is a component of the start-up phase of the program
and Community Efforts	Involves parents and families in decision making and planning.
	Involves parents, families and the community in program events.
	Encourages staff to communicate with parents on matters concerning the wellbeing of the child.
	Provides parents and families with information about community resources to meet their needs.
	Builds relationships with arts, cultural, and other community institutions to expand and enhance program offerings.

The process evaluation section of this report includes a table detailing program quality assessment notes for General Smallwood.

II. Evaluation Methods

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

a. Outcomes Evaluation

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

Students

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

Improvement is measured with respect to these outcomes:

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

Data on these outcomes were collected from school records for the following assessment time points: 12 months prior to participation in FSCS activities, and at the end of each academic year that students participate in the study. School records provide data on standardized test scores, grades, attendance, and disciplinary action.

For youth development outcomes such as orientation toward learning, LFA administered surveys to students at the beginning and end of the academic year. Of 705 students at General Smallwood, 139 completed surveys at both the beginning and end of the school year (20% response rate overall). Approximately 39 (28%) of respondents are participants in FSCS activities.

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

Parents

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

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

All parents were given the opportunity to complete a survey to assess change experienced in these areas, as well as their perceptions of changes in their children and impacts at the school. Evaluators conducted a parent focus group at General Smallwood to hear parent perspectives.

Schools

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

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

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

b. Process Evaluation

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

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

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

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

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

Research methods and data collection for the process evaluation include:

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

c. Data Collection Procedures

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

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

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

General Smallwood Middle School

General Smallwood Middle School began moving toward a full-service community school model during the fall of 2000. This chapter provides a picture of the model during the 2004-05 school year.

III. Overview

General Smallwood has long been interested in enhancing its programming to raise student achievement levels. Prior to beginning implementation of the full-service community model, General Smallwood obtained Board of Education funding to host an “Extended Day” program: an academic program to help raise the rate at which students passed the Maryland School Assessment. In the summer of 2000, the school district contacted General Smallwood’s Principal to let her know of the opportunity to expand programming by working with the Eisenhower Foundation and a local community-based organization. During that same summer, Tri-County Youth Services Bureau (TCYSB), was established as the lead CBO collaborating with General Smallwood, and the Eisenhower Foundation, via the United States’ Department of Education, came to work with General Smallwood Middle School. FSCS staff often refer to Extended Day as separate from FSCS, since the Extended Day program has a different funding source. However, FSCS and Extended Day staff collaborate on running the after-school programs. Therefore, organizationally the Extended Day program has become part of the FSCS at General Smallwood.

a. Local Lead Agency: Tri-County Youth Services Bureau

TCYSB is one of twenty-one Youth Services Bureaus in Maryland. These Bureaus were established in 1971 to provide services focused on the prevention of delinquency, abuse, violence and other poor outcomes for youth and families. TCYSB offers services for those children 18 and under – along with their families – who live in Calvert, St. Mary’s, or Charles County. TCYSB delivers a variety of community-based prevention services designed to provide early intervention to children, youth, and families, with the goal of addressing emerging problems before formal system intervention is needed. The FSCS Initiative at General Smallwood is currently one of several school-based programs included in the TCYSB portfolio.

b. The School: General Smallwood Middle School

Approximately 700 students in the 6th-8th grades attend General Smallwood Middle School. The students, on average, come from low socio-economic status households; 43% receive free or reduced-price lunches (compared with 23% for the Charles County average and 29% for the Maryland state-wide average). Exhibit 3 shows the percentage of students at General Smallwood and in the Charles County School District who are eligible for free or reduced lunches.

**Exhibit 3
Free- or Reduced Price Lunch Status**

	Percent in School	Percent in District
Eligible for Free Lunch	32%	17%
Eligible for Reduced Lunch	11%	6%

While General Smallwood is Title I eligible, it is not a school-wide Title I school.¹¹ Educational attainment of adults in Indian Head is very low; only about 14% have graduated from a four-year college. Exhibit 4 shows the racial/ethnic breakdown of the student population.

**Exhibit 4
Student Race / Ethnicity**

Ethnicity	Percent of Student Population (n=705)	District Average (n=25,074)
African American	51%	39%
White	44%	55%
Hispanic	2%	2%
Asian and Pacific Islander	2%	3%
American Indian / Alaskan Native	1%	1%

There are 40 teachers at General Smallwood, creating a student/teacher ratio of 18:1, compared to the district average student/teacher ratio of 20:1.

IV. FSCS Staffing and Programs and Services for Students, Parents, and Families

a. FSCS Staffing

The staffing of FSCS at General Smallwood is complex. The local definition of “FSCS staff” includes those whose positions are funded by the Eisenhower Foundation through the lead agency (TCYSB). TCYSB pays for the Site Director, for the people who facilitate and teach at the Homework Center, and for the counselor who runs the group counseling program. We use a different definition here, which centers around administrative function, rather than funding source. Thus it excludes teachers, but includes an administrator whose position is funded through the Board of Education. Staff are listed in the following table.

¹¹ <http://maryland.schooltree.org/public/General-Smallwood-Middle-038457.html>

Exhibit 5
Staffing for the FSCS Initiative at General Smallwood

Position	Name	Function(s)	Position in Day School	Paid / Volunteer	Hours per Week	Funding Source
Site Director	Charles Gibson	Plans and oversees all aspects of FSCS administration	None	Paid	35	Eisenhower / TCYSB
Homework Center Co-Facilitator	Dorothy Johnson	Assists Site Director with running the Homework Center and with end-of-day transportation for the students	Aide	Paid	12	Eisenhower / TCYSB
Extended Day Facilitator	Shirley Harris	Oversees administration for the Extended Day program	Guidance Counselor	Paid	6	CCBOE
Homework Center Aide	Lisa Matthews	Helps as needed in Homework Center	Teacher	Paid	6	Eisenhower / TCYSB
Homework Center Aide	William Washington	Helps as needed in Homework Center	Teacher	Paid	6	Eisenhower / TCYSB
Homework Center Aide	Tamika Gady	Helps as needed in Homework Center	Teacher's Assistant	Paid	5 hours Jan-May	Eisenhower / TCYSB
Homework Center Aide	Jayeta Swailes	Helps as needed in Homework Center	None	Paid	4 Nov- Jan	Eisenhower / TCYSB
Homework Center Aide	Linda Sally	Helps as needed in Homework Center	Instructional Specialist	Volunteer	Drop-in ~3 hours per week	NA
Group Counselor	Megan Smith	Facilitates In-School Group Counseling sessions during the school day.	None	Paid	4	Eisenhower / TCYSB
Family Partner/ Data Entry Assistant	Sharonda Wilks-Johnson	Contacts parents/families to inform them of programs and services at the school / Assists Site Director in entering data into web-based data system.	None	Paid	20	TCYSB
Songs with Meaning Facilitator	Moriel Martín	Plans and oversees the Songs with Meaning Program	None	Paid	2.5	Eisenhower / TCYSB
Talent Search Mentor	Aaron Cane	Runs the Talent Search program at General Smallwood.	None	Paid	~1 hour per week	University of Maryland

In addition to those who have administrative responsibilities, there is one day teacher who tutors in the Homework Center, thirteen day teachers who tutor in the Extended Day program, and day teachers or employees of partner CBOs or contractors who lead enrichment programs or behavioral health services.

b. Overview of FSCS Programs and Services

Exhibits 6-8 provide an overview the programs and services available to students, parents and families at General Smallwood.

**Exhibit 6
FSCS Programs and Services at General Smallwood for Students, 2004-2005**

Academic	Enrichment	Sports and Recreation	Health / Wellness	Behavioral Health and Life Skills
<ul style="list-style-type: none"> • Homework Center (X-Reading) • Computer Library • Extended Day (Math/MSA Tutoring) • Talent Search 	<ul style="list-style-type: none"> • Songs with Meaning: Lip Sync Talent 	<ul style="list-style-type: none"> • Open Gym 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Fantastic Futures • Second Step • In-School Group Counseling

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

Academic	Enrichment	Sports and Recreation	Health / Wellness	Behavioral Health and Life Skills
<ul style="list-style-type: none"> • Math and Reading Academy • Homework Help 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Sports • Board Games • Weekly Field Trip 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Social Skills • Anger Management

**Exhibit 8
FSCS Programs and Services for Parents and Families, 2004-2005**

Education	Enrichment / Recreation	Health / Wellness	Behavioral Health	Social Services
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Co-Ed Volleyball • Co-Ed Basketball 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Family counseling 	<ul style="list-style-type: none"> • None

c. Programs and Services for Students: Offerings and Participation

Exhibit 9 below gives a summary of each program offering and student participation; following this table we give more detailed descriptions.

Exhibit 9
Student Programs and Services: Description and Participation Information

Program / Service	Description	When Offered		Participation (Avg Daily Attendance)	
		Days	# Hours		
Academics	Extended Day Program	Extra academic help for the most challenged students.	T,Th	2	50
	MSA Tutoring	Part of the Extended Day program, tutoring in math and reading specifically for the Maryland School Assessment.	T or TH	1	50 (part of Extended Day)
	Homework Center	Homework help to allow students to complete homework each day for two classes.	M,T,Th	2	23 on M 58 on T/Th
	Extra Reading (X-Reading)	Reading group for students at least two grade levels behind.	M,T,Th	1	11 (subset of youth from Homework Center)
	Math / Computer Lab	Using computers to enhance math and language skills.	M	2	18
	Talent Search	Aiding first-generation students in applying for college.	NA	NA	5
Music, Dance, and Theater Arts	Songs with Meaning: Lip Sync	Students prepare during the year for a performance at the end of the year that includes singing, dancing, and reciting poems.	Th	2.5	11
Behavioral Health and Life Skills	Fantastic Futures	Gender-specific activities and discussions designed to instill decorum and respect.	T,Th	30 min	7
	Second Step	A behavioral component of the Extended Day Program with activities focused on cultivating empathy and decision-making skills in students.	T or Th	1	50
	In-School Group Counseling	In-School Mental Health Counseling for students identified as high-risk.	T or Th	45 min	5-6
Sports and Recreation	Open Gym	Participating in physical games / activities of the students' choice.	M,T,Th	45 min	29

Academics

Extended Day. The Extended Day program is designed for the most academically challenged students. Students are invited to attend this group due to poor test scores, and are recommended either by teachers or by the guidance department. Teachers focus on basic reading and math skills. When not preparing for the Maryland State Assessment, students sit quietly and do their homework, while teachers float around the room, going to those who ask them for their help. At times there is a group of students working on one homework assignment, and a teacher will work with these students in a group setting.

MSA Tutoring. A component of the Extended Day Program, math and language arts teachers work with students in the Extended Day program specifically to improve their math and reading skills in order to receive higher scores on the Maryland State Assessment (MSA). As part of the Extended Day program, these students are those who have received low scores on county exams and have been recommended to the program in order to receive additional assistance.

Homework Center. Students are likewise recommended by their teachers for the Homework Center because they lack social or academic skills – but these are students with fewer academic problems than those invited to the Extended Day program. The Homework Center is meant to be extremely structured; students are not allowed to leave (even to go to the bathroom), they must sit in assigned seats, and they must not speak, unless to a teacher (though in practice, it does not appear to be quite so strict). Those running the Homework Center have “behavior tracking sheets:” these are used to monitor the students’ behavior. If students receive three warnings, they may lose their spot in the Homework Center.

Extra Reading. Formerly called Reading in the Middle, this is a smaller reading group run by a language arts teacher within the Homework Center program. This teacher focuses on improving the reading skills of those students who are least two grade levels behind in their reading abilities.

Math / Computer Lab. Students in the Extended Day and Homework Center programs have access to the computer lab one day per week to enhance math and language skills. This includes playing computer math games and taking practice tests online in preparation for the Maryland state math exam, in addition to using instructional CDs aimed at exposing students to different languages.

Talent Search. Not part of the after-school program, this is a service that aids selected students in preparing for and applying to college. The FSCS Site Director recommends students for the program run by a mentor from the University of Southern Maryland. In the 2004-05 academic year, the Site coordinator recommended four students; four additional students had also participated in the program last year. The Talent Search program takes the students on visits to colleges, hosts workshops on how to apply for financial aid, pays for the students to take the SATs, and pays for college applications.

Enrichment

Songs with Meaning: Lip Sync. Run by a community partner, Songs with Meaning, students involved in this program make a serious commitment to working toward putting on a performance in the spring. This year the theme of the performance was “choices.” To this end, students meet after-school to create songs, speeches, poems, and skits that reflect different choices they have made in their lives. The teacher for this program helped students develop their performance pieces for the show.

Behavioral Health and Life Skills

Fantastic Futures. Formerly called the Young Gentlemen’s Club, this program expanded this school year to include a young ladies group. Fantastic Futures emphasizes life skills by creating a space where the students can discuss situations they find themselves in, and how it is most appropriate to behave in those situations. The teachers (Mr. Thompson for the young men and Ms. Gatty for the young women) are particularly fit for this role. Mr. Thompson has the respect of the students and so the students take him seriously as an authority figure. At the same time, he has a personal relationship with the boys – for example, he also plays basketball with them. Likewise, Ms. Gatty is a teacher’s aide in a language arts classroom so she has the opportunity to connect with some of the students prior to the after-school program. Having these gender-specific groups run by adults who interact with the students inside and outside of the classroom throughout the day makes the groups more likely to listen to them.

Second Step. Second Step is a behavior management component of the Extend Day program. All students involved in the Extended Day program must participate in Second Step. Students are divided into groups that meet once a week after school on either Tuesdays or Thursdays. The program staff offer activities and materials designed to teach participants about appropriate peer, interpersonal, and classroom behavior, and also productive anger management skills. After first targeting students with low test scores, the Extended Day program then targets students who have particular problems with impulse control and inappropriate behavior at school. These students are invited to attend the Extended Day program where they can receive both academic assistance and the Second Step program.

In-School Group Counseling. Starting in February 2005, In-School Group Counseling was offered to a select group of students who were identified by teachers and guidance counselors as having significant mental health issues. There was a total of four groups of 6-7 students each (two groups for girls and two for boys) that met for one hour each per week during the school day. These counseling sessions were lead by a counselor from Tri-County Youth Services Bureau (TCYSB). During these sessions, anger management, self-control, and empathy are emphasized. Guidance counselors target a limited number of 6th and 7th grade students to participate in these sessions with the goal of having these children continue in this program next year.

Sports and Recreation

On each of the three days a week that the after-school programs are available, students have the option of spending the second hour in **Open Gym**. This time is centered around sports, but it is essentially unstructured time. Students can participate in sports of their choice, and also can simply spend time socializing if they choose. Two staff members from the Department of Community Services, previously known as Parks and Recreation, oversee this time as students gather in the school gymnasium to play such games as basketball, volleyball, jump rope, and tag. This activity, because of the free time, is one of the most popular.

Summer Session

The FSCS Initiative also includes a **Summer Youth Achievement Program**, lasting for five weeks from Monday through Thursday. Students are at school in the morning from 9-12, attending a math and reading academy. At noon, the kids go to camp, which lasts until 5:30. The counselors at the camp are usually State police and Sheriff's Department deputies. Part of the afternoon is dedicated to academics, so that the students can get help with summer school homework. Another portion of the afternoon is devoted to life and social skills, such as appropriate body language and anger management. In addition, students can play board games and sports. On one day each week, students take a field trip (baseball game, amusement park, a meal out, etc).

Non-FSCS Offerings

There are seven student offerings that are not officially under the FSCS umbrella. However, several of these programs overlap with FSCS programs in the students they serve and the staffing and transportation resources they use. Oftentimes students who participate in the Drama Group, Destination Imagination, Intramural Sports, the National Honor Society, Students Against Destructive Decisions, and Maryland's Tomorrow can also participate in the Homework Center or Extended Day programs before or after these other programs begin and end. It is not uncommon, for example, for students to participate in an intramural sport or the Drama Group and also receive academic assistance through the Homework Center. The Site Director plans to bring the Drama Group under the FSCS umbrella next year. Similar to their involvement in the Homework Center or Extended Day Program, regular school day teachers participate in or run Intramural Sports, Destination Imagination, the Drama Group, and Maryland's Tomorrow. Also, because most of these programs occur after school, several of them are bracketed by other FSCS services such as snack before the after-school programs begin and TCYSB-funded buses home after the programs are over.

Drama Group. Lead by the school's drama teacher, this group meets for four hours a week on Tuesdays and Thursdays to practice for the school play. Originally over 100 students tried out for the school play, but the group winnowed down to about 20 children as the year progressed. Some of the children joined the Songs with Meaning: Lip Sync group. Currently funded by the Charles County Board of Education, the Site Director plans to set aside some money to fund an after-school program involving the drama, music, and art teachers.

Destination Imagination. Based on a national program that cultivates children's creative problem solving strategies and multiple intelligences, students meet throughout the year to practice interactive challenges that require them to work in teams. Lead by the gifted education teacher, there are three teams with five to seven students each that meet after school to prepare for county, regional, and national competitions. A few parents are actively involved in this program by coaching the teams. Often held after school on Tuesdays and Thursdays, students who participate in this program can use the transportation provided by the Homework Center.

Intramural Sports. Different from the open gym recreation in which the students in the Homework Center and Extended Day programs participate, there are four intramural sports teams run by the physical education staff during after-school hours throughout the year. Archery is offered in the fall, followed by basketball, volleyball, and finally track which is offered in the spring. The physical education teachers invite those students who show aptitude in class to try out for the various sports. At the end of the season there are two-day competitions at the county level for the boys' and girls' groups.

Mentor Program. The Sheriff's Department (a FSCS community partner) assigns a police officer to every middle school and high school in Charles County. Officer Crawford is assigned to General Smallwood and he is a presence in the school, working to improve relations between the youth and law enforcement. In addition to patrolling the hallways to ensure students' safety and reduce fighting, Officer Crawford holds drop-in office hours where students come by to see him just to talk, especially when they are having problems with another student. Officer Crawford talks to the students about the conflict, and often helps to actually resolve the conflict with the other student (or students). This both teaches conflict resolution, and helps to de-escalate existing conflicts within the school.

National Honor Society. A chapter of a national organization, students who maintain a 3.0 grade point average make the honor roll at General Smallwood and are invited to join the National Honor Society. This program hosted two family nights during the 2004-05 school year where parents were invited to come to the school for information on the program, refreshments, and networking opportunities. Students have to maintain a GPA of 3.0, and a 3.5 to become an officer.

Students Against Destructive Decisions (SADD). A chapter of a national organization, SADD includes discussions about drugs and alcohol, service projects, movies, and guest speakers. This program is regional, and includes annual conferences of SADD club members from schools in several states. It is hosted by the Extended Day Coordinator.

Maryland's Tomorrow. A chapter of a statewide organization, Maryland's Tomorrow is a drop-out prevention program which helps students at risk for dropping out of school to deal with conflict resolution and social skills. Typically in high schools, this program is being piloted with younger children at General Smallwood, which is the only middle school in Charles County with such a program. Teachers identify students who are at risk of dropping out due to academic and/or behavior issues. There are about ten students per grade level who participated in this multi-year mentoring program after school, where it is assumed that 6th and 7th grade students will continue in the program in the upcoming school year.

d. Programs and Services for Parents and Families

General Smallwood's community school currently has programs and services available for parents and families in the areas of enrichment and recreation and behavioral health. There are three recreation programs (volleyball, basketball, and family night), and one behavioral health service (referrals to family counseling). There were two educational programs (typing class and computer skills class) which were offered last year; however the Site Director did not receive enough response from parents to coordinate these programs this year. Parents have access to instructional CDs (on such topics as sewing, math, and foreign languages) in the school library during after-school hours; however, only a few parents used this resource. Parental and family involvement is an area identified by the Site Director and FSCS and school staff as needing improvement [see the next section for additional information on efforts to increase parental/family involvement]. In addition to education, there currently are no health and wellness services or social services available to parents and families through FSCS.

Although exact attendance numbers are not available, according to the FSCS Site Director the sports programs draw many parents. Participation in family counseling grows out of a student's participation in Second Step or In-School Group Counseling. When the counselors who run these groups see a need for family counseling, they ask the families of these students to participate in counseling. During the 2004-05 school year, approximately four families of students receiving Group Counseling or Second Step signed up for this.

The Eisenhower Foundation provided technical assistance to General Smallwood to broaden FSCS and TCYSB's staff's understanding of family involvement as not just how many parents and family members come to the school, but also as providing support and resources to parents to support their children's learning outside of school. Responding to the Eisenhower Foundation's technical assistance, beginning this year Tri-County Youth Services Bureau (TCYSB) hired a family partner, a staff person who served as a liaison between the family and the school. This individual spent time contacting families and parents of students at General Smallwood to make sure they were informed of services and activities being offered at the school and answering any questions parents had about their child's school. In this way, this staff person provided support to parents to increase their involvement in their children's education, even when they are not in school. This includes information on effective parenting, accessing resources, and support for at-home learning. The family partner was hired and paid through TCYSB, however this position will be covered under Eisenhower/TCYSB funding in the upcoming school year. In addition to being placed under the FSCS umbrella for the 05-06 school year, the family partner will have an office in the school building and will oversee the new family room that is currently being constructed. These plans reflect Smallwood's continual efforts to improve family involvement, as well as reflecting a change in their understanding of what constitutes family involvement and therefore what strategies they use to reach out to parents and families.

e. Community Partners

At General Smallwood, the term “community partners” refers to any community organization that provides FSCS programs or services for free. Exhibit 10 below lists the community partners, along with the classes taught or services provided or funded.

**Exhibit 10
Community Partners**

Community Partner	Class Taught or Service Provided or Funded
Tri-County Youth Services Bureau	Homework Center
	Group Counseling
	Family Counseling
	Family Partner
Charles County Board of Education	Extended Day Program
	Second Step
Songs with Meaning	Lip Sync
Sheriff's Department	Summer Youth Achievement Program
Community Services (Parks and Recreation)	Open Gym
University of Maryland	Talent Search Program

The FSCS Site Director, Principal, and staff at Tri-County 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 General Smallwood [see Suggested Changes and Community Context sections].

V. Outcomes Evaluation

a. Youth Outcomes

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

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

Data Sources

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

During the 2004-05 school year there were 217 students at General Smallwood for whom parent/guardian consent to participate in the evaluation of the FSCS model was obtained. This is approximately 31% of the student body. For these 217 students the evaluators administered a baseline and follow-up youth survey and obtained school records information, including grades, test scores, attendance, and behavior information.

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

Finally, the evaluators conducted a youth focus group with a subset of students who are also Homework Center participants and a parent focus group with the parents/guardians of these students. Questions about student outcomes were also asked in key informant interviews with the Principal, FSCS Site Director, and other school and FSCS staff.

Youth Survey

A total of 139 students out of the 217 students with consent completed the Youth Survey at both the beginning and the end of the 2004-05 school year. The baseline survey was administered in the

fall of 2004 to assess students' feelings about their school, relationships with peers and adults, and their interest and involvement in various activities prior to the start of FSCS programming at General Smallwood for the school year. The follow-up survey was administered to the same group of students in the spring of 2005 to capture any changes in youth outcomes from baseline. Of the 139 youth survey respondents, 39 were involved in FSCS programs and/or services during the 2004-05 school year.

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

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

Characteristics	Percent of Youth ^a	
	n=138	
Grade	6th	41%
	7th	34%
	8th	25%
	n=137	
Gender	Male	45%
	Female	55%
	n=133	
Race/Ethnicity	White	44%
	African American/Black	39%
	Biracial/Multiracial/Other	13%
	Native American	2%
	Spanish/Hispanic/Latino	2%
	Asian American/Pacific Islander	1%

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

The youth survey respondents are fairly representative of the student population at General Smallwood.

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

- School behavior;
- Academic achievement;
- Satisfaction with/attachment to school; and
- Positive peer relationships.

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

**Exhibit 12
Significant Youth Outcomes**

Youth Outcome	Significance?		
	Participation v. Non-Participation	High Participation v. Low or No Participation	For FSCS Participants, Number and/or Percent of Days in FSCS Programs
School Behavior			✓
Academic Achievement	✓	✓	✓
Satisfaction with School/Attachment to School		✓	
Positive Peer Relationships	✓		

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

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

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

Who Are FSCS Participants?

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

**Exhibit 13
Participant Profiles**

<i>For 2003-2004 School Year</i>	FSCS Participants		Non-FSCS Participants	
	Mean		Mean	
Number of Absences^a (n=50) and (n=165)	5.4	days	4.7	days
Number of Behavior Incidents (n=50) and (n=165)	2.5	incidences	.72	incidences
Math Grade (n=49) and (n=152)	2.1	(on 4-point scale)	2.8	(on 4-point scale)
English Grade (n=49) and (n=152)	2.6	(on 4-point scale)	3.1	(on 4-point scale)
MSA Math Score (n=41) and (n=124)	372 ^b		406	
MSA Reading Score (n=41) and (n=123)	381		404	

^a Sample size for non-FSCS participants and for FSCS participants, respectively

^b Data on total MSA scores not available

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

School Behavior

As mentioned in the Community Context section, discipline and anger management are areas in which many students need assistance. Principal Wynn expresses how improving students' behavior at school is a key goal at General Smallwood: "This year hopefully the number of suspensions will decrease. It's still a significant challenge, but hopefully it's getting better."

