

Community Schools Collaboration

Evaluation Report

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Executive Summary

About the Evaluation

The Community Schools Collaboration (CSC) implements a full service community schools model in 16 schools in the Tukwila and Highline School Districts in south King County. This evaluation report details information gathered to assess the impact of expanded learning activities in the 14 schools that provided services during 2009-2010 and to identify lessons learned for program improvement. This phase of the evaluation relied on a combination of quantitative and qualitative data; students and teachers were surveyed, student focus groups were conducted and program attendance records were examined.

About CSC

Community Schools Collaboration was established in 1998 to develop full service community schools in the city and school district of Tukwila. In 2007, CSC expanded its programming to serve selected schools in the Highline School District. In 2009-2010, CSC served 14 elementary, middle and high school campuses in south King County and expanded into two additional middle schools in spring 2010.

CSC has objectives that outline the path to achieving their mission and vision. The objectives that focus CSC's expanded learning programs are:

- Students have a well-rounded education
- Students are motivated to engage in and attend school
- Students achieve academic success
- Students are informed and prepared for post secondary options

Promising Findings and Impacts

The qualitative and quantitative information collected from students and teachers and the tracked program activities, enrollment and attendance provides evidence that CSC programs successfully addressed its primary objectives.

CSC Serves a diversity of high need students. CSC served over two thousand students during the 2009-2010 year; over a thousand of those students attended for 30 or more days during the school year. The students were ethnically and racially diverse; many came from low income households and were English Language Learners (ELL).

CSC participation fosters school engagement and motivation. Teachers suggest that CSC programs positively impact classroom participation and motivation to learn.

| School Engagement Indicator | Improved | No Change | Declined |
|-------------------------------------|-----------------|------------------|-----------------|
| Participating in class | 71.6% | 24.0% | 4.3% |
| Being attentive in class | 63.0% | 27.6% | 9.5% |
| Coming to school motivated to learn | 62.0% | 29.7% | 8.2% |

Students indicate that CSC increases school motivation in three ways: by increasing excitement to participate in CSC afterschool options, by fostering confidence in the classroom, and by providing options that help student avoid disciplinary problems.

- *Breakdancing club keeps kids connected to school, they don't come to school otherwise.*
~high school student
- *... before I started coming here I didn't get my work done. I was getting in trouble every day- after school detention because I didn't get my work done, and then I started coming- I came in here instead of detention. I don't get detention anymore because I get my work done.*
~high school student
- *It makes me want to go to school more. When you compare someone who doesn't have their homework done to someone who does you actually want to go to school.* ~high school student

CSC programs foster a well-rounded education. By addressing physical health, civic and social involvement, social and emotional skills, recreation, personal expression and academic support, CSC supports a wide array of youth development needs.

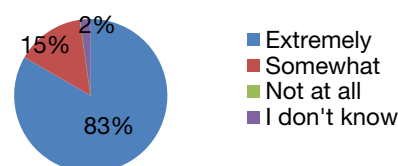
The variety of CSC programs often piqued the interest of students who are not drawn to the traditional school day. The programs increased their attachment to school and addressed social and emotional learning needs.

- *Activities like this make you do things that you never thought you would do. I never thought I would do drama and now I can get up there and do my own thing.* ~high school student
- *It's an opportunity to learn more cultures and if we were home we would just be watching tv and not doing our homework.* ~middle school student
- *In the after school program you can be yourself and express yourself in different ways.*
~middle school student.

Teachers also value the variety of options provided during CSC's after school program.

- *I value that arts are an option especially since my middle school has cut the arts program.*
~ language arts teacher, middle school
- *[I value the] opportunities for students to be engaged in extracurricular activities; positive place for students to be after school.*
~ language arts and math teacher, high school

Teacher Responses: How valuable are the after school programs provided by the Community Schools Collaboration?



CSC fosters academic success. Teachers and students consider CSC a valuable resource for supporting homework completion and increasing student school success. Students report that CSC programs positively impact grades and homework completion rates. Teachers report improvement in homework completion and quality and academic performance among CSC participants over the course of the school year.

| Academic Success Indicator | Improved | No Change | Declined |
|--|----------|-----------|----------|
| Turning in his/her homework on time | 69.6% | 19.6% | 10.9% |
| Completing homework to your satisfaction | 71.0% | 21.5% | 7.4% |
| Academic performance | 74.8% | 17.0% | 8.2% |

- *It's just like a place for me to sit down and look at my homework in a quiet place with nothing to distract me so that I can see what I need to do, do it, and then go home and have no worries.* ~middle school student

- *Some of your parents don't even know how to help you with your homework and here they actually help you because they have that experience in school and our parents don't understand us because they're showing us different methods than they showed them in school. ~middle school student*
- *It helped me bring my grade up in science because last semester I was failing and now I have a C. They made me do my homework even though I didn't want to. ~middle school student*
- *The tutoring is also very important to help assist students who would otherwise not be able to have time or resources to finish homework. ~ math teacher, middle school*

CSC supports post-secondary success. CSC supports students to fulfill graduation requirements, informs them about post-secondary opportunities and provides college student role models.

- *I am learning something that I will use in the future. – high school student*
- *They give me good idea to finish at school and go to college. – high school student*
- *Helps with homework, high school, college, loans, scholarships. – high school student*
- *I like finding a job for summer holiday for scholarships and so on. – high school student*
- *I try to improve myself everyday to qualify for the college that I've been taught about. – high school student*

High school aged CSC participants report high expectations for the future.

| Expectation | Very sure | Mostly sure | Not really sure | Not at all sure |
|---------------------------------|------------------|--------------------|------------------------|------------------------|
| I will finish high school | 90.4% | 6.4% | 3.2% | 0% |
| I will go to college | 79.6% | 12.7% | 6.4% | 1.3% |
| I will finish college | 75.2% | 15.3% | 7.0% | 2.5% |
| I will have a satisfying career | 65.9% | 24.9% | 7.8% | 1.5% |

CSC connects youth with effective adult mentors and instructors. Students describe supportive relationships with CSC staff as instrumental to the program's success.

- *The teachers help me to solve my problems and they give us knowledge about new things that we [have] never seen before. – high school student*
- *I like [the] after school program because people like Ms. Honey help us with our homework. – elementary school student*
- *I like how if I don't understand something or I need help w/anything, someone's always there to help me – middle school student*
- *I love all of my amazing mentors who always help me stay on point. – high school student*

Recommendations

Review the enrichment programs at each site to determine if the options are appropriately balanced to achieve program objectives, best meets the needs of the site's student population, and, at middle school and high schools, reflect youth input and preferences. In future evaluation cycles, program staff should be able to clearly report the degree of programming and student engagement in the areas of academic support, post-secondary planning and transition support, health, leadership and community service, and arts education and other interest-based activities.

Academic achievement is a complex outcome with many indicators and contributing factors. Identify what area of academic achievement CSC can best impact and focus program (and evaluation) efforts accordingly.

Identify age-appropriate ways to offer students an increased role in reflecting on and planning the program. This is not only consistent with best practices, but also aligns with CSC's goal to provide leadership opportunities for youth.

Continue to value and invest in CSC staff by providing adequate compensation and ongoing professional development. Incorporate a staff survey into the annual evaluation plan to better understand and address the barriers to program delivery and the other challenges they face.

Next Steps

This evaluation report is one step in a formative evaluation cycle. The report is designed to answer certain question and raise subsequent questions, with the big-picture goal of informing program improvements and describing program progress towards achieving important goals. This section describes the next steps necessary to strengthen the evaluation process.

- Assess the impact of CSC participation on important school-based indicators of success such as school attendance, test scores, grades and graduation rates.
- Strive to utilize comparison groups (non-CSC students) to better understand the role of CSC in causing changes in academic performance.
- Increase sample size by surveying a higher percentage of program participants and by seeking input of students who drop out of the program prior to the end of the year.
- Incorporate formal evaluation of other important program components, Health and Outreach.

About Community Schools Collaboration

Community Schools Collaboration was established in 1998 as the Tukwila Community Schools Collaboration, a collaborative effort between Tukwila School District, the City of Tukwila, the Puget Sound Educational Service District, the Washington State Department of Children and Family Services and Casey Family Programs. Its mission was to develop full service community schools in the city and school district of Tukwila.

In 2007, this organization was awarded the National Coalition of Community Schools Award of Excellence and the highly competitive Anne V. Farrell Leadership Award from The Seattle Foundation. It was also recognized by the Seattle and Stuart Foundations with grants to replicate its model in the Highline School District, a district with similar demographics and need as Tukwila's. In order to expand programming beyond Tukwila, the organization changed its name to the Community Schools Collaboration (CSC).

Currently, CSC services 14 elementary, middle and high school campuses in south King County and expanded into two additional middle schools in spring 2010.

Mission and Guiding Principles

CSC's mission is to engage and collaborate with schools and community partners using culturally competent strategies to support child, youth, and family success.

CSC utilizes the nationally recognized, research-based "full-service community schools" model, combining direct services with strong partnerships with families, cities, school districts, and other community-based organizations.¹

Guiding Principles

- **Equity:** We believe that all students can meet high standards and graduate from high school prepared for college and career.
- **Opportunity:** We believe that students deserve access to the educational opportunities and supports they need to succeed in school and in life.
- **Diversity:** We believe that our similarities and our differences help to build strong relationships that support student success.
- **Collaboration:** We believe in the power of community-driven decision making to identify needs, address challenges and find solutions.
- **Impact:** We believe that results matter. We measure our success and use our evaluation results to continuously improve our work.

Vision and Objectives

CSC's vision of community schools are school sites that are the centers of thriving communities and provide essential services, resources and opportunities. Through both direct and partnered services, CSC provides expanded education, health, and family services in order to realize the goal that all students graduate from high school ready for college, career and citizenship and have positive choices for the future.

¹ Full service community schools model is based on the national Coalition for Community Schools, which is housed at the Institute for Educational Leadership: www.communityschools.org

Objectives

CSC has objectives that outline the path to achieving their mission and vision. See the Appendix for a logic model detailing the primary activities, objectives, outcomes and impacts that CSC strives to achieve. The objectives that focus CSC programs are:

- Families advocate for their child(ren)'s school success
- Students are informed and prepared for post secondary options
- Students have a well-rounded education
- Students achieve academic success
- Students are motivated to engage in and attend school
- Students are healthy and ready to learn

Districts Served

CSC currently serves two school districts, Tukwila and Highline. Both are located in south King County in the Puget Sound region of Washington State.

| Grade Level | Tukwila | Highline |
|--------------------|--|--|
| Elementary Schools | <ul style="list-style-type: none">▪ Cascade View▪ Tukwila▪ Thorndyke | <ul style="list-style-type: none">▪ Bow Lake▪ Madrona▪ White Center Heights▪ Mt. View▪ Beverly Park |
| Middle Schools | <ul style="list-style-type: none">▪ Showalter | <ul style="list-style-type: none">▪ Cascade▪ Chinook |
| High Schools | <ul style="list-style-type: none">▪ Foster | <ul style="list-style-type: none">▪ Evergreen Complex (Arts and Academics Academy; Health Sciences and Human Services High School; TEC High School)▪ Tyee Complex (Academy of Citizenship and Empowerment; Global Connections High School; Odyessy: the Essential School) |

Tukwila School District

CSC serves all five schools in the Tukwila school district, which is comprised of three elementary, one middle and one high school serving over 2,900 students. In 2006 Tukwila School District was recognized as the most diverse school district in the country.² Table 2 details the demographic composition of the students served by this district compared to the state averages. Tukwila School District employs a total of 162 teachers, 66% of whom hold masters degrees. The average expenditure per student in Tukwila is \$10,149.³

² 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>

³ OSPI School Report Card for Tukwila School District 2008-2009

Highline School District

CSC serves nine out of 28 campuses in the Highline School District, providing programming in six elementary, two middle and two high school campuses. Each high school campus is an education complex with three small schools on the same site.

