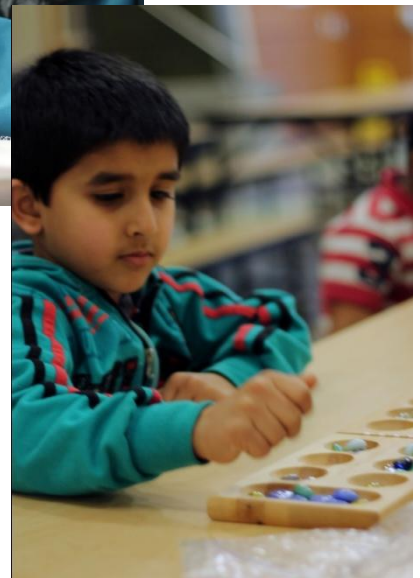




2011-2012

Program Evaluation Report

Supporting children and youth to reach their full potential and realize their dreams



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MEMconsultants

January, 2013

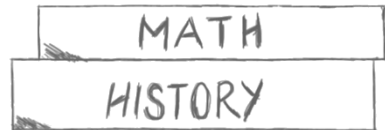
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About Community Schools Collaboration

Community Schools Collaboration (CSC) is inspired by the nationally recognized, research-based “full-service community schools” model, combining direct services with strong partnerships that include families, cities, school districts, and other community-based organizations.¹ CSC currently serves 16 elementary, middle, and high school campuses in two School Districts: Tukwila and Highline. All programs are located in south King County in the Puget Sound region of Washington State.



Vision
 All children and youth reach their full potential and realize their dreams.

Mission
 Community Schools Collaboration exists to provide children and youth with opportunities to succeed in school, develop high aspirations, and to create a better world.

Values
 Comprehensive education
 Equitable access and opportunities
 Collaboration and shared responsibility
 Embracing and honoring diversity
 Accountability and responsiveness

Schools served by CSC			
	Elementary	Middle	High
Tukwila School District	<ul style="list-style-type: none"> Cascade View Tukwila Thorndyke 	<ul style="list-style-type: none"> Showalter 	<ul style="list-style-type: none"> Foster
Highline School District	<ul style="list-style-type: none"> Beverly Park Bow Lake Madrona Mount View White Center Heights 	<ul style="list-style-type: none"> Cascade Chinook Pacific Sylvester 	<ul style="list-style-type: none"> Evergreen Complex (Arts and Academics Academy; Health Sciences and Human Services High School; TEC High School) Tyee Educational Complex (Academy of Citizenship and Empowerment; Global Connections High School; Odyssey: The Essential School)



Tukwila School District

CSC serves all five schools in the Tukwila School District (TSD), which is comprised of three elementary schools, one middle school, and one high school serving a total of more than 2,900 students. In 2006, TSD was recognized as the most diverse school district in the country.¹ TSD employs a total of 167 teachers, 69% of whom hold masters degrees. The average expenditure per student in TSD is \$10,716.²

Highline School District

CSC serves nine out of 28 campuses in the Highline School District (HSD), providing programming in four elementary schools, four middle schools, and two high school campuses. Each high school campus is an educational complex with three smaller schools on the same site.

HSD, the second most diverse district in King County, serves over 17,900 students with demographic characteristics very similar to Tukwila. HSD employs a total of 1,036 teachers, 64% of whom hold masters degrees. The average expenditure per student in HSD is \$10,079.³

Communities Served

Fourteen of the 16 schools served by CSC programs lie within the cities of Tukwila and SeaTac and the unincorporated King County area of White Center, which is located between the cities of Seattle and Burien. Two additional middle schools sites are located in the cities of Burien and Des Moines. Tukwila is surrounded by SeaTac Airport, the city of Seattle and several major freeways, and is home to a large shopping center and relatively inexpensive housing. SeaTac is home to the state’s largest airport, which provides local jobs while contributing to relatively inexpensive housing. White Center is a diverse neighborhood with relatively inexpensive housing and affordable small business spaces. Many different immigrant and refugee populations have made their homes in all three of these communities.

Demographic Composition of Tukwila and Highline School Districts			
Demographic Characteristics	State Average	Tukwila Average	Highline Average
Free and Reduced Lunch	43.7%	76.3%	66.9%
Transitional Bilingual	8.7%	36.8%	21.1%
American Indian	1.7%	1.0%	1.3%
Asian	7.1%	24%	14.9%
Pacific Islander	8.0%	4.3%	2.1%
Black	4.7%	19.2%	11.1%
Hispanic	18.8%	27.3%	22.8%
White	61.3%	19.1%	26.8%
Multi-Ethnic	5.4%	5.2%	8.1%

¹ Figure according to the New York Times based on the US Department of Education National Center for Education Statistics, <http://projects.nytimes.com/immigration/enrollment>.

² OSPI School Report Card for Tukwila School District 2010-2011.

³ OSPI School Report Card for Highline School District 2010-2011.



Facts about Communities Served by CSC				
Demographic Characteristics	Tukwila	SeaTac	White Center	King County
Non-white	62.4%	60.5%	60.4%	64.3%
Median household income	\$44,271	\$48,341	\$42,448	\$43,576
Household incomes below federal poverty line	23.8%	11%	25%	22%
Adults without high school diploma	21.4%	12.1%	22.4%	22.2%
Source: 2010 US Census Data				

Students Served

CSC program staff recorded student enrollment and daily attendance in a secure online database. According to these records, CSC served over 2000 students during 2011-2012; over 1000 of those students were “regular” attendees of CSC programs. (Program participants are considered “regular” attendees when they attend for 30 or more days during the school year.)

Program Enrollment and Number of Regular Attendees by School		
School Name	Total Enrollment	Regular Attendees
Beverly Park Elementary	58	31
Bow Lake Elementary	123	57
Cascade View Elementary	150	122
Madrona Elementary	72	43
Mount View Elementary	95	33
Thorndyke Elementary	117	89
Tukwila Elementary	140	88
White Center Heights Elementary	94	19
<i>Elementary School Total</i>	<i>849</i>	<i>482</i>
Cascade Middle	206	78
Chinook Middle	106	47
Pacific Middle	51	27
Showalter Middle	122	78
Sylvester Middle	149	39
<i>Middle School Total</i>	<i>634</i>	<i>269</i>
Evergreen Educational Complex	157	156
Foster High	221	60
Tyee Educational Complex	386	153
<i>High School Total</i>	<i>764</i>	<i>369</i>

School by School Variation in Recruitment & Enrollment Patterns:

Two Examples:

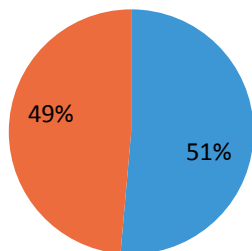
The overall summary description of students served by CSC in this report does not allow for a nuanced, detailed description of the wide variation in students served. Within each school community, a diverse group of students attend CSC programming. Among schools, there are meaningful differences. For example, Pacific and Sylvester Middle Schools, in the Highline School District, each serve a distinct student population as a result of school staff referrals. At Pacific Middle School, staff refers students who are experiencing meaningful challenges in school. Many score well below grade level expectations, have behavior challenges, and in some cases, are served by special education classes. Only 52 students enrolled at this site, but over half were regular (30+ days) attendees. In contrast, at Sylvester Middle School, CSC's programming is seen as providing enriching, expanded learning opportunities for high performing students. Enrollment count was 149 at this site, but only 26% were regular attendees.

Gender

CSC serves boys and girls at equal rates.

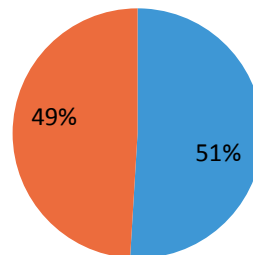
**Program Participant Gender
Highline School District**

■ Female ■ Male



**Program Participant Gender
Tukwila School District**

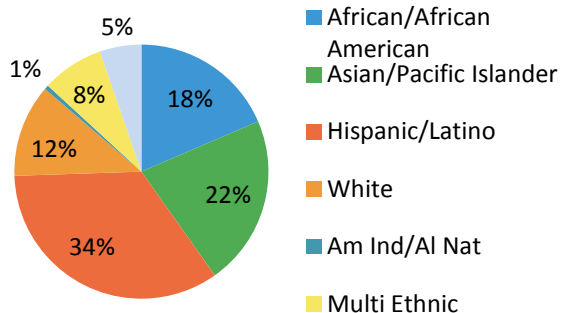
■ Female ■ Male



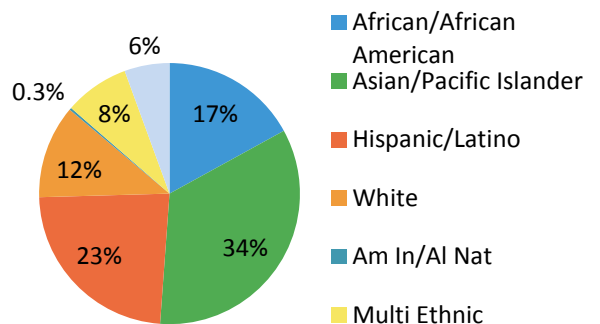
Race/Ethnicity

CSC serves a population as diverse as the communities where it delivers programs.

**Program Participant Race/Ethnicity
Highline School District**



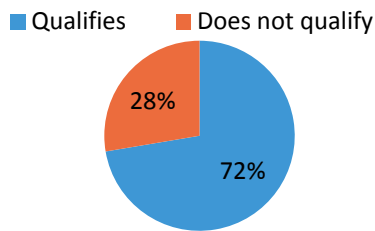
**Program Participant Race/Ethnicity
Tukwila School District**



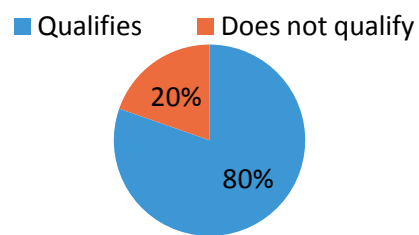
Participant Poverty

The federal school lunch program provides free or reduced-cost school meals to families who qualify based on their income. Families with a household income of less than 1.30% or 1.85% of the 2011 federal poverty guidelines qualify for free or reduced-price lunch, respectively. These rates are a useful indicator of the level of poverty among students served. This information was recorded in CSC's secure online database for 82% of program participants.

**Program Participant Free and Reduced Lunch Status
Highline School District**



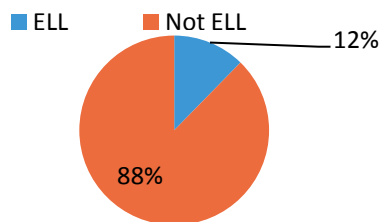
**Program Participant Free or Reduced Lunch Status
Tukwila School District**



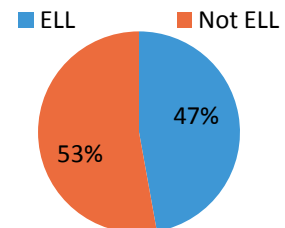
Participant English

CSC serves a high proportion of English Language Learner (ELL) students, especially in the Tukwila School District. ELL students served in the Highline School District are under-reported in CSC's database, due to the difficulty of receiving this confidential information from HSD (a recent data-sharing agreement between CSC and the District has mitigated this challenge moving forward).