Looking at the youth data we find significance in the relationship between level of participation in FSCS activities and students' behavior.

Exhibit 14
Effect of FSCS participation on Students' Behavior

Research Question: What is the effect of FSCS participation on students' behavior, as indicated by the number of incidents for the 2004-05 school year?			
Indicator of Participation	Effect Size	N	Effect on the Results of Adding Controls
For students who participate, sessions spent in <i>academic</i> FSCS programs	-4.4*	51	Adding gender, ethnicity, and grade increase the significance level to p<.05, while also increasing the effect size to -7.6.

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

We built statistical models to find out whether participation in FSCS programs has a positive effect on behavior. For each student, we have data on the number of disciplinary write-ups they received during the school year. For students for whom we have these data for the previous year *and* the current year, we can see the year-to-year change in the number of write-ups. We did not find a significant difference between participators and non-participators. However, exhibit 14 above shows that for those students who are participating in programs, participation in academic FSCS programs has a very strong relationship with a decline in the number of write-ups. On average, each day spent in an academic FSCS session is associated with a year-to-year decline of almost four and a half disciplinary write-ups. When controls are added to the model, this decline increases to about seven and a half write-ups. Clearly the FSCS after-school programs are having a large, positive affect on students' behavior – during their time in FSCS activities and during the regular school day.

A teacher and Extended Day staff person describes how participating in FSCS after-school programming positively impacts students' behavior:

Their self-esteem and confidence is raised and there are fewer discipline problems, because they're not acting out to cover up what they don't know. It reduces our discipline problems believe it or not.

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 others, allowing teachers to focus on teaching. Teachers are not the only ones noticing students' improved behavior. Several of the parents and guardians of FSCS participants who took part in the parent focus group noted the positive changes in their children's behavior. In talking about her observation of the Homework Center one parent said: "And the children, you go in there anytime and they're well-behaved. Mr. Gibson has them in-line. And it's amazing because they want to come, it's not like we have to make them." As the FSCS after-school program has become integrated with the regular school day, the same rules for behavior exist [see Program Quality section below]. The Instructional Specialist explains:

The student has an opportunity to get into small groupings and be with other students socially. They learn what behaviors get them in trouble and the behaviors that keep them out of trouble. They begin to develop their sense of decision-making.

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.

School Attendance

While there were no significant findings for the relationship of FSCS participation with attendance, FSCS programs and services aim to address students' cognitive and developmental needs so as to improve their experience at school and in life. With these goals in mind, it appears that the FSCS initiative will make positive impacts on students' desire to come to school and to learn (see Satisfaction with and Attachment to School section below), and hopefully this will lead to increased attendance rates.

“For those [students] who just don’t like to come to school because they aren’t prepared, we can solve a lot of those problems. A lot of those kids are healthier now, because they are not the class clown. Those are the kids we can reach and change.”

–FSCS Site Director

Academic Achievement

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

Measures of Grade Change:

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

Exhibit 15			
Effect of FSCS Participation on Students' Math Grades			
Research Question: What is the effect of FSCS participation on whether a student shows improvement on aggregate change in math grades?			
Indicator of Participation	Effect Size	N	Effect on the Results of Adding Controls
Participation v. non-participation	.6**	196	Adding gender, ethnicity, and grade do not change the significance level appreciably (in some models it declines to <.1), and do not change the effect size.
High participation rate v. low or no participation	.5*	196	Adding gender, ethnicity, and grade do not change the significance level appreciably. With all three controls in the model, the effect size increases to .6.

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

The table above shows a very strong correlation between FSCS participation and an improvement in aggregate math grades. ***On average, participators showed an improvement in math grade that was at one-half grade higher than the improvement shown for non-participators*** (effect size = .5). Results were very similar for the comparison between high participators v. low- and non-participators (improvement was a little over one-half grade more for high participators (effect size=.6)). This remains true even controlling for gender, ethnicity, and grade – despite the fact that both gender and ethnicity themselves had effects on grade improvement. Therefore, participation

has an effect on grade improvement of about half a grade on average, *over and above* any effect of gender and ethnicity on grade improvement.¹²

There are very similar findings for students' improvement for a within year change in math grades. As was found for the aggregate change in math grades, FSCS participators compared to non-participators and high FSCS participators compared to low or non-participators have an advantage of about half a grade, with effect sizes of .6 and .5 respectively. This means that comparing first quarter math grades to fourth quarter math grades for the 2004-05 school year, youth who participate in FSCS show greater improvement than those who do not or who have low participation rates. These results confirm what was found with the aggregate change in math grades and provide additional support for the positive effects of FSCS participation on students' academic outcomes. As the Extended Day Coordinator expressed during the site visit, the program put a lot of emphasis on math tutoring this year. Clearly their efforts paid off.

Key informants expressed numerous positive impacts of participating in the FSCS after-school academic programs on students' academic achievement. Talking about the Homework Center the Instructional Specialist says:

For those students who don't have a support system at home to help them with the academics, this program has been really meaningful. Those students who really want to make a difference in their academic performance, but really don't have parents at home to help them find that this program is beneficial.

A regular day teacher and Extended Day staff person expresses similar benefits of participating in the after-school programs for students' academic achievement:

Academically, they get that extra practice and extra reinforcement. A lot of the students do not have the resources at home that are in the library, so by staying after school they don't have to worry about doing the work at home without the resources.

Access to needed resources – both material and social - is an important component of the FSCS initiative and appears to be a solid piece of the FSCS after-school programs.

¹² We also look just at the students participating in FSCS, and correlate the number of academic sessions with a change in math grades. These models (the results of which are not shown here), show that the more a student participates in academic sessions, the less their math grades improve. The effect size shows that participating for 25 days leads to the decline of a quarter of a grade. We exclude these results because they can be explained by the fact that there are actually two different types of academic sessions that one can participate in. Those who participate in Extended Day are required to be there because of very low grades. Those who attend Homework Help are higher performers: they start out with higher grades on average – therefore there is less room for them to improve and more room for their grades to decline. The opposite is true for those attending Extended Day. Looking more deeply into the data, we find that the Extended Day students *did*, in fact, improve more than the Homework Help students: the average change for Extended Day was +.5; the average change for Homework Help was -.3. In addition, students in Homework Help tend to attend many more days than those in Extended Day (both because they may be more motivated, and because it is offered three days a week as opposed to two for Extended Day). The average number of days that a Homework Help student attends is 40; the average number of days that an Extended Day student attends is 20. The difference in grade change, coupled with the difference in number of sessions attended, explains what we see in the third row of the table above. Those who attend *more* had a higher baseline and show an average grade *decline*. Those who attended *less* had a lower baseline and show an average grade *increase*. This does not reflect a deficiency in FSCS – rather it reflects differences in the groups of program participants.

Students and FSCS participants expressed improvements in both their grades and their ability to comprehend the material they are learning in the classroom as a result of their participation in the after-school program. All five students who participated in the youth focus group said the Homework Center has helped them improve their grades. As one student said, “It’s helpful a lot because I had really, really low grades and now I’m bringing them up.” These students also expressed how working one-on-one with the adults and with their peers during the FSCS after-school program has enhanced their understanding of various academic subjects. In their own words they said:

Understanding the material and what you’re learning. If you just get the grades but don’t understand then you won’t do well on the test.

They break it down in detail for you so you can understand it. So like instead of saying two plus two is four they say one plus one plus one plus one is four.

Parents also note how participating in the FSCS after-school programs have improved their children’s understanding of the regular school curricula. One parent said:

“They’re coming to school, they’re understanding, they’re more prepared, they have their homework, and they know what the teacher is talking about.”

– Teachers and FSCS Staff Person

She enjoys the Homework Center because she has a lot of help from the teachers. A lot of things that get explained in class she may not get a chance to ask the teacher the questions or she may not pick it up exactly during that day. And the teachers in the Homework Center help her to understand.

Another parent noted how the structure of the Homework Center facilitates students’ comprehension and retention of academic information saying,

It’s really like a one-on-one where [there is] tutoring [...] if they have problems after-school you have somebody right there who knows it and it’s up-to-date whereas I don’t.

Both the quantitative and qualitative data reveal positive outcomes for youth in the area of academic achievement as a direct result of their participation in FSCS after-school academic programs.

Satisfaction With and Attachment to School

There are several factors contributing to students’ enhanced attachment and enjoyment of school including the ability to comprehend and succeed in academics and having positive peer and adult relationships. FSCS programs have been found to have positive effects on students in all of these areas. Looking at students’ perceptions of their teachers’ willingness to help them outside of the classroom, we found a significant effect for high participators (those FSCS participants who attend over 50% of the time) compared to low or non participators.

Exhibit 16

Effect of FSCS Participation on Attachment to/Satisfaction with School

Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: “My teachers will help me before or after school if I ask for help”?			
Indicator of Participation	Effect Size	N	Effect on the Results of Adding Controls
High participation rate v. low or no participation	2.6*	136	When gender and grade are included, participation remains significant, with approximately the same odds ratio. However, when ethnicity is included in, significance drops to greater than .1.

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

As seen in Exhibit 16, high participators are a little over two and a half times more likely to have shown improvement on getting help from their teachers than are those who have low participation rates or do not participate in FSCS after-school programs. This is true even when controlling for gender and grade. However, the effect disappears when ethnicity is added; this suggests that ethnic group differences explain part of the original effect that we see. Nevertheless, those who participate do show a greater increase in feeling that teachers are available to them for help.

When asked about the FSCS after-school program, one student had this to say:

Since I started staying for the after-school program, I have become more responsible. Because our teachers make us finish our homework first before we do anything else, most of us come to class with our homework done. If your teacher grades your homework and you have it done you'll get a good grade. If you finish your homework you can help someone else who doesn't understand or you can get on the computer and research a career that interests you or do research for another project. Our teacher lets us complete our research after school if she knows that we can't do it at home. If your computer is broken, then you don't have to worry. When you get home you are less stressed and can relax and have fun.

This response is a good example of students' satisfaction with the after-school program - specifically how they benefited from attending the program. It should be noted that all of the key informants, including students, expressed FSCS participants' enjoyment in attending the FSCS after-school activities. As one parent said, “They volunteer to go.” Principal Wynn and the head guidance counselor also discuss students' desire to participate in the after-school programs and their disappointment when they cannot participate.

Orientation Toward Learning and Positive Future Orientation

As students gain a better understanding of the material they are learning and experience improved academic success, their orientation toward learning is also likely to increase. Comparing youth survey responses of FSCS participants to the question: “If you could go as far as you wanted in school, how far would you like to go?,” higher percentages of FSCS participants said they would like to graduate from high school or attend a trade or vocational school at follow-up compared to baseline.

- While 2% of participants said they would not graduate from high school at baseline, no participants said this at follow-up.
- 12% of participants said they would graduate from high school at baseline, while 17% said this at follow-up.

- 2% of participants said they would attend a trade or vocational school at baseline, while 6% said this at follow-up.

These findings are encouraging and reflect both long-term and short-term goals of the FSCS initiative. The short-term goal is to enhance students' academic competencies and efficaciousness. As Principal Wynn notes, "When you talk to kids, you can see that their attitudes and perceptions are changing, and you can also see that with staff." A teacher and Extended Day staff person also describes how the after-school programming serves this short-term goal:

The program provides supervision and structure for youth to follow. At home there's no support and structure, so they just play the Playstation or watch TV. [Without the program] they wouldn't be motivated at home to do their homework.

"The after-school program has made me feel more like part of a community that I didn't know was there before. Everyone is made to feel this way by the people involved with the program. We get to work with other students we don't have class with. We also get to see other grades in the cafeteria and gym when we get our snacks. We can get tutored by teachers we don't have for class and other adults that work with the community center or the program, like Mr. Gibson and Mrs. Harris. They all make sure we get our work done."

-Student and FSCS Participant

The long-term goal is to inspire students to strive for more education and reject a life of crime. The Program Director from TCYSB explains that "a long-term goal would be higher college attendance, and not being arrested or in jail."

Parents and guardians also note the positive impacts of the academic support offered through FSCS on their children's interest in school. **Over three quarters of parents of FSCS participants agree or strongly agree that participation in FSCS activities have made his/her child more interested in learning (76%, n=17).** This finding is yet another indicator that FSCS participation supports at-home learning for youth. All four parents/guardians who participated in the focus group mentioned their child's increased understanding and enjoyment of their schoolwork, which in turn, they say, improved their relationship with their child. As one parent said:

I have to tell you the Homework Center was a godsend for us because we tried to kill one another every night because I couldn't help her, well I would help her but I was teaching her 20-year methods and that just made her more confused.

Several of the parents in the focus group expressed the positive outcomes their children have experienced as a result of their participation in the after-school programs. **Three-quarters of parents agree or strongly agree that the FSCS activities have made their children like school more (n=16).**

"The biggest benefit is the opportunity for students to have the right atmosphere to be successful."

- Principal

The Instructional Specialist discusses how students' enjoyment of school has positive impacts on parents:

There are benefits to the parents that are beginning to show themselves. Parents seem to indicate that it's helpful for them to know that their son or daughter has the time with some qualified staff to get some of their children's needs met; somebody there to talk to them as an adult about behaviors; and somebody there to provide a climate for recreation. That is the biggest benefit for the parents.

When talking about the benefits of the FSCS initiative for parents the FSCS Site Director says, "It's the 'safe haven' effect. It's having a place for them to be. A place where they feel their kid is safe, they're getting something productive done and it's worthwhile."

Responding to the question, "How has your thinking about your future changed since starting the after-school program?" a student and FSCS participant said:

Thinking about my future, I think about what college I would like to attend. And other things, like where I will work when I get older. The after-school program has changed all of that.

This statement captures the positive impact of the initiative on students' future orientation.

Participation in New Activities and Interest in Non-Academic Subjects

When asked what has been the biggest change they have seen in their children since they began participating in the FSCS activities, three parents said their children's interest in new activities. As one parent notes, his/her child "enjoys the activities and [...] accepts the challenges to do better." Students reiterated this interest. One student and FSCS participant noted: "They have more after-school programs and more variety than the school I was at before." While students also voice their desire for more enrichment programs to be offered, according to the FSCS Site Director several of the students in the Homework Center also participated in the drama group, intramural sports, Songs with Meaning, and Destination Imagination this past year.

Self-Efficacy

Participating in the FSCS after-school programs fosters students' social and academic skills which in turn increases their sense of self-efficacy. The FSCS Site Director talks about the positive changes he has seen in youth's confidence level as a result of their participation in FSCS activities:

Self-esteem is the number one thing. I've seen more confidence grow... They feel comfortable in the school. I've seen them grow to exclude bad behaviors.

Butch goes on to describe a success story of twins who attended the Homework Center:

Their self-esteem grew; the one kid received straight A's for the first time ever; they come every week and join different programs, 4-5 different groups; but they're here and follow the rules. They're just so confident; they used to sit in the program and be quiet and now they're outgoing, personable people.

Parents of FSCS participants note similar improvements in their children's self-esteem and communication. Talking about the changes in her daughter since attending the after-school program one parent said, "Her self-esteem just did a 180 because she was able to get the extra resources here." Another parent of a 6th grader who was new to the school spoke of the similar impacts of the program on her daughter, saying, "She's really starting to open up a lot more. She was pretty shy when she first came here... and this year she just opened up and blossomed." A key part of

I have been given the opportunity to get help now that I'm in the after-school program. I get to help tutor when I'm done with my work. I also get to take part in getting equipment like basketballs for recreation and snacks for snack time. The teachers let us do things when they see us working hard because they know they can rely on us to do a good job.

-Student and FSCS Participant

increasing students' belief in themselves is their relationships with positive adults in the after-school programs who encourage them to take on new challenges and support them to try their best [see Positive Adult Relationships section below].

Positive Peer Relationships

A huge factor in students' increased self-efficacy and improved communication can be attributed to their positive interactions with their peers. FSCS after-school programming offers students several opportunities to work together on homework, on behavioral exercises (in Second Step and Fantastic Futures), and during recreation at the end of the day.

"I think the after-school program is a tremendous asset to the kids, I really do. Because some kids don't have the help that they need and the teachers don't have the time to do it. They don't have the friendship, and they have friends here."

– FSCS Parent

As previously mentioned in the Community Context section, many of the youth in the community live far distances from each other and due to a lack of accessible community centers their time together during the after-school programs is one of the few chances they have to socialize with their peers. As a parent of a FSCS participant notes, "We have like 2 ½ acres of land and we have no children around her. It gives her after-school, the opportunity to get around her peers that are her same age." Another parent describes how interacting with peers has improved his/her child's confidence:

There's no other kids around in the area so she gets time to play with the other kids her age. And she enjoys it. She's really starting to open up a lot more. She was pretty shy when she first came here... and this year she just opened up and blossomed."

The structure of the Homework Center fosters peer-to-peer learning. Butch comments on how this type of learning promotes academic achievement saying, "A lot of these students work better with other kids than they do with adults." Parents also note the benefits of their children interacting with peers after-school. One parent comments on her daughter's enjoyment of helping younger children in the Homework Center:

Since she's been in here for 3 years, she has that joy that when she finishes her homework she can help the younger kids out too...So it does a lot of good for her responsibilities and to care for other kids.

Another parent comments on how her daughter has benefited from the assistance she receives from the older youth in the program:

In the homework center she has the teachers here, the other students here, and she loves having the older students talk to her and help her with her assignments and everything. I find that when children work together, doing their work together they do an excellent job and it's amazing the difference that it has made.

FSCS participants have the same positive view of interactions with their peers during the after-school program. When asked about what they liked best about the Homework Center FSCS participants had the following to say:

I like that you can do your homework and associate with friends while you're doing your homework. And when you go home and leave a book, but here you can go back and get it.

It's really fun because you can sit down and do your homework and if you don't get it and one of your teachers is busy then you can ask one of your friends if they understand it and you get to do your homework together when other people do their homework.

The themes of peer-to-peer learning and positive socialization with peers emerge from these comments. Clearly the FSCS initiative, namely the after-school academic programming, fosters positive peer relationships amongst participants. There was, however, one negative finding for the relationship between FSCS participation and students' reports of positive peer relationships.

Exhibit 17
Effect of FSCS Participation on Positive Peer Relationships

Research Question: What is the effect of FSCS participation on whether a student shows improvement on the item: "My friends talk with me about my problems"?			
Indicator of Participation	Effect Size	N	Effect on the Results of Adding Controls
Participation v. non-participation	.4*	133	The effect remains even when grade, gender, and ethnicity are included in the model.

Exhibit 17 shows that those who do *not* participate in FSCS programs are about three times more likely to have shown improvement on having friends who talk to them about their problems. Even when control variables are added (gender, ethnicity, grade) the participation variable doesn't lose its significance, and the effect remains about the same. In other words, only 4 out of 35 (11%) FSCS participants showed improvement from baseline to follow-up in this area, while one fourth of non-FSCS participants showed improvement in this area. It should be noted, however, that FSCS participants had a high average score on this question at baseline. On a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree," the average responses of FSCS participants was 3.2. Thus the majority of youth who participated in FSCS this year started out with positive responses to this question.

Positive Adult Relationships

Bonds that Students Form with Adults

One aim of the full-service community school is to foster positive relationships between students and adults. As these bonds form, students become more fully integrated within the school. At General Smallwood, there is ample evidence that students form bonds with after-school teachers and FSCS staff that are different from those that form with day teachers. A day school teacher who is also an Extended Day staff person expresses the difference:

"They grow attached to the instructors/supervisors, so it gives them an adult friend, rather than just a staunch student/teacher role."

– FSCS Site Director

Because the [teachers are] in a social setting with fewer [students]...teachers get to know them on a social level. Then you [as a teacher] can figure out how best to help them. The [students] get support that they normally wouldn't get during the day. It's helpful and needed... A lot of times they get to see people they normally wouldn't. So a lot of it is socialization.

The Instructional Specialist also points to why these bonds are able to form during the after-school programs: “I think many of the students in the [FSCS] programs find an opportunity to bond with adults. During the day, the teacher might not have that extra time to spend with the kids.”

There are multiple benefits students experience from learning and socializing in a supportive environment. Butch confirms the social benefits students experience when interacting not only with peers, but also with FSCS staff:

It's about getting here and meeting people. Some 6th graders are coming from different elementary schools and don't know anyone. With the program, they are having a great time growing up. There's somebody here for them.

Several individuals at General Smallwood point to the importance of the personal connection students form with the FSCS staff, including Principal Wynn:

These kids need to know someone cares for them. They need to have a nurturing environment. These kids need to know that they're provided for and cared for...The biggest benefit is the opportunity for students to have the right atmosphere to be successful...One of the key issues is letting the students know there are adults that care.

Based on students' feedback it appears that the FSCS programs are providing an environment where students feel supported by adults who have their best interest in mind. Students said they could locate FSCS staff, including the Site Director, during the regular school day if they have a problem or just want to say “Hi.” The continuity of adults students interact with during the regular school day and during after-school increases their sense of support. When students (who are also FSCS participants) were asked about the FSCS staff they shared the following thoughts:

They want our grades to improve. Sometimes they'll take our grades or our progress report or report card and they'll photo copy them so that they have them on record. And then when Mrs. Johnson would work in here with us she'd sit down and go over it with us. And say, “Why do you have this? Why is your work not being turned in?”

I'd have a problem, and they'd help me remember to turn it in.

They work through anything you don't understand.

Like if I don't want to do my homework they will say, “Well if you don't this will happen, and this will happen” so they tell me what I need to do and I can tell them what I think about it.

They encourage you.

It is clear from these comments that students involved in the FSCS after-school programs have established positive relationships with the adults who work with them. All five students in the youth focus group said they think their teachers and the FSCS staff care about them. The influence of such relationships on students' academic, social, and behavioral outcomes is likely great. A regular day teacher who is also an Extended Day staff person affirms that the after-school programs are “a good support system: the adults are the role models and students tutor and help one another.” As the Instructional Specialist notes:

“One of the key issues is letting the students know there are adults who care.”

– Principal

[Students] really feel like there is someone listening to them and acknowledging that they did their homework. It’s about building confidence...It’s building that trust and them knowing that I’m that extended person that I’m here.

When adults connect with youth in this way, they can play an important role in positive youth development. In addition, this relationship building increases the “communal quality” of General Smallwood.

Access to Health and Social Services

In addition to addressing students’ cognitive and developmental needs, the FSCS initiative strives to meet the health and social needs of students and their families. General Smallwood provides adequate behavioral health programming through the Second Step and Fantastic Futures programs and In-School Group Counseling services. Currently, however, the school does not offer any health and wellness services. On the Youth Survey students were asked about health and wellness areas in which they would like to receive help, including areas such as drug or alcohol use, emotional problems, and managing anger. Comparing student responses at baseline to those at follow-up the following results were found:

- 77% of students who said they wanted help with drug or alcohol use at baseline no longer said they needed help in this area at follow-up;
- 76% of students who said they wanted help with managing their anger at baseline and not at follow-up;
- Likewise, 75% of students who said they wanted help with health problems and 71% who said they wanted help with emotional problems at baseline respectively, no longer needed help in these areas at follow-up.

These findings suggest that students are receiving assistance, whether directly at school or through other community resources, to address these needs. As General Smallwood moves into its sixth 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.

Sense of Safety

Safety Net

At one point Butch said during the site visit: “We have the village type of atmosphere.” Despite the fact that the term “village” (in the sense of “it takes a village to raise a child”) has become overused, it certainly seems that Butch is right about this. A defining characteristic of the “village” is a sense that every child is the responsibility of every adult – that it is simply part of everyone’s daily routine to ensure that children are taken care of. And during the site visit it was obvious that FSCS staff and day staff associated with FSCS has this attitude in spades.

“It’s a good support system the adults are the role models and students tutor and help one another.”

– Teacher and FSCS staff person

Principal Wynn describes the communication between teachers and staff as a natural process that is built into school functioning:

We have teachers and other adults in the building and they know a lot of what's going on in school and that spills into the after school. The communication [between school staff and FSCS staff] is as good as it could possibly get; we're pretty much on the same page.