Highline School District, the second most diverse district in Washington State, serves over 17,500 students with demographic characteristics very similar to Tukwila. Table 2 details the demographic composition of the students served by this district compared to the state averages. Highline employs a total of 1,029 teachers, 59% of whom hold masters degrees. The average expenditure per student in Highline is \$9,733.⁴

Table 2: Demographic composition of Tukwila and Highline School Districts

| Demographic Characteristics | State Average | Tukwila Average | Highline Average |
|------------------------------------|----------------------|------------------------|-------------------------|
| Free and Reduced Lunch | 40.4% | 73.7% | 60.3% |
| Transitional Bilingual | 8.0% | 34.8% | 19.3% |
| American Indian | 2.6% | 1.1% | 1.9% |
| Asian | 7.9% | 19.1% | 21.5% |
| Asian/Pacific Islander | 8.6% | 22.8% | 21.5% |
| Black | 5.5% | 23.1% | 14.8% |
| Hispanic | 15.3% | 24.6% | 28.3% |
| White | 64.8% | 24.6% | 33.3% |

In the Highline School District, CSC serves the schools with the highest rates of non-white students and free and reduced lunch; therefore the district demographics listed in Table 2 above under represent the diversity and financial needs of the schools served by CSC. Table 3 shows the most diverse Highline elementary, middle, and high schools served by CSC. The Highline student body demographics served by CSC typically fall between the overall district averages and those of Madrona, Cascade and ACE schools.

Table 3: Demographic composition of selected Highline Schools

| Demographic Characteristics | Madrona Elementary | Cascade Middle School | ACE High School (Tye Campus) |
|------------------------------------|---------------------------|------------------------------|-------------------------------------|
| Free and Reduced Lunch | 89.7% | 76.9% | 74.3% |
| Transitional Bilingual | 47.4% | 14.9% | 26.8% |
| American Indian | 2.4% | 2.1% | 0.4% |
| Asian/Pacific Islander | 15.8% | 34.7% | 18.4% |
| Black | 20.1% | 15.1% | 30.1% |
| Hispanic | 55.6% | 33.1% | 30.9% |
| White | 6.2% | 14.9% | 20.2% |

⁴ OSPI School Report Card for Highline School District 2008-2009

Communities Served

Schools served by CSC programming lie in the cities of Tukwila and SeaTac and the unincorporated King County area of White Center, located between the city of Seattle and the city of Burien. Tukwila is surrounded by SeaTac Airport, the city of Seattle and several major freeways. The city is home to a large shopping center and relatively inexpensive housing. SeaTac is home to the state's largest airport, which provides local jobs but contributes to relatively inexpensive housing. White Center is a diverse neighborhood with inexpensive housing and affordable small business spaces. Many different immigrant and refugee populations have made their homes in all three of these communities.

Table 4 details additional facts about the communities served by CSC.

| Table 4: Facts about communities served by CSC | | | | |
|---|----------------|---------------|---------------------|--------------------|
| Demographic Characteristics | Tukwila | SeaTac | White Center | King County |
| Non-white | 45% | 40% | 50% | 25% |
| Median household income | \$40,718 | \$41,202 | \$40,000 | \$53,000 |
| Household incomes below Federal Poverty Line | 12% | 11% | 15% | 8% |
| Adults without high school diploma | 18% | 19% | 27% | 10% |

Source: 2000 US Census Data

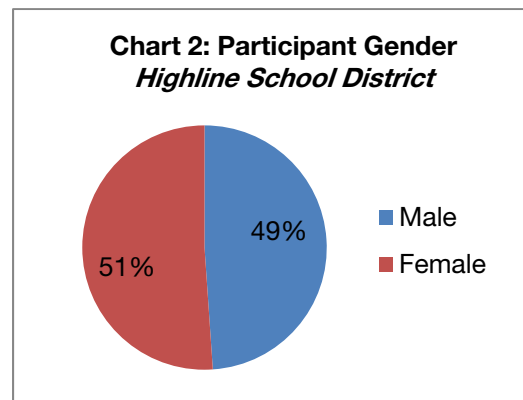
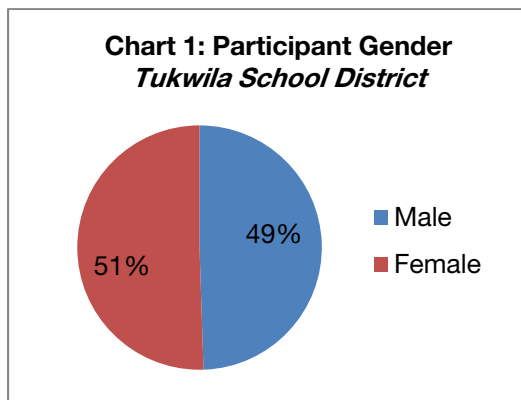
Students Served

Program staff recorded student enrollment and daily attendance in a secure online database. According to these records, CSC served over two thousand students during the 2009-2010 year; over a thousand of those students were regular attendees of the CSC programs. (Program participants are considered “regular attendees” when they attend for 30 or more days during the school year.) Enrollment information is detailed by school in Table 5.

| Table 5: Program enrollment and number of regular attendees by school | | |
|--|-------------------------|--------------------------|
| School Name | Total Enrollment | Regular Attendees |
| Beverly Park Elementary | 72 | 44 |
| Bow Lake Elementary | 76 | 38 |
| Cascade View Elementary | 146 | 119 |
| Madrona Elementary | 69 | 60 |
| Mount View Elementary | 108 | 74 |
| Thorndyke Elementary | 132 | 99 |
| Tukwila Elementary | 151 | 97 |
| White Center Elementary | 104 | 32 |
| <i>Elementary School Total</i> | <i>858</i> | <i>563</i> |
| Cascade Middle | 275 | 34 |
| Chinook Middle | 147 | 54 |
| Showalter Middle | 123 | 97 |
| <i>Middle School Total</i> | <i>545</i> | <i>185</i> |
| Evergreen Educational Complex | 291 | 46 |
| Foster High | 187 | 113 |
| Tyee Educational Complex | 442 | 112 |
| <i>High School Total</i> | <i>920</i> | <i>271</i> |
| <i>All Schools Total</i> | <i>2323</i> | <i>1019</i> |

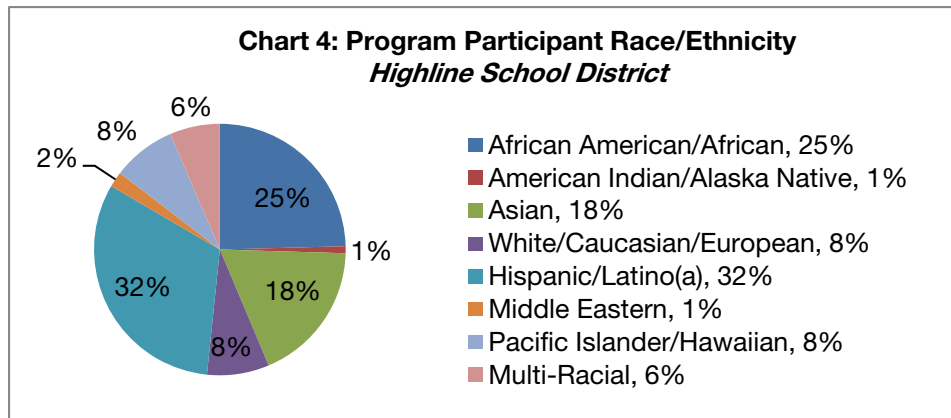
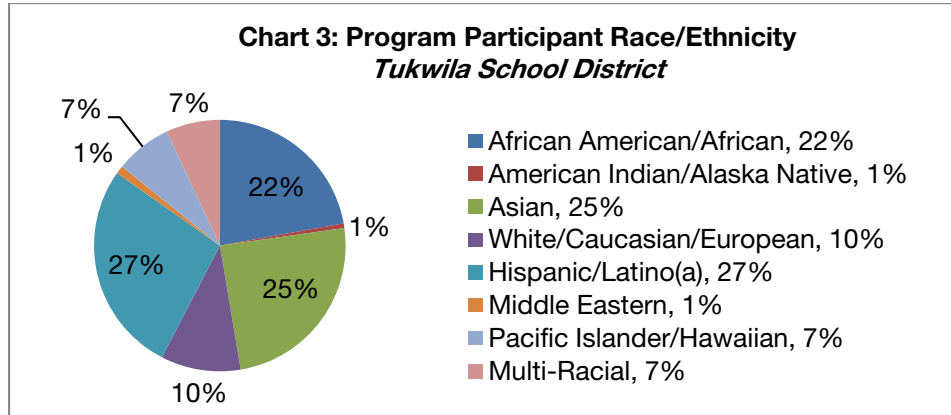
Participant Gender

Program participant gender was recorded in the database for over 90% of program participants. CSC served approximately 51% females and 49% males, detailed by school district in Charts 1 and 2.



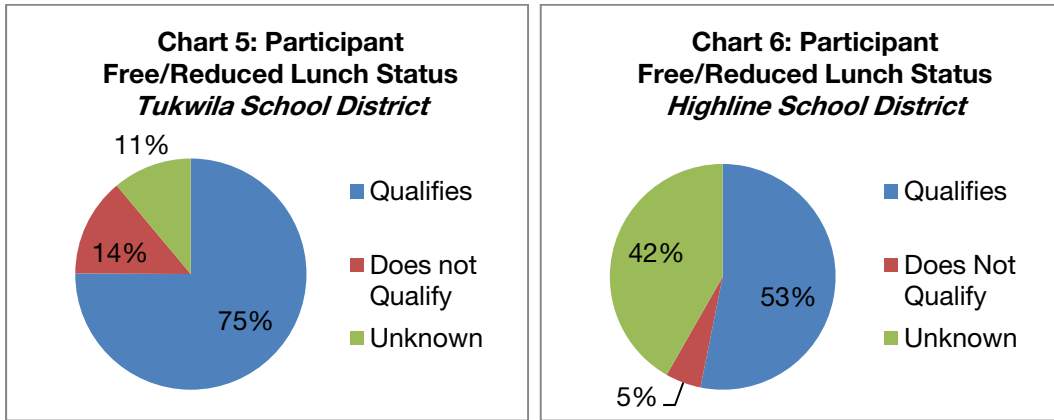
Participant Ethnicity/Race

Program participant ethnicity was recorded in the database for 87% of program participants. According to these records, CSC serves a population as diverse as the communities where it delivers programs. Charts 3 and 4 detail the available information, by school district.