**Program Participant English
Highline School District**



**Program Participant English
Tukwila School District**



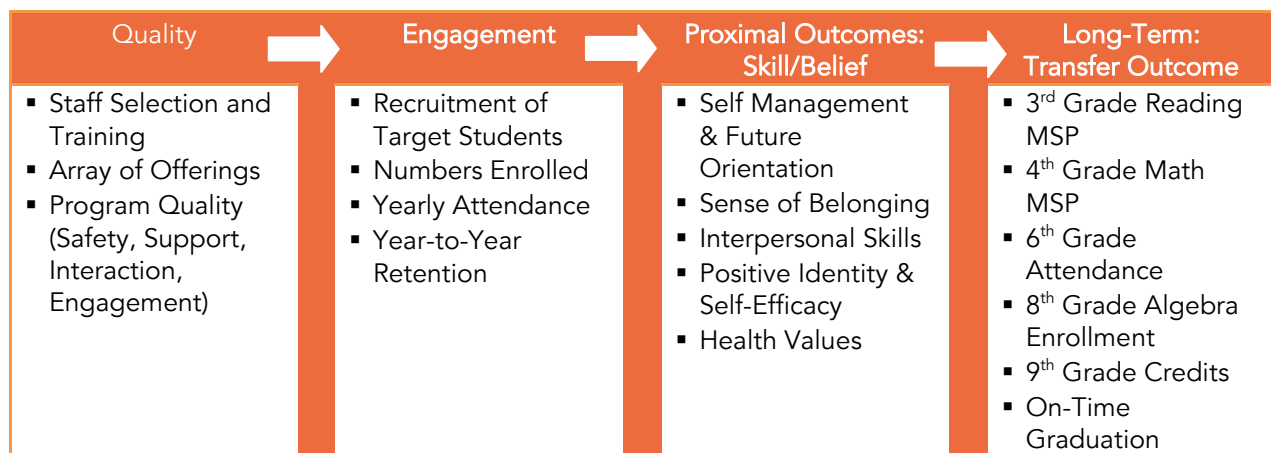
About the Evaluation

- This evaluation report details information gathered to assess the impact of CSC programming in 2011-2012, and to identify lessons learned for program improvement. It covers the expanded learning and health activities delivered or coordinated by CSC during the 2011-2012 school year.



Theory of Change

CSC is participating on the leadership team of the Youth Development Executives of King County (YDEKC), part of the Community Center for Education Results (CCER) Road Map Project. This group is defining a research-informed set of knowledge, skills and dispositions youth need in order to achieve success in school and in life.⁴ Informed by this work, CSC has adopted the following program theory of change as a guideline for its program design and evaluation.⁵



⁴ Youth Development Executives of King County (October, 2012). Part One: Skills & Dispositions That Support Success in School. (Developed in Collaboration with the CCER Road Map Project.)

⁵ The model is based work described in: Smith, C., Hallman, S., Hillaker, B., Sugar, S., McGovern, G., and Devaney, E. (2012). Development and Early Validation Evidence for an Observational Measure of High Quality Instructional Practice for Science, Technology, Engineering and Mathematics in Out-of-School Time Settings: The STEM Supplement to the Youth Program Quality Assessment. Washington, DC: Forum for Youth Investment.



Data Sources and Response Rates

To assess CSC’s progress towards meeting key goals, this phase of the evaluation relied on a combination of quantitative and qualitative data.

	Quality	Engagement	Skill/Belief	Academic Outcomes
DATA SOURCES	<ul style="list-style-type: none"> ▪ Program Records ▪ YPQA Observations 	<ul style="list-style-type: none"> ▪ Program Records ▪ Middle and High School Focus Groups 	<ul style="list-style-type: none"> ▪ Mid- and End-of-Year Student Surveys ▪ Middle and High School Focus Groups 	<ul style="list-style-type: none"> ▪ District Records ▪ Teacher Surveys

- Online student surveys were administered at the end of each semester to CSC program participants in grades 5-12. Two surveys were administered: one for elementary students in grades 5 and 6, and one for middle and high school
- youth. Valid surveys were completed by 801 students in sixteen schools, an overall response rate of 43%.
- 5th and 6th grade students participating in the *Making the Jump* transition program completed pre- and post-surveys about their experiences with this particular program. A total of 266 surveys were completed between the fall and the spring, representing all program participants.
- Twenty students participated in one of two student focus groups: one in middle school and one in high school.
- Surveys were administered online to teachers of regular attendees of CSC programming (defined as students likely to attend 30 days or more by the end of the program year) at eight sites, including all five Tukwila schools, and Cascade and Chinook middle schools and Tye Educational Complex in Highline. At the elementary school level, surveys were distributed to the classroom teacher. At the middle and high school levels, surveys were distributed to both language arts and math teachers, with the aim of collecting feedback from at least one teacher for each student. Teachers who completed the survey were entered into a drawing to win one of four \$15 gift cards; 68% of teachers (106 out of 157) responded to the survey.
- Six sites were observed at least once by the evaluators and scored using the Youth Program Quality Assessment (YPQA) process. The YPQA incorporates research on best practices in youth programming and organizes those best practices into four categories of program quality: Safe Environment, Supportive Environment, Interaction, and Engagement.
- The following school records were obtained for CSC regularly attending students:
 - 3rd grade reading and 4th grade math MSP/HSPE scores
 - Middle school absence data from 2011-2012
 - 8th grade algebra enrollment
 - 9th grade credits as an indicator of matriculation to 10th grade
 - 12th grade graduation rates

Findings

Do CSC students learn effective self-management skills that will allow them to be successful in school now and in the future?

When students are focused, attentive, and motivated, they are more likely to be successful academically; CSC helps students develop these valuable self-management skills.⁶ This evaluation sought evidence that CSC impacted the following indicators of self-management behavior:

- Self-direction and initiative; the ability to stay focused on goals and tasks
- Ability to regulate emotions and behaviors
- Perseverance and the ability to continue working towards a goal despite obstacles

Student surveys and focus groups provide evidence that CSC helped students learn the value of perseverance in working towards goals.

Fifth through 12th graders report that CSC’s homework support program helps students learn that hard work pays off. High school students report that CSC helps them improve their perseverance and study habits and older elementary and middle school students report learning the value of asking for help when they become stuck.

<i>The afterschool program....</i>	A lot	Some	A little bit	Not at all
teaches me I can do well if I try hard	49%	32%	13%	7%
helps me try harder at school	60%	27%	7%	6%

Student comments elaborate on how the program supports the development of self-management skills.

- *I have learned that putting in the extra effort goes a long way.* ~Middle School Student Survey Comment
- *What I have learned from the homework support is that if I try harder I can achieve anything.* ~Middle School Student Survey Comment
- *[I learned] Never be afraid to ask for help when you need it because you would be surprised to find out what you would be good at.* ~High School Student Survey Comment
- *[I learned] that I can do it by myself if I try.* ~Middle School Student Survey Comment
- *Well, I learned that I can try my best doing home work and if I messed up on something I can try it again.* ~Middle School Student Survey Comment
- *In math, I don't give up as easily as I used to. When I do give up I ask for help and then I get it after a few times of explaining it a different way and then I keep going.* ~Middle School Student Focus Group Discussion

⁶ Zins, J. Building Academic Success on Social and Emotional Learning. Teachers College. 2004.

Student surveys and focus groups and teacher survey comments provide evidence that CSC helps students develop the habit of staying focused and completing academic tasks.

<i>The afterschool program....</i>	A lot	Some	A little bit	Not at all
makes me want to come to school	41%	35%	17%	8%
helps me follow through with my goals*	36%	35%	18%	11%
* Elementary school students were not asked this question				

Student comments elaborate on how the program supports the development of self-management skills.

- *From the homework support I've become better at staying on track. I've also learned that procrastination doesn't help me be successful. No success equals a bad life. Which is not what I want to achieve. ~Middle School Student Survey Comment*
- *This program really helps me straighten my priorities. ~Middle School Student Survey Comment*
- *Keep up with the great work, you really help me a lot and help build skills I need in life such as responsibility. ~High School Student Survey Comment*

Teachers value the homework completion and academic support CSC provides.

- *I value the fact that CSC provides a safe and caring place/opportunity for disadvantaged students to access resources for their daily homework. Otherwise many of these students would not return homework on time and/or complete their assignments. ~Elementary School Teacher Survey Comment*
- *I value the extra academic support. [CSC] kids come to school with motivation to learn. ~Elementary School Teacher Survey Comment*

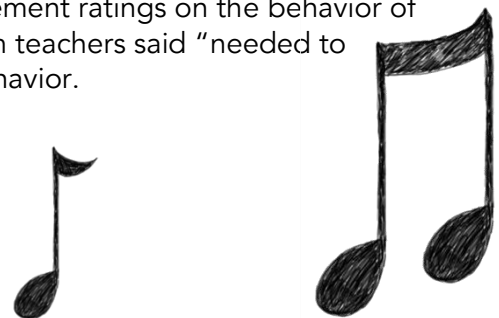
Student surveys indicate that CSC helps students develop positive classroom behaviors, but teacher survey responses are inconclusive.

A majority of students report developing better academic habits.

<i>The afterschool program....</i>	A lot	Some	A little bit	Not at all
teaches me to express my feelings in healthy ways	35%	33%	20%	12%
shows me how to solve problems with others without hurting anyone	41%	29%	16%	14%
helps me stay out of trouble	55%	25%	12%	8%

- *This is the best afterschool I went to. My grades never have been this good like this before and I haven't got in trouble in the hall this year. ~High School Student Survey Comment*

Teacher responses indicated that 64% of the students they were asked to report on “did not need to improve” and thus teachers did not provide improvement ratings on the behavior of those students. Of the remaining 36% of CSC students whom teachers said “needed to improve their attentiveness in class,” 20% improved their behavior.



Do CSC programs provide students a sense of belonging?

Students are more engaged and motivated in school when they form positive relationships with adults and peers,⁷ and when they feel like they belong in the school environment.⁸ CSC invests in staff that can build positive relationships with students and strives to create a welcoming environment. This evaluation sought evidence that CSC impacted students' sense of belonging in the following ways:

- Positive relationships with adults and peers
- Perception of acceptance and support
- Developing connections to the community

Student surveys and focus groups indicate that CSC fosters positive youth-adult relationships.

	A lot	Some	A little bit	Not at all
The afterschool program connects me with a positive adult*	50%	28%	15%	7%
The staff cares about me	60%	24%	11%	5%

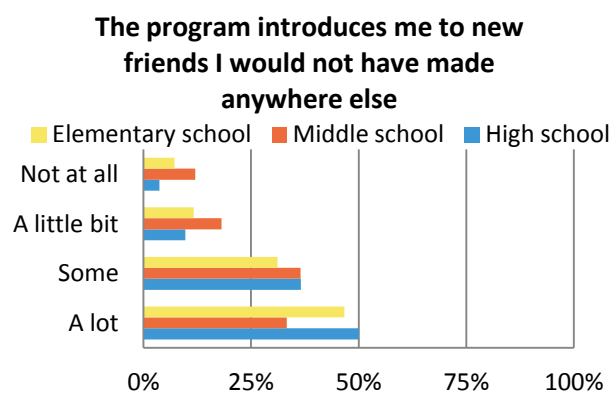
* Elementary students were asked if the program "helps me connect with a positive adult", middle and high school students were asked if "I get to know adult role models"

Student comments elaborate on the positive relationships with CSC staff.