People spoke of taking action when they knew of students who were struggling; one FSCS staff person said: "I mentor too. [...] Normally I meet with two to three kids once a week, sometimes individually, and sometimes with a group." This is not a formal mentorship program; she simply does it because the youth need her. Another school staff person – a volunteer with FSCS – does something similar. She said: "I...serve as a mentor with many of the kids. [...] The mentorship is informal. Kids seek me out because other kids have sought me out. There are times when I will seek out a child." Like the other staff person who mentors, she does it simply because she has the capacity to help and sees the need:

I seek out a kid because of observation – just seeing the kids. I can see behaviors emerging that, if they are nipped in the bud, will offset some troubled time down the road. ...I will introduce myself to the child, say: "I want to work with you." Once we've established a relationship, that child will join the lunch group for that grade. Or sometimes a child will come and say "I have to talk to you." They share what's on their minds, and we'll problem-solve.

Another way that the staff help the students is to keep an eye out for anyone who should be referred to the Homework Center. One FSCS staff person who also works as an aide in the day school said: I refer kids to join after-school programs "If you want to get your grades up, come to the homework center and we have teachers to help you." Butch mentioned that a staff person from a non-FSCS life skills program (Maryland's Tomorrow) will recommend some of his participants to the Homework Center. He also tells me that as soon as the guidance counselor sees someone who needs help with her/his grades, she will refer that student to the after-school program. As previously mentioned, regular day teachers refer students to the programs as well. Butch says that "when parent-teacher conferences happen, the parents can say 'my kid's doing badly in this class' and then the teacher lets the parents know about these after-school programs."

With all of these adults keeping an eye out for students who could benefit from the after-school programs, and talking to one another about the students' needs, it is hard to see how any one student could ever fall through the cracks. If anyone needs help, *someone* in the General Smallwood village is bound to take notice and do something about it.

b. Parents/Families Outcomes

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

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

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

Parent Survey

As part of our evaluation of the FSCS initiative at General Smallwood, all parents/guardians of students at the school were asked to complete a parent/guardian survey in May 2005. Out of 705 households, 107 parents/guardians completed the survey. Of the respondents, 27 were parents of FSCS participants and 80 were not. All parents were asked questions about their interaction with their children's school and their involvement with their children's education. Only those parents of FSCS participants were also asked questions about the FSCS staff and activities. Exhibit 18 summarizes basic characteristics of the parent/guardian survey respondents.

**Exhibit 18
Demographic Characteristics of Parents/Guardians**

Characteristics	Percent of Parents/Guardians ^a	
Relationship to student	n=104	
	Mother	84%
	Father	10%
	Grandparent	4%
	Aunt/Uncle	2%
	Guardian	1%
Number of Adults in Household	n=103	
	One	16%
	Two	68%
	Three	14%
	Four or more	3%
Number of Children in Household	n=103	
	One	25%
	Two	39%
	Three	27%
	Four or more	9%
Race/Ethnicity	n=103	
	White	51%
	African American/Black	41%
	Biracial/Multiracial/Other	6%
	Asian American/Pacific Islander	1%
	Spanish/Hispanic/Latino	1%
Work for Pay Outside of the Home	n=102	
	Yes	78%

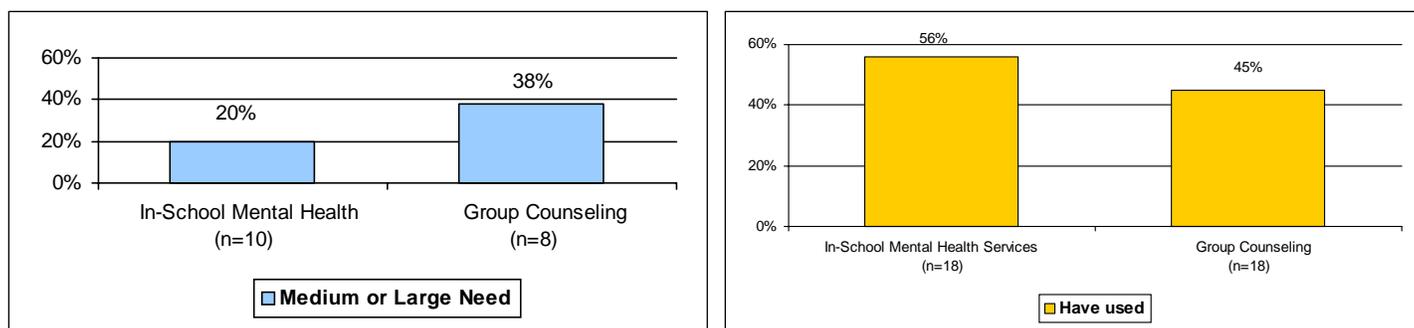
^a Total values may be more than 100% for each category due to a rounding error.

The majority of parent/guardian survey respondents were the mothers of students at General Smallwood. Over three-fifths of respondents have two adults in the household, while the average number of children in the household is 2.2. Over three-quarters of respondents work outside of the home.

Access to Health and Social Services

With Full-Service Community Schools funds, General Smallwood offers health services to its students free of charge. These services include individual and group counseling that focus on the mental and behavioral health needs of students. Parents of FSCS participants were asked to indicate how large of a need his/her child had for these services if the child used that service. The answer choices ranged from “Not a Need” to “Large Need.” See Exhibit 19 below.

Exhibit 19
Student Health and Social Services Offered at
General Smallwood Middle School^a



Of those parents who reported levels of need, one-fifth indicated a medium or large need for in-school mental health services, while nearly two-fifths (38%) indicated a medium or large need for group counseling. Over half of responding parents (56%) indicated that his/her child have accessed the counseling the in-school mental services, while nearly half (45%) of parents indicated that his/her child has accessed group counseling.

The head guidance counselor explains how being able to offer free health services for students directly at school is really a resource for parents as well:

When [the Student Support Team] talks about behavior plans, the things that are causing our students to have difficulties, the outbursts, disrespect for authority, then we say maybe group counseling would be a good candidate to work on those things... We can tell parents "We're going to have this group that's going to be available, would you like your child to participate?" And they have called and said, "When does that group get started?" So it has helped us to be able to provide another service for our students that's right here and easy for the parents to access. Because parents may want to...but they have trouble [accessing] it, so if you have something right there."

With the establishment of a full-time mental health staff position and family partner staff position at the school for the 2005-06 school year, General Smallwood hopes to increase parent and family involvement in counseling as well enhance parent's awareness of programs and services being offered both at the school and in the community.

All parent respondents were asked to indicate their level of agreement with the following statement:

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

The answer choices were on a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree." Of the 75 parents of non-FSCS participants who responded, the average response was 2.7, which is almost the same average response of parents of FSCS participants (2.8, n=26). This finding suggests that students' participation in FSCS programming does not affect parents' knowledge of community resources. As revealed in the key informant interviews, parent and family involvement is a school wide issue. The FSCS Site Director is working with the Principal, school staff, and TCYSB to increase parents' awareness of resources available to them.

Support for At-home Learning

As in the section above, General Smallwood parents were asked to indicate their level of agreement with some statements on a four-point scale, and these statements were about their involvement with their child’s learning. See Exhibit 20 below.

Exhibit 20
Parental Involvement in Student Learning

<i>As compared to <u>LAST YEAR</u> ... (OR since student <u>STARTED FSCS ACTIVITIES</u>)</i>	Mean (Four-point Scale)	
	Parents of Non-FSCS Participants	Parents of FSCS Participants
I know more about how to help my child learn new things. <small>(n=26) and (n=75)^a</small>	2.7	3.0*
I help my child learn new things. <small>(n=27) and (n=76)^a</small>	3.2	3.2
I talk to my child about school. <small>(n=27) and (n=76)^a</small>	3.5	3.5

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

Findings suggest that participation in FSCS programs supports at-home learning. On average, parents of FSCS participants agree that they know more about how to help their children learn new things since their children started FSCS activities, while slightly fewer parents of non-FSCS participants agree (mean difference = 0.3, p=.06). The two other indicators of parental involvement in student learning (parents helping children learn new things and talking to children about school) are not statistically significant, meaning there is not a big difference in the responses of parents of FSCS participants and those of non-FSCS participants.

“Their children are able to get help with their homework that they may not be able to have access to at home.”

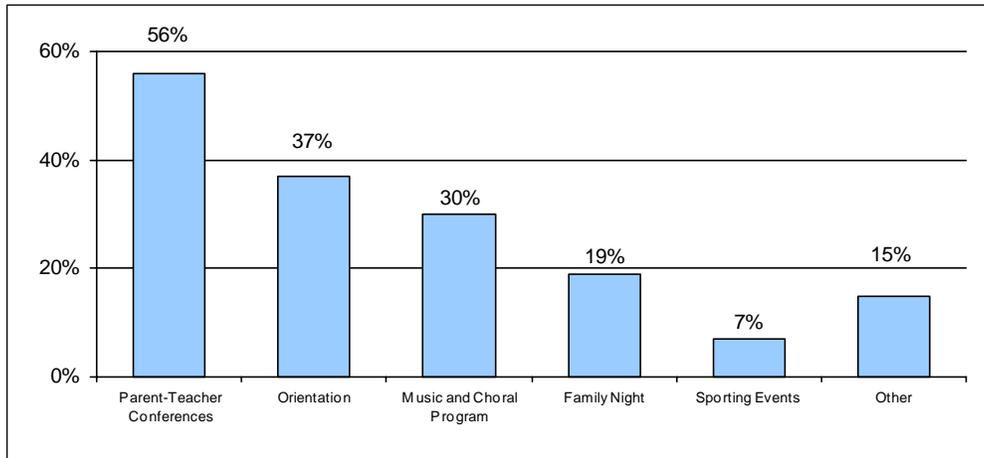
-Teacher and FSCS Staff Member

Several parents also mentioned their improved relationships with their children as a result of their children’s participation in the FSCS after-school programs. One parent said, “If it wasn’t for the homework center me and [my child] would be at each other’s throats.” Another parent said, “It has improved our relationship as mother and daughter.” Parents are able to communicate with the FSCS Site Director and staff about specific material with which their child needs additional assistance. According to parents, students’ participation in the after-school academic programs equipped them with the skills to comprehend and complete their homework which increased their self-esteem and academic performance and improved their relationships with their parents and families.

Involvement and Communication with School and FSCS Staff

As previously mentioned, parent and family involvement has been an ongoing issue for the General Smallwood community school [see Parent Involvement and Community Context sections below.] Parents of FSCS participants were asked about which parental activities and programs they have participated in since their child began participating in FSCS programs. A summary of the findings is seen in Exhibit 21 below.

Exhibit 21
Parental Involvement in School-wide Activities
(n=16)



The event with the highest participation from parents of FSCS participants is parent-teacher conferences, with 56% of the respondents saying they attended this event in 2004-05 school year. The next most commonly attended events or programs by parents of FSCS participants are orientation and the music and choral program. Smaller percentages of respondents said they participate in family night, sporting events, and other events/programs such as PTA, fund raisers, and Destination Imagination. These findings show that standard forms of parent participation in school, through parent-teacher conferences and orientation events, continue to draw the most parents, regardless of their children's participation in FSCS programs.

"The parents get to know the school better. When the parents come in and talk to me and the other teachers, I try to help them....So it's a fact that we have some people here in after-school who act as a buffer or as a go-between for the parents and teachers."

-FSCS Site Director

Three-quarters of parents reported that they have observed FSCS activities at least one time. However, only four of 16 responding parents have volunteered to help with any FSCS activities.

When comparing the responses of parents of FSCS and non-FSCS participants to questions about their interaction with school and FSCS staff and their participation in school events and activities, there is little to no mean difference. On a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree," the average responses of both sets of parents were between 2.3 and 2.6 as seen in Exhibit 22 below.

Exhibit 22
Parental Interaction with General Smallwood Middle School

<i>As compared to <u>LAST YEAR</u> ... (OR since student <u>STARTED FSCS ACTIVITIES</u>)</i>	Mean (Four-point Scale)	
	Parents of Non-FSCS Participants	Parents of FSCS Participants
Teachers talk to me more now this year about my child's progress. (n=73) and (n=27) ^a	2.4	2.6
The FSCS staff talks to me more now this year about my child's progress. (n=68) and (n=25) ^a	2.3	2.5
I know more now this year about how to get involved at school. (n=74) and (n=27) ^a	2.4	2.5
This year I get more involved in activities and events at school. (n=74) and (n=27) ^a	2.4	2.4

^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

While the means differences are not statistically significant, parents of FSCS participants had slightly higher mean scores on questions about increased communication with teachers and FSCS about their child's progress and their increased knowledge of how to become involved in their child's school.

In his efforts to increase parents' awareness of the opportunities available to them through FSCS Butch includes information on FSCS offerings in school newsletters that are mailed to all families. He also makes presentations at PTO meetings. For more information on these efforts please see the Parent Involvement section.

Strengthening the Connection between Parents and School

Despite the fact that parents have little time to actually come to school and may have negative connotations of school, FSCS appears to have facilitated communication between parents and the school. A FSCS staff person says that a benefit of FSCS to the parents is that: "...they feel they can communicate with the school." Butch also has a special connection with many of the parents. Because of his long history in the school district as teacher, Vice Principal, and Principal, he knows several of the parents of General Smallwood's students. Butch expressed comfort with contacting parents and discussing how their children can participate in the after-school programs. As he said in his own words:

I have been here since 1971. I know about 80% of these kids' parents and grandparents. I don't have a problem calling a home and saying this child needs this service. I don't have to go through the façade and we don't have to convince them [the parents] that it was needed.

Butch's role as an active community member helps close the gap between parents and the school. Parents interviewed during the site visit expressed their positive view of Butch. As one parent said:

I feel comfortable talking to them about my child's need. I went to Mr. Gibson and told him that [my child] needed additional help in comprehensive reading and he went and talked to the teacher and she got the help.

Parents' trust in Butch stems from his actions, such as checking in with parents and holding students accountable. As one parent noticed:

He makes sure that those children are signed out, they just don't run freely; and if they do come out he's right behind them saying "You didn't have your mother sign out." He's really on the ball, really very good.

He is able to openly communicate with teachers, parents, and students about problems. As Butch says:

I have no problem communicating with parents. I also don't have a problem with calling the parents up and saying I made a mistake. I feel vested. I owe it to them to make some mistakes and I owe it to them to care and to try to be involved and help.

Parents see Butch's genuine concern for the students. During the focus group one parent said, "He cares about the children" and the rest of the parents agreed. Parents' awareness of caring adults within their child's school builds their sense of a community within General Smallwood and facilitates their involvement with the school.

In addition to the focus group, there were survey items that captured parents' feelings about their communication with FSCS staff and their awareness and involvement in FSCS activities.

**Exhibit 23
Parents' Feelings about FSCS Staff and Activities**

Statement About FSCS Staff and Activities	Strongly Disagree or Disagree	Agree or Strongly Agree	Mean
I am comfortable talking with the FSCS staff. (n=15)	0%	100%	3.3
The FSCS staff welcomes suggestions from parents. (n=13)	0%	100%	3.2
The FSCS staff tells me about how my child is doing in the FSCS activities. (n=16)	37%	63%	2.8
The FSCS staff have contacted me about getting involved in activities. (n=15)	60%	40%	2.5

As seen in Exhibit 23 above, all parents of FSCS participants who responded to these questions said they agree or strongly agree that they feel comfortable talking with FSCS staff and that the FSCS staff welcomes suggestions from parents. Over three-fifths of respondents said they agree or strongly agree that the FSCS staff keeps them informed on how their child is doing in the FSCS activities. Such findings are in line with what the FSCS Site Director and FSCS staff members noted during their interviews and point to good communication between FSCS staff and parents. Likely a reflection of the school-wide issue of effectively communicating with parents and families, only two-fifths of respondents said they agree or strongly agree that the FSCS staff have contacted them about getting involved in activities. When asked about things they would like to change or add to their child's school and/or the FSCS activities, several parents expressed a desire to have better communication with school and FSCS staff.

Involvement and Communication with Other Families in the School Community

Parental involvement in FSCS and additional school activities has been minimal, not allowing for many opportunities for parents to interact with each other. Part of the challenge of bringing parents together is the fact that General Smallwood is located in a rural area and families often live far away from each other and from the school [please see Parent Involvement section below]. Those parents whose children are involved in the Homework Center on Mondays are able to interact when they pick up their child. There is also a subset of parents who are active in other school events and programs, such as PTA, Destination Imagination, and field trips. Butch and Principal Wynn continue to look for ways to reach out to parents and get them involved in the programs and services being offered at the school.

All parent respondents were asked to indicate their level of agreement with the following statement:

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

Again, the answer choices were on a four-point scale, with 1 being “Strongly Disagree” and 4 being “Strongly Agree.” Parents of non-FSCS participants and parents of FSCS participants had the same average response of 2.4. This suggests that students’ participation in FSCS programming does not affect parents’ communication with other parents. There are some promising opportunities in the next year. With the opening of the family center and addition of the family partner in the school building, hopefully more parents will feel comfortable coming to General Smallwood; however transportation will likely continue to be a challenge for many parents. As the core group of parents referenced throughout this section continue their involvement with and expand their understanding of the FSCS model they will hopefully spread the word to other parents and families in the community.

Satisfaction with School/FSCS Programming

Parents’ satisfaction with General Smallwood and the FSCS programming is assessed through their level of agreement with statements about the school and/or the FSCS programs demonstrating care and concern for their children and families. Based on

parents’ survey responses and feedback it appears that the majority of parents perceive General Smallwood as offering a supportive environment for their children to learn.

“I think it’s really a good program. I really do.”

-Parent of FSCS Participant

Exhibit 24
Parents' Satisfaction with General Smallwood Middle School

As compared to <u>LAST YEAR</u> ... (OR since student <u>STARTED FSCS ACTIVITIES</u>)	Mean (Four-point Scale)	
	Parents of Non-FSCS Participants	Parents of FSCS Participants
I feel my child's school cares about my child. (n=74) and (n=27)	2.8	3.0
I feel my child's school respects and cares about families. (n=72) and (n=26)	2.8	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

As seen in Exhibit 24, there is no significant difference in the average responses of FSCS and non-FSCS parents to questions about their agreement with statements that their child's school cares about their child and cares about families. The answer choices were on a four-point scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree." Of the 74 parents of non-FSCS participants who responded, the average response was 2.8, which is almost the same average response of parents of FSCS participants (3.0, n=27). This finding suggests that regardless of students' participation in FSCS programming, parents have a generally positive view of their children's school.

Exhibit 25
Parents' Satisfaction with FSCS Staff and Programming

Statement About FSCS Staff and Activities	Strongly Disagree or Disagree	Agree or Strongly Agree	Mean
I am comfortable with how the FSCS staff handles discipline problems. (n=13)	0%	100%	2.9
I am satisfied with the overall performance of the FSCS staff. (n=15)	13%	87%	3.1

Parents of FSCS participants who completed the survey expressed overall high levels of satisfaction with the FSCS staff and programming. All of the parent respondents said they agree or strongly agree that they are comfortable with how the FSCS staff handles discipline problems. Nearly all of the parents said they agree or strongly agree that they are satisfied with the overall performance of the FSCS staff. A parent of a FSCS participant in the parent focus group said, "I'll have another daughter here next year and I'm looking for both of them to come to the Homework Center."

"I think the program is very successful and it lets the children know you care enough to go the extra mile to help."
-Parent of FSCS Participant

Parents who completed the survey expressed their satisfaction with their children's school and FSCS activities. As one parent said, "I enjoy the personal interest shown for all the students. They really care and want to assist everyone." Another parent noted that "teachers care and have time to give special help. [There is] lots of one-on-one attention and assistance." It is clear from their survey

responses that parents at General Smallwood perceive the school, including the FSCS programming, as offering a supportive environment with caring adults.

c. Full-Service Community School Outcomes

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

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

School Capacity to Meet Student and Family Needs

The contact between FSCS and school staff relates not only to general school planning, but also to meeting the cognitive and developmental needs of the students. These adults not only share a set of goals, but have created a set of routines and standard operating procedures that support working toward these goals. In speaking about taking action to support shared goals, Butch says:

I meet with [the Principal's] School Improvement Team to see where they're heading, and what the county objectives are, and how we can support those programs. How we fit into all that.

Day school and FSCS “intersect” within particular individuals, making day school staff into FSCS stakeholders. All of the teachers who staff the Extended Day program are day teachers, and all but one of the teachers staffing the Homework Center are day teachers. FSCS staff includes day school staff, and the Coordinator for the Extended Day program is the school’s head guidance counselor. Referring to the Site Director and FSCS programs, the Principal says: “The whole school is his. If he needs a classroom or if he needs facilities, he can just let us know and we’ll take care of it. The teachers are very accommodating.” Likewise, Butch says that “[the day teachers] ask us whether we’ll let them use the computers as homework aids.” A day school teacher who is also a Homework Center staff person says, “Dr. Wynn purchased books for the school, which we use for the Homework Center.” It is clear there is a concerted effort among school and FSCS staff to share resources with the goal of enhancing students’ educational experience.

“We’re servicing the students who need serviced. I think we need an after-school program for students, because instead of them going home, we can keep an eye on them and make sure that they’re more successful; whereas if they go home, we don’t have that contact. We have resources that they don’t have at home.”

– Teacher and FSCS Staff Person

This communication and sharing of resources also happens within the after-school programs. As the Extended Day Coordinator says, “If a student in Homework Center needs help with math they can go over to the math teacher. The Homework Center is set up in the library, so if an Extended Day student needs to work on the computers they will come over.”

FSCS staff and teachers also use one another as resources in pursuing the goal of school improvement. Regular school staff see Butch as a resource in handling their day-to-day tasks of teaching and school administration. Butch says:

If teachers are having trouble working with parents, I say “aim them my way” – it just gives them another avenue of support. [...] My role is as a support person. Having been a Principal, I’m a good resource and sounding board for the Principal and her administrative staff.

Similarly, the Extended Day Coordinator will reach out to Butch in her role as lead guidance counselor and member of the Student Support Team:

I go and say to him, “We need one more [student] in the Homework Center” because in my counseling aspect we may have parent conferences and that’s one of the things [we offer] to help the student – to get into the Homework Center. Or through our IEP-Special Education involvement I may recommend that students get into either the Homework Center or the Extended-Day Tutoring program.

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

Communication between School and FSCS Staff

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

The Site Director and Principal meet frequently both formally and informally. Mr. Gibson describes their relationship as “excellent” and says that they “meet as needed, but it’s usually informal.” Dr. Wynn echoes what Mr. Gibson has said:

We communicate very frequently. We debrief each other on what’s going on and what’s exactly taking place with what’s going on in the programs. A lot of times we’ll find something we didn’t think of and didn’t do, and we’ll use that opportunity to brainstorm. But the communication is fantastic...The communication is as good as it could possibly get; we’re pretty much on the same page.

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

In addition to meeting regularly with the Principal, Mr. Gibson also meets with the Program Director from TCYSB and the Instructional Specialist to, as he says, “talk about what direction we want the school to go in.” FSCS staff are also involved in routine meetings with school staff. Butch attends faculty meetings and “grade level meetings” (at these meetings teachers and staff discuss the issues of each grade, and of particular children in each grade). In addition, Butch meets with the Principal’s School Improvement Team, and is invited to staff development meetings and meetings addressing the school-wide behavior improvement plan. Another indication of his acceptance by the General Smallwood staff and his involvement in school planning and processes, Butch will be on the

School Improvement Team starting next year. As he notes, “The [team] makes judgments or policy for the entire school and I think that they should be able to come to me about the same problems... we are dealing directly with what is coming out of the classroom.” Being asked to join this decision-making group of eight people is quite an honor and will likely increase Butch’s presence in the school community.

The Site Director acknowledges that he has been positively received by teachers and school staff:

In general I think [my relationship with teachers] is very good. They understand I am a resource, and the program and the initiative are resources for them. They know who I am now and they look at me in a good light. They know I’m here to help and they understand I’m here to work with the kids. The thing that doesn’t have to do with the initiative is that I used to be a school Principal, and they will also come to me for advice on regular school issues, so I think it’s very good.

In addition to the participation of FSCS staff in school meetings, there is also frequent contact between FSCS staff and regular day teachers for the purpose of coordinating efforts to take care of students’ needs. A FSCS staff member who is also a regular day teacher describes the communication between teachers and after-school staff:

All of the teachers are very aware of the program. If one of their kids is having difficulties, for instance, in social studies, the teacher will come down and they will talk to me and tell me where they need help. The math teacher does the same thing. There is a lot of collaboration.

The collaboration between teachers and FSCS staff provides teachers with additional resources to better assist their students and thereby improve their learning. The Instructional Specialist comments on how her collaboration with FSCS staff reinforces students’ learning: “[My relationship with the FSCS staff] is very solid, supportive, and congenial. It’s not antagonistic in any way. We work together.”