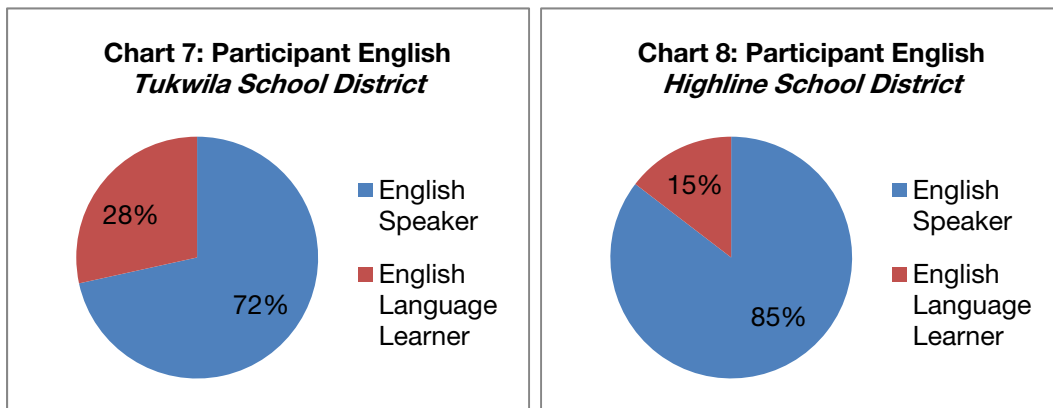
Participant Poverty

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 less than 1.85% of the 2009 federal poverty guideline qualify for free or reduced-price lunch. Qualification for free or reduced lunch is a useful indicator of the rates of students living in poverty among students served. This information was entered in the database for 68% of participants. This information, including the relatively high portion of “unknown,” is detailed by school district in Charts 5 and 6.



Participant English

Participation in school programs for English Language Learners was entered in the database for 93% of participants and available information is detailed by school district in Charts 7 and 8.



About the Evaluation

This evaluation report details information gathered to assess the impact of programming in the 2009-2010 school year and to identify lessons learned for program improvement. It focuses on expanded learning activities and does not address evaluation of the other components that focused on health care and family.

Evaluation Design and Guiding Questions

This evaluation is considered a formative evaluation, designed primarily to guide program improvement. During this cycle of the evaluation, information to assess program impact was collected; however, the evaluation design was not sufficiently robust to draw summative conclusions about critical aspects of the program's performance. Subsequent research, described in the *Next Steps* section of this report, will apply more rigorous research methods to better answer questions about the program outcomes and impact on students served.

To assess CSC's progress towards meeting key goals, this phase of the evaluation relied on a combination of quantitative and qualitative data. Students and teachers were surveyed, student focus groups were conducted and program attendance records were examined.

Data Sources and Response Rates

- Student surveys were administered at the end of the school year, in May and early June, to CSC program participants in 5th – 12th grade. Surveys included a mix of Likert scale and open-ended questions about program qualities, program impact, and post-secondary expectations of program participants. Valid surveys were completed by 418 students in 14 schools. This reflects a response rate of 25% of total program enrollment (of students 5th grade and higher).
- Nine student focus groups were administered at three elementary, three middle and three high schools, with 6-8 participants in each focus group. Topics discussed include student experiences in the program, program impact and suggestions for improvement.

| School Name | # of Surveys Collected | # of Students Enrolled (5th grade or older) | % of Total Enrollment Surveyed | Focus Group Participants |
|--------------------------------|-------------------------------|---|---------------------------------------|---------------------------------|
| Beverly Park Elementary | 18 | 13* | 138%* | na |
| Bow Lake Elementary | 27 | 17* | 158%* | na |
| Cascade View Elementary | 14 | 29 | 48% | na |
| Madrona Elementary | 14 | 21 | 67% | 6 |
| Mount View Elementary | 18 | 33 | 55% | 6 |
| Thorndyke Elementary | 14 | 28 | 50% | 7 |
| Tukwila Elementary | 9 | 26 | 35% | na |
| White Center Elementary | 13 | 21 | 62% | na |
| <i>Elementary School Total</i> | <i>127</i> | <i>188</i> | <i>68%</i> | <i>19</i> |
| Cascade Middle | 38 | 275 | 14% | 7 |
| Chinook Middle | 33 | 147 | 22% | 8 |
| Showalter Middle | 38 | 123 | 31% | 7 |
| <i>Middle School Total</i> | <i>109</i> | <i>545</i> | <i>20%</i> | <i>22</i> |
| Evergreen Educational Complex | 75 | 291 | 26% | 8 |
| Foster High | 62 | 187 | 33% | 8 |
| Tyee Educational Complex | 45 | 442 | 10% | 6 |
| <i>High School Total</i> | <i>182</i> | <i>920</i> | <i>20%</i> | <i>22</i> |
| <i>All Schools Total</i> | <i>418</i> | <i>1653</i> | <i>25%</i> | <i>63</i> |

**Grade level available for less than 85% of students, contributing to the inaccuracy of this number.*

- Teacher surveys were administered online to teachers of “regular attendees” of CSC programming (defined as students who had attended programs 20 day or more as of May 1 and were likely to attend 30 days or more by the end of the program year) at eight schools. At the elementary school level, surveys were distributed to the classroom teacher. At the middle and high school levels, surveys were distributed to both the language arts and math teacher, with the aim of collecting feedback from at least one teacher of each student. Teachers who completed the survey were entered into a drawing to win one of three \$20 gift cards 64% of teachers (94 out of 146) responded to the survey.

Teacher surveys included Likert Scale questions about student changes in classroom performance in the areas of: attendance, motivation, behavior, homework completion and academic performance. Teachers were also asked to rate and comment on the value of and provide feedback about CSC programming at their school.

| Table 7: Teacher survey response rates | | |
|---|-------------------------------|---------------------------------|
| School Name | # of Surveys Collected | % of Distributed Surveys |
| Beverly Park Elementary | not administered | |
| Bow Lake Elementary | not administered | |
| Cascade View Elementary | 6 (16) | 38% |
| Madrona Elementary | not administered | |
| Mount View Elementary | not administered | |
| Thorndyke Elementary | 15 (15) | 100% |
| Tukwila Elementary | 14 (17) | 82% |
| White Center Elementary | not administered | |
| <i>Elementary School Total</i> | <i>35 (48)</i> | <i>73%</i> |
| Cascade Middle | 13 (17) | 76% |
| Chinook Middle | 12 (16) | 75% |
| Showalter Middle | 8 (16) | 50% |
| <i>Middle School Total</i> | <i>33 (49)</i> | <i>67%</i> |
| Evergreen Educational Complex | not administered | |
| Foster High | 9 (18) | 50% |
| Tyee Educational Complex | 17 (31) | 55% |
| <i>High School Total</i> | <i>25 (49)</i> | <i>51%</i> |
| <i>All Schools Total</i> | <i>94 (146)</i> | <i>64%</i> |

- CSC staff kept records of program enrollment and attendance and recorded this information in a secure online database. This report includes analysis of these records.

Well-rounded education

Schools provide a wide range of academic experiences to help prepare students for future success. These academic or intellectual experiences represent one area of youth development, but are not sufficient to support a young person to thrive in life and work. With time and budget constraints, essential aspects of youth development beyond intellectual health are frequently absent from or insufficiently addressed by a student's school experiences. CSC programs attempt to fill in these gaps by providing students with a well-rounded education that supports the full spectrum of youth development.

CSC facilitates youth development by providing a wide variety of enrichment opportunities in the areas of art and personal expression, physical activity and healthy habits, social and emotional development, leadership, community engagement and other clubs and enrichment activities. CSC programs are intended to complement school day programming by providing these essential developmental opportunities. This section of the report details evidence that addresses the question "Do CSC youth participants experience a well-rounded education?"

Center for Youth Development and Policy Research's Definition of Youth Development

Aspects of Identity

- A Sense of Safety and Structure
- High Self-Worth and Self Esteem
- Feeling of Mastery and Future
- Belonging and Membership
- Perception of Responsibility and Autonomy
- A Sense of Self-Awareness and Spirituality

Areas of Ability

- Physical Health
- Mental Health
- Intellectual Health
- Employability
- Civic and Social Involvement

Source: <http://cyd.aed.org/whatis.html>

Data Sources

- Program records describing the array of programming offered
- Student self-report on surveys regarding their experiences within the extended learning offerings
- Student focus group comments regarding their experiences within the extended learning offerings
- Teacher survey comments about what they value about the program

Findings

CSC programming during the 2009-2010 year spanned a wide array of skills and interest areas.

CSC program options vary across individual school sites based on student interest and need. However, CSC programs at each of the three grade levels are organized similarly, and the program offerings cluster into six categories: academic support, transition support, arts education, leadership and community service, physical activity and healthy lifestyles, and interest-based clubs.

Elementary School

Students enrolled in CSC at a particular school attend Monday through Thursday after school. On a typical day, each student participates in homework club and/or math and reading tutoring, has time for physical activity (recess), and concludes the day with an “enrichment” experience. Enrichment experiences vary depending on the school but include options such as dance, visual arts, drama, community service, cooking and gardening.

Middle School

Students enrolled in CSC at the middle school level have some degree of choice in their after school activities. All students attend homework help immediately after school. Students then have a menu of options to choose from for the balance of their afterschool time. Options include activities such as visual arts, community service, drama, sports, boys and girls groups, cooking, cultural learning groups, financial literacy, and technology. Different clubs meet on different days and students sign up to attend none, one, or several clubs based on their interests.

High School

CSC programs at the high school level involve a great deal of student choice. The high school program is a drop in program that allows a student to attend any club or activity that appeals to him or her. CSC at all three high school campuses offers after school homework club along with both CSC created and student created enrichment options. Some of these options include poetry and spoken word clubs, first aid and parenting classes, dance, martial arts, film clubs, book clubs, and cultural clubs.

The Appendix displays the full range of CSC options in each of the three CSC service areas by grade level.

Student focus groups reveal that youth value the enrichment opportunities provided by CSC.

Students report that CSC programming provides a chance to develop skills they would not gain elsewhere, helps them learn about different cultures, and fosters social and emotional learning.

Students report expanded learning options.

- *I like [CSC staff]'s group, his group is the best. He teaches high schoolers and middle schoolers what you don't get taught in the classroom. Last time I went we learned about the history of hip hop. It's called un-common knowledge and they talk about things you don't talk about in class.*
~middle school student
- *We learn about communication. You get to learn stuff about working together with people.* ~middle school student
- *I really like sewing club because you get to make stuff. I didn't know how to sew before.*
~elementary school student
- *We get to learn about our neighborhood and do gardening. We saw bugs and things are already growing, it's fun!* ~elementary school student
- *Activities like this make you do things that you never thought you would do. I never thought I would do drama and now I can get up there and do my own thing.* ~high school student

Student Survey Comments
[I like the] art, stuff that we need to do for our future like for when we're an individual person.
~elementary school student

Student Survey Comments
[CSC is] disciplinary & keeps me fit. Helps me see that the best fighters don't look for fights.
~high school student

CSC fosters social and emotional development and interpersonal competency.

- *In the after school program you can be yourself and express yourself in different ways.* ~middle school student
- *Women's Empowerment group is great [lots of nods]. I grew mentally and emotionally. We had deep, groundbreaking conversations. It was a really intense mentorship by [CSC staff].* ~high school student
- *The activities keep away our squareness – we all need a personality, we are all unique, and it's fun to express our feelings.*
~middle school student
- *When the lady with the art comes she teaches us different lessons of different cultures and ethnicities. And if you look, all of us are different. We all have different ethnicities. We aren't all the same.* ~middle school student
- *It's an opportunity to learn more cultures and if we were home we would just be watching tv and not doing our homework.* ~middle school student

Student Survey Comments
We can all learn about each other and learn from each other.
~middle school student

Student Survey Comments
The after school program helps me with teamwork and work ethics
~middle school student

Teacher comments on online surveys reveal that they value the range of programming CSC offers students.