- *I want to thank every single person because they are always there for us pushing us to do our homework. Always pushing us to finish and help us out so much. I am grateful for every single person, they do care about us. ~Middle School Student Survey Comment*
- *I really like how all of the teacher/adults are really friendly and easy to talk to and connect to. I enjoy hanging out with the staff. ~ Middle School Student Survey Comment*
- *The program advisors and me are very close. They helped me not only with my homework but also other personal needs. ~ High School Student Survey Comment*
- *The teachers are the best thing- I have relationships with some of the teachers, we're close. ~Middle School Focus Group Conversation*
- *[The staff] are genius, smart. They help like in everything. Anything we ask about, and I like them. ~ High School Focus Group Conversation*

Student surveys provide evidence that CSC programs provide an opportunity for students to develop positive peer relationships.

- 86% of middle and high school students indicate they "often" or "always" have the opportunity to make friends at CSC programs, although girls feel more positive about this than boys.
- 77% of students indicate that CSC at least somewhat helped them meet new friends they wouldn't have met anywhere else.



⁷ Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology* ed., Vol. 95, pp. 148-162.

⁸ Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90(2), 202-209. doi: 10.1037/0022-0663.90.2.202

Student comments elaborate on the positive peer relationships fostered at CSC.

- *I have made friends and have had fun through these programs and it is great!!* ~High School Student Survey Comment
- *A good thing I want to say about this program is it is very great and it allows you to meet new people and make new friends.* ~Middle School Student Survey Comment
- *The program is great it's fun and the thing I like about it is that the people you meet are fun too.* ~Middle School Student Survey Comment
- *I get a chance to get to know people that I feel good being around.* ~High School Student Survey Comment

Student and teacher surveys provide evidence that students believe CSC provides a comfortable and welcoming space.

	A lot	Some	A little bit	Not at all
The program is a safe, comfortable space	67%	21%	8%	4%
I feel welcomed, like I belong	59%	25%	12%	4%

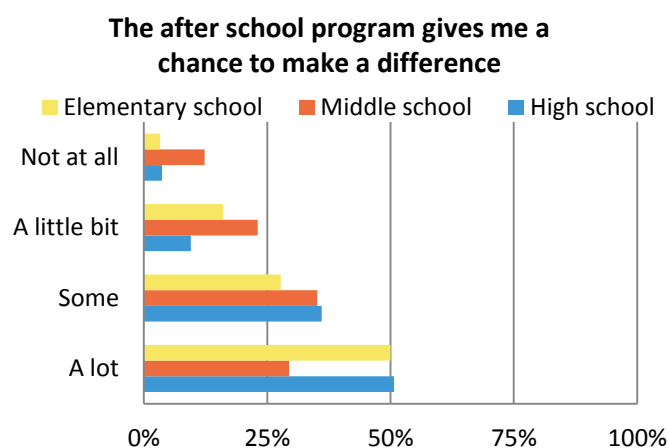
Regular attendees responded with significantly higher ratings on surveys than did students who attended the program less than 30 days during the year.

Student and teacher comments elaborate on the safe, comfortable climate in CSC programs.

- *It's a place where I feel safe and appreciated.* ~Middle School Student Survey Comment
- *I would have never been the person I've been now if it weren't for them helping me. I've made new friends and felt more positive with each visit and I love that they actually notice that you are gone and that they actually care.* ~High School Student Survey Comment
- *The help that struggling students can get and the programs that connect and motivate students to come to school.* ~High School Teacher Comment
- *[It is a] safe place with caring adults who provide positive attention for needy students.* ~Elementary School Teacher Comment
- *It helps them to feel more connected to the school and to their peers.* ~Middle School Teacher Comment

Student surveys show that CSC provides students opportunities to make a difference in their community.

- 77% of students indicate that CSC at least somewhat gives them a chance to make a difference.
- 70% of students indicate that CSC programs at least somewhat help them make their community a better place.
- Student participating in community service enrichment activities responded significantly more positively than other students on all survey questions.

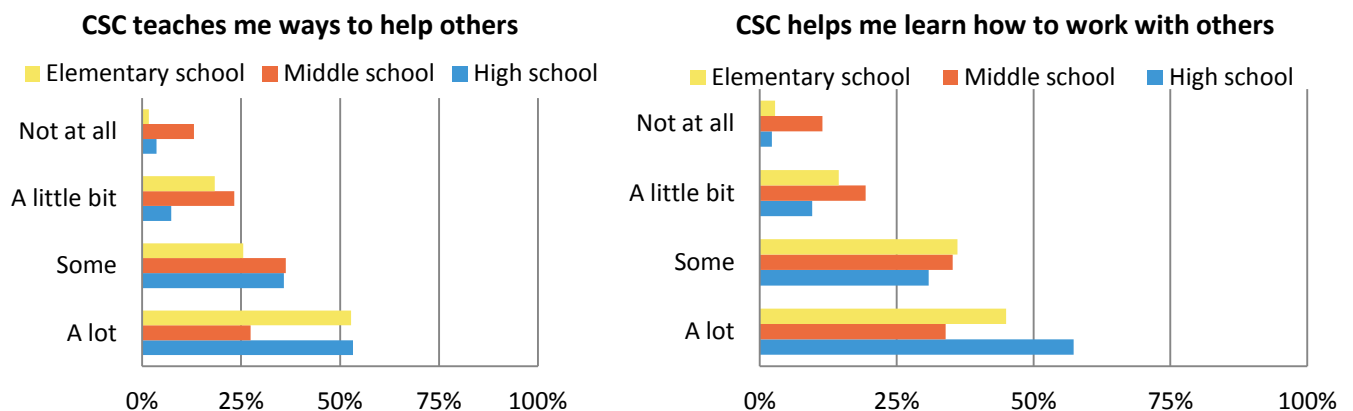


Does CSC help students develop interpersonal skills to effectively communicate and collaborate?

In order to be successful in college and career students need to learn to effectively work together with diverse groups of people.⁹ CSC aims to help students develop interpersonal skills. This evaluation sought evidence that CSC impacted interpersonal skills related to:

- Being open and responsive to diverse perspectives
- Using effective verbal and non-verbal communication
- Identifying resources and asking for help
- Effectively preventing and resolving interpersonal conflict

Student surveys and focus groups provide evidence that CSC helps elementary and high school students learn to work with others.



Elementary and high school students responded significantly more positively than did middle school students.

Student comments elaborate on how they learned to work with others.

- *I learned a lot of things like helping each other and I learned how to work with people.* ~High School Student Survey Comment
- *Things became more clear to me as I worked with a supporting peer at the homework support group.* ~High School Student Survey Comment
- *It helps the incoming freshman. Since they don't know anything about high school we have already been in high school we can tell them to come in this club and improve. We can help them, show them around and tell them about the classes.* ~High School Focus Group Conversation

Focus group conversations with middle school students indicate that CSC helps them learn to appreciate people from diverse backgrounds

- *I learn to deal with people from different backgrounds and perspectives; a lot of people annoyed me when I first started coming here, but I learned to deal with their attitudes and behaviors.* ~Middle School Focus Group Conversation

⁹ Conley, D. T. (2003). College knowledge: What it really takes for students to succeed and what we can do to get them ready. San Francisco: Jossey-Bass.

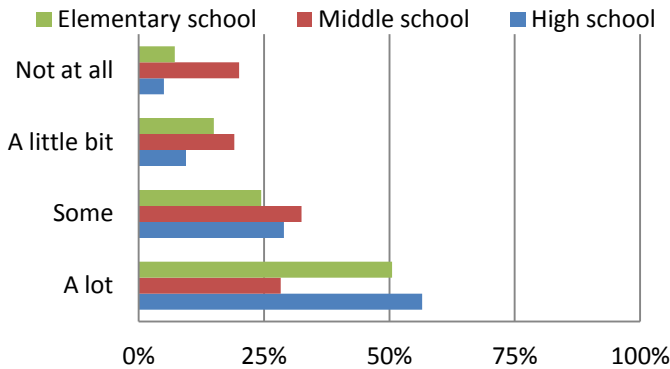
- *Normally when I saw these people in the halls I didn't say anything to them, but now that I know their faces I say hi and stuff.* ~Middle School Focus Group Conversation

Student survey comments at all sites indicate that students learn the importance of using available resources and knowing when to ask for help.

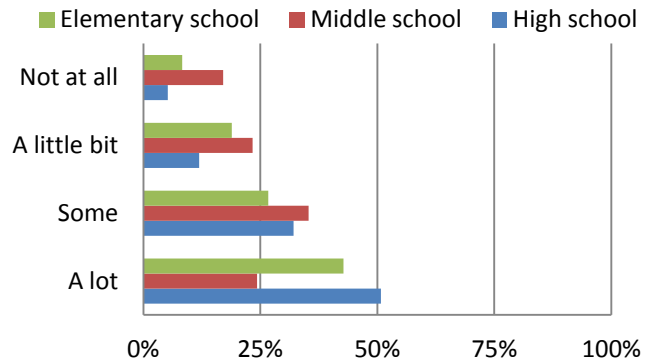
- *I've learned that we can rely on other sources... like the internet.* ~High School Student Survey Comment
- *I learned that when you have a question and you wanna ask it, you ask it and not just guess and get a bad grade.* ~Middle School Student Survey Comment
- *[I learned] How to ask for help when it's needed.* ~High School Student Survey Comment
- *I learned that I could ask and not be shy.* ~Middle School Student Survey Comment
- *If you need help, ask for it. "Close mouths don't get fed."* ~High School Student Survey Comment

Student survey responses provide evidence that some elementary and high school activities help students learn positive ways to deal with conflict.