The means by which students are referred to the after-school programs is reflective of the overall communication between teachers and staff about the needs of the students. The Instructional Specialist discussed the benefits of the open communication among teachers and staff where she can find out from a regular day teacher about what a student needs assistance with and then follow-up with both the FSCS staff and the student him/herself to ensure that this task gets completed. A FSCS staff person told me that she asks teachers to alert her if a student is having difficulties: “If they’re having a lot of difficulty in class, I ask the teacher to tell me so I can sit down and talk to them.” The same person said that the guidance counselor (and Extended Day Coordinator) alerts her to a student’s difficulties: “If the kid needs help in something ...the guidance counselor comes to me to talk about getting their grades up.” Students also notice the communication between teachers at General Smallwood. One student and FSCS participant commented on what she likes best about her school:

I would have to say how the teachers communicate to one another; I know my teachers, like my social studies and my science teachers are right across the hall from one another so they’ll talk about the students they have in common and if one child is having a bad day they’ll say you know “What’s up with this one child?”

In addition to this dense network of one-on-one communications about students, day staff and FSCS staff come together as a group and discuss the issues of particular students. Butch says:

The informal meetings are about particular students. How people can help in different areas with the same student. We also communicate about the students during the team meetings.

The frequent contact between FSCS staff and day school staff can be understood as both formal institutionalization of FSCS, and also as informal routinization. In other words, the presence of FSCS staff at day staff meetings means that FSCS is included in the formal institutional routines of the school, and also the administration of the FSCS after-school programs has become simply part of “what is done around here” at General Smallwood. It is taken for granted that FSCS staff and day school staff will coordinate their actions in order to help the students. FSCS staff feel comfortable going to the teachers, and school staff include FSCS staff in meetings about particular students. Both the formal institutionalization and the informal routinization manifest the extent to which FSCS has become integrated into the regular day school at General Smallwood.

Partnerships between Teachers and Principal to Address Student Needs

Despite the core focus of the after-school programs on academics there is also a social need that is met by these programs. The behavioral health and social skills components are built into the after-school programs through Second Step and Fantastic Futures. A day school teacher and Extended Day staff person summed up the two core needs - academic and social - that are addressed by FSCS after-school programming:

Socially, they get to know the other students more because there are fewer of them, and teachers get to know them more on a social level. You can figure out how to help them better, and you as a teacher learn things you'd never know about a student inside a classroom setting. Academically, they get that extra practice and extra reinforcement. A lot of the students do not have the resources at home that are in the library, so by staying after school they don't have to worry about doing the work at home without the resources.

The Instructional Specialist also spoke about student needs being addressed through the after-school program saying, “There’s an academic and social need, and they’ve heard about it from other students. Those kids saw the benefit of their grades so they told their friends and so it’s growing.” There are numerous benefits of the socialization that occurs between students and their peers and students and their teachers in the after-school programs.

“I like that you can do your homework and associate with friends while you’re doing your homework. And when you go home and leave a book you can’t get it, but here you can go back and get it.”

- Student and FSCS Participant

Participation of FSCS Staff in Decision-Making Bodies

Butch’s involvement in school administration goes beyond the informal view of him as “part of the team;” he is also involved in formal school planning. The involvement of Butch with school planning has already been touched upon in earlier sections [see Communication between School and FSCS Staff section above]. In discussing the regular contact between FSCS staff and day staff, we pointed to the fact that Butch attends faculty meetings, grade level meetings, staff development meetings, and meetings addressing the school-wide behavior improvement plan. The participation of FSCS leadership in formal day school planning emphatically demonstrates integration of FSCS with the day school. It shows that FSCS is not seen as “that other thing,” separate from other school

plans and initiatives; instead, FSCS staff participate on equal footing with other school administrators.

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

The Program Director from TCYSB serves as the bridge between the partner organization and the Site Director. As the lead agency, TCYSB has a role in identifying and bringing to the table partner agencies. It is also the fiscal agent for the Initiative at the school and manages resources on behalf of the school. In order to ensure that TCYSB is adequately addressing the needs of students and families at General Smallwood the Program Director says that she and Butch “meet at least weekly...we probably exchange email communications daily...We talk about what he needs from us, what’s going on, and [how] can we meet [the need].” Likewise, Butch initiates meetings with the Instructional Specialist to draw on her expertise in program design and implementation, as she shares:

It mainly depends on where there is a need, identified by Butch. I get the program organized initially, like which students go with which teachers. Sometimes I look at the grouping of the students and see that a couple of students shouldn't be together because of the social dynamics. Also the appropriateness of the program for the student, like should they have homework center, should they go to [Fantastic Futures]. In terms of inappropriate behavior: Do I know the child? Could I talk to the child? What could be the reasons contributing to this child's behavior?[...]I'm a support person for Butch and the program.

It is apparent that the Site Director works collaboratively with key individuals in the school and surrounding community to provide the best programming possible.

In addition to the lead agency, General Smallwood has established relationships with six other community partners [see Exhibit 10]. In describing the evolution of General Smallwood’s relationship with partner organizations, Butch says, “they grow according to our confidence and familiarity with each other.” In its fifth year as a Full-Service Community School, General Smallwood has established solid partnerships with both the Sheriff’s and Maryland State Police Department, the Department of Community Services, the University of Maryland, and, of course, Tri-County Youth Services Bureau. This was the first year General Smallwood partnered with the enrichment program Songs with Meaning, and this partnership will continue next year.

As previously mentioned, Tri-County Youth Services Bureau (TCYSB) is the lead organization at General Smallwood, coordinating resources for the Homework Center and In-School Group Counseling. The group counselor also makes referrals for family counseling. TCYSB also funds a family partner to assist with communications between the school and families. Similar to the Site Director, TCYSB has deep roots in the community and a long history of recognizing and addressing the needs of individuals in the community. The Program Director from TCYSB notes that this partner organization “ha[s] a great relationship with the neighboring counties and the Charles County Board of Education.” The development of a similar vision between the lead agency and the FSCS Site Director is an important factor in the integration of the model within the school. This has been a process that has taken several years, with focused technical assistance and mediation by the Eisenhower Foundation.

Another indication of their collaboration is the fact that the Program Director at TCYSB and the Site Director meet at least weekly and exchange emails often daily to, as the Program Director says, “talk about what he needs from us, what’s going on there, and [how] we can meet [the needs].” Together they coordinate the operation of current FSCS programs and services and also strategize about building new partnerships within the community in order to provide more programs and services in the future. Part of this task involves having a clear understanding of key components of successful youth development programs and the knowledge of how to leverage funds to support such programming. Staff at General Smallwood, along with TCYSB, have worked closely with the Eisenhower Foundation to increase their capacity to leverage resources for the FSCS initiative at their school. The Extended Day Coordinator describes the important role Eisenhower plays in providing technical assistance in this area:

Eisenhower...they're teaching us best practices and telling us how to look for funds and incorporate them back in. So they kind of do the training. Saying, "That this is the model and if you get the monies you can fund it." So we're trying to get the money, so like the Board [of Education] giving us this money has helped us to continue...because like they're doing the extra counseling for our school, the groups – that's a big...Eisenhower tells us to find partners to support our programs...so when one grant runs out we know that we need those funds.

The FSCS Site Director and Extended Day Coordinator have collaborated to maximize their resources in order to continue to provide academic, behavioral health, and enrichment programs and services to students and their families. There are two main areas where FSCS and school staff have leveraged the resources provided through the Eisenhower Foundation grant to support other programs and services at the school: First is by sharing transportation resources; second is by funding an in-school counselor to work with those students whose needs are greater than the school’s counseling department has capacity to address.

Transportation is a huge factor in the planning, functioning, and sustainability of programs and services that occur before or after the regular school day. Given the great distances students live from the school and the fact that many parents commute to and from work and therefore are not home before 5:00 p.m., transportation is crucial for students to be able to access programs occurring after-school. Transportation is also very expensive, as Butch notes, “Every time we look at transportation it costs 160 dollars a day, 320 dollars a week, so it doesn’t take long to eat up your money.” As the FSCS Site Director, Butch lines up the transportation and combines funds with those from the Charles County Board of Education (which funds the Extended Day) to offer snack to all students involved in the Homework Center and Extended Day program. The current budgets for the two programs support transportation on two days after-school, Tuesdays and Thursdays, when students leave on buses at 5:30 p.m.

The crucial source of transportation is shared across all programs occurring after school at General Smallwood. Students involved in Songs with Meaning, Destination Imagination, the drama group, or intramural sports are also able to ride the buses on Tuesdays and Thursdays. Through the leveraging of resources, programs that would otherwise be available only to those students whose families could transport them are now available to the entire student body. The Extended Day Coordinator explains the benefits of this collaboration:

The funding helps because that way we can cover more students – with more funding we cover more students. We provide the transportation for all of the activities here at school. So if we have students who can't participate in club activities, if they bring a permission note they can also ride the bus.

She goes on to describe how the Eisenhower Foundation's support of the FSCS initiative at General Smallwood allowed the Extended Day program to continue running:

[Without the Eisenhower funding] we probably would have [only been able to] have one day rather than two. At one time we had three days, when we first started with Mr. Gibson, but then our funding [was cut] so we had to cut back because the biggest part of our funding, besides the tutors, would be the transportation. Some schools can function without but because of us because we are so spread out and some parents can't drive 45 minutes to pick up kids.

The majority of after-school programs at General Smallwood happen on Tuesdays and Thursdays because those are the days when transportation is provided. The Homework Center runs on Mondays, but there are only about eight students who regularly attend and get picked up by their parents, compared to 25 who regularly attend on Tuesdays and Thursdays. Principal Wynn describes how the sharing of transportation resources not only sustains current programs, but creates opportunities for adding more programs after school:

Transportation is one of the key issues and it's probably one of our most costly issues. For example, we are doing drama this year and a lot of kids need transportation. The drama instructor first wanted to know if it was okay for the drama kids to use the buses after-school and I said, "Yes". Then later the instructor asked if it was okay if they go to drama and then participate in the after-school program after drama class. So, we added a component to after-school like that.

Turning to the second area of resource sharing, the In-School Group Counseling provided by TCYSB supports the school's counseling department in handling the more complex mental and behavioral health issues. The head guidance counselor and Extended Day Coordinator articulates the benefits of this collaboration:

The needs of our students are more intense so we've started groups; but to have groups focusing on anger, getting the extra help to run that [from TCYSB] helps us to do the day-by-day because counseling now has become so demanding.

With plans to have a full-time mental health counselor and family partner staff positions through TCYSB at the school next year, it appears that the FSCS Site Director, school staff, and the partner organization are continuing to be strategic in their planning and are optimizing their resources to build on the current programs and services. With the goal of maximizing resources, the TCYSB Program Director shares that there has been a lot of "funding reallocation happening on our end." As the partner organization, TCYSB handles these decisions and allows the FSCS Site Director to devote his time and energy to overseeing the programs and services already in action.

While the current structure of sharing of resources has allowed the after-school and in-school counseling to continue at General Smallwood, the next step in the implementation of the FSCS model is to establish formal partnerships with other organizations in order to sustain and build on the programs and services being offered.

d. Other Benefits and Positive Changes

In the above sections we have discussed the numerous benefits and positive outcomes of the FSCS initiative for students, for parents and families, and for the Initiative itself. In addition to these three main areas, there have been several benefits for teachers, for the school itself, and for the entire community. Benefits for teachers also closely overlap with the benefits to students. Teachers appreciate the fact that students come to class prepared, and that the students are better behaved. Both of these improvements contribute to better classroom learning environments. A day school staff member says she has seen: “When I walk into different classrooms, [the students] seem to be concentrating more in their classes.” The FSCS Site Director also discusses the benefits for teachers, saying:

I think it's giving them another avenue of helping kids succeed. It's a way of allowing teachers to help. They can say to the student, 'Get this done in after-school' and the attitude shifts of some of the kids. It carries over and it goes back to the teachers.

Principal Wynn shares similar thoughts on the Initiative's impact on teachers:

The students who do need assistance are getting those extra services in. They're not missing class, so the teacher doesn't have to go back and help the student catch up. The students' behavior improves, and that is going to spill over into the classroom. It's a benefit for the teachers when they don't have to spend time on discipline.

Once again, the benefits for the school overlap with the benefits to the students. As mentioned above, discipline and anger management is a challenge at General Smallwood, and some student behavior can be extremely disruptive. Reports from day school and FSCS staff indicate that FSCS programs and services focus on behavior improvement and are making progress in this area. This will be an area that most likely continues to challenge General Smallwood, but where FSCS programs can make a difference. And finally, FSCS has benefited General Smallwood by increasing its sense of community. Several key informants point out how offering a safe place for youth to learn and play after-school decreases violence in the community and cultivates confident, efficacious youth who can positively contribute to the community. Thinking about the impact of the FSCS initiative on the community Principal Wynn notes:

“[General Smallwood] becomes a more desirable place to go and is recognized in the community. [Smallwood] gets a different and better reputation in the community.”

-TCYSB Program Director

Knowing that these students are [...] involved in a structured place after school, to me, as a member of the community, it makes me feel good. It's a benefit right there. These are students who could otherwise go out in the community and cause some trouble, so we help deter that kind of behavior. We don't hold their past against them. Everyone gets the opportunity to get out and participate. They enjoy the activities that we have.

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

VI. Implementation of the FSCS Model at General Smallwood

Our evaluation assesses several aspects of implementation. First we examine two facets of programmatic *implementation*: (1) to what extent did implemented programs and services reflect the workplan as laid out at the beginning of the academic year? and (2) to what extent do the programs and services offered meet the needs of students and parents, as understood locally and as outlined by the FSCS model? Second, we assess implementation in terms of the ways that the full-service activities have become *integrated* into the structures, lives, and routines of the school, students, and parents.

a. Programmatic Implementation

Each full-service community school team (site staff and lead agency staff) submits a workplan to the Eisenhower Foundation outlining the major tasks at the beginning of the school year. How did actual program and service implementation compare to the workplan? What were the reasons that some programs and services were not implemented? At General Smallwood, almost everything in the workplan was implemented. There were only three services that were planned and then either not implemented or only partially implemented.

First, TCYSB planned to hire and fund a counselor who would run individual counseling sessions during the school day for those students facing mental health issues that cannot be adequately addressed by the school's counseling department. The Site Director's supervisor from TCYSB described this component of the workplan saying, "This individual counseling would be a mental health component, reaching kids for whom standard school guidance counseling isn't enough. We target the three to four percent of students where nothing is working; the higher needs kids." TCYSB interviewed and trained a counselor to begin in February 2005, however shortly after being hired this individual quit. Fortunately the counselor never met with students so there was no impact on the youth. The Program Director from TCYSB notes that in this area of southern Maryland "finding a qualified staff person is challenging." The In-School Group Counseling started in the winter, so the students with the greatest mental health needs were reached through this program.

In addition to counseling services, there was some delay in starting up the Talent Search program in the fall of 2004. The lead mentor did maintain connections with students who were involved in the program in the previous school year and eventually returned to meeting regularly with all eight students who were involved in this college assistance program. The Site Director notes that this program will continue to be offered through the University of Maryland in the 2005-06 school year, though the lead mentor may change. Finally, there were two educational programs for parents (typing class and computer skills class) that were offered last year, but did not happen this year due to a lack of interest and low response rate among parents and families. With increasing parental/family involvement as a central goal in their planning for next year, the Site Director, TCYSB staff, and school personnel will continue to look for worthwhile programs and services to offer to parents and families at General Smallwood.

Are the FSCS program and service offerings sufficient to meet student, parent, and family needs at General Smallwood? A summary of General Smallwood's capacity to meet community needs is presented in Exhibit 26.

**Exhibit 26
Summary of Success of Programmatic Implementation**

Category of Program or Service	Did the Program / Service Implemented Meet the Needs of the Population?	For Those Implemented, was Program or Service Capacity Sufficient?	Comments	
Students	Academic	Yes	Yes	There is homework help and tutoring for students at a range of ability levels (Extended Day, Homework Center, and Extra Reading). Students in Extended Day have math and language arts tutoring specifically geared toward improving their scores on the MSA.
	Enrichment	Partially	N.A.	In the area of enrichment programming, the FSCS initiative only oversees one program at Smallwood: Songs with Meaning: Lip Sync. The Drama Group will become part of the FSCS initiative next year. Students were interested in having more types of programs, and some adult key informants also pointed this out as a deficiency.
	Health and Wellness	Partially	N.A.	Only one health and wellness program was offered at Smallwood this year (Group Counseling). Given the high prevalence of mental health issues amongst students in this community, as noted by FSCS, school, and TCYSB staff, as well as parents, there is a definite need for additional services and programming in this area. Plans for the upcoming school year reflect progress toward addressing this area.
	Behavioral Health and Life Skills	Yes	In large part	General Smallwood also has several programs and services, both within and outside of FSCS offerings, which address anger management and behavior improvement. Judging from the degree to which this is still a concern, however, additional capacity in this area might be useful.
	Recreation	Yes	Yes	Students enjoy open gym and can participate in intramural sports.
Parents and Families	Education	Undetermined	N.A.	Two educational courses were planned, but there was no parental interest so they never occurred.
	Enrichment	No	N.A.	No parent enrichment programs offered this year.
	Recreation	Yes	Yes	The sports leagues and family night are very popular. Family nights are run by the National Honor Society.
	Health and Wellness	No	N.A.	No parent or family health and wellness programs offered this year.
	Behavioral Health	Undetermined	N.A.	TCYSB offered family counseling, but only to the families of students in Second Step or Group Counseling based on referrals from these staff of these programs. It is possible that other families could take advantage of counseling if it is offered. The role of the family partner next year will be to facilitate the connection of families to these behavioral health services.
	Social Services	No	N.A.	No social services were offered to families this year.

Overall, General Smallwood is doing very well in the area of academics, and also is making a great effort in the area of behavioral health and life skills for students. For students, the most room to grow is in enrichment, as well as health and wellness. For parents, there is room for improvement in most of the areas. This is understandable, since it is more difficult to involve parents and families in the school. There are several reasons for this, one of which is the fact that most parents work full-time and have very long commutes. Family and parental involvement continues to be a challenge for the Site Director, TCYSB, and school personnel alike. We address this issue in the sections Barriers to Implementation and Suggested Changes below.

b. Integration of FSCS within the School

FSCS at General Smallwood shows signs of extensive integration into school functioning as a whole. In particular:

- FSCS staff, particularly the Site Director are seen as an integral part of the General Smallwood Community.
- FSCS, particularly the after-school activities, have a great deal of buy-in from day school staff;
- FSCS after-school activities have become fully routinized;
- Some FSCS services offered during the school day;
- There is regular formal and informal contact between FSCS staff and day school staff;
- FSCS staff and after-school teachers consciously coordinate their academic programs with the day teachers and day school curriculum; and
- Program offerings are aligned with school improvement plan priorities.

In the sections that follow we explore each aspect of FSCS integration.

Respect for Site Director

The realization of a Full-Service Community School starts with the individuals who are charged with implementing programs and services that meet the needs of the students, parents, and families in the community. How these individuals view their role in the implementation of the FSCS model at their school is a good indication of how realized the initiative is at the school and in the community.

The FSCS Site Director, Mr. Butch Gibson, has a long history of involvement in the Charles County Public School system having been an educator and school Principal for the last 30 years. He draws on his past experiences and vast knowledge in school administration, youth development and education, and community issues in his role as the FSCS Site Director at General Smallwood. Given his skill set, Mr. Gibson is a natural fit for the job of Site Director, as he describes his role:

I look at my role as a total leader, as a connecting force between the community, parents, students, and school. I feel myself a member of the staff as well. Dr. Wynn takes care of the academics and I take care of the after-school portion. These programs are able to take place without a lot of energy from him and we feel good about that... I was an administrator for 23-24 years; I feel good about myself as far as education goes, and the needs of community.

The FSCS model sees a wealth of resources, both social and material, available at school and the role of the Site Director is to tap into these resources and make them available to various members of the community. As the Program Director from TCYSB states, “Mr. Gibson’s role is the link between the school and the community. He’s been around here for a long time. We look to him to see what the needs are in the community.” Clearly the Site Director is a well-known and respected individual in the community making his role as leader of the FSCS initiative at General Smallwood that much more established and his ability to create change that much greater.

In talking with other key individuals at General Smallwood, they describe their roles on the FSCS initiative as being in-line with and supportive of the work the Site Director is doing. Dr. Roney Wynn, the Principal at General Smallwood, explains the overlap between his role and that of the Site Director:

My role is to help facilitate what Mr. Gibson and the program need to be successful.... We are looking at what the needs are in the regular, traditional school day, and then what the needs are in after school.

Working to meet the needs of the students is a sentiment echoed by the Program Director from TCYSB as she explains the lead agency’s role in the FSCS initiative: “We try to meet needs of Smallwood students and coordinate how to get those needs met.” She goes on to describe the holistic approach TCYSB takes in supporting the FSCS initiative: “All aspects of the programming [are addressed] so that [one thing is] not delineated...the expertise of the staff is coordinated through the programs.” As a seasoned educator and administrator, Butch works closely with TCYSB to ensure this integration occurs.

School Staff Buy-In

The Principal, teachers, and other school staff believe that the FSCS model is a good one for their school. The issue at General Smallwood is less about school staff supporting the initiative and more about expanding the staff’s understanding and awareness of the FSCS model.

Dr. Roney Wynn, General Smallwood’s Principal, sees a growing awareness among teachers and school staff of the FSCS initiative, noting “There’s awareness...we’re pretty much on the same page.” For those individuals leading the movement toward a full-service community school at General Smallwood, including Principal Wynn, the more teachers come to understand the implications of the FSCS model at their school, the more likely they are to support it and to want to become a part of it. As Principal Wynn explains:

One thing is to educate our staff more on what the model is. Our staff knows what the model is but a lot of them haven’t seen what we’ve seen and how great the full-service model can be...to orient them and to share the benefits to becoming more involved in it.

The Site Director continually seeks out opportunities to educate teachers and school staff on the FSCS model: “I’ve provided information at teacher meetings...I have several PowerPoint presentations on what the [model] is supposed to be.” Despite his efforts to inform teachers of the initiative the Site Director recognizes that some teachers are more likely to get involved:

I think it's as integrated as we've allowed it to be. By that I mean, the teachers who have taken the time to listen to what's been put out there help to integrate. Those who don't, we don't try to run them down. We'll find the kids one way or another...More people know who I am and what I do.

The Instructional Specialist at General Smallwood, who works directly with teachers to enhance their classroom instruction and who helps out with the Homework Center, also informs teachers of the opportunities they have to become involved in FSCS programming:

I [educate the teachers on the FSCS initiative], especially with the new staff; I make them aware of the fact that they have an opportunity to learn more about the students with whom they will interact in the classroom, and to do so in a smaller setting...I explain the purpose of the program, how it works, and what the expectations of the program are.

A main goal at General Smallwood is to get more teachers actively involved in the after-school programming, while also inspiring new collaborations between teachers and FSCS staff.

Several teachers do take on leadership roles in the planning and operation of after-school programming, providing ideas to the FSCS Site Director and Extended Day Coordinator, and instructing students in their areas of interest or expertise such as language arts, math, sports, or drama. In fully implementing the model, a challenge arises in getting teachers to participate in FSCS programs and services that would be offered before school or past 5:00 p.m. during the week. One of the teachers interviewed during the site visit (who also teaches in the after-school program) seemed generally enthusiastic. She emphasized the benefits of the after-school program: “[The] greatest benefit [to students] is having the opportunity to be in an after-school program to get extra help if they want it or need it.” However, she also voiced some hesitation about moving much beyond a focus on the after-school component:

With the full vision [of school open until late in the evening, with many activities happening in the classrooms once school was over], I thought “gosh, what a nightmare.” There are a lot of security risks with that. Nighttime activities wouldn't be so bad, but just the idea of people being in my classroom when I'm not there ... kind of like people cooking in your kitchen when you're gone. When I first heard it I found it very challenging – I like just keeping the focus on the students.

Another teacher interviewed this year (who teaches students in the Extended Day program) noted similar challenges with getting teachers involved in FSCS programming:

We do have a lot of teachers who know about the program but have other priorities. You have a lot of teachers who are basically adjusting to the job. The ones that have been here for a while...[the FSCS organizers] are so used to having certain members involved, they target those same teachers every year.

There are implications here for staffing and funding FSCS programs and services which are addressed in the Suggested Changes section below.

Teachers clearly have very positive feelings about FSCS and these feelings appear to stem primarily from recognition that after-school programs help the students. The Principal is a strong advocate for FSCS, and the teachers have general positive feelings about the programs for students that FSCS makes possible. However, while the Principal would like to see the model fully implemented at

General Smallwood, some teachers may want to limit FSCS to programs and services that do not last much beyond 5:00 in the evening.

Routinization of FSCS After-School Activities

An important indication that FSCS is becoming successfully integrated at General Smallwood is the extent to which its after-school activities are *routinized*: that is, they have become fully routine for students and staff. Once a stand-out activity has become taken-for-granted as school routine, it can be considered institutionalized as part of “what is done around here.” This has been the case at General Smallwood, where a teacher interviewed during the visit said that “[the after-school program] does blend with what’s done here during the regular school day.” And when asked about integration between FSCS and the regular school, she replied:

“Butch and the programs are not just a piece of the puzzle but a part of the school.”