Teachers were provided open-ended opportunities to comment on CSC programming. A common theme among the responses was the value of the kinds of programming CSC offers.

- *I value that arts are an option especially since my middle school has cut the arts program.* ~ language arts teacher, middle school
- *[I value the] opportunities for students to be engaged in extracurricular activities; positive place for students to be after school.* ~ language arts and math teacher, high school

Conclusions and Recommendations

Conclusions

CSC provides participants a well-rounded education by offering a variety of enrichment opportunities that help students foster feelings of self-worth, opportunities for self-expression and the development of self-awareness and feelings of belonging. Students have the opportunity to learn useful life skills that are beyond the scope of traditional academics. Students are provided support via mentoring and discussion groups that facilitate healthy emotional development. Students are able to explore the world around them through enrichment opportunities designed to promote community connectedness and cultural awareness.

Recommendations

CSC has a strong base of enrichment opportunities and the opportunity to modify and enhance them to best meet the needs of the particular populations it serves.

- CSC staff should review the array of programs at each site to determine if they are appropriately balanced across the possible focus areas. Future evaluations should address the question, “Do all CSC participants have the opportunity to address physical health, arts education, social and emotional learning, community service, etc. during the afterschool program?”
- The database should be modified to report student attendance in particular programs and determine the relationship between program participation and student experience and outcomes.
- CSC staff should continue to explore new and additional ways to involve the community in enrichment program offerings. Community collaboration is a goal of CSC and enrichment programs are an opportune place in which to facilitate this connection.
- Future phases of the evaluation should incorporate more youth development indicators, such as developmental assets or social and emotional learning skills, to assess the impact of program participation. These are better matched to the goals of some of the particular enrichment programs than the academic outcomes that are the focus of this phase of the evaluation.

Motivation to engage in and attend school

Research indicates that students who are frequently absent from school experience lower achievement than students who attend school regularly. Students who experience frequent absences score lower on achievement tests⁵ and are less likely to complete school if an intervention does not take place.⁶

School engagement and bonding (active participation and attentiveness in class and the feeling of connectedness to school) has also been shown to relate to positive academic outcomes,⁷ better mental health and lower risk behaviors.⁸ School engagement and bonding in grades 7-9 is related to higher GPA three years later, in grades 10-12.⁹ It is also related to reduced drug use.¹⁰

This section of the report summarizes collected data that helps answer the question “Does CSC’s after school programming increase motivation to attend and engage in school?”

Data Sources

- Teacher surveys that tapped classroom indicators of student motivation to engage in and attend school
- Student self-report on surveys regarding the impact of CSC participation on motivation to attend school
- Student focus groups that addressed CSC programming and school engagement

Findings

Teachers report improvements in school engagement and attendance among regular attendees of CSC programs.

End of year surveys gave classroom teachers the opportunity to report changes in the motivation, engagement and attendance of individual students who regularly participated in CSC programs.

Teachers had the option of indicating if no improvement was needed on each particular item for each student. Table 8 summarizes teacher perceptions of need.

⁵ US Department of Education Institute of Education Sciences: http://nces.ed.gov/pubs2010/2010015/indicator4_16.asp

⁶ DeSocio, J. VanCura, M., Nelson, L., Hewitt, G., Kitsman, H., and Cole, R. (2007). Engaging Truant Adolescents: Results From a Multifaceted Intervention Pilot, *Preventing School Failure*, 51(3), 3–9.

⁷ Finn J (1993). School Engagement & Students at Risk. *National Center for Education Statistics*

⁸ Scales, P & Leffert, N. (2004) Developmental Assets: A synthesis of the scientific research on adolescent development. (2nd edition). Search Institute, Minneapolis, MN

⁹ Scales & Roehlkepartain (2003). Boosting student achievement: New research on the power of developmental assets. *Search Institute Insights & Evidence*. 1(1), 1-10.

¹⁰ Paulson, M.J., Coombs, R.H. & Richardson, M.A. (1990). School performance, academic aspirations, and drug use among children and adolescents. *Journal of Drug Education*, 20, 289-303.

| Table 8: Teacher assessment of need for improvement re: school engagement indicators | | |
|---|------------------------------|---------------------------|
| School Engagement Indicator | No Improvement Needed | Improvement Needed |
| Participating in class | 23.6% | 76.4% |
| Attending class regularly | 52.5% | 47.5% |
| Being attentive in class | 29.6% | 70.4% |
| Coming to school motivated to learn | 33.5% | 66.5% |

Table 9 summarizes teacher responses regarding students for whom improvement was needed.

| Table 9: Teacher assessment of changes in student engagement | | | |
|---|-----------------|------------------|-----------------|
| School Engagement Indicator | Improved | No Change | Declined |
| Participating in class | 71.6% | 24.0% | 4.3% |
| Attending class regularly | 45.3% | 45.7% | 9.0% |
| Being attentive in class | 63.0% | 27.6% | 9.5% |
| Coming to school motivated to learn | 62.0% | 29.7% | 8.2% |

- Teachers report that approximately 70% of CSC students needed to improve in their class participation, classroom attentiveness, and coming to school motivated to learn.
- Of the 70% who needed improve, more than 60% did so in the areas assessed.
- Fewer than 10% of CSC students declined in their performance in any of the four areas.
- Almost half of the students attending CSC programs who needed to improve their school attendance did so over the course of the year.

| Table 10: Percentage of students who improved based on teacher ratings by grade level | | | |
|--|--------------------------|----------------------|--------------------|
| School Engagement Indicator | Elementary School | Middle School | High School |
| Participating in class | 77.4% | 69.6% | 64.3% |
| Attending class regularly | 47.3% | 50.6% | 36.2% |
| Being attentive in class | 66.4% | 61.8% | 58.1% |
| Coming to school motivated to learn | 69.9% | 62.3% | 48.3% |

- Teacher ratings of high school student improvement are significantly lower than ratings of elementary and middle school students. The differences between teacher ratings of elementary and middle school students are not significant.

Student focus groups reveal that CSC program impacts motivation to attend school and attendance.

During middle and high school focus groups, a consistent theme that emerged is that CSC after school programs positively impact student attendance and motivation. Relevant comments center on three themes: program enjoyment, confidence in ability to be successful in school, and decreased disciplinary actions. These themes and example quotes are described below.

Student Survey Comments
[CSC] helps me be motivated and do work in school. I cannot do any work at home so having this program is good. I'm able to finish my work here.
~high school student

Students enjoy and are excited to participate in CSC programming, which motivates them to attend school for the entire day.

- *Breakdancing club keeps kids connected to school, they don't come to school otherwise.* ~high school student
- *I liked it when we play games or have activities like drama club and spoken word. These are fun things to come to school for.* ~high school student

CSC programming helps students avoid disciplinary problems during the school day, supporting school bonding and motivation to attend school.

- *[CSC] gets you out of trouble because other people that quit after school, one of my friends already got expelled after school. If he kept coming after school he wouldn't have gotten expelled because here after school they would give him good advice, and instead he just kept doing the thing that was wrong.* ~middle school student
- *... before I started coming here I didn't get my work done. I was getting in trouble every day-after school detention because I didn't get my work done, and then I started coming- I came in here instead of detention. I don't get detention anymore because I get my work done.* ~high school student

Student Survey Comments
It keeps me from getting kicked out because if I got kicked out I would not get to go [to CSC]
~high school student

Students credit CSC programming with increasing their confidence to succeed in the classroom.

- *They (CSC staff) pointed out that I have intelligence. I now know what an impact I can make, I know I am smart.* ~high school student
- *It makes me want to go to school more. When you compare someone who doesn't have their homework done to someone who does you actually want to go to school.* ~high school student
- *It helped me become more independent in class. I don't have to ask my partners/ classmates for help. I speak up in class more. I raise my hand a lot now.* ~high school student

Student Survey Comments
It releases all the stress at school so I can focus the next day at school
~middle school student

Students describe supportive relationships with CSC staff that foster their school bonding and motivation

- *The staff is really cool, they're not like mean. They're open to everyone. If you don't get something they don't get frustrated with you, they take the time to teach and until you get it. ~middle school student*
- *It made me want to go to school more because I want to be here after school to see the tutors and get help. It's something to look forward to. ~high school student*
- *It's easier to stay focused when people sit and listen and help. I don't have people outside of school who would sit and listen. ~high school student*

Student Survey Comments

I love all of my amazing mentors who always help me stay on point.

~high school student

Conclusions and Recommendations

Conclusions

Data provides evidence that CSC programming positively impacts student participation, attendance, attention and motivation to learn. The wide array of CSC programs appeal to certain students in a way that the traditional school day offerings do not; some students attend school in order to participate in after school program such as break dancing or martial arts. Some students receive the academic and homework support they need to minimize anxiety and be comfortable or even confident participating in the classroom setting. Some students receive the mentoring and support to avoid or decrease “getting in trouble” during the school day, removing powerful barriers to school bonding. Finally, positive relationships with specific CSC staff help some CSC participants remain bonded and engaged with school.

Recommendations

CSC staff should continue to provide programming that appeals to students, especially at the middle and high school levels where students have choice about where they spend their time. Students can play a role in program selection, helping staff know what might best appeal to students who otherwise might not be motivated to attend school.

CSC staff who build effective, positive relationships with students are especially valuable and retaining them should be a priority.

Teacher surveys indicate that improving student attendance is the weakest of the four engagement and attendance indicators. This can partially be explained by the fact that over 50% of the students attending CSC programs did not need to improve their classroom attendance to begin with. Also, school attendance is influenced by a variety of factors, many of which are out of CSC's control. Yet, this suggests there is opportunity to better foster student school attendance. CSC could collaborate with school staff early in the year to identify students who need improvements in attendance and focus on impacting these students. CSC could track student attendance at CSC programs and parent attendance at CSC facilitated outreach events and how these in combination correlate with increased school attendance.

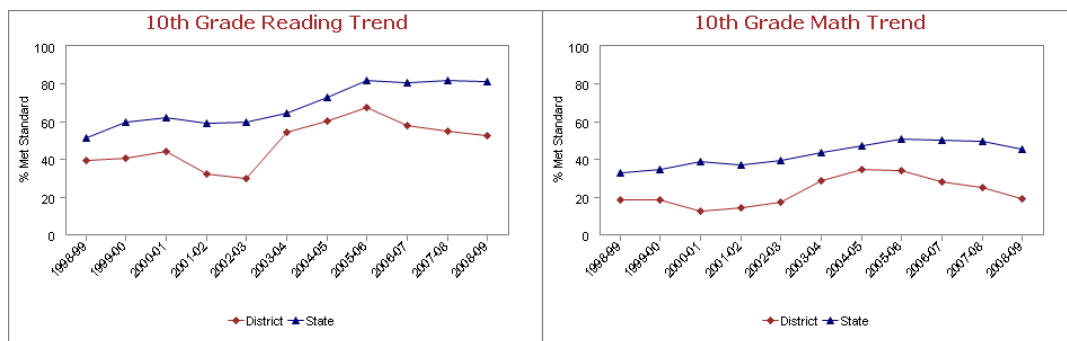
Academic success

School success is an important indicator and predictor of youth success in life. There is data that suggests students in Tukwila and Highline school districts consistently struggle to achieve school success and that the districts would benefit from increased academic support for its students.