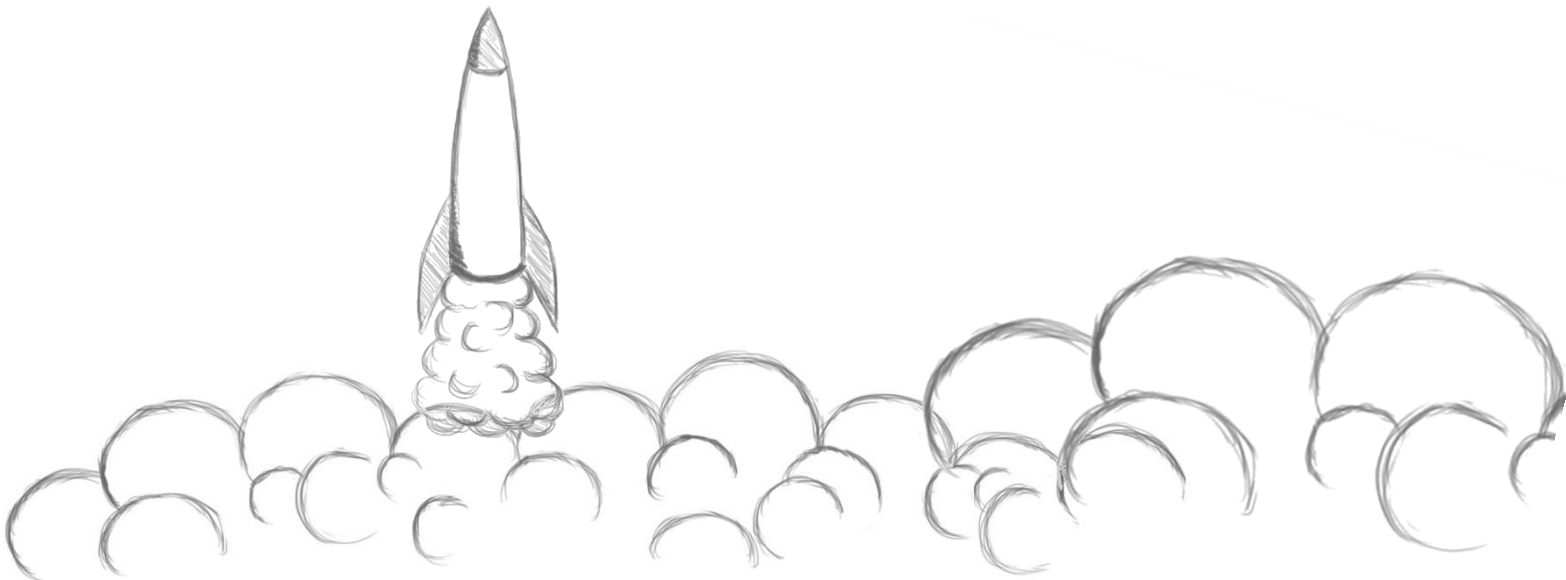
CSC shows me how to solve problems without hurting anyone



CSC teaches me to express my feelings in healthy ways



Elementary and high school students responded significantly more positively than did middle school students on both questions.



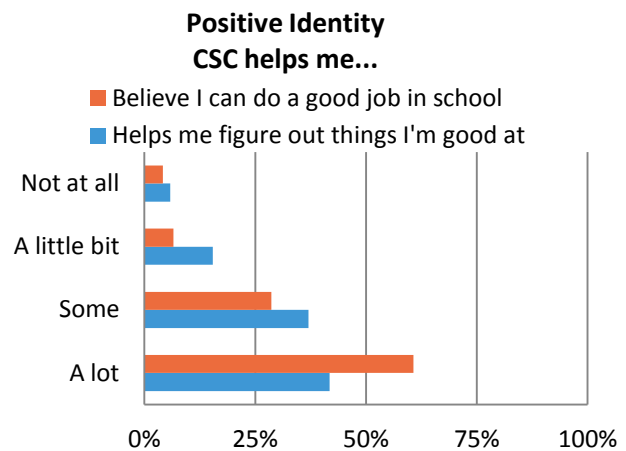
Does CSC help students develop a positive self-identity and future orientation?

Since a “growth mindset” is predictive of greater school success, CSC strives to bolster the positive identity and self-efficacy of the students.¹⁰ CSC also strives to influence the future orientation of youth, as research shows that having long-term goals and a sense of optimism with regards to achieving those goals is correlated with youth success in school.¹¹ This evaluation assessed the evidence that CSC helped students develop the following indicators of self-efficacy, positive identity, and future orientation:

- Belief in one’s ability to learn and improve through effort
- Belief in the importance of learning for achieving personal goals
- Understanding of one’s culture, values, and interests
- Hope and optimism regarding one’s future potential, goals, and choices
- Ability to set short and long term goals and monitor progress towards them

Student surveys indicate that CSC helps students develop positive beliefs in their abilities.

- 90% of students report that CSC at least somewhat helps them believe they can do a good job in school. Students who attended CSC programs for more than 30 days responded significantly higher to this question than did non-regular attendees.
- 79% of CSC students report that CSC helps them figure out things that they are good at. Students participating in arts enrichment activities responded significantly higher to this question than other students.



- *This helps you really find things that you like and are good at.* ~Middle School Student Survey Comment
- *The staff are super nice and they help others discover something new about themselves.* ~High School Student Survey Comment
- *It's a very caring and thoughtful program that devotes its time and humans to help the inner selves of the young minds.* ~High School Student Survey Comment

Student focus groups reveal that CSC programs help refugee students build confidence in school and interacting with English-speaking peers.

- *The program builds confidence. If all the people are going to speak English you have the same skills the other person has so you can really communicate and you can make new friends.* ~ High School Focus Group Discussion
- *I would say confidence is the best thing about this club. At school you don't really know everyone in your class but if you do teamwork and you get to know them and confidence in classes you have to do presentations. You are scared to stand in front of whole class, but if*

¹⁰ Dweck, C. S. (2007). *Mindset: The new psychology of success*. New York, NY: Random House.

¹¹ Worrell, F., & Hale, R. (2001). The relationship of hope in the future and perceived school climate to school completion. *School Psychology Quarterly*, 16(4), 370-388.; and: Lockwood, P., & Kunda, Z. (1997). Superstars and me: Predicting the impact of role models on the self. *Journal of Personality and Social Psychology*, 73(1), 91-103.

we really participate in this club you don't get nervous. ~High School Focus Group Discussion

- *[In this club] I learn to communicate effectively, when I came over here for the first time I am really poor in English and after a while when the time passes I can communicate effectively. I am not perfect but I am improving a lot I think.* ~High School Focus Group Discussion

Elementary school teachers indicate that CSC helps students build confidence in developing new skills.

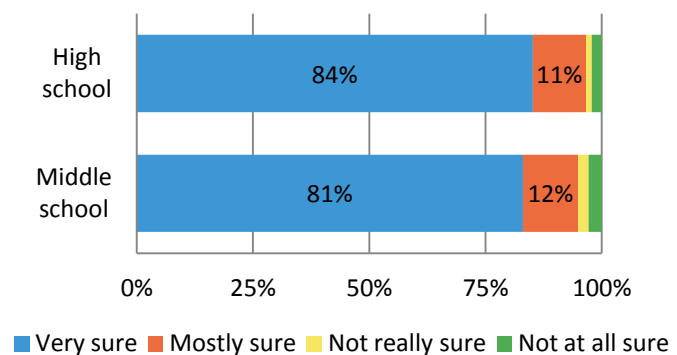
- [I appreciate that CSC's] *Field trips, computer time, and other experiences that enrich students' background knowledge and help them gain confidence.* ~Elementary School Teacher Comment
- [I appreciate that CSC's] *Homework help, personal connection, extracurricular activities that build a range of important skills and help students see and own their personal value.* ~Elementary School Teacher Comment

Student surveys and focus groups provide evidence that CSC students have high aspirations for their future.

CSC students have positive aspirations for the future, and the older the respondents, the more positive those aspirations are.

- 82% of surveyed students report they are very sure they will finish high school, and 62% of students report being very sure they will go to college.
- 81% of surveyed student participating in the elementary-to-middle school transition program strongly believe that doing well in middle school is important for their future, and 76% strongly believe it will help them get to college.
- High school students report higher aspirations for the future than middle school students.
 - *I think every student in this conversation has hope for their future, what they want to do when they grow up in the future.* ~ High School Student Focus Group Discussion

How Sure Are You That You Will Finish High School?



Student surveys and focus groups provide evidence that CSC supports students to practice setting goals and monitoring progress towards the future.

Some CSC programs help students set goals for their future, and students value this help.

- 73% of surveyed students report CSC at least somewhat helps them set goals, and 71% report CSC as least somewhat helps them follow through with their goals.
- 77% of surveyed middle and high school students and 79% of surveyed elementary school students report that CSC at least somewhat helps them make good choices.
 - *We get to set our own goals like what do you want to do in the future. Not just the future like present. When I go home I get to set my own time like what I want to do, but everything, if I set goals and do that in the time that will really help me not only today but also in the future life.* ~ High School Student Focus Group Discussion

Does the *Making the Jump* transition program prepare students to be successful as they transition to middle school?

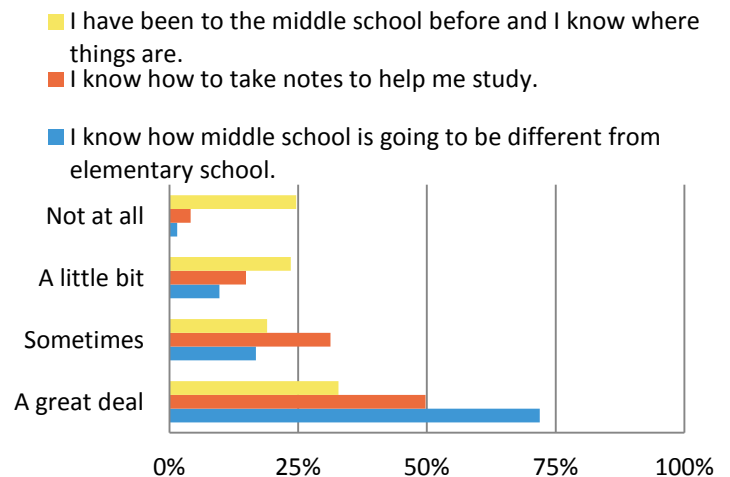
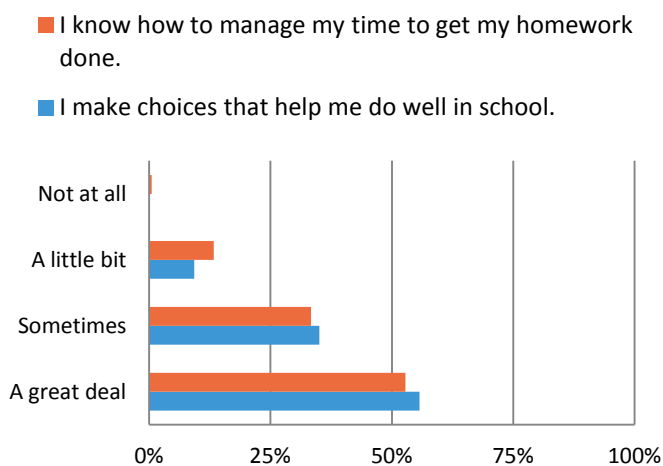
Many students experience a significant decline in academic achievement as they transition from elementary to middle school.¹² CSC offers *Making the Jump*, a transition program for 5th/6th grade elementary school students, to mitigate the negative effects of this transition and prepare them for middle school success. This evaluation assessed whether or not the transition program promotes the youth development skills necessary for a successful transition, including:

- Relevant knowledge, skills, and comfort with entering middle school
- Self-management skills
- Positive relationships
- Future orientation

End of year surveys show that students gain the knowledge and skills necessary to successfully transition from elementary to middle school.