- TCYSB Program Director

I would say [they are] fairly well integrated. I think it’s because it runs really smoothly – they all come together and get their snack, and then their basketball is at the end. [...] We’ve been doing this for a couple of years, so it runs really smoothly. The kids know where to be when.

Another teacher echoed this sentiment:

I think there is a meshing of the two [school and after-school]. The teachers all know that we have the program and they know what its purpose is. They know that they can freely submit work to the coordinator for the students to work on.

Several other key informants agreed, speaking about how the after-school programs are now seen as a natural extension of the regular school day. A school staff person who volunteers with FSCS shared that:

In the last couple of years, as I’ve seen this evolve, the kids become serious more quickly.... Last year it took us a long time to get this structured, to get the kids to take it seriously. But this year, from my perspective, the kids seem to have come in and settled more quickly, [been] better prepared with their work, concentrated more with what they were doing, and what we were teaching them. It was more fluid before – now it’s less fluid.

FSCS staff have a similar perspective. A FSCS staff person asserted that FSCS “is a part of the school.” Butch agreed with her, saying that “we’re looked at as an extension [of the school] in that we follow the same guidelines, rules, and expectations that the school has. Extended day is an extension of regular school.”

Coordination of the After-School Academic Programs with Day School Curriculum

Another indication of the degree to which FSCS has been integrated into the day school is the fact that the after-school program is closely coordinated with what goes on in the classrooms during the day. The fact that most of the after-school teaching staff are also day school teachers supports this coordination, as an individual who is a day school teacher and Homework Center staff person notes:

It's pretty integrated because of the fact that most of the people participating [are day school teachers], we know what they're learning during the day. That's the benefit of having the teachers here after school. We can say, "Well, this is where you are," and now we can carry that over after.

The FSCS Site Director and Extended Day Coordinator design the after-school academic programming to support the learning of the day school curriculum. FSCS staff keep track of students' homework assignments. As a student and FSCS participant says, "We have these papers where we write down our homework and our classes and what's due." Teachers are aware of these forms and will make sure a student fills it out before going to Homework Center. The Extra Reading group is lead by a language arts teacher who is an experienced reading teacher and who knows several of the students first-hand having had them in her classroom. As this teacher notes, "There is a subset of youth I work with all of the time. I teach during the day and I'm here two hours a day after school three days a week, so I know what areas they need help with. It's more beneficial for them." Similarly, math and language arts teachers were recruited by the Extended Day program specifically to tutor students on the math and reading sections of the MSA. These teachers have the training and personal knowledge of these students' to provide tailored and effective academic assistance after school.

Principal Wynn communicates the ease of coordinating students' work between the classroom and after-school programs when teachers are involved in both learning environments:

The teachers teach during the regular school day, so they are fully involved in the curriculum. They know what they need to do for the state assessments and what they'll need after-school to be successful. They have ideas for the program. The teachers give notes to the after school staff that let us know what these students need extra help in, so we can go in and reinforce them after school.

The integration of day school curriculum into the after-school academic programs provides another means for teachers and other school staff to get support for students who need it and to track students' progress. The Instructional Specialist, who works both in the classroom and the Homework Center, notes:

In the classroom they will say, "In the community-based program after school, this is what you need to work on;" I can go to the teachers and ask them, "Did you give any homework assignments today?" and they know that the purpose of me asking is because the kids can go through the community program and do their homework. Plus we have teachers, of course, who are on staff who also serve in the after-school program.

Butch notes that "the teachers use the Homework Center as another avenue of getting the students' grades up." Similarly, teachers will offer FSCS after-school programming as an option to parents whose children need additional academic or life skills assistance, as noted by the head guidance counselor: "When there's parent-teacher conferences, the teachers know they can offer the after-school Homework Center or Extended Day programs, so they make referrals also."

Just as the academic components of the Homework Center and Extended Day program offer academic assistance that is coordinated with students' day school curriculum and test requirements, the Second Step and Fantastic Futures components offer additional support in the areas of behavioral health and life skills. The Extended Day Coordinator (who is also the head guidance counselor) states:

Everyone who is in the Group Counseling is invited to Extended Day or Homework Center...Most of them are in the counseling group and in Extended Day. We say if you miss any work you can make it up in after school.

With Second Step becoming a required element of the Extended Day program this year and Fantastic Futures in its second year of operation it is clear that the behavioral health and wellness components of the after-school programming will continue to be central in the coordination of services being offered at General Smallwood.

Program Offerings are Aligned with School Improvement Plan Priorities

In developing the FSCS workplan Butch meets with Principal Wynn and the School Improvement Team to decide what the objectives for the FSCS will be for the upcoming year. For more information on Butch's role in this decision-making body please see the "Full-Service Community School Outcomes" section of the report.

c. Student Participation

Having assessed the integration of FSCS into school structures and routines, we now turn to students' participation in FSCS.

Peak enrollment for FSCS after-school programs for the 2004-05 school year was about 260, representing about 37% of the entire student body. Although these programs are central to a model meant to encompass the whole school, the fact is that students who enroll generally are those that have an academic need: those in Extended Day are asked to be there because of failing scores on the State exam, and those in the Homework Center were recommended when teachers or staff saw that these students could use extra academic help. As the Instructional Specialist notes:

For those students who don't have a support system at home to help them with the academics, this program has been really meaningful. Those students who really want to make a difference in their academic performance but really don't have parents at home to help them find that this program is beneficial.

During the site visit, several individuals repeatedly said that teachers and staff keep an eye out for students who might benefit from attending these programs, so impressionistic evidence supports the conclusion that the after-school programs serve a hefty percentage of the students who do need the academic help.

Full-service community schools aim to have after-school programs that encompass the *whole* student body. This does not mean that every student is there every day, but that every student knows about the programs, and perceives them as part and parcel of school, and something worthwhile and enjoyable. It appears this is the next step in the evolution of General Smallwood's after-school program and progress is being made toward this end. Participation of those enrolled is quite high, and the after-school programs appear to reach many of the students who need the academic help. The main issue at General Smallwood is transportation. Under the current circumstances, increasing student enrollment is less an issue of getting academic help to all of the students who need it, than it is an issue of securing transportation to be able to serve the entire student body. At this time the

after-school programs could not serve more students than those who are currently involved due to a limited number of buses available to transport students home.

In talking with students and FSCS participants, several of them said they tell their friends about the Homework Center. As one student said:

Some of my friends don't understand their homework very well and I tell them, "Well you should come to the Homework Center because they'll explain it to you and afterwards you can go to the gym and play."

The fact that students encourage their friends to participate in after-school programming indicates a shift in students' views of these programs. As the Program Director from TCYSB said, "Here at Smallwood there's no stigma attached to the programs. You don't have to be bad or crazy; you just come here to come here." One Homework Center participant shared what he told his cousin about the after-school program, "I tell him that it's fun and if he ever thinks about not doing it he shouldn't because it helps a lot of other people." It appears that students and teachers alike are noting the benefits of the after-school programs and students increasingly want to participate. As Principal Wynn notes, "We temporarily might not have one of the components take place because of scheduling issues, and the kids are definitely disappointed when that happens." The head guidance counselor and Extended Day Coordinator describes students' desire to participate in the after-school programs:

We've had a couple of instances where we've had to say a student needs to stay at home because of their behavior and out of those couple of students parents have come back to say, "Can they come back?" or the student has come back to say, "Can I come back in?" Because they want to be in the program.

Participation is quite high for those students enrolled in the Extended Day and Homework Center programs. Average daily attendance overall is at about 160 students. The fact that over 60% of those enrolled actually participate daily points to the strong motivation the students feel to come.

d. Parent Involvement

Parents' involvement in the school is an important component of the FSCS vision. Involvement can take several forms; we look at the following three:

- Volunteering for FSCS programs;
- Participation in FSCS programs and activities; and
- Awareness of opportunities available through FSCS.

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

From what key informants reported during the site visit, it appears that there is some parent involvement, but that General Smallwood has a great deal of room for improvement here. FSCS puts on sports programs for parents (co-ed volleyball and basketball) and hosts Family Night twice a year. On the one hand, some parents do participate in these; in addition, FSCS appears to provide an opportunity for parents to connect with the school and become more involved in their children's education. On the other hand, the proportion of parents participating in FSCS activities is relatively

small, and no parents volunteer with FSCS. Key informants interviewed during the site visit repeatedly note parental involvement as a major challenge for both the school and in the community [see Community Context section].

Volunteering for FSCS

Parents do not currently volunteer to help with FSCS programs and activities. There are numerous reasons for the lack of parental involvement at General Smallwood, foremost the fact that the families in this community are working families (with both parents working in two-parent households). In addition, most work in Washington D.C., about an hour from Indian Head. With full-time jobs and long commute times, volunteering for school programs and activities is difficult for these parents. Butch expresses these challenges:

One of our challenges is family support and getting adults in the program. There are parents who utilize what we have; but for others it's challenging because they spend a lot of time just getting to and from work. There aren't many local jobs here, so the parents have to commute and it does become a challenge.

In addition to parents' schedules and commutes, Butch would feel obligated to train, fingerprint, and monitor any volunteer who was involved in the after-school programs. Given his current capacity, both in terms of human capital and material resources, Butch is not able to devote time to recruiting and training volunteers.

Participation in FSCS Programs and Activities

The sports programs are well attended this year. Family Night is also quite popular, with about 80 people attending on average. Family Night creates an opportunity for parents to connect with one another, and also to connect with the school. Despite their work schedules, parent attendance is good for special events, as Butch notes: "A lot of them work, but any time we put on a special project, parents are here – they take time off from work to be here, once or twice a year."

In speaking with four parents/guardians of students involved in the Homework Center they revealed that they have participated in other activities at General Smallwood outside of FSCS programs and services. These activities include PTO events, such as a garage sale that was held in the school gymnasium, chaperoning field trips and other school events, and coaching Destination Imagination teams. One parent said she and her husband cooked a meal for students in the Homework Center at an end of the year event.

While last year few parents came to the typing and computer classes, this year there was not enough parent interest in these classes to hold them. Butch also attempted to hold a parent focus group to address some of the issues parents have raised to him about their children. He sent out letters, posted fliers, and included it in the school newsletter but did not get a single response. Again, there are several factors that contribute to parents' lack of involvement with their child's school. In addition to being a commuting community, many parents have not had positive experiences in school themselves and so do not view their child's school as a welcoming environment. This context provides even more support for holding community events at the school as Principal Wynn notes:

Most communities have flea markets and swap meets, but we don't have those here. So to see parents and community folks, sometimes you bump into a parent that you need to talk to anyway. So at least if you can get them in the building, it eases their comfort about coming in. A lot of parents have anxiety about coming in, because some of them didn't have a good experience back when they were in school.

Butch along with other FSCS and school staff are working to change parents' view of General Smallwood [See Community Context and Suggest Changes sections below].

Awareness of Opportunities Available Through FSCS

Butch has begun to notice a shift in parents' attitudes about their children's school. He says:

We're starting to get parents wanting to come into the school and be associated with the school in a positive way. I really see them coming along. At first I didn't, but now I see it with the newer group this past year. They've been with me one way or the other every since they've been here. School has always been an inviting place but now it's even more so.

Butch is referring to a subset of parents who are actively involved in school planning and seek out opportunities for their children to participate in school programs. While they are not the norm for this community, these parents are hopeful that additional outreach by the school and FSCS staff will increase parental and family involvement. In talking with these parents they expressed a challenge of knowing what services and programs are being offered at their child's school. As one parent said, "A lot of people don't know about what goes on... it's just a word of mouth... Maybe if they had a news bulletin once a month to let you know what's coming up and what's available." Principal Wynn is aware of parents' lack of knowledge about the offerings at General Smallwood. He says:

Butch comes in [to the PTO meetings] and gives a presentation of the FSCS initiative - what it is and how it fits into Smallwood. The parents usually have a lot of questions; I've asked him to be at several of the PTO meetings. It's not a big recruiting area, but it's a platform to talk with parents. The audience is there to listen, and Butch is there to educate the parents on FSCS, so it's been a really good thing. We have a lot of program components, but a lot of our parents don't know what we have.

Beyond the programs and services currently being offered at General Smallwood for both students and parents, the majority of parents remain unaware of the opportunities afforded by the FSCS model to initiate new activities and programs at the school. As one parent said:

Quite frankly I don't think people know they have the opportunity to get something going... I guarantee you if you stopped 10 parents that walk through that door and say, "Did you know that you have the opportunity to suggest something that this school could offer?" They'd be like "Hub?" Everybody associates this money with the Homework Center and [they] have no idea that that can be opened up to the community.

Another parents shared similar sentiments:

A lot of times parents just think this is what the county offers and the school just follows what the county gives and you know I don't think they really understand that this program's here and can offer more.

This feedback provides good insight into the need for additional explanation of the FSCS model. It is clear that parents still do not fully grasp the FSCS model and its actualization at General Smallwood. With the goal of marketing the opportunities available to parents through the FSCS

initiative, both for their children and for themselves, the Charles County Board of Education and community partners can assist General Smallwood.

e. Community Engagement

General Smallwood has established relationships with six community partners [see Exhibit 10] and is continually working to build new partnerships with local and national organizations that can provide services to students and families at the school. The collaboration between TCYSB, the FSCS Site Director, and school staff to maximize resources and build on current services and programs is discussed in more detail in the Full-Service Community School Outcomes section of the report. Discussed below are some important cultural and historical factors that exist in the community that impact the implementation of the FSCS model at General Smallwood.

Community Context

There are geographical as well as social factors experienced by the families and students at General Smallwood that impact the level of integration of the FSCS model within the school and the community as a whole.

General Smallwood is located in an area that is on “urban fringe of a large city” as described by the U.S. Census. In reality, Indian Head, Maryland and all of Charles County has a much more rural feeling and design than an urban area even though it is only 22 miles south of Washington, D.C. With a population of approximately 3,440, Indian Head is one of nine towns or “unincorporated areas” that are considered towns, covering 461 square miles.¹³ There is only one school district in the county and General Smallwood is one of six middle schools.¹⁴ General Smallwood serves students coming from great distances around the county, many of whose parents work in Washington, D.C. and have an average 40-minute commute to and from work. Serving a population of students living great distances from each other and from the school, whose parents are working outside of the community, points both to a great need for a community center for students as well as to a great challenge in transporting students and involving parents. Principal Wynn expresses this challenge:

The challenge is getting the community more involved. We are a commuting community. A lot of our parents are commuting to DC and northern Virginia; they leave early in the morning and come home late in the evening. There are parents who utilize what we have; but for others it's challenging because they spend a lot of time just getting to and from work. There aren't many local jobs here, so the parents have to commute and it does become a challenge.

In addition to involving more parents and families, there is a need for involving more community partners who can provide services and programs directly at General Smallwood that can be easily accessed by students and their families. As the Program Director at TCYSB explains:

¹³ <http://www.epodunk.com/cgi-bin/popInfo.php?locIndex=2494>

¹⁴ <http://www.ccboc.com/site/schoolsdepartments/schools-middle.htm>

Many children in this community, because of its rural nature, do not have facilities that are in easy range of travel. There are no easily accessible social outlets. The nature of the economics here also limits the opportunities other children might have, such as books, libraries, going out to dinner and all of those things.

She goes on to explain TCYSB's efforts to establish more partnerships with local and national organizations:

There aren't many community agencies in Charles County. We're trying to work on engaging outside community agencies, like Big Brothers, Big Sisters. They don't have a presence in Charles County; so we're trying to get them to have a presence in the county via Smallwood Middle School.

Butch goes on to describe the lack of community resources to serve students' academic and social needs outside of the classroom, saying, "Most of the [students] want something to do besides sitting in front of the TV playing video games. There just aren't places out there." The FSCS initiative has enabled General Smallwood to become a much-needed community center for its students and their families. As Principal Wynn expresses the same view of General Smallwood, saying, "The school is a hub and it needs to be looked at as a hub. We need to get the picture out of our head that school is only 8:00 a.m. to 4:00 p.m. It's the center of the community." In order to foster parents' and families' support for the FSCS initiative at General Smallwood, school and FSCS staff must first work to change their view of school as solely an academic institution.

The physical and social isolation children can experience growing up in this community is another important factor in the implementation of the FSCS model at General Smallwood. The geographical layout of the area directly impacts the social and behavioral needs of the students at General Smallwood. Because of the distances between homes and the lack of easily accessible community centers in the area students do not have many opportunities to interact with their peers and adults in a structured and supportive environment. As Principal Wynn notes:

"Smallwood has really become a community center and is a hub. There's not a hub in this community, a central place."

- TCYSB Program Director

We have a large demographic area. I can see that there is huge need to provide more resources in the school that support the community. Our students have very challenging academic, behavioral and attendance issues. This isn't a true city school where the kids can walk a few blocks. Our kids travel 45 minutes to an hour away.

The head guidance counselor and Extended Day Coordinator expounds on the issues students face:

Our students are needing [to learn] how to manage anger and decision-making and things like that much more than just academics like how to make decisions about your homework and things like that. They need life skills that usually students come with from home, which are missing. So we're trying to teach some of those things: empathy, respect, responsibility.

The FSCS Site Director recognizes parents' role in contributing to students' behavioral problems.

The mental health part keeps getting bigger and bigger...not only do they need to be socialized, but some have problems that have to be dealt with individually and in groups. Conflict is just a problem here. For example,

they're told at home if someone hits you hit back. With the parents, it's always "Who bit who first?" and never "What could we have done to prevent this from happening?"

Many parents lack the social support and/or skills needed to adequately socialize their children. School staff, students, and parents all recognize that there is a lot of fighting between students at school. One parent shares how negative behaviors are passed on through the generations saying, "A lot of times they hear family members talking in a negative way and they're not fully developed so they're taking in what they hear they're parents saying and they think it must be alright." When asked what they like least about their school, all five students in the youth focus group said, "the fighting." They talked about their relationship with Mr. Crawford, the Sheriff who patrols the hallways. The presence of Mr. Crawford and sheriffs at each middle school and high school in Charles County is another indicator of the lack of appropriate socialization of youth within the community. As Butch says, "We try to teach values without really 'teaching values.' There's a lack of sense of appropriate values in the community."

Another factor impacting family involvement is that many adults in the community have negative connotations of school and academics that translate to their children. As the project director from TCYSB says, "Parent buy-in [has been a barrier]. It's just the culture here that school is not what you do." A major contributing factor to parents' detachment from their children's school is due to their own lack of positive experiences with education. A language arts teacher who also works in the Homework Center notes that "the majority of these parents didn't graduate high school, so a lot of these parents don't know how to help their children out with homework... so here we are...and the [students] can get that support from us." Again, FSCS programs and services play a crucial role in providing a supportive environment that encourages students to be successful both academically and socially. Principal Wynn echoes the need for students to be taught appropriate behaviors and life skills by caring adults:

Our students just need help to be more refined. They need help with their coping skills and they don't know how to handle conflict well. These kids need to know someone cares for them. They need to have a nurturing environment. These kids need to know that they're provided for and cared for.

Keeping the vision of a healthier community in mind, school and FSCS staff, along with community partners, are striving to provide this "nurturing environment" where students' academic and social needs are addressed.

The next section focuses on the barriers to fully implementing the FSCS model at General Smallwood. Being aware of the cultural and historical issues of the community, discussed by FSCS and school staff, offers additional perspective on the barriers addressed below.

f. Barriers to Implementation

As FSCS at General Smallwood has just completed its fifth year of implementation, the barriers to implementation are less salient than they would be for a school in its early stages. This is true to such a degree that after asking Butch what he believed barriers to implementation were, he answered:

None, really. I think we've lost more barriers – we're being welcomed – invited, more so than just welcomed. People are asking for the program, more than just tolerating it – [both] teachers and parents.

Butch, however, still perceives two crucial barriers. When asked about barriers he says, “The only barriers are transportation and money.” As mentioned in the previous section, transportation is a major issue for General Smallwood as students live great distances from the school and the majority of their parents commute to and from work and therefore cannot easily pick them up. Principal Wynn describes this issue:

Transportation is one of the key issues and it’s probably one of our most costly issues... The transportation costs are the most expensive, and they will continue to go up, like as gas prices continue to rise, then so will our transportation costs.

The FSCS Site Director and Extended Day Coordinator both recognize the impact of transportation on the after-school programs. While on the one hand transportation offered after-school on Tuesdays and Thursdays has facilitated student participation in FSCS and other school programs, on the other hand, it has limited the programming that can occur after school at General Smallwood to primarily these two days. As Butch says, “No transportation is provided on Mondays, so you only get the kids whose parents will come pick them up.” The Extended Day Coordinator reiterates this barrier, saying:

Extended Day is just on Tuesdays and Thursdays and so ...that’s when we have the bulk of the students so a lot of the activities that go on here at the school are put on Tuesdays and Thursdays so that they can access the transportation. Like the drama group makes sure they can meet.

The leveraging of resources offers students a greater variety of programs during after-school. However, with limited transportation, the majority of after-school programs are restricted to two days, forcing some students to participate in one program at the cost of not participating in another. With the goal of transforming the school into a community center that is open to students, their families, and community members, two days of student programming after-school simply is not enough. A parent of a FSCS participant discusses the impact of transportation on student involvement:

I think some people aren’t able to do it because of work schedule [and] transportation. I think they have a better turn out on Tuesdays and Thursdays because they have bus services so that might be a reason why it’s not as taken advantage of as it could be.

Multiple parents agreed with this comment, pointing to limited transportation as a barrier to the full implementation of the FSCS model at General Smallwood.

Directly related to the challenge of transportation at General Smallwood is funding. As Butch says, “Every time we look at transportation it costs \$160 day, \$320 a week, so it doesn’t take long to eat up your money. Also, we pay teachers a per diem around \$23-24 per hour.” Running a quality youth development program in coordination with school policies and community needs costs money. Transportation costs alone take up a large portion of Butch’s budget. Even though Butch, school staff, and TCYSB have worked hard to get the most out of their current funding streams, limited funding forces limited programming, as Butch explains:

I couldn’t afford a step director, because you have to get someone who knows what they’re doing, and that’s going to cost you \$20-25 an hour. You have to pay if you’re going to have a good product. And, they will have to supervise 25 kids, you know, one would stay with all of them. And I just couldn’t expect that of someone external.

He goes on to say: The space [outside fields] is available but the kids don't use it. They don't go out and run. I'd like to get a soccer group or running club started, but again it comes down to manpower." The Program Director at TCYSB also describes the challenge of planning new services and programs under a tight budget saying, "We discussed ideas for new programs. Money and space is always an issue." Turning from the material resources of transportation and space to the human resources of qualified and dedicated teachers and staff, the FSCS Site Director faces a similar challenge: there is a limited supply. Butch describes the challenge of involving more teachers and adults in FSCS programming:

I would like to see more teachers involved in the after-school programs. We know that it is going to take more money to get more teachers involved. Right now everything we do is on a shoestring budget.

Funding again plays a huge role in acquiring and keeping good teachers in the after-school program. Drawing on the rich supply of day school teachers at General Smallwood is one idea for maximizing the human capital available at the school and preventing burnout among the subset of teachers currently staffing the after-school programs. Butch articulates this idea:

What would be ideal is if every teacher stayed after-school for just one day, and you rotate them out every three weeks. I don't think they would burn out as much. You could split the funding with Extended Day.

He goes on to say, "I wish we had a good pool of knowledgeable, reliable people that could come in." The Program Director from TCYSB explains that funding is not the only challenge in appropriately staffing programs, as she says, "Turnover in the school and at Tri-County [are also issues]. There's a lot of turnover and it's a challenge." In addition, TCYSB faced what the Program Director called a "major crisis" this past year when "the Governor's budget cut funding for community programs such that we would cease to exist...this would include what we provide for Smallwood." Butch and other members of the General Smallwood community were active in lobbying for continued funding of TCYSB and funding will continue for next year; however this was nonetheless a big setback in the planning and coordination of FSCS programming at this school.

Overall, the implementation of FSCS is going well at General Smallwood in terms of student programs. The school would benefit, however, from more teacher and parental involvement, as well as additional funding to expand offerings for students and families.

g. Program Quality

Purpose and Limitations

This section focuses on the quality of the FSCS programs at General Smallwood. The evaluators used a framework that consists of a set of program features and related indicators.¹⁵ This framework was used as a checklist in the evaluators' site visit, communications, and assessment of the programs.

"I just want to say that what we're doing is of quality. We can actually put our hands on things and you were all able to see this in the tone of things here."