School district performance is commonly determined based on student performance on state tests, and defined as making Adequate Yearly Progress (AYP). For a school or district to meet AYP, students in all demographic subgroups measured by the state must meet a certain level of improvement from year to year; if one or more subgroup in a school does not meet the standard for the year the school and the district are considered underperforming. Using these standards, Tukwila and Highline School Districts are underperforming districts as compared to the state as a whole.

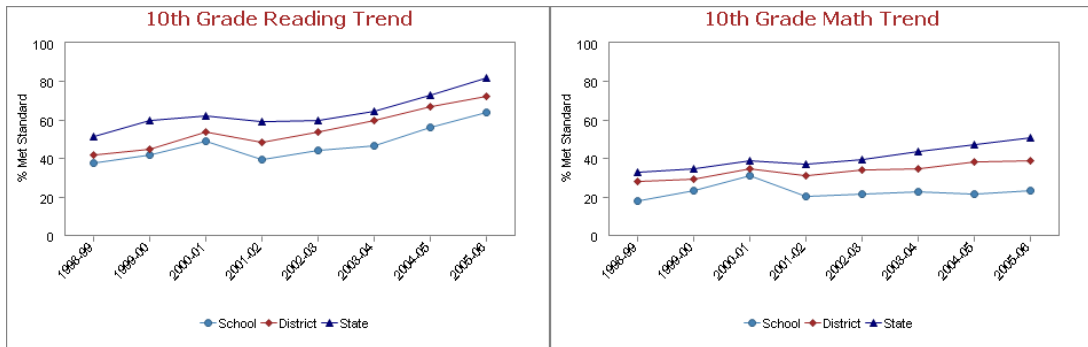
- Tukwila elementary schools do not consistently meet AYP for any subgroup other than White and Asian/Pacific Islander.
- 54% of Highline elementary schools made AYP as compared to 62% of elementary schools in the state of Washington.
- Two middle schools in the Highline School District are going through the School Improvement Process mandated by the Federal No Child Left Behind Act as a result of consistent underperformance.
- Both Tukwila and Highline serve students from over 60 different language groups. 67% of Highline and 75% of Tukwila are non-white students. In both districts white students score disproportionately higher on state tests than non-white students.
- Tukwila School District made AYP in 67% of the subgroups measured by the state and Highline School District made AYP in 62% of the subgroups. In both districts, the subgroup “white” is the only group to consistently meet AYP at all levels.
- The charts below show provide the math and reading scores of two high schools served by CSC, one in each district, compared to the state averages.¹¹

Charts A & B: Trends in math and reading scores, Foster High School, Tukwila School District

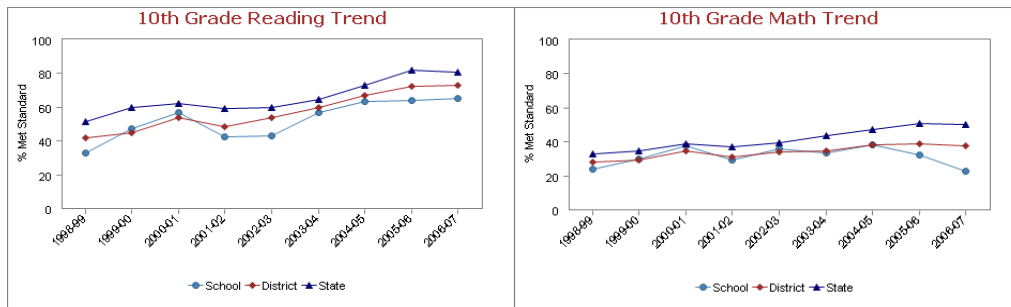


¹¹ School Performance data comes from the OSPI School Report Card data for the 2008-2009 school year <http://reportcard.ospi.k12.wa.us/summary.aspx?year=2008-09>

Charts C & D: Trends in math and reading scores, Tye Education Complex, Highline School District



Charts E & F: Trends in math and reading scores, Evergreen Education Complex, Highline School District



This section of the report summarizes collected data that helps answer the question “Does CSC’s after school programming increase student academic success?”

Data Sources

- Teacher surveys that tapped classroom indicators of academic success
- Student self-report on surveys regarding the impact of CSC participation on school success
- Student focus groups that addressed CSC programming and school success

Findings

Teachers report improvements in homework completion quality and rates among regular attendees of CSC programs.

End of year surveys gave classroom teachers the opportunity to report changes in the homework completion quality and rates and academic performance of individual students who regularly participated in CSC programs.

Teachers had the option of indicating if no improvement was needed on each particular item for each student. Table 11 summarizes teacher perceptions of need.

| Table 11: Teacher assessment of indicators of academic success | | |
|---|------------------------------|---------------------------|
| Indicator | No Improvement Needed | Improvement Needed |
| Turning in his/her homework on time | 30.2% | 69.8% |
| Completing homework to your satisfaction | 21.2% | 78.8% |
| Academic performance | 18.6% | 81.4% |

Table 12 summarizes teacher responses regarding students for whom improvement was needed.

| Table 12: Teacher assessment of indicators of academic success | | | |
|---|-----------------|------------------|-----------------|
| Indicator | Improved | No Change | Declined |
| Turning in his/her homework on time | 69.6% | 19.6% | 10.9% |
| Completing homework to your satisfaction | 71.0% | 21.5% | 7.4% |
| Academic performance | 74.8% | 17.0% | 8.2% |

- According to teachers, at least 70% of the students attending CSC programs had a need to improve their academic performance.
- Approximately 70% of those who needed to improve showed improvement in homework completion and quality and academic performance over the course of the school year.

Student surveys reveal that CSC programs support student academic performance.

Students were surveyed at the end of the school year regarding their perceptions of CSC's impact on a variety of outcomes including several measures of educational achievement. Table 13 summarizes the survey results.

Student Survey Comments
I get my work done and I understand what I am doing when I'm done!
 ~high school student

Table 13: Student experiences of academic support from CSC programs

| The after school program has helped me: | A Lot | Some-what | A Little Bit | Not at All |
|---|-------|-----------|--------------|------------|
| ... with my math | 33% | 29% | 22% | 16% |
| ... with my reading (for fun or school) | 25% | 26% | 26% | 23% |
| ... with my writing/language arts | 30% | 26% | 23% | 21% |
| ... learn English* | 41% | 15% | 14% | 31% |
| ... complete my homework | 60% | 23% | 10% | 8% |
| ... improve my grades | 41% | 32% | 17% | 10% |

* Students had the option “Doesn’t apply, I’m not learning English” and those responses are not reflected in this table

- Students strongly recognize CSC programs as positively impacting their grades and homework completion rates.
- Student perception of CSC impact in specific academic areas is widely varied.

Student focus groups reveal that CSC program supports school work completion.

Focus group conversations consistently revealed that students value the CSC after school program because it provides a focused space for them to complete their school work with help and resources. Students talked about improving their academic skills as a result of the after school program and receiving help that they would not receive elsewhere.

Students describe how resources available after school support homework completion.

- *I typed things up. Having the computer and printer really helps. ~high school student*
- *You actually do your work without getting distracted. At my home I turn on the tv, and I try to do my homework, but then I get distracted. ~middle school student*
- *It’s just like a place for me to sit down and look at my homework in a quiet place with nothing to distract me so that I can see what I need to do, do it, and then go home and have no worries. ~middle school student*

Student Survey Comments
It really helps me with things I don't understand. I have good grades because of this program.
 ~middle school student

Students cite the help provided by afterschool staff and volunteers as a particularly important resource.

- *You get math help, you get help if you don't understand things. Or if your friend has the same homework they can help you out, if they get something they can explain it to you, and at home you might not have people who know that. ~middle school student*

Student Survey Comments
I return my homework and it is always done and I get more knowledge when I ask about the things I don't even know.
 ~elementary school student

- *Some of your parents don't even know how to help you with your homework and here they actually help you because they have that experience in school and our parents don't understand us because they're showing us different methods than they showed them in school. ~middle school student*
- *Yeah, sometimes when I have an assignment that I don't know how to do they help you. My mom and my dad don't really understand it a lot of the time, and usually my mom and dad aren't home they are at work, and my sister doesn't have time to help you. ~elementary school student*

Student Survey Comments
In the after school program it helped me a lot I do better on things like math, reading, writing.
 ~elementary school student

Students describe increased skills resulting from afterschool help.

- *I learn stuff. Like when I'm not focused in class there are things that I miss, like steps to things and when I do my problems I end up getting it wrong and I come here and I learn everything, and I remember and I'm like when we were talking... oooh, I didn't get that part. ~high school student*
- *I learned how to read better. ~elementary school student*
- *It helped me bring my grade up in science because last semester I was failing and now I have a C. They made me do my homework even though I didn't want to. ~middle school student*
- *You get good grades. I raised all my grades to all As and Bs and I had a GPA of 3.5. The after school program helped me focus on my homework and they would help me when I needed help. ~middle school student*

Student Survey Comments
For one it helped me pull my grades up. Two it helped me become a better writer.
 ~high school student

Teacher comments on online surveys reveal that they believe CSC support academic achievement primarily through supporting homework completion.

- *The tutoring is also very important to help assist students who would otherwise not be able to have time or resources to finish homework. ~ math teacher, middle school*
- *[I value the] time for homework and reading that may not happen at home. ~ classroom teacher, elementary school*
- *[I value] that students have a dedicated place for homework where they can be supported by tutors familiar with what is happening in class. ~ math teacher, high school*

Conclusions and Recommendations

Conclusions

Data consistently supports the assertion that CSC programs support the academic achievement of students. Teachers indicate that a large majority of the students attending CSC programs on a regular basis improve academically. Students recognize that CSC helps improve their grades and work completion, even if they have a hard time recognizing improvement in specific academic areas. This discrepancy may be due to students being more aware of grades and work completion than math, reading, or writing skill levels. Student focus groups indicate that students are in need of

academic support outside of school beyond what their families can provide. In this respect, CSC is filling a void.

It is important to keep in mind that the data collected primarily reflects program impact on the subset of program participants who attended regularly and until the very end of the school year. The programs' academic impact would likely not be as strong if all student participants were surveyed and/or addressed in teacher surveys.

It is similarly important to note that surveys addressed all students attending CSC programs, not simply academic programs. Students attending non-academic enrichment activities will most likely have a harder time making a connection between CSC programming and academic achievement. Nonetheless, their experiences are reflected in this data.

Recommendations

Academic achievement is a complex outcome with many indicators and contributing factors. As a next step in program and evaluation planning, CSC should identify what area of academic achievement they are most likely to impact and focus program and evaluation efforts accordingly. For example, at the CSC after school programs with parent led math and reading tutoring, it would make sense to measure student improvement in the areas of math and reading. At the high school level it might be more accurate to measure homework completion or grades rather than reading level improvement, since that is the focus of the homework hub activities.

Future evaluation should address this by assessing the impact of CSC participation on school-based indicators of academic success such as test scores and strive to utilize comparison groups to better understand the role of CSC in causing changes in academic performance.

Informed and prepared for post-secondary options

To be successful in today's economy, all students will need education and training that go beyond the high school diploma. Education levels are predictive of levels of future success.¹²

- Higher educational attainment equates to higher earning
- College graduates are more likely to have jobs that provide health care
- The income gap between high school and college graduates is increasing over time
- Completing any degree of college provides strong returns for the future
- High education levels correspond with low unemployment and poverty rates

Both Highline and Tukwila have on-time graduation rates that are equal to or higher than the state average of 72%.

- Highline has an on-time graduation rate of 72%
- Tukwila has an on-time graduation rate of 77%

This section of the report summarizes collected data that helps answer the question "Does CSC's after school programming increase positive student post-secondary options?"

Data Sources

- Student self-report on surveys regarding their aspirations for the future and program impact on post-secondary plans
- Student focus groups about CSC programming and post-secondary plans

Findings

Students report that CSC prepared them for post-secondary options.

Students attending CSC programs at the end of the 2009-2010 school year were surveyed about their perceptions of CSC program impact in a variety of areas with regards to academics and student development. Tables 14 and 15 detail responses.

| Table 14: Student responses to "CSC helped me prepare for college" | | | | |
|---|--------------|-----------------|---------------------|-------------------|
| Grade Level | A lot | Somewhat | A little bit | Not at all |
| Elementary Schools | 33.3% | 29.1% | 14.9% | 22.7% |
| Middle Schools | 36.4% | 26.1% | 19.3% | 18.2% |
| High Schools | 42.2% | 34.4% | 16.2% | 7.1% |

¹² Baum, S. & Ma, J. (2007). Education Pays: The Benefits of Higher Education for Individuals and Society. Washington DC: College Board.

| Table 15: Student responses to “CSC helped me prepare for work after high school” | | | | |
|--|--------------|-----------------|---------------------|-------------------|
| Grade Level | A lot | Somewhat | A little bit | Not at all |
| Elementary Schools | 30.0% | 28.6% | 22.1% | 19.3% |
| Middle Schools | 39.8% | 25% | 14.8% | 20.5% |
| High Schools | 37.5% | 29.4% | 16.7% | 16.4% |

CSC participants have high expectations for the future.

As part of the survey students were asked to rate their expectations for the future with regards to graduating high school and enrolling and completing post-secondary education. Responses are summarized in Tables 16-19.

| Table 16: Student responses to “I will finish high school” | | | | |
|---|------------------|--------------------|------------------------|------------------------|
| Grade Level | Very sure | Mostly sure | Not really sure | Not at all sure |
| Elementary Schools | 66.2% | 26.6% | 6.5% | 0.7% |
| Middle Schools | 79.5% | 17.0% | 1.1% | 2.3% |
| High Schools | 90.4% | 6.4% | 3.2% | 0% |

| Table 17: Student responses to “I will go to college” | | | | |
|--|------------------|--------------------|------------------------|------------------------|
| Grade Level | Very sure | Mostly sure | Not really sure | Not at all sure |
| Elementary Schools | 64% | 23.7% | 11.5% | .7% |
| Middle Schools | 69.3% | 17% | 11.4% | 2.3% |
| High Schools | 79.6% | 12.7% | 6.4% | 1.3% |

| Table 18: Student responses to “I will finish college” | | | | |
|---|------------------|--------------------|------------------------|------------------------|
| Grade Level | Very sure | Mostly sure | Not really sure | Not at all sure |
| Elementary Schools | 62.5% | 23.5% | 13.2% | 0.7% |
| Middle Schools | 62.1% | 25.3% | 10.3% | 2.3% |
| High Schools | 75.2% | 15.3% | 7.0% | 2.5% |

| Table 19: Student responses to “I will have a satisfying career” | | | | |
|---|------------------|--------------------|------------------------|------------------------|
| Grade Level | Very sure | Mostly sure | Not really sure | Not at all sure |
| Elementary Schools | 62.6% | 30.2% | 5.8% | 1.4% |
| Middle Schools | 65.9% | 22.7% | 11.4% | 0% |
| High Schools | 65.9% | 24.9% | 7.8% | 1.5% |

- Students in high school have higher expectations than students in middle school, who have higher aspirations than students in elementary school.

- Approximately 90% of high school students are very sure they will finish high school, 80% are very sure they will enroll in college, and 75% are very sure they will finish college.
- More than half of students at all grade levels believe CSC has helped them prepare for college and/or work after high school.

Student focus groups reveal that CSC program supports high school completion and post-secondary planning.

Focus groups discussions revealed that the academic support combined with information about post-secondary opportunities help students graduate with post-secondary education in mind.

CSC supports students to fulfill graduation requirements.

- *The tutors made me do my senior project so I would graduate.* ~high school student
- *With the senior project, without the afterschool program, I would have had to skip class some time just to get it done.* ~high school student

CSC informs students about post-secondary opportunities.

- *It's very fun and exciting. We get to learn about when you go to college, what do you do in college.* ~elementary school student
- *It helps you learn things about when you grow up.* ~elementary school student
- *I get to apply for more scholarships because I get [CSC Staff] to read my essays.* ~high school student

Current college student tutors serve as supportive role models.

- *With [CSC staff] we talked about her time in Hawaii and the jobs they had before. We learned she was a makeup artist, which was cool. So it's not just school stuff, it's like personal connection.* ~middle school student
- *The tutors know a lot about college and stuff so he talks to us a lot about it, what goes on, careers and stuff.* ~high school student

Student Survey Comments

I try to improve myself everyday to qualify for the college that I've been taught about [at CSC].

~high school student

Student Survey Comments

[CSC] helps with homework, high school, college, loans, scholarships.

~ high school student

Student Survey Comments

It helps me with school work that I have trouble with and not only school work but other college and career things also which is great

~high school student

Student Survey Comments

When [CSC] talks about doing good in school, careers, college. Makes me want to go to college.

~high school student

Conclusions and Recommendations

Conclusions

Students attending CSC programs have high expectations for high school completion and post-secondary school attendance. High school students in particular value CSC for:

- academic support that will help them graduate from school
- advice and information about post-secondary opportunities
- help with college applications, essays, and scholarships

Several high school students mentioned the benefits of having tutors at the after school program who are current college students. Current college students are so close in age to high school students that CSC students are able to connect with them, feel comfortable talking with them about life after high school, and see them as relatable mentors.

Recommendations

There are many opportunities for CSC to grow their programming with regards to informing and preparing students for post-secondary options. Several of the CSC middle and high schools have plans to begin conducting college visits with students during the school day, which will offer an natural way for CSC to partner with schools in this area of focus. CSC may want to consider:

- Developing after school programs that align with school activities such as college visits and financial aid nights as a way to collaborate with schools
- Offering family education around post-secondary preparedness as part of their outreach efforts
- Partnering with people and/or organizations in the community to provide students at all grade levels with real-life role models, exposure to careers, and the opportunity to develop social connections

In order to better track CSC's impact on students aspirations and preparedness for post-secondary opportunities, future evaluation cycles should track on-time grade matriculation, high school graduation, and college enrollment rates for regular CSC program attendees.

Program quality

Research shows that youth program quality matters: after school programs with certain key features and qualities show positive effects while programs without these do not.¹³ There is a growing body of literature on the components of quality and much overlap among various definitions of a quality youth program. Specifically, effective youth program qualities matter in the areas of relationships, environment, engagement, social/behavioral norms, skill building opportunities and routine/structure.¹⁴

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.¹⁵

This section of the report summarizes collected data that helps answer the question “Is CSC’s after school programming delivered consistently with best practices in the field?”



Data Sources

- Student self-report on surveys regarding their experiences in the program
- Student focus groups about CSC program qualities
- Teacher survey comments

Findings

Students report that CSC provides a safe alternative to other after school time options.

By providing programming at the school site, CSC affords an extended learning day in a safe physical environment. All students are provided snacks and effort is taken to make them as healthy as possible. Table 20 details survey responses regarding physical and emotional safety.

Student Survey Comments
*I like that it is a safe, fun place
to do activities*
~middle school student

¹³ Durlak and Weissberg, 2007, Vandell, MARS, High/Scope’s YPQA Validation Study

¹⁴ The Forum for Youth Investment (2008). Assessing and Improving Youth Program Quality. Downloaded on August 26, 2010 from www.forumforyouthinvestment.org.

¹⁵ High/Scope Education Research Foundation: The Youth Program Quality Assessment.

| Table 20: Student survey responses related to fostering safety | | | | |
|---|--------------|-----------------|---------------------|-------------------|
| Indicator | A Lot | Somewhat | A Little Bit | Not at All |
| CSC helps me stay safe after school | 61% | 23% | 10% | 7% |
| The after school program is a comfortable place to hang out | 59% | 24% | 14% | 4% |

Middle and high school focus group comments affirm that CSC provides a safe alternative for after school hours.

- *If I didn't come here I would go hang out at the lake. ~middle school student*
- *When we're here we're learning, instead of what other people do, just hanging out and doing bad stuff. ~high school student*

Student Survey Comments
It allows me to stay after school in a safe place and get my work done
 ~high school student

In middle and high school focus groups, students report that CSC staff is critical to providing a supportive environment.

- *You can really tell they are here to help you. ~middle school student*
- *So basically like if anybody here is having problems going on, they could talk to the trusted staff here. The staff may solve their problems. ~middle school student*
- *Sometimes adults don't really show that they want to help you, so you don't really ask them. But (here) they do, they open themselves. ~high school student*
- *The tutors help you with life problems. If you come here enough they notice the changes in your attitude and how you're feeling and they'll like ask you, not because they're being nosey but because they want to know what's going on. And I trust them. ~high school student*
- *The staff are always here, they don't come and go like other programs. ~high school student*
- *I like to challenge adults. I only do what they say the 500th time they ask. I want to know "do you actually really care or are you just going through the motions?" Here the staff really cares. ~high school student*
- *[CSC staff] came to see my presentation in school, and that meant a lot to me. My parents are too busy and couldn't come. ~high school student*
- *[CSC staff] will tell you the truth if you need to hear it. ~high school student*
- *They always tell me that I am a star. ~high school student*

Student Survey Comments
They like helping kids and making sure we are safe
 ~middle school student

Students report that CSC programs allow for interaction by fostering a sense of belonging and providing older youth a chance to lead and mentor.

Students describe belonging to a CSC community where they have a chance to develop leadership skills.

- *This is all about community. ~middle school student*
- *If you don't show up, they will notice and ask. Someone wants me to be there. ~middle school student*
- *I got leadership skills by doing the Steps to Success program. I was a mentor to younger kids at Mt. View Elementary. I enjoyed it a lot. ~high school student*
- *Now I see there are many opportunities to interact and do things like mentor. ~high school student*

| Table 21: Student experiences in the after school program | | | | |
|---|---------------|--------------|-------------------|----------------------|
| Quality Indicator | Always | Often | Some-times | Rarely/ Never |
| I make new friends in the after school program | 49% | 22% | 18% | 11% |
| I feel like I belong at the after school program | 51% | 22% | 22% | 6% |
| If I didn't show up, someone in the after school program would notice I was missing | 46% | 23% | 19% | 12% |

In focus groups, students report that there is opportunity for increased student engagement and youth choice, especially at the middle school level.

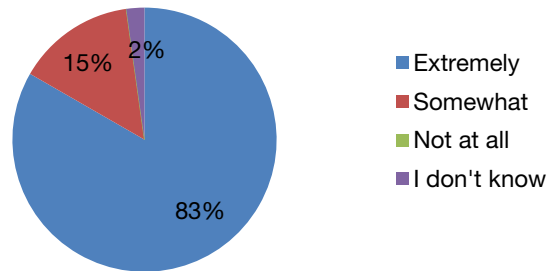
On the one hand, students are engaged by the wide array of programming that they enjoy a great deal, as described in an earlier section of this report. On the other hand, middle school students crave more voice and choice regarding the programs offered and their own enrollment into particular programs.