Self-Management Skills

Knowledge and Skills

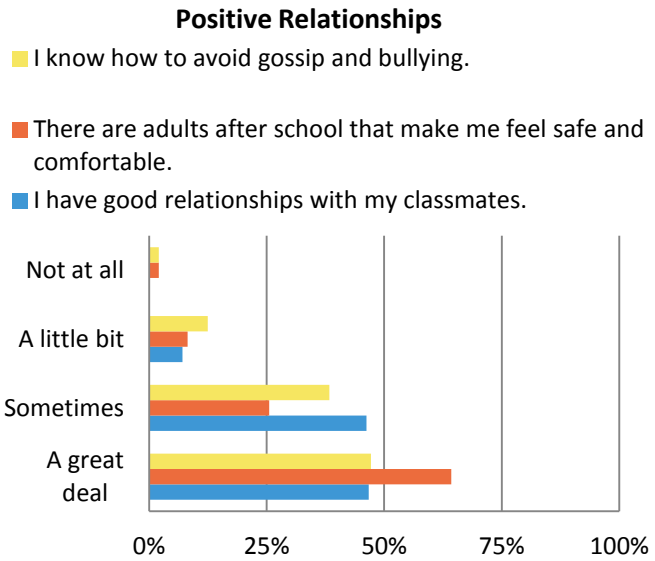


- After completing the transition program, over 70% of students report knowing a great deal about how middle school will be different than elementary school.
- Over 50% of students report knowing a great deal about how to make choices that will help them do well in school and a great deal about important skills like time management and note-taking.
 - Making the Jump *helped me take notes; at first I thought I was just supposed to write down everything but I'm only supposed to write down the important stuff.* ~Student Survey Comment
 - *This program helps you with managing your time and emotions; getting homework done and saving time to hang out with friends.* ~Student Survey Comment
 - *I think Making the Jump will help me in school by learning how to juggle school work and how middle school will be, so I won't be totally new to everything.* ~Student Survey Comment

¹² Alspaugh, J. (1998). Achievement loss associated with the transition to middle school and high school. *The Journal of Educational Research*, 92(1), 1998.

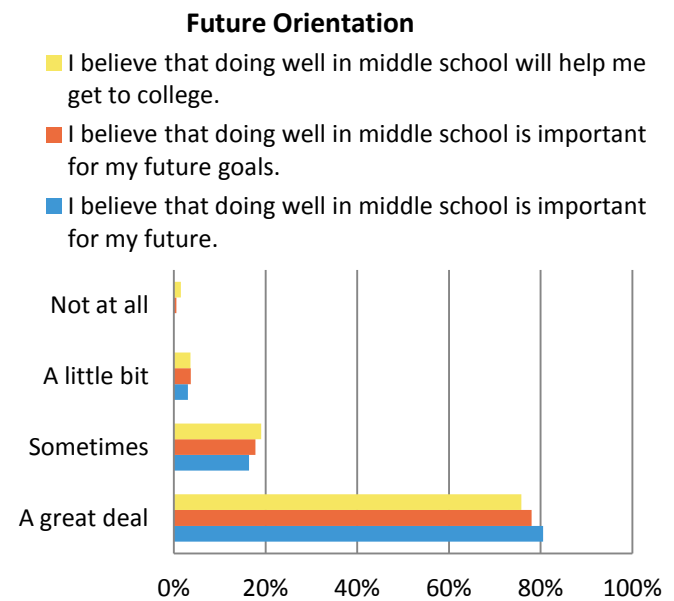
Student surveys provide evidence that the transitions program helps students develop interpersonal skills and relationships that contribute to a sense of belonging.

- Over 90% of students report having developed good relationships with classmates and adults at school.
- Boys responded significantly higher than did girls to having good relationships with their classmates.
- 85% of students report knowing how to avoid gossip and bullying.
 - Making the Jump *will help me with stress at school and bullying at school and much more!* ~Student Survey Comment
 - Making the Jump *helps me know the name of teachers at middle school.* ~Student Survey Comment
 - Making the Jump *helps me know how bullying is not good and you can make new friends.* ~Student Survey Comment
 - Making the Jump *will teach me about life lessons and about what I'm going to go through soon. It will also teach me how to deal with problems I need to get rid of.* ~Student Survey Comment



Survey responses indicate that students in *Making the Jump* see the connection between the current academic achievement and future goals.

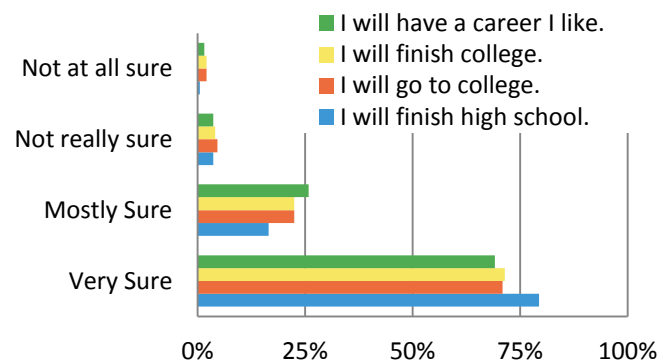
- Over 75% of students participating in *Making the Jump* strongly believe that doing well in middle school is important for their future goals.
- Girls report these beliefs more strongly than do boys.
 - Making the Jump *will help me get to my major.* ~Student Survey Comment
 - Making the Jump *will help me through all the troubles I might have next year in middle school and teach me how to be successful in the future.* ~Student Survey Comment
 - Making the Jump *shows you the hardship of middle school, how middle school affects your future. How that leads you to high school, then college. It teaches you the importance of really working hard to study, wants before needs; stuff like that.* ~Student Survey Comment



Survey responses indicate that *Making the Jump* students have positive future aspirations.

- At least 70% of students in the *Making the Jump* program indicate they are very sure they will finish high school, attend and finish college, and have a career they like.
- Girls have higher aspirations than do boys.

Future Aspirations

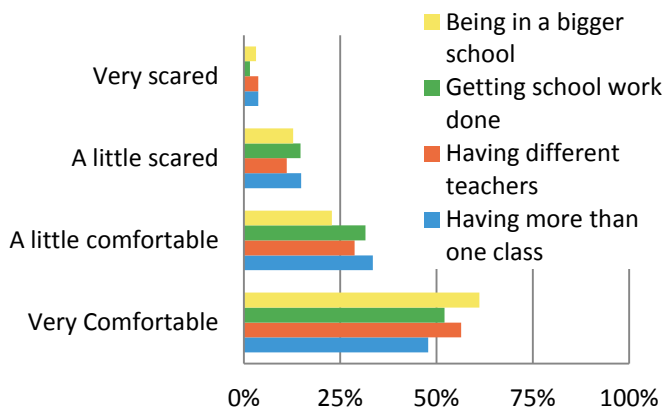


- I want to be successful when I grow up to have them remember my name from my accomplishments and Making the Jump is a great head start to starting middle school and also a brighter future. ~Student Survey Comment*
- I know that I will finish Elementary, Middle, High School, College and to have a good career and to be a better person in school. ~Student Survey Comment*
- I believe that this program will make me want to finish college and high school and it is a great program! ~Student Survey Comment*

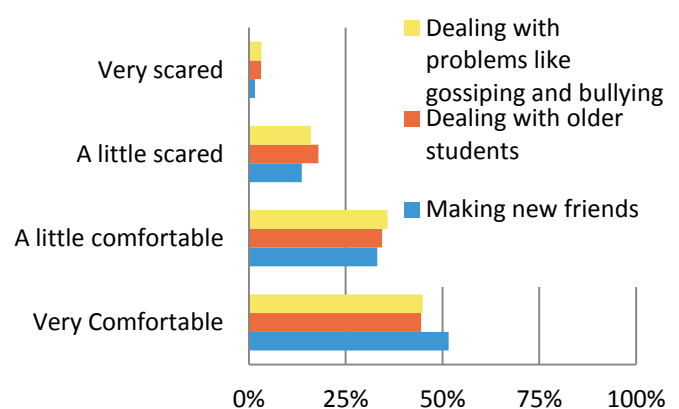
Student surveys indicate that *Making the Jump* participants are comfortable dealing with the pressure of transitioning to middle school.

- Over 80% of *Making the Jump* participants are comfortable dealing with stresses

How Comfortable Are You...



How Comfortable Are You...



specific to transitioning to middle school.

- Students are most comfortable with having different teachers and making new friends.
- Students are least comfortable dealing with older students.
 - Making the Jump helped me be comfortable with having six teachers and how to help me take notes and pass all my tests! ~Student Survey Comment*
 - The Making the Jump will help by informing me that it might be hard sometimes because it's a bigger school with more students, different teachers, and different classes to choose from and that we will have to work and study hard because they are going to give us a lot of homework to do. I guarantee if I work hard I will succeed in "Middle-School". ~Student Survey Comments*
 - I will not be nervous [in middle school] and I will know people there and a teacher and I will have someone to talk to. ~Student Survey Comments*

Do CSC students show improvement in academic behaviors and outcomes?

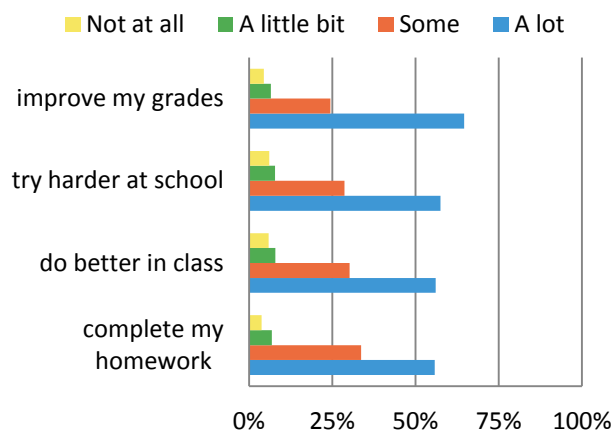
CSC offers a combination of homework support and academic and enrichment activities at all sites. Programming aims to impact academic skills while also developing non-cognitive factors that research shows support school success, such as future orientation, self-management, positive identity, sense of belonging, and interpersonal skills. Targeting non-cognitive factors can have transformative effects on students' experiences and achievements in school.¹³ This evaluation assessed the degree to which CSC's efforts contribute to improved:

- Student academic and school behavior
- Attendance, with a focus on 6th grade
- Academic success, as indicated by
 - 3rd grade reading MSP score
 - 4th grade math MSP score
 - 8th grade Algebra enrollment
 - 9th grade credits
 - On-time graduation

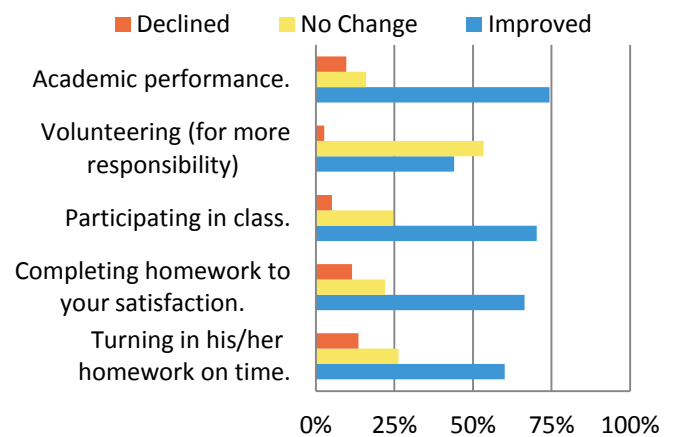


Student and teacher surveys indicate that students who participate in CSC programs develop positive academic behaviors such as increased homework completion and motivation.

Student report, CSC programs help me:



Teacher report of CSC student academic behavior

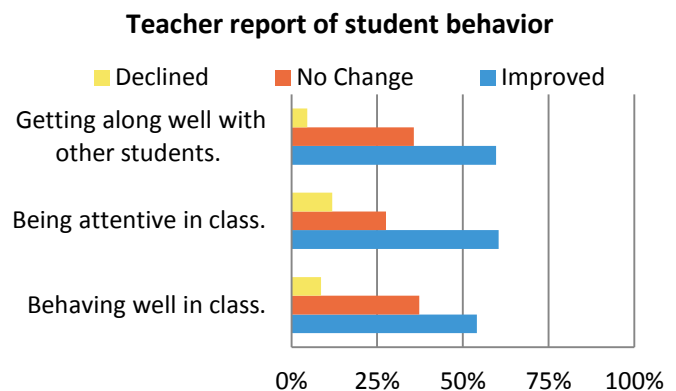
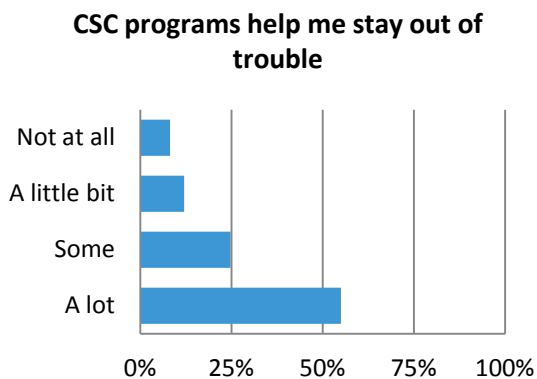


- The majority of CSC participants report "A Lot" of improvement in their academic behavior.
- Teacher reports of CSC participant improvement align with student self-reports.
 - *Well what I learned is that if you come to homework support you improve your grade and you turn your homework on time. ~Student Survey Comment*
 - *Apart from what I'm learning in my homework, I learned different strategies to improve my work in my homework. ~Student Survey Comment*

¹³ Dweck, C. S., Walton, G. M., & Cohen, G. L. (2011). Academic tenacity: Mindsets and skills that promote long-term learning. White paper prepared for the Gates Foundation. Seattle, WA.

- *Before this I was failing my class and now I am passing a lot of all of my classes, which I have 7 classes and hard to do all of them at once at home but here I can do one at a time. ~Student Survey Comment*
- *I've gained a support group who would help me throughout my math struggles and that will support me all the way throughout high school. ~Student Survey Comment*
- *The program gives our students additional help/instruction they may not have at home. By giving this help, students are able to have questions about homework answered and are given the opportunity to be successful. It also provides additional instruction in literacy/math for struggling students. ~Elementary School Teacher Survey Comment*
- *I love that students have a place where they can legitimately work on homework and get it done! Many of the CSC students have homework done prior to the due date. ~Middle School Teacher Survey Comment*
- *This program provides students with one on one or small group tutoring. This can greatly increase student understanding. ~High School Teacher Survey Comment*
- *It helps me concentrate better in class. With the homework club, it helps me learn new strategies and I get better grades that way. Last year almost every class was C, D, and F's and this year it's better. Last year I wasn't in the afterschool program but this year I was. ~Middle School Focus Group Conversation*
- *Before I wasn't doing my homework when I got home I forgot. When I stay in the club I have to do my homework. I take out my notes and I have to solve problems in math. Prepare for the presentation I do in the club and then go home. At home I don't used to work a lot. ~High School Focus Group Conversation*

Student and teacher surveys provide evidence that student behavior in school and in the classroom improved.



- Teachers report that approximately 40% of CSC students did not need to improve their behavior in the classroom.
- Of the students who needed to improve, teachers report that over 50% improved in all areas, matching student self-reports of improvement.

Highline School District data shows that the unexcused absence rates among CSC participants is lower than that of the school as a whole.

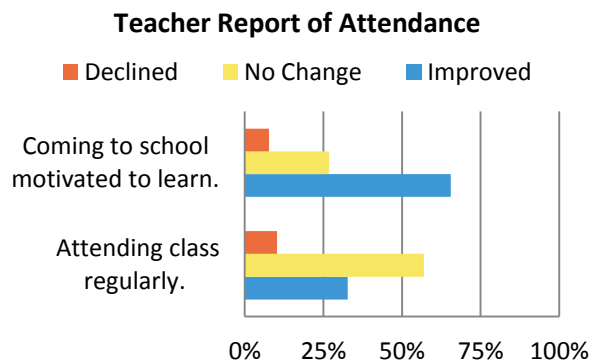
In partnership with Tukwila and Highline School Districts, CSC has focused on 6th grade attendance as an important early-warning indicator of student risk. School attendance data for CSC participants was provided to CSC in the spring by both Districts. This data serves as useful baseline information for measuring program impact over time.

Absence Rates Among CSC Regular Attendees, 2011-2012			
Site	Average number of days absent	Unexcused absence rate	
		CSC students	Whole school comparison
Cascade MS	7.9	1.04	3.06
Chinook MS	5.6	2.04	7.2
Pacific MS	10.		
Sylvester MS	8.8		
Showalter MS	9.0		

- CSC attendees had a lower unexcused absence rate than the school as a whole at all Highline School District middle and elementary school sites.
- 6th graders in the Highline School District who attend CSC programs at least 30 days have half the average number of absences than 6th graders across the District.

Teacher surveys suggested CSC helps students improve their motivation to learn, but does not consistently improve school attendance.

- Teacher reports indicate that only 44% of CSC participants needed to improve their attendance and most neither improved nor declined over the year. This suggests that more than half of CSC students consistently attend school.
- Teachers reported that 64% of CSC participants needed to improve their school motivation and 65% of students who needed to improve did so.
- Elementary students were rated significantly higher than middle school students on both questions.



District data begins to reveal the relationship between CSC participation and pathways to on-time graduation and provides valuable baseline data for measuring program impact moving forward.

Elementary Reading and Math

In partnership with Tukwila and Highline School Districts, CSC has focused on supporting its students to meet academic standards in 3rd grade reading and 4th grade math assessments.

Percent of Students that Met Standard on MSP/HSPE				
Site	CSC 3 rd Grade Reading	Overall School 3 rd Grade Reading	CSC 4 th Grade Math	Overall School 4 th Grade Math
Cascade View	47.9%	23.3%	38.0%	68.1%
Thorndyke	35.0%	15.0%	23.5%	38.2%
Tukwila	57.8%	46.2%	86.4%	55.3%

This data snapshot does not indicate student performance prior to CSC contact or student growth over time and is therefore insufficient to explain CSC’s impact on student performance. However, it is useful baseline data for program planning and monitoring progress in future years.

8th Grade Algebra

CSC has identified enrollment in Algebra I by 8th grade to be an important outcome and indicator of program success. Math course enrollment information was provided by Highline School District and serves as useful baseline information.

Percent of 8 th Graders Enrolled in Algebra I		
Site	CSC Student	Overall School
Cascade Middle	74%	38%
Chinook Middle	6%	23%

It should be noted that CSC 8th graders in Highline pass Algebra I at similar rates to the 8th graders in their schools, even though CSC serves a higher risk population on average (34% of Highline CSC 8th graders took or have taken Algebra and 31% passed the class). This rate is lower than CSC’s goal of 50%.

9th Grade Matriculation

All but one CSC 9th grader in Tukwila (94%) completed the year with the credits they needed to pass to 10th grade.

CSC 9th graders in Highline completed the year with the credits they needed to pass to 10th grade in 76% of cases. This rate does not compare well with the overall school rates of 92% (Tyee) and 77% (Evergreen). Since this is the first year this data was examined, further exploration is needed to understand what these numbers mean. One hypothesis is that these rates reflect the fact that CSC recruits and attracts students who struggle academically and are therefore not as likely to succeed in school at the same rates as the general population.

CSC’s goals are to determine what the appropriate comparison group is, and to improve upon these baseline rates in future years in order to foster graduation rates that exceed those of a matched comparison group.

12th Grade Graduation

This year, CSC served 51 Tye 12th graders for 30 days or more (regular attendees). Of those, 35 graduated, for a graduation rate of 69%. This compares positively with the 48% adjusted 4-year graduation rate (Class of 2011) for the entire Tye campus. [The adjusted 5-year graduation rate (Class of 2010) was 55%.]

This year, CSC served 38 Evergreen 12th graders for 30 days or more (regular attendees). Of those, 24 graduated, for a graduation rate of 63%. This is equal to the adjusted 4-year graduation rate (Class of 2011) of 63% for the entire Evergreen campus, which is still a favorable results given that CSC recruits and attracts students who struggle academically and are likely to graduate at lesser rates than the general school population. [The adjusted 5-year graduation rate (Class of 2010) was 78%.]

CSC served 19 seniors in at Foster High School in Tukwila in 2011-2012, and 17 (89%) graduated at the end of the year. This compares favorably with the District's adjusted four-year graduation rate of 63% and five-year graduation rate of 76%.¹⁴



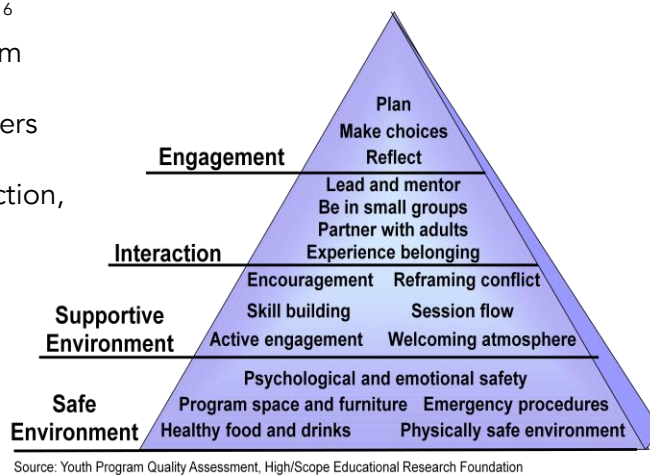
¹⁴ Graduation rates for all three high schools obtained from the OPSI Washington State Report Card, 2011-2012.

Is CSC's programming delivered consistently with best practices in the field?

Research shows that youth program quality matters: afterschool programs with certain key features and qualities show positive effects while programs without do not.¹⁵ There is a growing body of literature on the components of quality and much overlap among various definitions of what constitutes a quality youth program. Specifically, youth program quality matters in the areas of relationships, environment, engagement, social/behavioral norms, skill-building opportunities, and routine/structure.¹⁶

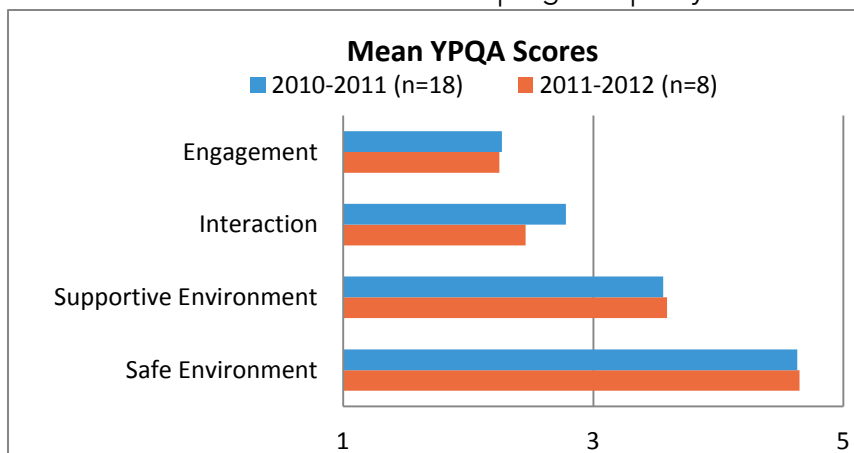
This evaluation is guided by the Youth Program Quality pyramid designed by the High/Scope Educational Research Foundation, which clusters program qualities into four categories: Safe Environment, Supportive Environment, Interaction, and Engagement.¹⁷

The High/Scope Educational Research Foundation also developed the Youth Program Quality Assessment (YPQA) as a tool for observing and evaluating youth programs. The YPQA incorporates research on best practices in youth programming, and scores programs on the four categories of program qualities outlined by the pyramid.



Structured observations using the YPQA tool provides CSC insight into opportunities for program improvement.

YPQA observations were conducted by a trained external assessor for the second year in a row at all CSC sites funded by a 21st Century Community Learning Center grant (all 5 Tukwila schools and three schools in Highline: Cascade Middle, Chinook Middle, and Tye Educational Complex). YPQA observations are used by CSC as a formative evaluation tool to inform program improvements, rather than as a summative measure of overall program quality. To this end, Site Managers select for external observation those program activities that would benefit from additional feedback, and are in some cases struggling. Thus, program evaluators intentionally do not compare program scores to national norms, but rather make recommendations for program improvement based on the data.



¹⁵ Durlak and Weissberg, 2007, Vandell, MARS, High/Scope's YPQA Validation Study.

¹⁶ The Forum for Youth Investment (2008). [Assessing and Improving Youth Program Quality](http://www.forumforyouthinvestment.org). Downloaded on August 26, 2010 from www.forumforyouthinvestment.org.

¹⁷ High/Scope Education Research Foundation: The Youth Program Quality Assessment.

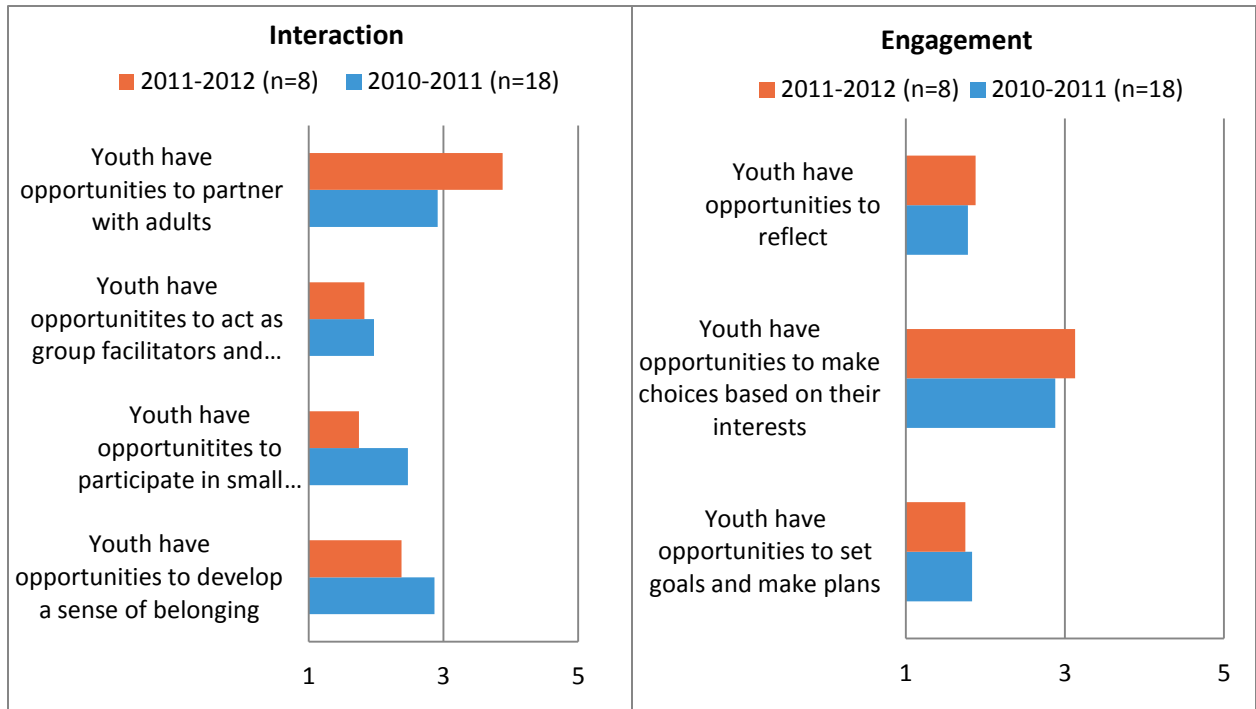
It should be noted that observations were not conducted in the same programs from year to year, and scores are not considered to be a matched comparison. Rather, each year the scores are treated as a snapshot in time that can inform staff training and professional development interventions designed to improve overall program quality.

Opportunities for Improvement

- CSC scores mirror the pattern typical of program activities observed using the YPQA process: higher scores in the Safe and Supportive Environment categories, and lower scores in Interaction and Engagement. In fact, CSC's scores in the area of Safety are consistently high. Thus, Interaction and Engagement should be the focus of continuous quality improvement efforts.
- In the area of providing a Supportive Environment, CSC improved year to year in the areas of providing activities that support active engagement and staff providing a welcoming atmosphere, and average scores remain above four (with five being the highest score possible) in other aspects of support. Areas where CSC Site Managers and staff see opportunities for improvement are 1) supporting youth with encouragement rather than praise, and 2) supporting youth to build new skills.
- Interaction is another area identified by CSC Site Managers and staff for program improvement. CSC can focus staff training and support on 1) grouping strategies and other opportunities to develop a sense of belonging, and 2) supporting youth to act as facilitators and mentors consistently across programs.
- The area of Engagement provides additional opportunities for program improvement. CSC can focus staff training and support on giving youth chances to 1) make plans, 2) set goals, and 3) reflect on progress towards achieving those goals.

How does CSC support students to be at school healthy and able to learn?

CSC strives to make sure all students have their basic health needs met so they are at school able to learn.



CSC has developed many successful partnerships to provide health services to students in both Highline and Tukwila.

- CSC partnered directly with 22 organizations to deliver health services. Many of these partnerships have been ongoing for several years and are great examples of effective collaborations between service organizations.

CSC Health Partners

Preventative Health Care

- WA State Smile Partners
- LensCrafters
- Tukwila School District Nurses and Social Workers
- Swedish Medical Center
- YWCA- Women's Health Outreach

Youth Development Activities

- Girls on the Run
- Domestic Abuse Women's Network
- HealthPoint Community Health Centers
- Youth Suicide Prevention Program
- YMCA

Safe Routes to School (CPPW)

- Seattle King County Public Health
- Tukwila School District
- WA State Bicycle Alliance
- South King County Public Health
- Feet First

Tyee Tobacco Prevention (CPPW)

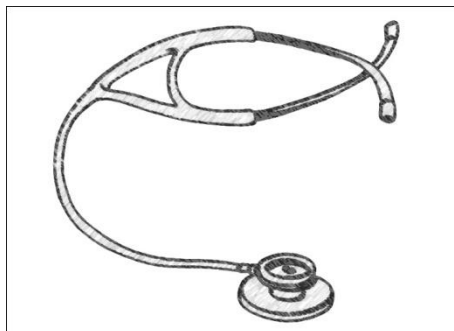
- Highline School District
- Puget Sound ESD
- City of SeaTac Dept. of Parks & Recreation

Larger Initiatives

- Global to Local
- Highline SD Coordinated School Health Advisory Board
- Tyee Campus Partnership
- WA- Action for Healthy Kids

Students received preventative dental services

- During the 2011-2012 school year, the CSC Health Program Managers coordinated with WA- State Smile Partners and the Tukwila and Highline School Districts to provide preventative dental services to all elementary students in the schools they serve.



Students received a variety of other health services

In order to address student health needs, CSC partnered

with health organizations to coordinate primary care in the form of physicals and eye care.

- 44 students received free eye exams and eye glasses
- 81 student received physicals

Number of Student Receiving Dental Services			
	Tukwila	Highline	Total
Screenings	1227	1043	2270
Cleaning	512	631	1143
Fluoride treatment	562	1000	1562
Sealants	261	345	606
Dental Problems Identified and Reported			
	Tukwila	Highline	Total
Visible decay	273	150	423
Urgent needs	32	28	60
Referrals	303	179	482

Parents also received preventative health services

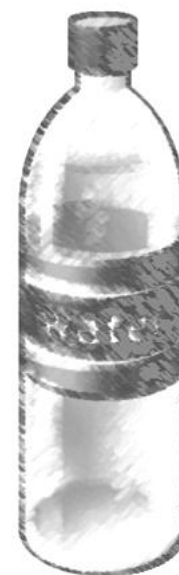
- CSC partnered with YWCA Women's Health Outreach to bring the Swedish Medical Center Breast Care Express Mammography Bus to the Tukwila community.
 - Twenty Latina women received a mammogram and pap smear
 - Five women received an HIV Screening

Peer Health Councils (PHC) run by CSC at the high school level help empower students to affect the health and well-being of their communities.

- CSC organized a Peer Health Council at each of three high school campuses during 2011-2012. Based on a needs assessment that students conducted, students selected specific health issues facing their peers, and then provided peer education and advocacy activities to their fellow students at their respective feeder middle and elementary schools. The goal of the program is to give students the knowledge and motivation to make healthy choices, as well as to empower students as leaders to educate and advocate for the health of their peers.

Consistent PHC Participants

- Evergreen: 3
- Tyee: 6
- Foster: 10



How does CSC engage families in supporting student success?

Supporting Student Learning

A main responsibility of each CSC Site Manager is to engage parents and family members in supporting student learning.

- Parents and families were provided opportunities to be in the audience for student performances and other events where students demonstrated their skills and learning.
 - Cascade Middle School students prepared and served their families a multicultural Thanksgiving feast. Cascade View Elementary students hosted a holiday feast and performance for their families.
 - Parents cheered 3rd – 5th grade girls from three Tukwila elementary schools during the end-of-session Girls on the Run 5K Run/Walk events at Seattle’s Seward Park.
 - Students performed for their families at end-of-quarter showcases, celebrations and open-mic events at Chinook Middle School, Cascade Middle School, and the Tyee campus.
- CSC supported family education efforts that supported student school success.
 - Cascade Middle School families were introduced to CSC’s academic support and enrichment offerings during Curriculum Nights.
 - CSC supported Literacy Nights at Cascade View, Thorndyke, and Tukwila elementary schools.
 - CSC co-hosted a FAFSA and Financial Aid Night for parents of high school students at the Tyee campus and supported a similar night at Foster High School. It also supported a parent meeting at Cascade Middle School focused on supporting high school success.

Family Support Activities

CSC partnered with schools and community groups to provide a range of family support activities (in addition to health services described in the previous section). Example activities are listed below.

- CSC supported various school events for families.
 - CSC staff volunteered at C.A.R.E. (Clothes Are Really Expensive) Nights for families at Cascade View Elementary and Showalter Middle School.
- CSC students engaged in community support activities designed to support local families.
 - Students at Cascade View Elementary supported the local food bank by collecting 642 cans of food during the holiday season.
 - CSC partnered with the Tukwila Community Center to support the Holiday Community Giving Program.
 - CSC supported Safe Routes to School events at the three Tukwila elementary schools.

Conclusion

CSC made important steps forward in its program evaluation this year. CSC clarified its program theory of change to distinguish proximal goals (student skills and dispositions) from long-term outcomes (academic and school engagement outcomes). In this process, CSC identified skills and dispositions that research shows influence student academic success. Also, CSC worked in partnership with Tukwila and Highline School Districts to identify agreed-upon indicators of academic success, and began gathering District data to measure progress on achieving academic outcomes.

YPQA observations and student focus groups provided information about how to improve program quality. Enrollment, attendance, and student comments provided data that can be used to improve student engagement in CSC programs. Teacher and student surveys and focus groups provided evidence that CSC impacts the following youth skills and dispositions likely to foster school success: self-management and future orientation, sense of belonging, interpersonal skills, and positive identity. District data provided important baseline information with which to plan programming and measure future progress, and can be strengthened by examining multi-year patterns of student behavior in future evaluation cycles.

Program Quality

YPQA observations highlighted CSC's ability to consistently provide a safe and supportive environment across eight 21st CCLC-funded schools in two school districts. This is particularly important to note given that CSC faced budget constraints last year and elected to increase Site Manager responsibilities by having most run multiple sites rather than close sites.

YPQA observations also highlighted the importance of increasing program quality in the areas of interaction and engagement. This finding is consistent with requests made by middle school student each year in focus groups and student surveys.

Students participating in community service activities provided consistently more positive survey ratings than did students engaged in other activities, such as arts, physical fitness, or youth-choice enrichment activities, suggesting that the community service activities were among the most effective.

Engagement

The population of students served by CSC varies based on school neighborhoods, school enrollment patterns, grade level, age, and the way school staff refer students to the programs. CSC serves many regularly-attending students, as well as many episodic attendees, who treat the program more as a "drop-in" program. This is especially true of older youth, many of whom choose to drop in and participate in activities and offerings that appeal to them, as opposed to younger youth, mostly at elementary school sites, who attend programs because their teachers or parents referred them to CSC. Program data does not currently capture and report the number of students who return year to year, versus those are served for the first time in a given school year. Consequently, it is impossible to draw overall conclusions about whether or not CSC is meeting its goals around engaging student in its programs.

Self-Management and Future Orientation

When students are able to set goals and monitor progress, they have hope and optimism about their future options; and when they demonstrate self-discipline, grit and perseverance in

the face of obstacles, they are more likely to thrive in school and in the workplace.¹⁸ These proximal outcomes address one of CSC's overarching programmatic goals: "Students who regularly participate in CSC programs will graduate from high school and be prepared for post-secondary and/or the workforce." CSC designed its programming to develop these valuable self-management skills among youth. More specifically, CSC aims to impact students' ability to stay focused on goals and tasks, regulate emotions and behaviors, persevere despite obstacles, and hold high expectations regarding the future.

Student and teacher survey data and student focus group discussions suggest CSC impacted students' self-management skills.

- CSC helps students develop the habit of staying focused and completing academic tasks. Students learn that hard work pays off. Additionally, high school students report that CSC helps them improve their perseverance and study habits, while middle school students report learning the value of asking for help when they become stuck.
- Student surveys indicate that students believe CSC influences them to improve their classroom behaviors, but teacher survey responses about classroom attentiveness do not support this conclusion (in part because teachers often indicate no improvement is needed for students who later self-report improved behavior).
- Student surveys and focus groups provide evidence that CSC students have high aspirations for their future.
- Although the evaluation provides some evidence that CSC supports students as they practice setting goals and monitor progress towards meeting those goals, there is an opportunity for programs to focus on these skills more explicitly and consistently.

Sense of Belonging

Research suggests that students are more engaged and motivated in school when they form positive relationships with adults and peers and when they feel like they belong in the school environment.¹⁹ CSC invests in and supports front-line direct service staff as they work to build these positive relationships with students and create a welcoming environment. CSC also aims to impact students' sense of belonging by helping them contribute to the well-being of their school and community. Based on student and teacher survey data and student focus group discussions, CSC impacted students' sense of belonging.

- Students indicate on surveys and in focus groups that CSC helps them form positive relationships with adults.
- Student surveys provide evidence that CSC programs provide opportunities for students to develop positive peer relationships.
- Student and teacher surveys provide evidence that students believe CSC programs are comfortable and welcoming spaces.
- Student surveys show that CSC provides students opportunities to make a difference in their community. Furthermore, students participating in community service-oriented enrichment programs with CSC responded significantly more positively to all parts of the student survey.

¹⁸ Youth Development Executives of King County (October, 2012). Part One: Skills & Dispositions That Support Success in School. (Developed in Collaboration with the Road Map Project.)

¹⁹ Ibid

Interpersonal Skills

In order to be successful in college and career, students need to learn to effectively work together with diverse groups of people. Students with strong social and emotional skills are often more successful in school.²⁰ Although CSC does not explicitly teach interpersonal skills, students report that participation in CSC programs and activities helps them make connections, work collaboratively, learn to communicate with diverse students, and form friendships with students they do not necessarily meet during the school day.

- Student surveys and focus groups provide evidence that CSC helps elementary and high school students learn to work with others.
- Focus group conversations with middle school students indicate that CSC helps them learn to appreciate people from diverse backgrounds
- Student survey comments at all sites indicate that students learn the importance of using available resources and knowing when to ask for help.
- Student survey responses provide evidence that some elementary and high school programs help students learn positive ways to deal with conflict.

Positive Identity & Self Efficacy

CSC strives to increase students' belief that they can learn and be successful in school.²¹ Based on student and teacher survey data and student focus group discussions, CSC impacted the following areas with regard to self-identity:

- Student surveys indicate that CSC helps students develop positive beliefs in their skills and abilities.
- Student focus groups reveal that CSC programs help refugee students build confidence in school and in their interactions with English-speaking peers.
- Elementary school teachers indicate that CSC helps students build confidence in developing new skills.
- CSC student survey responses and focus groups reveal that middle school students would like to explore their interests by being provided with more enrichment opportunities.

Healthy Values

CSC encourages and supports students as they value their own health and make healthy choices. Students are also provided a chance to work towards fostering the health of others in their communities. Student survey results were not as strong about health-related attitudes as they were for skills and dispositions associated with homework support, but were similar to student ratings of enrichment activities in general.

Academic Engagement and Achievement

CSC has taken important first steps toward measuring its long-term impact on student engagement and achievement. CSC worked with its District partners to develop a short list of common outcome goals and indicators of student success, and to establish data-sharing agreements; this is an important step forward that has the potential to improve program quality and impact over time.

This summer, CSC received data associated with these agreed-upon outcomes and indicators, and, as a result, learned important lessons about the challenges of working with District data.

²⁰ Ibid

²¹ Ibid

The data provided a snapshot in time – typically describing non-individualized student achievement data in the spring of 2012 for students served by CSC during the 2011-2012 school year. Without good matched comparison group data or past student performance data to provide context, CSC cannot draw conclusions about its relative success in meeting its goals. In addition, since the data received was non-individualized and came to CSC at the end of the program year, student achievement data could not be used to target specific interventions aimed at specific students during the school year.

Family and Community Engagement

CSC has maintained family engagement activities despite budget constraints. It has integrated its family and community engagement activities formerly coordinated by a full-time Director into the Site Manager's responsibilities, streamlining the organization's ability to connect families with its efforts to support their youth. As a result, this evaluation consisted simply of tracking family and community engagement activities, and cannot draw conclusions about their success or impact at this time.

One notable exception is the work being done in the Highline schools falling within the City of SeaTac (Bow Lake Elementary, Madrona Elementary, Chinook Middle, and the Tye campus). CSC receives a multi-year grant from SeaTac that funds two part-time community liaisons – one for the Latino community and one for the Somali community. This additional support allows CSC's family and community engagement in that service area to be much more robust.



Recommendations

Program

Continue with existing training and support for direct service program staff in the area of program quality, including annual trainings to support the use of the YPOA as a tool for continuous quality improvement, as well as trainings on how to improve program design and delivery. Areas to focus on include: 1) use of small groups, 2) use of encouragement rather than praise, and 3) creating opportunities for students to set goals, make associated plans, and reflect on their progress. This additional professional development and staff training will not only support program quality, but is also likely to influence the skills and dispositions associated with student success.

The relationship between high quality staff and the youth they serve has always been instrumental to CSC's success. These relationships were strained a bit this year as Site Managers were stretched across multiple school sites. It is a good thing that funds will allow CSC to return to a "one Site Manager per school" model for the 2012-2013 school year. Continue to attract, recruit, and retain high quality staff that is committed to building positive relationships with students.

The program theory of change and design was recently strengthened when the Districts and CSC agreed on shared, specific, academic outcome goals, while CSC also named specific skills and dispositions they strive to foster as levers to increase student success. In 2012-2013, it will be important for CSC to focus its enrichment and academic programming around these goals.

- Academic support programs should continue to provide homework support as a means for fostering a growth mindset and self-management skills in students.
- Academic support programs should be bolstered to include academic skills-building activities that are not simply a reaction to homework and are engaging to the youth served. A focus on reading and math in the early elementary years is important.
- Programming should be more intentional about focusing on student future orientation. This past year, CSC provided few enrichment activity options for high school students specifically targeted at post-secondary exploration, and none for middle school students.

Students who were involved in community service activities had significantly more positive survey responses on all questions than students participating in any other activities. Build on this success by replicating or expanding opportunities for students to engage in activities fostering community service.

Integrate more choice, particularly at the middle school level, either through a wider array of program offerings or by infusing more choice within a particular offering. Although it will be more logistically challenging, middle school students would like more variety in enrichment opportunities, more freedom to create enrichment activities, and more opportunities to explore interests by rotating between activities.

Further clarify and articulate specific program goals around family and community engagement.

Evaluation

This evaluation report is one step in a continuous cycle of program quality improvement. The report is designed to answer certain question while raising subsequent questions in order to inform program improvements and describe progress towards achieving important program goals.

Continue to build on the Assess-Plan-Improve cycle that characterizes the YPQA process. Two years of YPQA results have provided baseline information and a powerful source of data that should be used to inform program improvement goals. Continue to use this tool while considering the best ways to use outside assessment and evaluator input to support and strengthen programming.

The student survey should be updated to better align with the skills and dispositions detailed in the program theory of change. There is an opportunity to partner with YDEKC and CCER's Road Map Project to develop a student survey tool can be utilized across multiple youth development programs in the Road Map region.

District data requests should be refined to include year-to-year data on CSC students, the ability to compare single-year versus multi-year CSC participants, and to provide useful matched comparison data. Confidentiality policies and short-staffed District research departments make these requests challenging to fulfill, but it is important to work to overcome these barriers.

This year, due to budgetary constraints, focus groups were not conducted at all sites; rather, focus groups were conducted at one middle school and one high school site. Focus groups should be conducted with students at all grade levels, ideally multiple focus groups per grade level. Interviews or focus groups should be added at the elementary level as students are not currently surveyed in grades K - 4.

The end-of-year teacher survey (mandatory for the eight sites receiving 21st CCLC funding) is resource-demanding and does not yield particularly useful information. It would be a better use of limited evaluation funds to send all teachers a general survey that solicits feedback for program improvement, but does not demand time-consuming, individualized, student-by-student assessments.