- FSCS Site Director

¹⁵ Indicators are adapted from the TASC Program Quality Self-Assessment Tool.
http://www.tascorp.org/programs/building/S33_assesment_tool.pdf

Ultimately, there exists a level of quality that cannot be assessed by any single indicator. Therefore, this program quality framework serves as one method for assessing sites' implementation of the FSCS model. A summary of the findings for program quality at General Smallwood can be found in Exhibit 27 below. Brief descriptions of factors impacting quality in each program feature follow.

Exhibit 27
FSCS Program Quality^a

Program Feature	Notes
Appropriate Structure	The FSCS Site Director, in conjunction with the Principal and FSCS staff, provides a welcoming environment that safeguards the health and safety of participants. There are emergency procedures in place for after-school programming. The Homework Center staff and parents are knowledgeable of these procedures. Staff reviews these procedures with the FSCS Site Director in the beginning of the year and parents receive this information when they sign their child up to participate in the program.
Program Management and Administration	The FSCS Site Director and Extended Day Coordinator effectively manage the arrival and dismissal of students from the after-school programs. The Site Director and Extended Day Director take attendance during snack time. Parents/guardians have to sign students out of the Homework Center on Mondays. On Tuesdays and Thursdays, the Site Director has a list of students on each bus. If students leave early they have to sign out in the main office.
Supportive Relationships	The FSCS and school staff demonstrate positive adult relationships through their communication with one another. The FSCS Site Director meets regularly with the Principal, Instructional Specialist, and Program Director from the lead agency to discuss the current status of FSCS programming, to plan for future programming, and to address any pertinent needs. He also meets with the FSCS staff and teachers on an ongoing basis to both educate them on the FSCS initiative as well as to support them in their current roles in the after-school programs. As one teacher and FSCS staff member says, "We have time for teacher training. If they need to give us input, we'll do it right before we begin [the after-school programs] while the kids are eating snack."
Staffing/ Professional Development	All Homework Center staff are trained in how to handle such issues as blood born pathogens, sexual harassment, and child abuse. There are four regular day school teachers who work at the Homework Center. These teachers attend staff meetings for their grade level, department and the entire school. Before students arrive after school and while they are eating snack the Homework Center staff and Extended Day staff are able to touch base. Butch attends staff meetings and PTO meetings when appropriate to provide information to staff and parents on the FSCS initiative.
Opportunities for Skill Building	The activities offered through FSCS programming are commensurate with the age and skill level of the participants and enable them to develop their skills. Students receive specific assistance with academics through both the Homework Center and Extended Day programs. In the Homework Center, students work closely with teachers and staff to gain a better understanding of the material covered in the classroom as they work to complete homework assignments. Extra-Reading offers concentrated help in reading for those students who are at least two grade levels behind. The Extended Day program targets students with low test scores and offers them specific tutoring in math and language arts. The Fantastic Futures and Second Step programs work to improve students' behavioral and social deficits, while Group Counseling addresses students' mental health needs. All students involved in after-school programs attend open gym.
Academic Achievement and Integration with School	In its fifth year of implementation at General Smallwood, the FSCS initiative has become well-integrated into the school structure. FSCS programming complements school-day activities and provides a continuation of resources students receive during the regular school day. The FSCS Site Director works closely with the Principal to secure facilities and resources to be used for FSCS programming. He also maintains communication with all appropriate school staff to monitor academic and behavioral progress of students. All FSCS staff are competent in core academic areas, with most of them being regular school teachers. The Homework Center and Extended Day program offer one hour of concentrated academic assistance before students are allowed to attend open gym. [See Integration with School section of the report.]
Opportunities to Belong	The after-school FSCS programming offers students several opportunities to feel connected to their school, to their teachers and school staff, and to each other. Students in the Homework Center expressed their enjoyment of learning with their peers and helping each other with homework. The opportunity for students to engage in peer-to-peer learning during after-school promotes cooperative teamwork and positive behavior. Developing supportive relationships with their peers and with caring adults increases students' self-esteem, as several parents of FSCS participants noted.
Integration with Family and Community Efforts	As mentioned in the Integration of Parents section of the report, parent and family involvement continues to be a challenge for both the school and the FSCS initiative at General Smallwood. The FSCS Site Director has no problem communicating with parents and families and is a well-known member of the community having worked in the Charles County Public School District for over 30 years. Despite families' knowledge of and respect for Butch, very few of them are involved in their child's school.

^a For additional information on program quality features please see Appendix 2.

General Smallwood's FSCS programs excel in their structure, fostering of supportive relationships, allowing students opportunities to belong, and in the integration with regular school day curriculum. The Eisenhower Foundation and staff may want to focus in coming years on providing additional enrichment and skill-building opportunities for students, building on professional development and staff training components of the programs, and increasing the involvement of families and community partners with the programs.

h. Suggested Changes to FSCS

When asked about what they would like to see happen with the FSCS initiative at General Smallwood, key informants discussed the following types of changes:

- More community involvement (both people and organizations);
- More parent involvement;
- More teacher involvement;
- More student involvement;
- More, and different types of, student enrichment programs;
- More mental health services (for both students and families); and
- More time for student programs.

Most key informants felt that the FSCS initiative was being implemented very well – they did not focus on any real *shift* that they would like to see. In general, they were pleased with both the concept and the progress of FSCS – but they wanted to see *more* involvement of all parties: communities, parents, youth, families, and teachers. In addition, some key informants, including the students, spoke of wanting more enrichment programs. The need for additional mental health services was also brought up quite often. A brief summary of the various areas for improvement is found below.

More Community Involvement

Tri-County Youth Services Bureau is actively building on their current partnerships and establishing new partnerships with both local and national organizations to provide services to the students and families at General Smallwood. The Instructional Specialist suggests increasing the number of community partners working with the school:

Explore the idea of collaborating with other agencies in the community that the kids would see and know, so that the connection between the school and the kids' lives outside of school is still extended; maybe off site, but still a part of it of the full-service school.

The Program Director from TCYSB expounds on her agency's efforts to create new partnerships and expand the services being offered at the school:

We do work with the Department of Community Services. Also, we are working with some of the churches – it's more of an informal relationship now, but we will have it in the future... This is a small community and there are not many providers here – so it trickles down through community group meetings, and that's when we started to try to work with them down here... One thing we could do is bring the [students the] Big Brothers Big Sisters [organization]. It would be a link outside of this small community to the outside world.

Getting more community members involved in the programs and services at the school starts with increasing the involvement of those adults in the community who are directly connected to the school: Parents and guardians of General Smallwood students.

More Parent Involvement

Involving parents and family members of students at General Smallwood is an ongoing challenge for FSCS and school staff. All key informants mentioned this as an area of improvement. As the Instructional Specialist notes:

I haven't seen so much active parental participation. There have been some parents who have filtered through, and they appreciate what we're doing. The parents seem to give their accolades. They see their kids' grades are improving in math and science. But the parental part of it isn't as strong as we had hoped it would be by this point. But nevertheless, overall, we're getting there.

Principal Wynn is also hopeful of their progress in reaching out to more parents. He shares one strategy the school and FSCS staff are using to inform parents of the programs being offered at the school: “We’re trying to tap into more of our 5th grade parents, you know, parents whose kids will be coming here next year. This way we can try and get them right before they get in the door.” The head guidance counselor (who is also the Extended Day Coordinator) explains how increasing parental involvement will complement the work they are doing with the students:

How I would love to see it expanded is the parent component. We're working hard with the students but I think the parents need to have some skills also on how to help. Just to set some boundaries for students in training them – because that helps if everybody understands what the rules are and some of our parents will not always know how to go about that.

The head guidance counselor points to the need for parents and families in the community to acquire behavioral and social skills similar to those being taught to their children through the Second Step and Fantastic Futures programs and In-School Group Counseling services.

As previously mentioned, many of the parents are not aware of the programs and services being offered at the school, nor do they have an understanding of the opportunities available to them through the FSCS model. When asked how to increase parental involvement in school and FSCS activities one parent said, “The main thing is knowing what’s available...I still don’t know what’s going on.” Parents in the focus group made several suggestions for future events to involve parents and families, including an open-house or educational night that parents can attend with their children; sporting games where parents can advertise their local business or product; and family brunches at the school. An underlying factor in all of their suggestions is summed up by one parent’s comment: “The [school] needs to do something that is more family-oriented but that doesn’t cost money because a lot of people can’t afford it.”

There are cultural and logistical factors also affecting parental involvement [also discussed in the Community Context section above]. Principal Wynn explains part of the difficulty: “Folks are so spread out and they work far away, so it is hard to get them involved with the initiative. We send out a lot of invitations, but it’s a huge challenge.” In their efforts to involve more parents and families in the FSCS initiative TCYSB and the FSCS Site Director have lined up a full-time mental health counselor and family partner to provide counseling services to families and to enhance the

communication between families and the school. A family meeting room is also being constructed in the front of the building for family members to gather and receive information on the programs and services available at General Smallwood.

More Teacher Involvement

Previously addressed in the Barriers to Implementation section, increased teacher involvement in the FSCS initiative would not only prevent burnout among the core group of teachers currently involved in the after-school programs, but would also enhance the programs and services being provided at General Smallwood. More teachers working with students outside of the classroom not only enhances the quality of students' experience at school, but also allows for more students to be reached. As a language arts teacher who also works in the Homework Center notes:

I would like to see more teachers involved in our particular program. I don't know if it's allowed because of funding. [To be] more involved so that more students could join and get help, because there are students who really want to join and get help but they can't because we're full. So if we could extend it, it would be better.

To this end she says, "We need to educate the teachers more about what's going on here....We could tell them more about the initiative." Another day school teacher who is also an Extended Day staff person agrees. She offers the following suggestion: "We could use a little PR to make it a little bit more involved...[to not] target those same teachers every year." Butch agrees that more teachers and school staff could be educated about the FSCS initiative. Although communication between FSCS staff and teachers is strong [see Integration of FSCS Model with the School section], Butch still sees opportunities for improvement in this area, saying, "We can better communicate with teachers, but they don't want the commitment." For those teachers who are willing to commit to working in the after-school programs, communication could also be enhanced. As an Extended Day staff person (and school day teacher) notes, "[We need] more meeting sessions for teachers to collaborate with the after-school instructors." She goes on to admit that "we just don't have the time" given their busy schedules during the school day. Butch is hopeful that as the FSCS initiative evolves, new partnerships will be made that will bring new resources. Additional funding would provide more incentive for teachers to become involved in the after-school programs, as he explains:

I would like to see [the FSCS initiative] become more of a continuation or an inclusion thing where they don't look at us as a separate program. I would like to see more teachers involved in the after-school program[s]. We know that it is going to take more money to get more teachers involved. Right now everything we do is on a shoestring budget. We're trying to match up enough teachers to students, and we're trying to break down some of the barriers, not just academic but social barriers as well. We have to make it more attractive [to teachers].

More Student Involvement

While about one-fourth of the student body at General Smallwood participates in either the Homework Center or Extended Day program, there is always the goal of getting more students involved. As Principal Wynn states:

I would like to see more young adults become a part of the after-school program. I want someone to help facilitate and be a role model from the local high school. Hopefully they can see a role model and it's beneficial.

Principal Wynn, Butch, the Instructional Specialist, Extended Day Coordinator, and the TCYSB Program Director often meet to discuss ideas for reaching more students through their current services. As a seasoned youth development professional, Butch is looking to the students to inform his program planning. He says, “I need some ideas from the kids about what they would like to do.” When asking students, who are also FSCS participants, what would improve the after-school programs, they all said, “Get more kids to participate in it.”

Resources are again an important factor in the capacity of the FSCS programs to provide quality services to students. Both the FSCS Site Director and Extended Day Coordinator say that without additional resources - including funding, space, and qualified staff - they cannot serve many more students than are currently enrolled after-school. The Extended Day teacher explains this challenge: “Even though there could be a waiting list we try to serve students without [making them wait]. So sometimes we may push the number to assist the students.” Her comment conveys the strong desire among FSCS and school staff to involve as many students as possible in the programs being offered.

More Student Enrichment Programs

Providing a more diverse range of FSCS programming will likely increase student involvement. All key informants touched on their desire to have more enrichment programs at General Smallwood. Butch articulates this interest:

I'd like to see the talent part increase and be a bit more concrete; one or two things and we could say that this is a product of the FSCS and every year there's going to be a production that is a focal point of the community...I'd like to see more activities to utilize their talents. I'd like to see a step, crochet, and chess club started...I'd like to get them back to where they use their own imagination and created their own games. I'd like to see a competitive monopoly team.

Students share similar thoughts about programs they would like offered at their school. Among the suggestions students in the youth focus group voiced were to have a mural club, a swim team, a dance group, and overall more sports.

The Instructional Specialist sees the value in involving students in non-academic pursuits within the physical space of the school. She suggests that FSCS and school staff:

Explore what kids can do during the summer in this facility that's not just academic. [Something that is] more exploratory with goals, decision-making and consequences, and those kinds of things.

Reflecting on the various ideas around additional programming, Butch narrows in on the two most important components. When asked where he would like to place more energy, he replies:

I think the mental health aspect and the youth development. I want to see the broader child more. We've gone through the academics. We've gotten a good picture and have seen what we can do academically.

Enrichment programs allow youth to express their full range of skills and interests. Giving students opportunities to express themselves in different ways in the school environment cultivates their different strengths and skills while also fostering a more positive, inclusive view of school.

More Mental Health Services

In addition to student enrichment programs, several key informants expressed a need for more mental health services to be offered to students and their families. As an active community member, Butch recognizes the severity of mental health issues individuals in the community are facing. The head guidance counselor and Extended Day Coordinator notes how beneficial the Group Counseling services were this year:

The needs of our students are more intense so we've started groups; but to have groups focusing on anger, getting the extra help to run that helps us to do the day-by-day because counseling now has become so demanding.

Principal Wynn also describes the need for mental health services, saying, “One of the big things is providing mental health services...it’s a small group [of students], but a group we feel that would benefit from those services.” A parent involved in the focus group adds that “the students this day in time are dealing with a lot more serious things than we dealt with.” She went on to suggest that additional counseling should be offered to students who are experiencing difficulties in their lives. Working with the Program Director at TCYSB, Butch lined up a full-time mental health counselor for the upcoming year.

More Time for Student Programs

If the FSCS Site Director did not have to contend with the barriers of staffing and transportation, he would like to extend the hours and numbers of days the after-school programs are offered. In his own words:

If they wanted to keep it open an extra hour I would, I would have to pay people more, but then the parents could just pick up their kids on the way home from work. We'd have to give a better snack, but we don't have the money to provide that. It's open until 5:30 now, but I'm thinking 6:00 or 6:30.

Butch goes on to explain students’ desire to attend the after-school programs on a regular basis saying, “[Students don’t like] the fact that it’s not consistent, that we don’t have more days...The biggest thing is that it’s not here all of the time.” Students and FSCS participants who took part in the youth focus group reiterated their desire to extend the after-school programming. When asked what they would like to change about the FSCS programs they said the following:

It's too short.

It should go longer, past 5pm.

We should have it on Wednesday too.

Not just Monday, Tuesday and Thursday.

These comments reflect students’ enjoyment of the current programming as well as the FSCS Site Director’s recognition of the value of consistency and in-depth learning for the students. The underlying belief here is that the more exposure students have to supportive learning environments the more positive their outcomes will be.

VII. Conclusion

During the academic year 2004-05, FSCS was in its fifth year of implementation at General Smallwood. Since the primary focus of FSCS at General Smallwood so far is on programming for the students, its benefits are most salient with respect to student outcomes. Participation in after-school programming appears to help lead to positive outcomes for youth, particularly in their academic achievement, behavior at school, and satisfaction to and attachment with school. This is very encouraging and supports the conclusion that FSCS and General Smallwood staff have made significant strides in creating an environment contributing to positive youth development. FSCS at General Smallwood also shows significant progress in terms of becoming institutionalized within the “regular” day school.

Full implementation of the FSCS model, however, will take time, General Smallwood faces a number of challenges. We offer the following recommendations to address current limitations and challenges:

- Seek to expand after-school enrichment programming; so far there are very few enrichment courses as programming focuses on tutoring and homework help. An increase in enrichment programs will help to attract additional students.
- Aim to raise participation rates in after-school programming. These positive outcomes speak only to what happens to *program participants*, and a minority of students currently participate.
- Build capacity in student services. Discipline and anger management are areas very important at General Smallwood; while it has some successful programs, additional capacity would mean bringing benefits to more students.
- Expand capacity in the area of student and family programs and services; this will involve increased outreach to parents, and a better understanding of how General Smallwood can help to meet parent and family needs.

General Smallwood has made considerable strides in implementing the FSCS model. There is a great deal of school staff buy-in, from school leadership and from teachers alike. FSCS staff are extensively involved in formal school planning, which shows their integration into school governance. FSCS has a wide range of academic after-school programs for students, and is building its capacity in student services. Its next steps are to create additional enrichment programs, continue to work on student services, and to make major strides in the area of parent and family programs and services.

Appendices

I. Methodological Appendix

II. Program Quality Appendix

III. Evaluation Instruments Appendix

- a. Youth Baseline Survey
- b. Youth Follow-up Survey
- c. Consent for Youth Survey
- d. Parent Survey
- e. Site Coordinator Interview
- f. Site Coordinator's Supervisor Interview
- g. Principal Interview
- h. Teacher Interview
- i. Site staff Interview
- j. Youth Focus Group Protocol
- k. Parent Focus Group Protocol
- l. Staff consent for own interview
- m. Parent consent for Youth Focus Group
- n. Parent consent for Parent Focus Group
- o. Instructions for Student Journaling Project
- p. Instructions for Student Photo Project

Appendix 1: Methodological Appendix

To measure change over time in youth outcomes from the FSCS logic model, we administered baseline and follow-up surveys to students participating in the study. For each of the outcomes identified in the logic model, students answered a series of questions, each of which consisted of a statement to which the student indicated level of agreement. For example, next to the statement “At my school, I feel like I matter,” students marked “strongly disagree,” “disagree,” “agree,” or “strongly agree.” To measure *change* over time in youth development, we subtracted the baseline level of agreement from the follow-up level of agreement. For example, if a student answered “disagree” at baseline and “strongly agree” at follow-up, she would receive a change score of 2 (for this particular item). The entire 7-point change scale ranges from -3 to +3. We then took this 7-point scale and converted it to “showing positive change” (+1 to +3), and “not showing positive change” (-1 to 0). These are the measures of change that we use in our statistical models designed to help us gain insight into the impact of FSCS on youth.

To see the degree to which participation in FSCS programs relates to change, we used several different models. We built multiple models to look for the different ways in which change may manifest among participants. In the table below, we show how the different models ask different questions about the manifestations of change.

Model		Research Question ^{ab}
Participation Indicator	Who is Included in the Model	
Those who participate in FSCS v. those who do not participate at all	1) All students 2) Students who started out with low grades	How much more likely are FSCS participants than non-participants to have shown positive change?
Those who participate in FSCS 50% of their registered days or more v. those who participate fewer than 50% of their days or not at all		How much more likely are intensive FSCS participants to have shown positive change than those who participate fewer than 50% of their days or not at all?
Number of sessions a student participates in (including both academic and enrichment)	1) Students who participate in FSCS programs 2) Students who participate in FSCS programs <i>and</i> started out with low grades	Of the students who participate in FSCS, how much difference does the number of sessions make in the likelihood to have shown positive change?
Percent of sessions a student participates in (including both academic and enrichment)		Of the students who participate in FSCS, how much difference does the <i>percent</i> of sessions make in the likelihood to have shown positive change?
Number of sessions (separated out into academic sessions and enrichment sessions)		Of the students who participate in FSCS, how much difference does the number of academic sessions make in the likelihood to have shown positive change? How much difference does the number of enrichment sessions make?
Percent of sessions (separated out into academic sessions and enrichment sessions)		Of the students who participate in FSCS, how much difference does the <i>percent</i> of academic sessions make in the likelihood to have shown positive change? How much difference does the <i>percent</i> of enrichment sessions make?

^a Each of the research questions listed below refers to the group of students indicated in #1 in the second column. For #2, the same research question is asked, but only of those students who started out with low grades. The six research questions listed, then, become 12 when a set of models is built for this subgroup.

^b Each of the 12 models is also built with “controls:” we build not only models with the participation independent variables, but also models in which we control for gender, ethnicity, and grade separately and together. The total minimum number of models run for each dependent variable is 72.

We look at change in grades in several different ways. We are examining the change in grades over time, and so ideally will look at how grades change from the previous year to the current year. However, we do not have the previous year's grades for all of the students – this is usually because participating students are in the sixth grade and so did not attend their school the previous year. We also may not have grades if students are in the seventh or eighth grade and the current year is their first year at their school. Therefore, for each student we calculate two types of grade change: (1) the change from the final grade of the previous year to the final grade of the current year (year-to-year change); and (2) the change from the first grade of the year to the final grade of the year (within year change). In our models, we correlate FSCS participation with three different types of grade change:

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

To calculate change in math grades, each letter grade is first given a numeric value (F=0, D=1, C=2, B=3, A=4 – in addition, for those schools that adds “+” and “-” to grades, these were calculated [e.g. C+ = 2.3]). Then, baseline grades were subtracted from the last grade of the current year. This means if a student got a B last year and an A this year, their change score was +1.

Appendix 2: Additional Information on Program Quality at General Smallwood

Appropriate Structure

Each student has an emergency card which is kept in the main office. If an accident should take place, the Homework Center staff have access to a release form and they have procedures for emergencies. If there are any learning disabilities or mental health issues, the Homework Center staff communicate on how best to serve these students. So far the Homework Center has not served the lowest functioning students, however they do work with students who are at a lower reading level. These students' needs are specifically addressed by the teacher who leads the Extra Reading program through the Homework Center.

There are clear behavioral expectations for participants and staff. As Butch says, "There are no restrictions for getting in [to the Homework Center], but there are rules that can get you out...I want to make sure everyone is accounted for. There are written rules that are part of the application." As for staff expectations, the FSCS Site Coordinator conducts a training with FSCS staff at the beginning of the year where he covers "the do's and don'ts in dealing with children."

As for space, Butch says, "The space is fine for what we do, such as small games and it allows for more interaction between staff and students." Students in the Homework Center and Extended Day program have access to the gym for an hour on Tuesdays and Thursdays. The Homework Center has a supply list which the Site Coordinator updates with special items not available at the school.

Program Management and Administration

According to the FSCS Site Coordinator, the Homework Center staff has not had a problem with discipline. The staff goes through the program's guidelines and set of expectations with the students when they enter the program and, as Butch notes, "As long as [they] follow them, there are no consequences." If students fail to follow the guidelines, a letter is sent home to their parents/guardians the first time. The parents have to sign and return this letter. The second time a student is out of line, they are asked to not return to the program. Depending on the severity of the incident, the student may or may not be allowed to return to the program at a later time.

There are formal job descriptions and trainings for Homework Center staff. As a FSCS staff person says, "As far as my particular task, I feel like the goals have been defined very clearly." Butch says, "It's a general job description and it goes along with their contract."

The FSCS Site Coordinator meets regularly with the Lead Agency Supervisor to discuss program implementation and planning. Between weekly in-person meetings and daily email communication, the FSCS Site Coordinator and Program Director from TCYSB are able to address any issues or needs that arise.

In addition to working with the local lead agency, the FSCS Site Coordinator also works closely with the Principal and Instructional Specialist to evaluate and refine FSCS programming. As Principal Wynn says, “Nothing is ever going to be 100%, so we’re constantly self evaluating and seeing what we can do better.” The Instructional Specialist reiterates this by describing her communication with the FSCS Site Coordinator:

“We talk about the vision he has for the program...there’s an open discussion about what works, what needs tweaking, and what things need to be eliminated altogether. There’s an informal, ongoing assessment of the program all the time.”

Supportive Relationships

In addition to planning, there are also opportunities for feedback between the various adults involved in the FSCS initiative. The feedback is both informal and formal. As Butch says, “It’s no problem to check in with [the Homework Center staff]. I’m always right here.” A teacher and FSCS staff person agrees, saying, “Butch is pretty much here everyday. He comes in during my planning.” The FSCS Site Coordinator conducts formal evaluations of the FSCS staff at the end of the school year. Principal Wynn acknowledges the supportive communication between school and FSCS staff saying, “We look at things we can change; the feedback is there.”

The FSCS Site Coordinator and staff treat all FSCS participants and their families with respect, notifying them of the expectations and processes involved with the FSCS programs and assisting those participants who are not meeting the expectations to change their behavior. FSCS programming emphasizes peer-to-peer learning and collaboration, from helping each other with homework in the Homework Center to acting out skits on appropriate behavior in *Fantastic Futures*. The FSCS staff also strive to establish positive relationships with the participants’ families by communicating with them about their child’s needs and/or successes and informing them of the programs and services available at General Smallwood.