- *We need different kind of activities every day because sometimes we get tired of one thing and want to try something else. You can't switch activities, and I think we should be able to switch. We can only switch if we find someone in that class to trade with us. Most of the time people just want to stick with their class and you want to be in there too. ~middle school student*
- *She told us to pick which ones we wanted, although they already had a list of them. They told you the list of what they have to do and you pick what you want to do on which days, but if you don't come on one day then they choose your activity for you, and that's not fair because you might not want that and then you're stuck with it for the rest of the time. ~middle school student*
- *We tried to go to [CSC staff]'s group, and she wouldn't let us go, and the group we are in is boring and I don't want to go. We are forced to go, and now she won't let us go to anything else because we signed up for this club first. ~middle school student*

Teachers perceive CSC's after school programming as supportive and valuable to students.

Teachers were asked to indicate how valuable CSC afterschool programs are for students and to comment on their ratings. Most teachers describe the program as extremely valuable and supportive.

How valuable are the after school programs provided by the Community Schools Collaboration?



- *I think it gives kids a safe comfortable place to be after school. It helps them focus on making friends and getting their school work done. ~language arts teacher, middle school*
- *They have a place where they are able to connect with adults who care about them and want to see them succeed. ~math teacher, middle school*
- *The Community Schools Collaboration group does a fantastic job connecting with students and building a great bond and support for students. ~language arts teacher, middle school*
- *[I value the] support for individual students, tailored somewhat to their needs. Greater student connection with the school and sense of community. ~classroom teacher, elementary school*

Teachers who believe the program makes a difference for students would like increased participation in the program. Some suggest improved recruitment strategies.

- *I would love to figure out a way to ensure that more kids benefit from this resource. I'm not sure how to do that, but I think all students could get something out of the programs. ~language arts teacher, middle school*
- *I would like to see community schools do more intentional outreach into the schools so they get a wider range of students (more diverse group) accessing their services. ~math teacher, high school*
- *CSC really should let teachers know what programs are offered and what time/ day so we can promote the programs in our classrooms to support them. ~language arts teacher, middle school*
- *More in-class recruitment throughout the year....maybe check in with teachers regularly to see if they can think of anyone in their classes who would benefit from direct tutoring after school, and then follow up on this to bring more reluctant students to the CSC for tutoring. ~ELL teacher, high school*

Teachers recommend increased collaboration around supporting students.

- *I would like to collaborate more around individual student academic needs.* ~classroom teacher, elementary school
- *...continue finding ways to share with the students' homeroom teachers.* ~classroom teacher, elementary school
- *There could be more communication with teachers to help understand course outcomes. You could even observe classes/students.* ~language arts teacher, high school
- *Provide teachers with regular lists of who is attending afterschool programs. Invite teachers to come in and see what is going on in the program. Have students report back to teachers about what they are accomplishing in the program. Share goals of the students with teachers.* ~math teacher, middle school
- *"Communication with schools has improved which has been helpful --- keeping teachers informed so that we can connect kids to the programs is crucial.* ~math teacher, middle school
- *More direct links with campus classes to provide direct tailored support for classes.* ~ELL teacher, high school

Conclusions and Recommendations

Conclusions

Student and teacher feedback suggest that program is well-received and demonstrates many qualities research shows to be critical.

- CSC programs are safe and supportive for the students who participate.
- CSC programs foster a sense of belonging.
- Middle and high school students are provided opportunities to lead and mentor.

There are opportunities to increase student voice and choice, especially at the middle school level.

Staff are an asset to the programs and critical to their effective delivery.

Recommendations

Identify age-appropriate ways to offer students an increased role in reflecting on and planning the program. This is not only consistent with best practices, but also aligns with CSC's goal to provide leadership opportunities for youth.

CSC should continue to value and invest in its staff by providing adequate compensation and ongoing professional development. Also, future data collection should consider a staff survey to better understand and address the barriers to program delivery and the other challenges they face.

Future evaluation should utilize the Youth Program Quality Assessment tool, which has proven validity and reliability and comprehensively assessed program quality on a variety of important factors. The data provided by this instrument would complement participant feedback and help identify particular programs areas that can be improved.

Next Steps

This evaluation report is one step in a formative evaluation cycle. The report is designed to answer certain question and raise subsequent questions, with the big-picture goal of informing program improvements and describing program progress towards achieving important goals. This section describes the next steps in the evaluation process.

Program enrollment

CSC served over two thousand students in 2009-2010. These numbers and demographic information about the participations are not precise because data entry into the organization's database was not completed consistently or accurately at many sites. Two issues contributed to this problem. First, 2009-2010 was the first year using a new database and the staff was not sufficiently trained to recognize errors in their entry. These errors were not brought to their attention until the end of the year when this report was being completed. Second, staff serving the Highline School District did not have access to the district database to directly gather demographic information on their students, but had to request information from school staff.

Next Steps

All Site Managers will attend a required training prior to the beginning of the 2010-2011 program year. After this training, they will be required to make corrections to the 2009-2010 enrollment and attendance numbers and to accurately complete data entry moving forward.

Staff access to the Highline School District database has been changed so that CSC student demographic information can now be retrieved by CSC program staff. Staff will use this database to fill in missing information.

Once 2009-2010 data entry is "cleaned" and completed by staff, this information will be updated in the next program evaluation report.

Activity participation

This report does not include information about the number of students enrolled in particular CSC activities. The database structure and incomplete data entry does not allow for easy extraction of this information. Consequently, at this stage it is not possible to explore questions such as: Do individual CSC participants typically experience a variety of activities, or does the typical student tend to engage in certain kinds of program such as academic-only or arts-only? Are certain CSC activities better rated by students than others? Does program impact differ based on which CSC activities a student takes advantage of?

Next Steps

Improvements to the database structure and staff entry will allow for future reporting of the relative rates of participation in different kinds of programs. Future survey administration strategies will allow for exploring the relationship between activity participation and survey responses. Future evaluation will explore the relationship between activities and program impact.

CSC participation and school-based indicators

This report does not explore the relationship between CSC participation and school performance indicators such as school attendance, academic test scores or graduation rates. Since CSC's goals are largely related to school performance, it is important to explore program impact on these indicators in a more rigorous manner.

Next Steps

In the fall of 2010, evaluators will access the district databases and design a series of mini-studies to explore the relationship between CSC participation and important indicators of school success.

Program qualities

This report relies on surveys of program participants who attended the program during the end of the school year. Data collection did not gain the perspective of students who choose to drop out or infrequently attend CSC programming. These are important perspectives when assessing if the program consistently provides a welcoming, supportive atmosphere that engages all kinds of students.

Next Steps

The evaluators will work with program staff to determine methods of gaining feedback from students who stop participation in CSC programming.

Data collection

Surveys were collected from only 25% of enrolled students. Largely, this is because surveys were administered during the end of the school year after many students had completed their participation in the program. This means that surveys were likely collected from a biased sample of students who engaged more regularly in the program than most and remained to the very end.

Next Steps

Student surveys will be administered throughout the year as particular CSC program come to an end. End of Year surveys administration will begin earlier in the spring. Accurate database records of student enrollment and attendance in the spring will allow for the response rate to be determined based on total spring enrollment rather than total enrollment for the year.

Health and family engagement

This evaluation focused on the youth extended learning programs of CSC rather than the evaluation of health or family engagement services. It is important to integrate evaluation of these program components during the next year.

A clear logic model and evaluation plan for the next cycle of evaluation was created for health service. Staff currently track numbers of students served and percentages of students who were referred for further treatment. The family engagement services at CSC are currently in transition.

Next Steps

CSC health services will continue to collect data on students served and students needing referrals. These numbers, combined with survey responses from students who participated in CSC programs related to health, nutrition, and physical fitness, will be used to evaluate CSC's progress towards meeting program goals and objectives.

The CSC family engagement model is still evolving. Indicators will be developed to match the model CSC adopts.

Final Conclusions

The qualitative and quantitative information collected from students and teachers and the tracked program activities, enrollment and attendance provides evidence that CSC programs successfully addressed its primary goals.

CSC served over two thousand students during the 2009-2010 school year; over one thousand of these students regularly participated in these programs. The students were ethnically and racially diverse, many came from low income households and were English language learners.

CSC programs addressed a wide array of youth development needs, including physical health, civic and social involvement, social and emotional skills, recreation, personal expression and academic support. Students and teachers value the variety of options provided. The variety of CSC programs often piqued the interest of students who are not drawn to the traditional school day and increased their attachment to school.

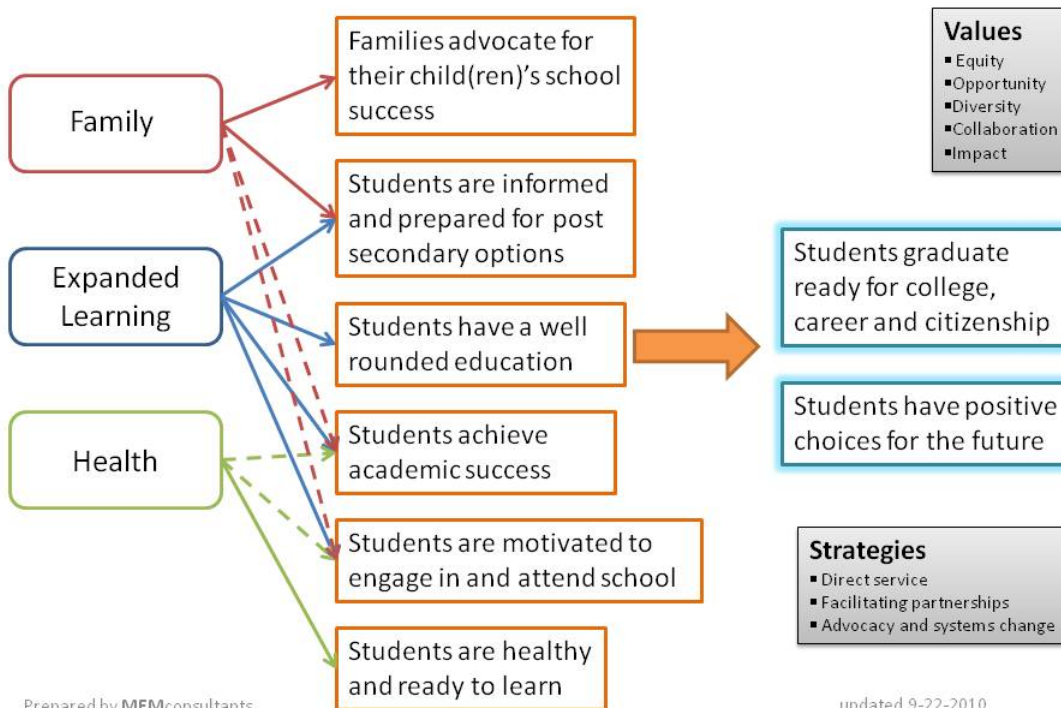
Teachers and students consider CSC a valuable resource for supporting homework completion and increasing student school success. Teachers report that CSC programs increase school engagement and motivation. Students report that academic support CSC provides lessens their anxiety and enables them to confidently attend school prepared.

Interpretation of the data in this report was hampered in three important ways. First, accurate tracking of program participation did not take place so it is not currently possible to accurately relate outcome data to program participation. Second, all the data collected is based on student or teacher perception, which is subject to bias. Third, this evaluation did not include a comparison group or other means of determining if the reported program outcomes are the result of CSC programming or an alternative influence. To better understand the impact of CSC programming on school and post-secondary success, a more rigorous evaluation design that looks at school performance indicators, utilizes non-program comparisons, and is based on accurate program participation data are important next steps.

Appendix: Program Logic Model



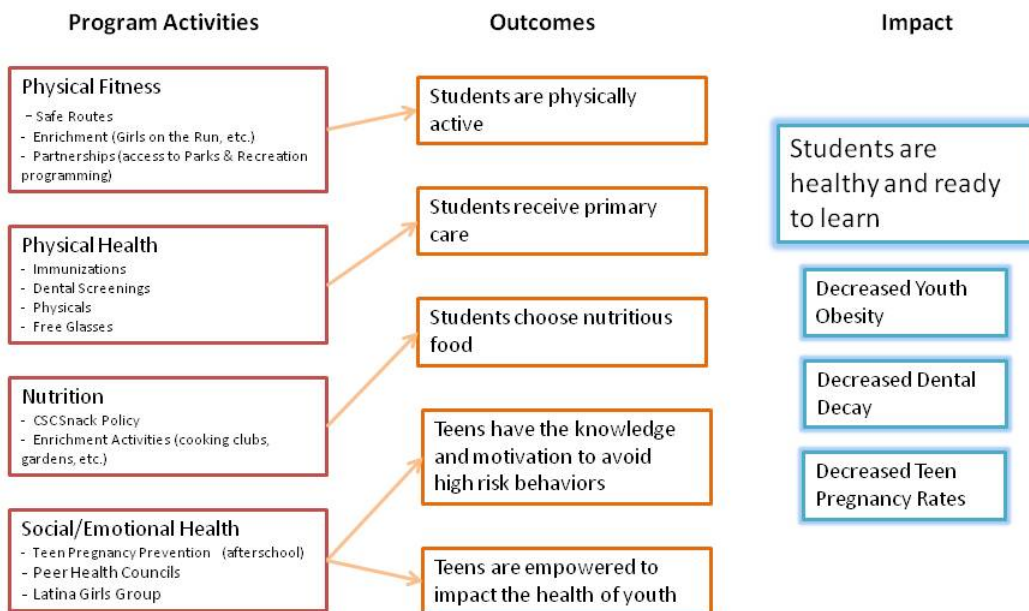
Community Schools Collaboration Logic Model



updated 9-22-2010



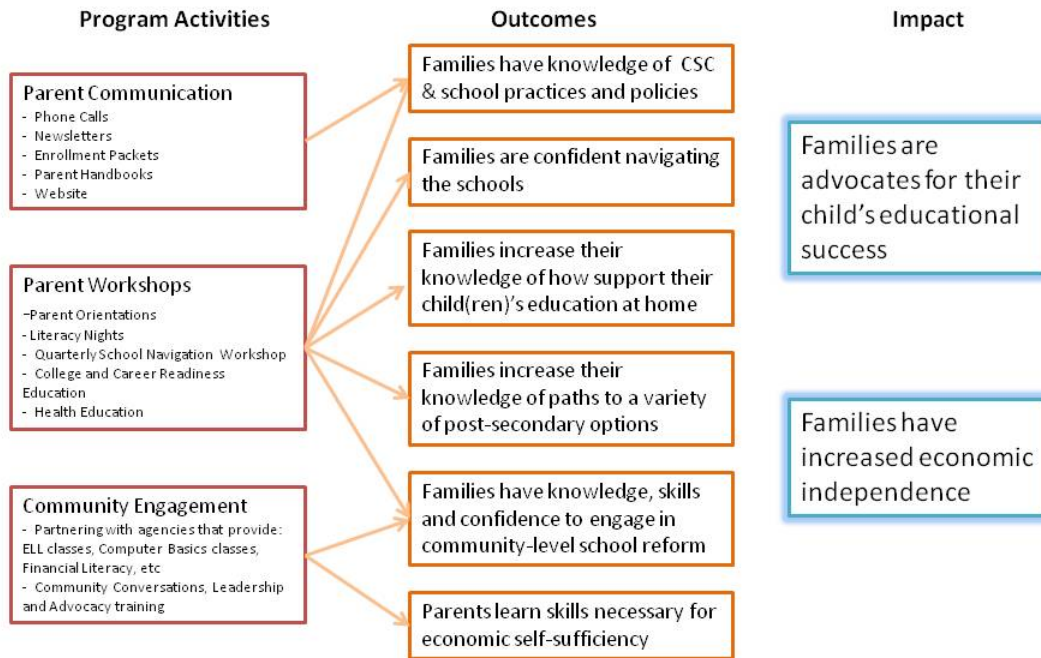
Health Component Logic Model



Prepared by MEMconsultants

updated 9-22-10

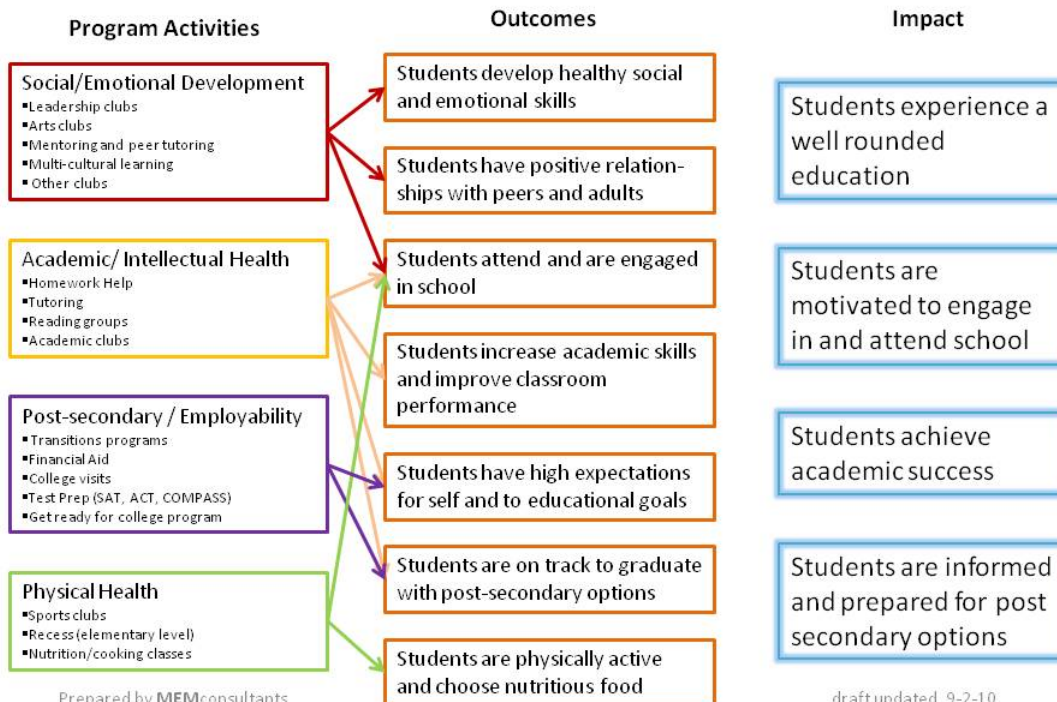
Family Component Logic Model



Prepared by MEMconsultants

updated 9-22-10

Expanded Learning/Youth Development Component Logic Model



Prepared by MEMconsultants

draft updated 9-2-10

Appendix: Program Activities by Site and Grade

| Tukwila | Elementary | Middle | High |
|--|--|--|--|
| Academic Support | Homework Help Math and Reading Groups Family Literacy Nights | Homework Help Boeing Math & Science Green Team Environmental Club Refugee Success Club | After School Study Table Math Tutoring Language Arts Tutoring ELL Support |
| Transition Support | Introduction to Career and College Organizational Skills Middle School Site Visits, Mentoring, Presentations | College and Career Planning Organizational Skills | Life Skills Course – financial literacy, college funding, etc. College Visits |
| Arts Education | Dance Visual Arts Drama | Dance Visual Arts Drama | Spoken Word Poetry |
| Leadership, Community Service | Penny Harvest | Viking Crew – School beautification, etc. Puget Sound ESD Prevention Penny Harvest Latina Girls Group | Cross Aged Elementary School Tutoring |
| Physical Activity and Healthy Lifestyles | Girls on the Run Recreation Time | Badminton Soccer – Starfire Basketball | |
| Interest-based Clubs | Cooking and Gardening Clubs | | Student Lead Cultural Assemblies Cultural World's Fair |

| White Center | Elementary | Middle | High |
|--|---|--|--|
| Academic Support | Tutoring and Homework Club Reading Club VMath Live Math Night Literacy Night Tech Start Science Club SES | Homework Club YES (Tutoring and Skill Building) Science Club | Homework Hub Math Fundamental Course |
| Transition Support | 6th Grade Transition to Middle School Program | 6th Grade Transition to Middle School Program | SAT Strategies College and Career Planning |
| Arts Education | Arts and Crafts Dance Club / Break Dance | Arts Exploration Break Dancing Improvisational Acting | Break Dancing |
| Leadership, Community Service | Chicas on Fire Steps to Success | Y WE Rise (Girls Group) | Steps to Success Teen Health Council |
| Physical Activity and Healthy Lifestyles | Mad Dogs (Basketball) Gym Stations Healthy Choices Pathway to Excellence | Basketball | Teen Health Council Pathways to Excellence Vovinam: Vietnamese Martial Arts Bike Club |
| Interest-based Clubs | Sewing Club Culture and Language Club Living Sharp | | Culture Club Living Sharp Pottery Club Club of Uncommon Knowledge Cooking Club Film Club Latino Club |

| SeaTac | Elementary | Middle | High |
|--|---|--|---|
| Academic Support | Homework Help BrainPop.com Club Starfall.com Club | Homework Hour Science Club Math Club Refugee Club | Homework Help Center Math Tutoring LA Tutoring ELL Support |
| Transition Support | 6th Grade Transition to Middle School Program | 6th Grade Transition to Middle School Program | College visits College application support Job Skills Workshops Y-Achievers Money Matters FAFSA Night |
| Arts Education | Reader's Theatre Dance Visual Arts Drama | Dance Choir Drawing Club Piano | Dance Choir Spoken Word Book-Making Music Production |
| Leadership, Community Service | Penny Harvest | Y-Girls Y-Boys Earth Service Corps- Gardening Club Building Better Relationships for Boys/Girls Self Defense 101 Financial Literacy | Peer Health Council Brothers & Sisters Project Earth Service Corps CSC Student Leadership Team Middle School Buddies Peer Tutoring Multicultural Action Cmte. Bus Mural |
| Physical Activity and Healthy Lifestyles | Running Club Fitness Club Cooking Club Girls on the Run Various Recreation Activities | Basketball Soccer Running Club Zumba <i>Playdate</i> (Recreation) | World Cup Basketball Cooking Get Fit Go Girl Go! Young Men Creating Change |
| Interest-based Clubs | Cooking Cultural Crafts Rhythmic Gymnastics Video Club | Cooking Knitting Culture House Computer Literacy | Pacific Islander Club Book Club Anime Club |