Staffing/Professional Development

The Homework Center staff are paid for their time and receive a formal training before they begin working with students. Both the FSCS Site Coordinator and FSCS staff express comfort in providing feedback to one another and say they feel supported by their colleagues [see Supportive Relationships].

The teacher/student ratios for both the Homework Center and Extended Day program are 1:10 which allows the FSCS staff to have a lot of one-on-one time with students in order to address their specific academic and/or social needs. This ratio is not only conducive to building positive relationships between the adults and students in the program, but also prevents burnout in the FSCS staff by limiting the number of students for whom they are responsible during the after-school hours.

Opportunities for Skill Building

FSCS programming at General Smallwood addresses the cognitive and affective needs of the participants. Recreation is built into the after-school experience for all students, whether they are participating in the Homework Center, Extended Day program, intramural sports, drama club, or Destination Imagination. All students involved in after-school programs attend open gym before they leave school. During this time they can play basketball, volleyball, jump rope and engage in other physical games and activities. Students in the Homework Center also have the opportunity to use the computers in the library as a resource for completing their homework and understanding the material. Art class, computer lab, and health are classes that are offered during the regular school day.

Opportunities to Belong

While Butch says he would like to hear even more from the students what they would like to do, the students in the Homework Center do have a choice of which activities they want to be involved in, from which games they want to play during open gym, to joining the drama club or Destination Imagination group at some point during the year.

Mentoring activities, field trips, and community service opportunities enable participants to develop life skills, resiliency, and self-esteem. The Homework Center and Fantastic Futures program wanted to take the students on a field trip to a restaurant to have them practice appropriate etiquette. This field trip did not happen this year. Butch would like to plan a field trip for all students involved in after-school programming to either a museum or amusement park, but there was not enough money in his budget to allow for such a trip this year. Students in the Homework Center were involved in writing letters and signing petitions that were sent to the state legislature, in support of continuing to fund Tri-County Youth Service Bureau.

An indication of the positive relationships students have made with other FSCS participants and staff is that students recruit their peers to participate in FSCS programs. All five FSCS participants who took part in the youth focus group said they have told their friends about the Homework Center and encouraged their friends to join.

Integration with Family and Community Efforts

Butch has tried to set up a parent/guardian focus group to address common concerns, academic or otherwise, that parents have about their sons or daughters, as well as ideas for additional student and parent services; but no parents have responded. Butch has given presentations on the programs and services offered through the FSCS initiative and after-school at PTO meetings. Information on the after-school programs is also included in the orientation packets parents receive at the beginning of the year. Butch will also send out reminders and updates via the monthly school newsletter, which is mailed to all families. Plans for increasing parental and family involvement include the construction of a family resource room near the entrance of the school building and hiring a family partner staff position.

The FSCS initiative at General Smallwood has longstanding relationships with TCYSB, the Sheriff's Department, the Department of Parks and Recreation, and University of Maryland. This past year Songs of Meaning provided an enrichment program after-school. Next year, this organization will fall under the FSCS umbrella, expanding and enhancing the program offerings.

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"/> 6 th <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. In the future you will be asked to participate in a follow-up survey that is similar to this one.

Some things you should know about this survey:

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

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

Student Signature

Printed Name

Date

I. About You

1. What is your gender? Please check one only.

Male Female

2. What is your ethnicity or race? Please check one only. If more than one race or ethnicity applies to you, please check "Other" and specify your ethnicity or race.

White

Spanish/Hispanic/Latino

African American

Biracial/Multiracial/Other: _____

Asian/Pacific Islander

Native American

Don't know/Don't want to answer

II. About Your School¹

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

At my school...	Disagree Strongly 	Disagree 	Agree 	Agree Strongly 
3. My teachers will help me before or after school if I ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My teachers pay attention to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My teachers don't want me to do my best work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teachers make me feel like I can do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I learn a lot at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to go to my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Most kids and teachers here are trying to make this a good school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel like I belong here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I don't feel like my ideas count here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel like I matter here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have a comfortable place to hang out after the regular school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ Questions in this section and following adapted in part from 21st Century Community Learning Centers, Middle School Baseline Survey. Instruments can be found at <http://www.mathematica-mpr.com/PDFs/broadviewvol2.pdf>

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 respect other people's feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I respect other people's ways of looking at things, their lifestyle, and their attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I don't usually think about how my choices affect others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. 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"/>
22. 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 Safety²

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

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

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

² Questions in this section and following adapted in part from TASC Afterschool Program Evaluation, Middle School Student Survey.

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.
27. Playing sports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Using a computer to look up information or get help with my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. 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"/>
30. Setting a goal for myself and working to achieve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Planning for things I need to do in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Working out conflicts or disagreements I may have with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Organizing and leading group activities (like school activities or sports).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Working with others on team or group projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Making friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Doing school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Other activities: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. 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
39. I do the homework teachers give me.	<input type="checkbox"/>				
40. I do homework in the same place and at the same time each day.	<input type="checkbox"/>				
41. My mother, father, or guardian helps me with my homework.	<input type="checkbox"/>				
42. An adult, besides my mother, father or guardian, helps me with my homework.	<input type="checkbox"/>				
43. Another kid helps me with my homework.	<input type="checkbox"/>				

44. Where do you usually do your homework? (Check one.)

- At home On the bus
 At school A neighbor's house
 A friend's house Another place (please specify):

VII. Relationships with Other Students

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

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

VIII. Relationships with Adults

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

The next questions are about 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 
53. Expects me to follow the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Is interested in my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Believes that I will be a success.	<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"/>				
Reading books, magazines, or newspapers	<input type="checkbox"/>				
Music, drama, or other art practice or lessons	<input type="checkbox"/>				
Homework	<input type="checkbox"/>				
Sports activities	<input type="checkbox"/>				
Taking care of a younger sibling	<input type="checkbox"/>				
Other activity: _____ _____	<input type="checkbox"/>				

76. Would you like help in any of the following areas? Check all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Homework/school | <input type="checkbox"/> Drug or alcohol use | <input type="checkbox"/> Problems at home |
| <input type="checkbox"/> Learning about art | <input type="checkbox"/> Safer sex education | <input type="checkbox"/> Managing anger |
| <input type="checkbox"/> Playing a sport | <input type="checkbox"/> Emotional problems | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Playing music | <input type="checkbox"/> Health problems | <input type="checkbox"/> Don't know/Don't want to answer |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ | |

X. Your Future

The next questions are about your goals for the future.

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

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Not sure | Somewhat sure | Pretty sure | Absolutely sure |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

Thank you very much!

Student Survey

Name of School: _____					Today's Date: _____ / _____ / _____				
					Mo. Day Year				
Your First Name									
Your Last Name									
What grade are you in?	<input type="checkbox"/> 6 th <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. In the future you will be asked to participate in a follow-up survey that is similar to this one.

Some things you should know about this survey:

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

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

Student Signature

Printed Name

Date

I. About You

1. What is your gender? Please check one only.

- Male Female

2. What is your ethnicity or race? Please check one only. If more than one race or ethnicity applies to you, please check "Other" and specify your ethnicity or race.

- White Spanish/Hispanic/Latino
 African American Biracial/Multiracial/Other: _____
 Asian/Pacific Islander _____
 Native American Don't know/Don't want to answer

II. About Your School¹

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

At my school...	Disagree Strongly	Disagree	Agree	Agree Strongly
3. My teachers will help me before or after school if I ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My teachers pay attention to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My teachers don't want me to do my best work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teachers make me feel like I can do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I learn a lot at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to go to my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Most kids and teachers here are trying to make this a good school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel like I belong here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I don't feel like my ideas count here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel like I matter here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have a comfortable place to hang out after the regular school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ Questions in this section and following adapted in part from 21st Century Community Learning Centers, Middle School Baseline Survey. Instruments can be found at <http://www.mathematica-mpr.com/PDFs/broadviewvol2.pdf>

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 respect other people's feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I respect other people's ways of looking at things, their lifestyle, and their attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I don't usually think about how my choices affect others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. 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"/>
22. 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 Safety²

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

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

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

² Questions in this section and following adapted in part from TASC Afterschool Program Evaluation, Middle School Student Survey.

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.
27. Playing sports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Using a computer to look up information or get help with my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. 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"/>
30. Setting a goal for myself and working to achieve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Planning for things I need to do in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Working out conflicts or disagreements I may have with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Organizing and leading group activities (like school activities or sports).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Working with others on team or group projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Making friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Doing school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Other activities: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. 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
39. I do the homework teachers give me.	<input type="checkbox"/>				
40. I do homework in the same place and at the same time each day.	<input type="checkbox"/>				
41. My mother, father, or guardian helps me with my homework.	<input type="checkbox"/>				
42. An adult, besides my mother, father or guardian, helps me with my homework.	<input type="checkbox"/>				
43. Another kid helps me with my homework.	<input type="checkbox"/>				

44. Where do you usually do your homework? (Check one.)

- At home On the bus
 At school A neighbor's house
 A friend's house Another place (please specify):

VII. Relationships with Other Students

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

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

VIII. Relationships with Adults

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

The next questions are about 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
53. Expects me to follow the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Is interested in my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Believes that I will be a success.	<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"/>				
Reading books, magazines, or newspapers	<input type="checkbox"/>				
Music, drama, or other art practice or lessons	<input type="checkbox"/>				
Homework	<input type="checkbox"/>				
Sports activities	<input type="checkbox"/>				
Taking care of a younger sibling	<input type="checkbox"/>				
Other activity: _____ _____	<input type="checkbox"/>				

76. Would you like help in any of the following areas? Check all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Homework/school | <input type="checkbox"/> Drug or alcohol use | <input type="checkbox"/> Problems at home |
| <input type="checkbox"/> Learning about art | <input type="checkbox"/> Safer sex education | <input type="checkbox"/> Managing anger |
| <input type="checkbox"/> Playing a sport | <input type="checkbox"/> Emotional problems | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Playing music | <input type="checkbox"/> Health problems | <input type="checkbox"/> Don't know/Don't want to answer |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ | |

X. Your Future

The next questions are about your goals for the future.

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

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Not sure | Somewhat sure | Pretty sure | Absolutely sure |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

Thank you very much!

School Name
Parent's Consent form for Child's Participation in
An Evaluation of the Full-Service Community School Initiative at School Name

You are being asked to consent to your child's participation in an evaluation of the Full-Service Community Schools Initiative taking place at School Name.

What is the Full-Service Community Schools Evaluation?

School Name is a full-service community school (FSCS). LaFrance Associates (LFA) is an independent evaluation company. LFA has been hired to find out whether FSCS raises student achievement and improves communication between home and school.

We are asking your child to contribute to the FSCS evaluation. **Each person who participates in the evaluation will help us to learn what does and does not work in improving our Nation's schools.** The information will help shape new programs, and to aid in getting additional funding for programs at your school in future years.

This study is **not** an evaluation of your child – it is an evaluation of the school program as a whole.

What is required of my child?

Student Questionnaire. Your child will be asked to complete questionnaires at the beginning and end of each school year.

School Records. LFA will review grades, standardized test scores, attendance history, and disciplinary information. LFA will review records from a year before the time s/he enrolled (unless this is his/her first year at School Name) until December 2006 or graduation from Middle School. LFA will review records at the end of each school year.

Your child's COMFORT and PRIVACY will be protected.

- ❖ Your child's name will be on the questionnaire when they turn it in, but as soon as LFA gets it, LFA will remove the cover sheet with a name and replace it with an ID number.
- ❖ Your child's records will **not be identified by name** – only an ID number.
- ❖ If your child ever feels uncomfortable with any item on the questionnaire, s/he can choose to skip that item. (If you would like to see a copy of the questionnaire, contact Site Coordinator Name at School Name: Phone number.)
- ❖ Your child's participation in this study is **completely voluntary**. Declining to participate will not affect the participation in any programs at School Name. S/he may withdraw at any time.

More information and answers to your questions

If you have questions or want more information about this study, please contact Gaylon Parsons of LaFrance Associates, at: (415) 241 0605, ext. 303, or the FSCS Site Coordinator, Site Coordinator Name, at Phone number. You may also contact the Institutional Review Board, the organization that determined that the study met standards for the ethical treatment of human study participants, at (800) 472 3241.

Consent Form

Name of Child: _____

Name of Parent / Guardian: _____

I have read the above information, and:

- Yes, I consent to have my child fill out a questionnaire, and for LFA to see my child's school records (grades, test scores, disciplinary actions, attendance history)
- No, I **do not** consent to my child's participation in this study.

Signature of Parent / Guardian: _____

Date: _____

NOTE: Your child CAN participate in FSCS programs at your school even if you do not consent to your child's participation in the FSCS evaluation. Please RETURN THIS FORM to Site Coordinator Name.

Full-Service Community Schools Parent/Guardian Survey

Name of School: _____ Today's Date: ___/___/___ Mo. Day Year	
Your First Name	
Your Last Name	
Your Child's* First Name	
Your Child's* Last Name	

*If you have more than one child at this school, please respond for the OLDEST child.

Consent

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

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

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

This survey will take about 15 minutes to complete.

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

Signature

Printed Name

Date

PLEASE READ BEFORE YOU BEGIN:

FSCS activities are school-based activities and events for you and your child. They are afterschool programs like homework help, sports clubs or activity clubs. They are also student and family events like barbeques and parent night. **FSCS activities** also include the health and social services that are offered to you and your child during the school day.

FSCS staff are the people who run these activities and events. Please remember this when you answer the questions. You may turn the page to begin the survey.

I. About You and Your Child (Student)

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

- Mother Aunt/Uncle Guardian
 Father Sibling Other: _____
 Grandparent Godparent

2. How many adults live in your household? 1 2 3 4 or more

3. How many children live in your household? 1 2 3 4 or more

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

- White Spanish/Hispanic/Latino
 Black or African American Biracial/Multiracial/Other: _____
 Asian/Pacific Islander
 Native Hawaiian Don't know / Don't want to answer

5. Do you work for pay outside of the home?

- Yes No
 ↳ If yes, about how many hours per week do you work outside of the home? _____ hours

II. Your Child's (Student's) School

The following questions ask about changes in your *interaction with your child's (student's) school and your involvement in your child's education* since the last school year.

As compared to <u>LAST YEAR</u> ... (OR since your child <u>STARTED FSCS ACTIVITIES</u>)	Strongly Disagree	Disagree	Agree	Strongly Agree
6. Teachers talk to me more now this year about my child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The FSCS staff talks to me more now this year about my child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I talk more now this year with other parents of students at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know more now this year about how to get involved at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. This year I get more involved in activities and events at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know more about how to help my child learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I help my child learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I talk to my child about school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I know more about where in the community to get help for my child and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel my child's school cares about my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel my child's school respects and cares about families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



BEFORE CONTINUING

IF YOUR CHILD DOES NOT PARTICIPATE IN FSCS ACTIVITIES



You have completed the survey. Please skip to the last page and fill out your name and address so you can receive a (value) gift certificate to (location). Thank you!

IF YOUR CHILD PARTICIPATES IN FSCS ACTIVITIES



Please continue to question 17.

III. FSCS Program and Staff

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

Statement About FSCS Staff and Activities	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable
17. I am comfortable talking with the FSCS staff.	<input type="checkbox"/>				
18. The FSCS staff welcomes suggestions from parents.	<input type="checkbox"/>				
19. The FSCS staff tells me about how my child is doing in the FSCS activities.	<input type="checkbox"/>				
20. The FSCS staff have contacted me about getting involved in activities.	<input type="checkbox"/>				
21. I am comfortable with how the FSCS staff handles discipline problems.	<input type="checkbox"/>				
22. I am satisfied with the overall performance of the FSCS staff.	<input type="checkbox"/>				
23. The FSCS activities have made my child like school more.	<input type="checkbox"/>				
24. The FSCS activities have made my child more interested in learning.	<input type="checkbox"/>				

IV. Family Involvement and Participation

25. How many times have you had a chance to observe FSCS activities?

- Once
 Two or three times
 More than three times
 Never

26. Have you volunteered to help with any FSCS activities?

- Yes
 No

↳ If yes, what did you do? _____

27. Which of the following parental activities/programs have you participated in at Showalter Middle School? Check all that apply

- Parent-Teacher Conference
- Culture Fair
- 6th Grade Open House & Barbecue
- Sporting Event (basketball, football, track, et cetera)
- 7th & 8th Grade Open House
- Talent Show
- Other _____

Showalter offers the following services. If you/your child have used any of the services, please mark *how large of a need* you/your child had for the service. If you/your child did not use a service, then mark "have not used."

28. Health and Social Services	Not a Need	Small Need	Medium Need	Large Need	Have not used
a. Free Physicals for Students	<input type="checkbox"/>				
b. Counseling for Students	<input type="checkbox"/>				

V. Program Feedback

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

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

31. What are some things you would like to see changed or added? _____



**END OF SURVEY
THANK YOU!**

To thank you for finishing the survey, we want to send you a \$XX gift certificate to XX.
Please fill out your name and address so we can send it to you.

(First Name)

(Last Name)

(Street Address)

(City)

(State)

(Zip)

**Annual Interview
Site Coordinator¹**

Overview

1. Please tell me about your role in the FSCS initiative.
2. What are the main goals of the FSCS initiative at your school?
3. What types of activities/services were offered through the FSCS initiative this year? Please describe. (Check all that apply, based on description provided)
 - Homework help tutoring
 - Reading Literacy
 - Mathematics
 - Science
 - Art, Music, Dance Theater
 - Sports/Competitive Games
 - Technology, Video, Media
 - Community Service
 - Cultural Activities/Social Studies
 - Health/Nutrition
 - Youth Development
 - Services for Adults
 - Life & Social Skills
 - Health & Safety
 - Family Support
 - Educational Achievement
 - Mentoring
4. What does a typical week look like in this program?
5. How did you decide what types of programs/activities to offer?
6. What other programs are available to youth at this school? If youth don't participate in FSCS activities what types of activities do they have available to them before- and after- regular school hours?
7. Who participates in the development of the FSCS work plan?

Staffing

8. How many staff are involved in the FSCS initiative from your organization?
_____ Full-time _____ Part-time
9. Are there other staff from other agencies providing services/activities at your school? Please describe their role. How involved in the FSCS initiative are the staff from other agencies?
10. How many volunteers are involved in the program? _____ Full-time _____ Part-time. How many of the volunteers are parents/guardians?
 - a. Do you have enough staff to maintain a good staff-participant ratio?
11. What type of training do staff participate in before/while working at this school? Do volunteers participate in this type of training?
 - a. Have you developed clear descriptions for all jobs?

¹ The site coordinator is responsible for overseeing all non-academic aspects of programming and extended day programming.

- b. Are there opportunities to provide informal (conversation) or formal (self-assessment/peer reviews) feedback to each other?

12. What professional development opportunities have you had while serving as site coordinator? And for the staff?

13. Do youth have consistent, on-going access to at least one staff member? Please explain.

Relationship with Principal

14. In your role as site coordinator, how would you characterize your relationship with the principal of this school?

- a. How often do you meet? What kind of communication do you have?
- b. Do you feel supported?
- c. What is the principals' role in this FSCS site?

Relationship with School

15. How would you characterize the level of collaboration between the school and the FSCS initiative?

- a. What role do you and other staff of the FSCS program have in overall school planning and decision-making?

16. How integrated are the activities, staff, etc.?

- a. In what ways, if any, does the FSCS program complement the work students do during the regular school day?

17. In your opinion, what have been the greatest benefits of the initiative for the school overall?

Relationship with Teachers

18. In your role as site coordinator, how would you characterize your relationship with teachers at this school?

- a. What kind of communication do you and other FSCS staff have with them about students who are participating in activities run by FSCS staff?
- b. Do you collaborate with each other to increase your understanding of how students are progressing or where they need extra assistance?
- c. In what ways, if any, would you like to see the role of teachers in the initiative change?

19. What have been the greatest benefits of the initiative for teachers?

Relationship with Families/Parents

20. Do parents play a role in the FSCS initiative? Please explain.

21. In your role as site coordinator, how would you characterize your relationship with the parents of youth at this school? With parents of youth who are very involved in activities run by FSCS staff?

22. What kind of communication do you have with parents?
 - a. How often do you discuss matters concerning their child's well-being with them?
 - b. Do you provide parents/families with information about community resources to meet their needs? How often?
23. What do you do to reach out to eligible but non-participating families?
 - a. Do you work with the local lead agency and/or other community leaders to assess the needs of families who are not participating in services provide by the initiative?
24. What have been the greatest benefits of the initiative for parents/families?

Relationship with Community Agencies

25. What other community agencies are involved in providing services/activities to students at this school? Please list and describe the services they offer.
 - a. Do you have formal partnership relationships with these groups?
 - b. How did you decide which groups to partner with?
 - c. How has this FSCS' relationship with other community agencies evolved over time, if at all?
26. What have been the greatest benefits of the initiative for the community?

Student Participation

27. In your opinion, why do students participate in the FSCS program?
28. What do students like about the program? What don't they like?
 - a. What activities/services were the most popular among the students? Were there certain activities that were more popular with subgroups of youth? Please describe.
29. In what ways does the program make a difference? What have been the greatest benefits of the initiative for students?
30. Where do you want to see more energy placed? (probe: specific programs, academic assistance, etc.)
31. What are the eligibility requirements for youths' participation in FSCS initiative activities/services?
32. About how many students participated in the activities/services run by FSCS staff at your school this year? How did this compare to the number you expected to serve? How does this compare to prior years?
33. On average, how many youth does your program serve at one time? What is the maximum number of youth that the program *can* serve at one time? Was there ever a waiting list this year?
34. What types of barriers do youth face in terms of participating in the activities and services offered through the FSCS initiative?
35. Can you please describe what success "looks like" for youth who participate in activities/services through the FSCS initiative?

- a. How do you determine if a youth has been successful in your program?

Activities and Services Offered

36. How did programming compare to the plans you submitted? Did the services offered change over the course of the school year? If so, how? Why?

Barriers and Suggestions for Improvement

37. Did you experience any significant barriers to implementing the FSCS initiative as expected? Please describe.
38. What are some areas that could use some improvement?
39. How do your plans for the upcoming school year compare to what you offered this year? How will the program be similar or different?
40. What sources of funding are supporting the FSCS initiative at this point? How involved are you in securing ongoing funding for the initiative at your school?

Evaluation

41. Can you provide feedback on the evaluation. What worked? What didn't?
42. Did you encounter any difficulties in providing data for the evaluation? If so, what?
43. Do you have suggestions for changes for next year?
44. What questions would you hope to see the evaluation answer?

Other

45. Do you have any other thoughts about the FSCS initiative that you would like to share?

**Annual Interview
Site Coordinator's Supervisor¹**

Overview

1. What are the main goals of the FSCS initiative at this school?
2. How do these goals fit in with the work your organization does?
3. Please describe the relationship between your organization and this school.
4. How did your organization come to partner with this school?
5. How would you describe your role in the Full-Service Community Schools initiative? How many hours per week do you work on activities or services offered through the FSCS initiative?
6. Are there staff from your organization providing services/activities at this school? Please describe their role. How involved in the FSCS initiative are the staff from your organization?

Relationship with Site Coordinator

7. In your role as supervisor to the site coordinator, how would you characterize your relationship with the site coordinator of this school?
 - a. How often do you meet? What kind of communication do you have?
 - b. What is the site coordinator's role in this FSCS site?
 - c. What role do you and other staff at your organization have in overall school planning and decision-making? How much input do you have in deciding what types of programs/activities are offered?
8. What are the main ways you support the site coordinator in the work s/he does?

Relationship with FSCS Staff

9. How would you characterize your relationship with other FSCS staff that provide services to youth and families at this school? What types of contact do you have with them?

Relationship with School Staff

10. How would you characterize your relationship with the school staff (Principal, teachers, etc.)? What types of contact do you have with them?

Relationship with Community Agencies

11. What other community agencies are involved in providing services/activities to students at this school? Please list and describe the services they offer.
 - a. Do you have formal partnership relationships with these groups?
 - b. How did you decide which groups to partner with?
 - c. How has this FSCS' relationship with other community agencies evolved over time, if at all?

Integration of FSCS Initiative

12. How integrated is this initiative's activities and services into the school as a whole, from your perspective? Can you give me examples?

¹ The site coordinator is responsible for overseeing all non-academic aspects of programming and extended day programming.

Benefits to Students

13. What types of changes would you expect to see in the youth who participate in the FSCS initiative?

Benefits of the FSCS initiative

14. In your opinion, what have been the greatest benefits of the initiative for:

- a. Students?
- b. Parents/Families?
- c. Teachers?
- d. The school overall?
- e. The community?

Barriers and Suggestions for Improvement

15. Are there barriers the school has faced in implementing the initiative? If so, what do you think your organization could do to help the school overcome these barriers?

16. Are there barriers your organization has faced in supporting the FSCS initiative at this school? Please describe?

17. What sources of funding are supporting the FSCS initiative at your school at this point? How involved are you in securing funding for the initiative?

18. What changes and improvements would you like to see to the initiative?

Evaluation

19. Based on your communication with the site coordinator, can you provide feedback on the evaluation? If yes:

- a. What worked? What didn't?
- b. Did you encounter any difficulties in providing data for the evaluation? If so, what?
- c. Do you have suggestions for changes for next year?

20. What questions would you hope to see the evaluation answer?

Other

21. Do you have any other thoughts about the FSCS initiative that you would like to share?

22. What professional development opportunities do site coordinator and staff have?

Annual Interview School Principal

Overview

1. What type of role do you play in overseeing the FSCS initiative at your school? Has this role changed over time? Please explain.
2. How do you define “full-service community school?” What is your vision for the FSCS initiative at your school?
3. What motivated this school to become a FSCS site?
4. How does the FSCS initiative change your school? What impact does the effort have on outcomes for your students?

Relationship with FSCS Site Coordinator and Staff

5. How would you characterize your relationship with the site coordinator and staff of the FSCS program?
 - a. What types of contact/communication do you have? How frequently?
 - b. Are there opportunities to provide informal (conversation) or formal (self-assessment/peer reviews) feedback to each other?
 - c. Does FSCS staff sit in at academic meetings?
6. In what ways are the FSCS coordinator and staff involved in overall school planning and decision-making?
7. How frequently are communications from the school signed by the Principal and FSCS Site Coordinator? In what situations?
8. Who participates in the development of the FSCS work plan?

Integration of FSCS Initiative

9. Describe how the FSCS initiative gets integrated into other school activities.
 - a. In what ways, if any, does the FSCS program complement the work students are engaged in during the regular school day?
10. What resources (classroom, teachers, other) are provided by the school to support the FSCS initiative?
11. How would you characterize relationships between regular day teachers and the FSCS staff?
 - a. Have teachers experienced any benefits from the school's transition to a FSCS? Any challenges?
 - b. How often are regular day teachers and FSCS staff in contact about individual student's needs? About families' needs? About curriculum issues overall?
12. How has the initiative affected how your school is perceived by the surrounding community, if at all? How do you know?

13. How has the school tried to involve parents and families? How well has it worked?

Benefits of the FSCS initiative

14. In what ways does the program make a difference? What have been the greatest benefits of the initiative for:

- a. Students?
- b. Parents/Families?
- c. Teachers?
- d. The school overall?
- e. The community?

Barriers and Suggestions for Improvement

15. What changes would you like to see at your school to more fully implement the FSCS model? What are some ways that you think the initiative could be improved?

16. Has your school experienced any significant barriers to implementing the FSCS model? Please describe.

17. What sources of funding are supporting the FSCS initiative at your school at this point? How involved are you in securing funding for the initiative?

18. Is the level of funding sufficient for the FSCS initiative at your school? How do you think the initiative should be funded? From what sources?

Evaluation

19. What questions would you hope to see the evaluation answer?

Other

20. Do you have any other thoughts about the FSCS initiative that you would like to share?

Annual Interview School Teachers¹

Overview

1. What subjects do you teach at this school?
2. How familiar are you with the Full-Service Community School initiative at your school?
3. What do you think of the FSCS program? What are its strengths? Weaknesses?
4. What role, if any, do you play in the FSCS's activities at your school?
 - a. Would you like to change your role at all?

Relationship with FSCS Staff

5. How would you characterize your relationship with the staff of the FSCS initiative? What kind of contact and communication do you have with FSCS staff? Who initiates this?
 - b. What opportunities to provide feedback to FSCS staff do you have?
 - c. Do you collaborate with FSCS staff to increase your understanding of how a student is progressing or where s/he needs extra assistance?
 - d. Are there other way in which you work with FSCS staff?
6. Have you participated in any trainings with staff connected with the FSCS initiative? Yes No
 - a. *If yes*, what topics were covered?

Integration of FSCS Initiative

7. How integrated is the initiative's activities into the school as a whole, from your perspective?
8. In what ways, if any, does the FSCS program complement the work students do during the regular school day?
9. In your opinion, in what ways has the FSCS program benefited the school?

Benefits to Students

10. In your opinion, why do students participate in the FSCS program?
11. What changes have you noticed, if any, in the students who participate in this program?
12. What have been the greatest benefits of the FSCS program for students?

Activities and Services Offered

13. On the whole, do you think the initiative is worthwhile? Has it benefited your work? If so, in what ways?

Benefits of the FSCS initiative

14. How has the FSCS initiative benefited:
 - a. Parents/Families?
 - b. The community?

¹ Teachers at the school may or may not play an active role in activities beyond the regular school day.

15. How do you think the FSCS initiative could be improved? What changes would you like to see made?

Evaluation

16. What questions would you hope to see the evaluation of the FSCS initiative answer?

Other

17. Do you have any other thoughts about the FSCS initiative that you would like to share?

Annual Interview Site Staff¹

Overview

1. How would you describe your role in the Full-Service Community Schools initiative? How many hours per week do you work in activities or services offered through the FSCS initiative?
2. Do you play another role in this school? Teacher? Aide?
3. What type of training did you participate in before starting working with the FSCS initiative? What type of training have you participated in while working in this initiative?
 - a. Are there clear descriptions of your and all FSCS staff's jobs?
 - b. Are there opportunities to provide feedback to each other?

Relationship with Students

4. What types of contact do you have with the youth who participate in initiative-run activities or services? What activities do you do with them? Do you work with all or just a subset of the youth?

Relationship with Parents/Families

5. How would you characterize your relationship with youths' parents/guardians? What types of contact do you have with parents/guardians?
 - a. Do you communicate with parents on matters concerning the well-being of the child?
 - b. Do you provide parents/families with information about community resources to meet their needs? How often?
6. What have been the greatest benefits of the initiative for parents/families?

Relationship with Teachers

7. How would you characterize your relationship with day teachers at this school? What types of contact do you have with them? Who usually initiates this contact?
 - a. Do you collaborate with each other to increase your understanding of how students are progressing or where they need extra assistance?
8. What have been the greatest benefits of the initiative for teachers?

Relationship with Principal

9. What kind communication do you have with the principal?

Relationship with Community Agencies

10. How would you characterize your relationship with the staff of other community agencies that provide services to youth and families at this school? What types of contact do you have with them?
11. What have been the greatest benefits of the initiative for the community?

Integration of FSCS Initiative

12. How integrated is this initiative's activities and services into the school as a whole, from your perspective? Can you give me examples?

¹ Site staff are involved in implementing the FSCS initiative at the school – from staffing homework centers to offering recreational activities.

13. What role do you and other FSCS staff have in overall school planning and decision-making?
14. What have been the greatest benefits of the FSCS initiative for the school overall?

Benefits to Students

15. In what ways does the program make a difference? What have been the greatest benefits of the initiative for students?

Activities and Services Offered

16. What do students like about the program? What don't they like?
 - a. What activities/services were the most popular among the students? Were there certain activities that were more popular with subgroups of youth? Please describe.
17. What barriers do youth face in terms of participating in the activities and services offered by the FSCS initiative? What do you think the initiative could do to help youth overcome these barriers?
18. Has the staff of this program experienced any significant barriers to implementing the FSCS initiative as expected? Please describe.
19. What changes and improvements would you like to see to the initiative?
20. How do your plans for the upcoming school year compare to what you offered this year? How will the program be similar or different?
 - Resources
 - Integration with the school
 - Number of youth served
 - Parent involvement
 - Teacher involvement
 - Other

Other

21. Do you have any other thoughts about the FSCS initiative that you would like to share?

Full-Service Community Schools Youth Focus Group Protocol

Introduction and Overview

Hi, my name is _____ and I work at LFA, a consulting group that does research and evaluation for organizations in the community and government agencies. I am visiting your school to see what makes it unique – to hear from your teachers, the principal and program staff about their jobs and also to hear from you guys about what you think about your school and the after-school program.

Before we begin I'd like to go over a few details about our discussion today. If you have any questions, feel free to ask them as you think of them.

- **Purpose of the group.** Today, we are interested in hearing from you, in your own words, about your experiences at your school. We are interested in what kinds of activities you participate in at school and if there are things you gained or learned here that you could share with us.
- **Role of facilitator and note taker.** I will be leading the conversation today and (my colleague) will be taking notes during the conversation. We'll get into a few guidelines for how you can help us to do our jobs in just a moment.
- **Confidentiality.** Everything you tell us today will be kept strictly confidential. Your answers will not be linked to your names when we write our report.
- **Use of the tape recorder.** As you can see, we also have a tape recorder to capture the conversation. Is everyone OK with us using the tape recorder? The reason why we want to use it is to back up our notes – in case there's anything we miss in the typed notes. Only me and my colleague will listen to the tape and once we are done touching up our notes we will destroy it.

Ground Rules for the Group

I'd like to outline a few ground rules for the conversation:

- There are no right or wrong answers. We want to hear what each of you think and feel about your school. Please respect what others have to say, even when their opinion is different from yours.
- Please speak up when you have a thought or something to say, but be respectful of each other. We want this to be a conversation we are all having.
- If you agree with what someone says, speak up, rather than nodding your head or gesturing in some other way. The tape recorder can't see you!

Introductions

1. Let's start by going around and saying your name, age, and grade.

Students' View of School

2. Can you tell me about a typical day at your school? For instance, what time do you come to school, what time do you leave school, and what kinds of activities do you participate in during the school day?
3. Can you describe some of the different kinds of things you do and get help with here at school? (e.g. help with schoolwork, drug and alcohol counseling, health education, sports, etc.)
4. What do you think about your school?
 - a. What do you like best about your school, if anything?
 - b. What do you like least?

- c. Do you feel safe at school? Why or why not?
- 5. What things have you done at your school that you haven't done anywhere else, if any?
- 6. How would you improve your school?
- 7. Do your parents participate in any activities here at school? If yes, what are they?

Relationship with Teachers

- 8. What do you think about the teachers at this school?
 - a. Are there teachers you can talk to at this school?
 - b. In general, do you feel that teachers at this school care about you?
- 9. In what ways do teachers at this school help you?
 - a. Do they help you with your homework?
 - b. Do they help you with other things happening in your life?

Students' View of After School Program

- 10. Can you tell me about the after school program?
 - a. Why are you in it?
 - b. What do you like about it?
 - c. What don't you like?
- 11. What difference is the after-school program making in your life, if any?
 - a. Education (Is it helping you do better in school? How?)
 - b. Job
 - c. Family life
 - d. Social life
 - e. Thinking about your future – what you want to do
- 12. What things, if any, have you learned at this program that you haven't learned anywhere else?
- 13. Are there other activities you participate in before or after your regular school day? Tell me about them.
- 14. If you are not in this program, what do you do after school? Where do you usually hang out and with whom?
- 15. Do you like coming to school any more or less since you've started the after school program(s)? Why?
- 16. How would you improve the after school program?

Relationship with FSCS Staff

17. What do you think about the after school staff?

- a. Are there FSCS staff you can talk to at this school?
- b. In general, do you feel that FSCS staff care about you?

18. In what ways do FSCS staff help you?

- a. Do they help you with your homework?
- b. Do they help you with other things happening in your life?
- c. Do the after school staff ask for your ideas on activities you would like to do? Can you give them feedback on the program?

Relationships at School

19. If you were in trouble or needed to talk, who would you talk to at this school?

- a. Another youth
- b. Any staff here or one staff person in particular
- c. No one at school
- d. You don't know, you haven't faced that challenge

Those are all of my questions. Thank you for providing your feedback.

Thank you!

Full-Service Community Schools Parent Focus Group Protocol

Introduction and Overview

Hi, my name is _____ and I work at LFA, a consulting group that does research and evaluation for organizations in the community and government agencies. I am visiting your child's school to see what makes it unique – to hear from their teachers, the principal and program staff about their jobs and also to hear from the kids themselves about what they think about their school and the after-school program. And last, but not least, to hear from you, the parents, on what you think about the full-service community schools initiative here at General Smallwood.

Before we begin I'd like to go over a few details about our discussion today. If you have any questions, feel free to ask them as you think of them.

- **Purpose of the group.** Today, we are interested in hearing from you, in your own words, about your thoughts of General Smallwood and the Full-Service Community Schools initiative.
- **Role of facilitator and note taker.** I will be leading the conversation today and (my colleague) will be taking notes during the conversation. We'll get into a few guidelines for how you can help us to do our jobs in just a moment.
- **Confidentiality.** Everything you tell us today will be kept strictly confidential. Your answers will not be linked to your names when we write our report.
- **Use of the tape recorder.** As you can see, we also have a tape recorder to capture the conversation. Is everyone OK with us using the tape recorder? The reason why we want to use it is to back up our notes – in case there's anything we miss in the typed notes. Only me and my colleague will listen to the tape and once we are done touching up our notes we will destroy it.

Ground Rules for the Group

I'd like to outline a few ground rules for the conversation:

- There are no right or wrong answers. We want to hear what each of you think and feel about your school. Please respect what others have to say, even when their opinion is different from yours.
- Please speak up when you have a thought or something to say, but be respectful of each other. We want this to be a conversation we are all having.
- If you agree with what someone says, speak up, rather than nodding your head or gesturing in some other way. The tape recorder can't see you!

Introductions

1. Let's start by going around and saying your name, how many children you have at General Smallwood and their grade(s).
2. Does your child participate in the after-school programming here at General Smallwood? If so, in what program(s)?

Parents' View of School

3. Can you tell me about a typical day at your child's school? For instance, what time you're your child come to school, what time do they leave school, and what kinds of activities do they participate in during the school day?

4. Can you describe some of the different kinds of things you child can do to get help with here at school? (e.g. help with schoolwork, drug and alcohol counseling, health education, sports, etc.)
5. What do you think about your child's school?
 - a. What do you like best about your child's school, if anything?
 - b. What do you like least?
 - c. Do you feel your child is safe at school? Why or why not?
6. What things has your child done at your school that s/he hasn't done anywhere else, if any?
7. How would you improve your child's school?

Parents' Participation

8. How many of you have participated in the following this year:
 - a. Parent-teacher conferences?
 - b. Family Night?
 - c. Music and choral program?
 - d. Sporting event?
 - e. Orientations?
 - f. Other?
9. Do you participate in any other activities (than the ones mentioned above) here at school? If yes, what are they?
10. Are there activities for parents, kids, community as a whole, that you would like to see offered here at General Smallwood? What are they?
11. What could the FSCS staff/teachers/principal do to get you more involved in activities at school?

Relationship with Teachers

12. What do you think about the teachers at this school?
 - a. Are there teachers you can talk to at this school (about your child's progress, etc.)?
 - b. In general, do you feel that teachers at this school care about your child?
13. In what ways do teachers at this school help you work with your child?
 - a. Do you think you've new learned ways to help your child learn? To help them do their homework, for example?
 - b. Do they help you with other things happening in your life?

Parents' View of After School Program

14. Can you tell me what you know about the Full-Service Community Schools initiative at this school?
15. What do you think of the after-school program?
 - a. Why is your child in it?
 - b. What do you like about it? What does your child like about it?
 - c. What don't you like about it? What does your child not like about it?
16. What difference is the after-school program making in your child's life, if any?
 - a. Education (Is it helping them do better in school? How?)
 - b. Job
 - c. Family life
 - d. Social life
 - e. Thinking about their future – what they want to do
17. What things, if any, has your child learned at this program that you haven't learned anywhere else?
18. Are there other activities your child participates in before or after your regular school day? Tell me about them.
19. If your child is not in this program, what does s/he do after school? Where does s/he usually hang out and with whom?
20. Does your like coming to school any more or less since s/he started the after school program(s)? Why?
 - a. What has been the biggest change you have seen in your child since s/he began participating in the FSCS activities at school?
 - b. Does s/he like school more since starting the after-school program? Does s/he seem more interested in learning since starting the after-school program?
21. How would you improve the after school program? What suggestions do you have for changing the after-school program?

Relationship with FSCS Staff

22. What do you think about the after school staff?
 - a. Are there FSCS staff you can talk to at this school?
 - b. In general, do you feel that FSCS staff care about your child?
23. In what ways do FSCS staff help you work with you child?
 - a. Do they help you with learning new ways to help your child do his/her homework?

- b. Do they tell you how your child is doing in the FSCS activities?
 - c. Do the after school staff ask for your ideas on activities you would like to see your child participate in? Can you give them feedback on the program?
24. Do the FSCS staff welcome your suggestions for the program?
25. What could the staff do to get you more involved?
- a. Have the FSCS staff contacted you about getting involved in activities? If you haven't gotten involved, why?
26. Is there anything else you would like to say about your child's school/after-school program?

Those are all of my questions thank you for providing feedback.

Thank you!

Staff Consent for Interview

Full-Service Community School Evaluation

School Name

Evaluation Conducted by: LaFrance Associates, LLC

In 2003, the Eisenhower Foundation engaged the services of LaFrance Associates, LLC (LFA) to conduct a 4-year evaluation of their Full-Service Community Schools Initiative. Since that time we have been working with the Eisenhower Foundation and each school in coordinating our evaluation efforts.

This interview is part of the evaluation, and the purpose is to understand how the full-service community school model is working from the perspective of staff at this school. You were chosen to participate in the evaluation because you are the site coordinator, the school principal, a staff member at the partner community-based organization, or because you are a regular day teacher.

Risks

There are no identified physical or legal risks associated with participating in this study. We are asking questions which may make you emotionally or socially uncomfortable.

Benefits

By participating in this study, you will be helping the educational field to understand the effectiveness of the full-service community schools model. This will contribute to the improvement of the program at this school, and will increase the field's knowledge of what works and what does not work.

Confidentiality

No quotation that the report uses will be attributed to you.

Alternatives

You may choose not to participate in this study. Lack of participation will have no effect on your employment or your relationship to this school or the FSCS program. If you do agree to participate, but find that you are uncomfortable with any question, you may choose not to answer that question. You may end the interview at any time.

Where to Go for More Information

If you would like to get more information about this study, feel free to discuss this further with your interviewer. You may also contact the project manager at LaFrance Associates, **Laura Jaeger**, at (415) 241 0605, ext. 310. In addition, you may contact the Institutional Review Board, the organization that approved that the study met standards for the ethical treatment of human subjects, at (800) 472 3241.

I consent to participate in this study.

Signature

Printed Name

Date

Parental Consent for Youth Focus Group

Full-Service Community School Evaluation
General Smallwood Middle School
Evaluation Conducted by: LaFrance Associates, LLC

Your child's school participates in a Full-Service Community School (FSCS) initiative. As you know, your child participates in some FSCS activities. This form requests your consent for your child to participate in a focus group (a "group interview") on the topic of these activities and school in general.

Your child's participation in the focus group will allow evaluators to gain insight into how the FSCS activities may or may not have helped students at your school in the areas of school achievement, positive attitudes toward learning, and other life achievement benefits. There are risks and benefits of participating in studies like this one.

Risks

There are no identified legal or physical risks associated with this study. Some of the questions asked during the discussion may be personal, and although they are not intended to, some questions *may* cause your child to become emotionally or socially uncomfortable. (We are providing a copy of the questions we plan to ask with this consent form so that you can take a look.)

Benefits

This study will help to improve programming at your school and at schools nationwide, by contributing to the educational field's understanding of what services and activities work best at schools and which do not work. **The purpose of the focus group is to get direct feedback from the students in order to understand the impacts of the activities and services of the initiative on these students at the school.** We are very interested in your child's thoughts and experiences, and this focus group provides her/him with the opportunity to contribute to something important and valuable.

Alternatives

Nothing that your child says during the focus group will affect her/his participation in any of the activities or services at school. **Participation in this activity is voluntary.** Your child can always choose to skip questions that make her/him feel uncomfortable. Your child can decide not to participate in the discussion. If you do not give consent for your child to participate, this will *not* affect her/his access to school activities or services.

Should you have any questions about the focus group, please contact Laura Jaeger with LaFrance Associates, LLC at (415) 241-0605 extension 310. In addition, you may contact the Institutional Review Board, the organization that approved that the study met standards for the ethical treatment of human subjects, at (800) 472-3241.

I agree to allow my child to participate in this study by taking part in the youth focus group.

Parent's Name (please print)

Child's Name

Parent Signature

Date

Please return this form to Butch Gibson.

THANK YOU!

Consent for Parent Focus Group

Full-Service Community School Evaluation
General Smallwood Middle School
Evaluation Conducted by: LaFrance Associates, LLC

In 2003, the Eisenhower Foundation engaged the services of LaFrance Associates, LLC (LFA) to conduct a 4-year evaluation of their Full-Service Community Schools Initiative. Since that time we have been working with the Eisenhower Foundation and each school in coordinating our evaluation efforts.

This focus group is part of the evaluation, and the purpose is to understand how the full-service community school model is working from the perspective of parents of children at this school. You were asked to participate in this focus group to share your thoughts and provide your feedback as a parent with a child at a FSCS school.

Risks

There are no identified physical or legal risks associated with participating in this study. We are asking questions which may make you emotionally or socially uncomfortable.

Benefits

By participating in this study, you will be helping the educational field to understand the effectiveness of the full-service community schools model. This will contribute to the improvement of the program at this school, and will increase the field's knowledge of what works and what does not work.

Confidentiality

No quotation that the report uses will be attributed to you.

Alternatives

You may choose not to participate in this study. Lack of participation will have no effect on your relationship to this school or the FSCS program. If you do agree to participate, but find that you are uncomfortable with any question, you may choose not to answer that question. You may leave the focus group at any time.

Where to Go for More Information

If you would like to get more information about this study, feel free to discuss this further with your interviewer. You may also contact the project associate at LaFrance Associates, Laura Jaeger, at (415) 241 0605, ext. 310. In addition, you may contact the Institutional Review Board, the organization that approved that the study met standards for the ethical treatment of human subjects, at (800) 472 3241.

I consent to participate in this study.

Signature

Printed Name

Date

Thank You!

Journaling Project

1. How have you changed since starting this after-school program?
2. Are there new and more positive things you do with your time since starting the program? What are they?
3. What have you learned in the after-school program that has led you to have more faith in yourself?
4. How has your thinking about your future changed since starting the after-school program?
5. What is the “light” in your life?
6. What do you dream of doing one day?
7. What things do you value most in your life?
8. Has the after-school program made you feel part of a community that you did not know was there before?
9. What new opportunities in your life have you noticed since starting the after-school program?
10. What sacrifices are you willing to make now to invest in your future?

Framework for Student Photo Documentation

- 1. Orientation toward school and educational goals:** “We love our school and try hard to do well in school.”
- 2. Volunteering and Community Service:** “We help out around the school and in our communities.”
- 3. Self-Worth:** “We are proud because we work hard to improve ourselves.”
- 4. Self-Efficacy:** “We can accomplish anything we put our minds to.”
- 5. Emotional Well-Being:** “Even though life can be tough, we are happy and we are going to make it.”
- 6. Conflict Resolution / Anger Management Skills:** “When we are upset or angry we choose positive ways to work things out.”
- 7. Social Support:** “We have each other and the people at our school.”
- 8. Mentorship:** “Our mentors help us out in our lives and show us a different kind of future.”
- 9. School Achievement:** “We work hard on our schoolwork and get better grades.”
- 10. Consistent Attendance:** “We love coming to school and hardly ever miss a day.”

Student Photo Documentation Form

Please attach a photo here that shows:

“We love our school and try hard to do well in school.”



Please describe how this picture represents the above statement:

Student Photo Documentation Form

Please attach a photo here that shows:

“We help out around the school and in our communities.”



Please describe how this picture represents the above statement:

Student Photo Documentation Form

Please attach a photo here that shows:

“We are proud because we work hard to improve ourselves.”



Please describe how this picture represents the above statement:

Student Photo Documentation Form

Please attach a photo here that shows:

“We can accomplish anything we put our minds to.”



Please describe how this picture represents the above statement:

Student Photo Documentation Form

Please attach a photo here that shows:

“Even though life can be tough, we are happy and we are going to make it.”



Please describe how this picture represents the above statement:

Student Photo Documentation Form

Please attach a photo here that shows:

“When we are upset or angry we choose positive ways to work things out.”



Please describe how this picture represents the above statement:

Student Photo Documentation Form

Please attach a photo here that shows:

“We have each other and the people at our school.”



Please describe how this picture represents the above statement:

Student Photo Documentation Form

Please attach a photo here that shows:

“Our mentors help us out in our lives and show us a different kind of future.”



Please describe how this picture represents the above statement:

Student Photo Documentation Form

Please attach a photo here that shows:

“We work hard on our schoolwork and get better grades.”



Please describe how this picture represents the above statement:

Student Photo Documentation Form

Please attach a photo here that shows:

“We love coming to school and hardly ever miss a day.”



Please describe how this picture represents the above statement:
