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## **EVALUATION OF COMMUNITY SCHOOLS: FINDINGS TO DATE**

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This is a summary of what we know about research on the effectiveness of community schools. In an ideal world, we could say for sure that transforming schools into full-service, one-stop, collaborative institutions would produce measurable outcomes, particularly improved academic achievement. The state of the art does not allow this luxury. Evaluation is difficult, expensive, and long-term. Only a few programs can produce what would pass as “scientific” results. Many others can offer “preliminary findings”, early returns on long-term projects. Our goal here is to present directly and briefly what we have found out from canvassing an emerging and diverse field.

Many initiatives have been identified that have characteristics of community schools. They are open extended hours, operate in partnership with community agencies, offer a range of services, and are focused on the family and the community. Many different models are at varying stages of development, and have varied commitment to research and evaluation. This is not a field with tight boundaries or strict definitions.

### **SUMMARY**

This listing contains references to reports for about 50 school/community programs. Some reports, like for California’s Healthy Start Initiative, aggregate findings for hundreds of programs. Other reports focus on one school, like the study of Broad Acres Elementary School in Montgomery, Maryland. No two initiatives are alike. Not all have reported information about the results of their efforts.

Some 34 reports mention some kind of outcome measure. In several cases, the outcomes were not positive. The students in the schools with the programs did not do better than comparison schools. In 32 of the reports, however, positive outcomes were reported.

Achievement gains were reported by 26 of the 34 programs. These were generally improvements in reading and math test scores, looked at over a two or three-year period. At least 6 of the programs that reported achievement advances, pointed out that these outcomes were not school wide. Rather they were limited to those students who received special services, such as case management or intensive mental health services, or they were only experienced by high-risk students.

Improvement in attendance was reported by 12 programs. Several reported lower dropout rates, one specifically among pregnant and parenting teens.

Reduction in suspensions was reported by 6 programs.

In reviewing community school programs, the following outcome measures appear to be of interest:

- Educational
- Improvements in test scores
- Attendance

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Promotion

Graduation

Behavioral

Lower rates of high-risk behaviors such as drug and alcohol use, sexual activity, delinquency.

Better behavior in classroom

Reduction in suspensions, expulsions

Social

Increased involvement in community activities

Lower crime rates in the community

Increased parental involvement

Increased access to health and social services

Reduction in use of emergency rooms

Attitudinal

Students like school better

Students feel safer

Parents like school better, trust school more

Teachers feel climate has improved

No one initiative has looked at all of these variables. The discussion starts with a brief description of the model and outlines whatever information is currently available from research. Only the research is cited (citations for models available on request).

“A critical step in developing an evaluation strategy for a school-based or –linked social service initiative is to clarify the key interventions to be undertaken, and to specify how variations in the implementation of these interventions will be distinguished and traced to outcomes.”<sup>1</sup>

Distinguish between school-based and school-linked. School operated, jointly operated, or operated by a community organization.

## **NATIONAL MODELS**

### **EXTENDED SERVICES SCHOOLS INITIATIVE of DeWitt-Wallace Reader’s Digest Foundation**

(Jean Grossman, Public Private Ventures)

The first four programs listed below are being evaluated as part of a foundation initiative. Some \$13 million was awarded to organizations in 17 communities to replicate these models in 60 school sites. The evaluation is being conducted by a team of researchers from Public Private Ventures and MDRC who are looking at 9 cities for in-depth studies of early implementation and planning and 5 cities for cost and participation studies. In addition, each of the programs has other research activities described below.

### **Children’s Aid Society**

(Jane Quinn, 212-949-4954, URL: <http://www.childrensaimsociety.org>)

In 1991, the Children’s Aid Society (CAS) moved into Washington Heights in New York City to work with the local community school board to develop schools that

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were truly responsive to the needs of this very deprived area. Currently, two middle schools and two elementary schools are being operated with strong support from CAS and many other community agencies.<sup>2</sup> The Salome Urena Middle Academy (Intermediate School 218, referred to here as IS 218) has received a lot of attention from the media, and it also has been visited by hundreds of interested practitioners, as well as foundation and policy people.

According to Philip Coltoff, “during the last decade, we have created the CAS Community Schools, now serving 12,000 students in New York City and nearly 100,000 other students in 29 schools and 12 cities across the country. We have assisted in the development of community schools in 10 other countries. We have demonstrated that through collaborative efforts we can create more effective schools that are open not 180 days a year but 320, and that raise students’ educational scores, significantly improve student and teacher attendance, reduces student mobility, and educate and enfranchise thousands of parents.”<sup>3</sup>

## **IS 218, Washington Heights, New York**

IS 218 is located in a new building in Washington Heights, designed to be a community school, with air-conditioning for summer programs, outside lights on the playground, and an unusually attractive setting indicative of a different kind of school. It offers students a choice of four self-contained “academies” - Business, Community Service, Expressive Arts, and Mathematics, Science, and Technology. The school opens at 7:00 a.m. and stays open after school for educational enrichment, mentoring, sports, computer lab, music, arts, trips, and entrepreneurial workshops. In the evening, teenagers are welcome to use the sports and arts facilities and take classes along with adults who come for English, computer work, parenting skills, and other workshops.

A Family Resource Center provides social services to parents including immigration, employment, and housing consultations. A group of 25 mothers have been recruited to work in the Center as family advocates. They receive a small stipend for their services. In addition, a primary health, vision, and dental clinic is on site, as well as a student-run store that sells student products. These facilities, arrayed around the attractive lobby of the school, are open to the whole community. School-supported and CAS-supported social workers and mental health counselors work together to serve students and families. The school stays open weekends and summers, offering the Dominican community many opportunities for cultural enrichment and family participation. facility.

The pilot middle school, IS218, has all the elements of a full service community school. An early preliminary evaluation in 1993 showed encouraging results: highest attendance rates in the district, improved reading and math scores, and no serious incidence of violence.<sup>4</sup> An article by Moses and Coltoff in 1999 showed academic improvement from years 1995-1996 in math and reading in both the elementary and middle schools and very high attendance rates.<sup>5</sup> Suspensions fell to a rate of 2.2 per 100 middle school students compared with 6.8 citywide. The health clinics saw about 25,000 visits in a year, including every student at least once. On average, 100 parents visit the

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Family Resource Center at each school daily. Staff estimates that every parent has visited these centers at least once and 70% use their services on an on-going basis.

## **PS 5 Washington Heights, New York**

The pilot elementary school, PS 5, has all the components of a family centered school. A formative evaluation was conducted in 1995 by Ellen Brickman, Fordham University, which described the various aspects of the program (extended day, family involvement, health clinic, Head Start, mental health and social services).<sup>6</sup> The report raises a number of questions about the scope of a community school, space constraints, and integration of academic with support program. The report also documents significant improvements in both reading and math achievement. Tracking the class that entered in 3<sup>rd</sup> grade in 1993, 10% were reading at grade level then, 16% by grade 4 and 35% in grade 5. Scores for math increased from 23% to 56% during the same three-year period.

## **Gardner School, Boston**

The Gardner Elementary School, developed through a partnership with Boston College and the local community, is an extended service school committed to providing before and after school programs for children in addition to economic, health, and education services to adults.

## **University-Assisted Schools**

### **Center for Community Partnerships, University of Pennsylvania** (JoAnn Weeks, [weeks@pobox.upenn.edu](mailto:weeks@pobox.upenn.edu))

The University in collaboration with the West Philadelphia Improvement Corps (WEPIC) is actively involved in local schools. Over 70 courses link Penn students to work in 13 community schools.

## **Winburn Community Academy, Kentucky**

Beginning in 1993, Winburn Middle School established a partnership with the University of Kentucky with support from the WEPIC replication project. The effort brought UK volunteer students to work as tutors in the after-school program and faculty to work on curriculum and training, opened the school to the community for education and recreation, organized a summer program. An analysis of the status of the school three years after the program started shows many positive changes.<sup>7</sup> The impact on the school has been substantial, with a new focus on service learning. Test scores have increased. The neighborhood is improved by having a safe place to go in the evenings. The program has been less successful in involving parents so far. According to the report, the project has had more influence on the institutions of the community than on individual citizens. The school system is planning two new community schools and the Mayor has created an Office of Community Schools.

Eric Alderman of University of Kentucky has evaluated this replication of WEPIC.

## **Bloom Middle School, Cincinnati Ohio**

Miami University developed a partnership with Lafayette Bloom Middle School supported by the WEPIC Replication Project. University faculty in conjunction with

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school staff created the CORE Academic Accelerated Program, structured summer school experience that addressed key elements in success in school.<sup>8</sup> They selected 21 very high-risk students to receive “wrap around” services and intensive one on one teaching. All the participants completed eighth grade requirements and were promoted to ninth grade. Almost all expressed an interest in going to college. However, when the students were interviewed a year later, they were once again failing. This research confirmed the importance of designing appropriate teaching strategies for high-risk youth, and particularly, the importance of continuation of these interventions.

## **Bates College**

**University of Alabama**

**University of Dayton**

**University of Denver**

**University of Kentucky**

**University of New Mexico**

**University of Rhode Island**

**Clark-Atlanta**

**Community College, Aurora**

## **Beacons**

Originated in New York City in 1991, community-based agencies are awarded grants to create school-based community centers that offer a wide range of recreation, social services, educational enrichment, and vocational activities that involve family and community.

### **New York City**

(Evaluation: Constanica Warren, AED 212 243 1110; Program: Linda Pitts, Fund for City of New York Center for Youth Development 212 925 6675)

New York City currently supports 76 Beacons. An evaluation of the New York City program is being conducted jointly by the Academy for Educational Development (AED), Hunter College Center on AIDS, Drugs, and Community Health, and Chapin Hall Center for Children, University of Chicago. In its first phase, the evaluation focuses on implementation in 39 of the sites. In the second phase, an outcome study will be conducted in six sites.

An initial review of surveys of 7,406 participants found that the program attracts a wide range of ages from below 12 to over 21.<sup>9</sup> Many attend frequently and over a period of years. The participants reported that they felt the Beacons were a safe place, offered a wide range of interesting and engaging activities with concerned and experienced staff. More than three-fourths of the youth described the Beacons as helpful in preventing drug use and fighting and in encouraging schoolwork and leadership. Most Beacons offered homework help and educational enrichment programs. Adults in focus groups reported heavy use of adult activities, such as GED, ESL, volunteer jobs, and family support.

### **San Francisco**

(Sam Piha, Managing Director, Community Network For Youth Development 415 495-0622)

The Beacon program in San Francisco is jointly operated by the Mayor’s Office of Children, Youth, and Families, Unified School District, Juvenile Probation Office, and

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the Evelyn and Walter Haas Foundation, along with other CBOS, public agencies, parents and youth. Organized in 1994, there are currently 8 Beacon sites (6 middle schools, 1 high school, 1 elementary) in San Francisco Schools managed by non-profit CBOs. About 70 agencies are partners with the sites. Each has a Beacon Council that guides the program. Some 15 foundations pool funds with the city so that sites have only one proposal and one report to service all funders.

An evaluation is being conducted by Public Private Ventures. An interim report is due in mid-2000 and the final report in 2002. Milbrey McLaughlin, Stanford University, is conducting a 2-year qualitative study.

## **Denver**

(Terri Bailey, PTON Foundation, 303-825-6246, URL: <http://www.rcfdenver.org>)

## **Minneapolis**

(Doris Baylor, 612-371-8745, [Dbaylor@YMCAmpls.org](mailto:Dbaylor@YMCAmpls.org) )

Minneapolis is one of the replication sites for Dewitt-Wallace Readers Digest. Beginning in 1997, 5 sites opened in schools, with 5 more are planned for the future. Key partners include the YMCA, Minneapolis Youth Coordinating Board, and Minneapolis Public Schools' Family and Community Education Services.

## **Bridges to Success**

(Debbie Zipes, 317-923-1466, [Zipes@uwci.org](mailto:Zipes@uwci.org), URL:<http://www.uwci.org>)

The United Way sponsors a school/community initiative, Bridges to Success (BTS), which was pioneered in Indianapolis, Indiana.<sup>10</sup> At the national level, the Institute for Educational Leadership is a partner. The purpose of the national BTS project is to promote the expansion of extended services schools in communities through the leadership of local United Ways. The goals are to enhance student performance and to build the self-sufficiency of families and communities. The model uses five key standards to facilitate success: governance; results and accountability; opportunities, services and support management; and finance.

## **Indianapolis**

The pilot BTS program brought the United Way of Central Indiana into a partnership with the Indianapolis Public Schools beginning in 1991. This effort created a partnership of ten major public and nonprofit agencies with a view toward integrating education with human and community service delivery systems and establishing schools as life-long learning centers and community hubs. The program has a two-tiered structure for governance. Under the auspices of a 28-member policy council, the program is implemented in 6 schools by neighborhood-based site teams. At these demonstration schools, outside agencies provide health care, dental care, case management, recreational and cultural after-school activities, mental health services, community service learning, tutoring, and job readiness training.

To fulfill the accountability goal, considerable effort has gone into evaluation of the Indiana BTS. The planning process was carefully documented to make sure that the 6 schools considered all the potential components.

An evaluation was conducted for 1995-96 of the school-based health and mental services provided through BTS.<sup>11</sup> Each school has a computerized database designed to capture demographics, presenting problems, contacts, progress notes, school attendance, and test scores. The report focuses primarily on utilization of services in each school.

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Data on primary health services were only available for some of the schools, but it appeared that large numbers of students were being seen in clinics and receiving dental services. All schools had a full-time family services coordinator whose responsibility included case management for needy students and their families.

Some 202 students received case management services in the reporting year; for more than half the presenting problem was behavior issues. The median number of contacts per case was 20 with a range of 0-420 for students and 0-69 for parents and caretakers. The coordinators reported that 85% of the problems showed improvement following the intervention, mostly after 10 or less contacts. Among students who did not show improvement, the intensity of the intervention did not impact on problem behaviors.

Beginning in 1997, BTS began to expand to 28 local "Covenant" schools, clustered around four high school areas. This experience is well documented.<sup>12</sup> Following an extended planning process, the services from many different agencies were imported into the schools, particularly for health treatment, mental health, youth development, tutoring and mentoring, recreation and culture. The report also gives details about how funds were leveraged from United Way, the school system, partner agencies, and foundations to support this broadened initiative.

Very little mention is made of outcome indicators. One chart is attached entitled "Academic Indicator Performance Reports-Pilot Schools". However, we are warned that direct comparisons between the most recent year (1997-98) and previous ones beginning in 1994 cannot be made because the test changed. Among the five schools reporting, all show decreases in teacher absence rate, suspension rate, and a slight increase in student attendance. The three elementary schools show a decline in the percent below state standards in English Grade 3 and Math Grade 3 (suggesting improvement). However, the percent below state standards in Grades 6 and 8 in the middle schools increased (scores declined).

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## OTHER NATIONAL MODELS

### 21<sup>st</sup> Century Community Learning Centers

#### Boys and Girls Clubs Inc<sup>13</sup>

Project Learn, an educational enhancement program, was implemented and evaluated in five sites. High-yield learning activities such as homework help, leisure reading, writing, and discussions with adults, and playing games using cognitive skills were offered in the after-school hours for 25-35 hours per week.

An evaluation was conducted by Steven Schinke et al from Columbia University that compared the Clubs with the program, those without, and children in other youth service programs. By the end of thirty months, participants showed a significant gain of 11% in grade point averages, 15% higher than the others, with similar results for math, reading, science, spelling, history, and social studies grades. Participants decreased their annual days absent from school by 66 %, they missed 87% fewer days than the other youth. They enjoyed reading more and did better in overall school performances according to their school teachers.

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The research suggested that the improvement reflected: personal attention, structure, reward system, establishing homework routines, and quite well lit places to do homework.

## **Foundations, Inc**

A private non-profit community service organization started in 1992 provides comprehensive before and after-school cultural and educational enrichment programs in 22 urban sites, mostly schools. A preliminary evaluation conducted in 1998 by the Rand corporation looked at programs at six elementary schools and their short term (four month) impact on reading and math.<sup>14</sup> Compared to non-participants, students who were exposed to the Foundations program improved in reading and language arts. But the short time frame and the lack of an adequate comparison group limit the validity of this research.

## **School of the 21<sup>st</sup> Century**

(Marta Stevenson, 203 432 9944)

The School of the 21<sup>st</sup> Century (21C), a creation of Edward Zigler of the Bush Center for Child Development, Yale University, is a model for school-based child care and family support services to promote the development of children aged 0-12.<sup>15</sup> Core components include preschool child care, before, after-school and vacation care for school age children, information and referral services for families, training of child care providers, and guidance and support for new parents. This model has been implemented in more than 500 schools in 17 states since 1988. Connecticut and Kentucky have statewide initiatives to open Family Resource Centers in schools. Programs differ in schools and in some communities, 21C acts as the umbrella for coalitions of family support services, adult education, youth development and social services.

Many evaluations have been undertaken over the years.<sup>16</sup> According to the Bush Center, the following benefits have been shown:

Children in a 21C school who participated for at least three years had higher scores in math and reading than in a control non-21C school.

Children who participated beginning at age three started kindergarten ready to learn.

Parents who received 21C services were able to improve their child development practices, were less stressed, spent less money on child care, and missed fewer days work.

Parents gave 21C schools high marks for academic focus, caring, and collaborative decision making.

Principals in 21C schools reported less vandalism, increased parental involvement, better teaching practices, and improved public relations with the community because of expanded services offered in the school.

## **Comer Model**

The School Development Program (SDP) Created by James Comer, Yale Child Study Center, and tested in the New Haven Schools in the early 1980s, this program mobilizes the whole “village” to help children grow. Specifically, SDP attempts to transfer mental health approaches to schools where “change agents” must be created by strengthening and redefining the relationships between principals, teachers, support staff, parents, and students.<sup>17</sup> The formation of 3 teams is basic to the Social Development Program:

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School Planning and Management Team. Parents, teachers, administrators, support staff, and students coordinate all school activities. The Team develops and monitors a comprehensive school plan including academic, social, staff development, and public relations goals.

Mental Health Team. School psychologist and other support personnel integrate and provide direct services to children, advise school staff, and parents, and access resources in community. Two examples of their input: setting up a Discovery Room for giving children hands-on experiences and initiating idea of teachers staying with class for two years to promote continuity

Parent Participation Program. A parent is hired at the minimum wage to work in each classroom on a part-time basis. In addition to serving as representatives to the Advisory Council, parents are encouraged to volunteer as teacher aides, librarians, run newsletters, and organize social activities.

A number of evaluations have been conducted. A summary of earlier studies conducted by both Comer and outside evaluators showed increases in student achievement in SDP schools compared to similar schools, higher averages in math and better grades in reading and math.<sup>18</sup> All of these schools were observed to have full implementation of the model, with access to a well-trained facilitator. A recent study of SDP in 10 sites, conducted by the Yale Child Study Center, showed that SDP had a positive impact on student behavior and achievement, especially at grades 3,4, and 5.<sup>19</sup> An intensive study of the implementation of the Comer model in six elementary schools in Hartford, Connecticut was less encouraging.<sup>20</sup> Researchers Neufield and LaBue concluded that the process had not been implemented

despite the desires, efforts and successes (of selected teachers, staff and administrators), the SDP has made little difference to children in any of the schools and is unlikely to move forward in ways that might significantly benefit children without considerable restructuring of the effort at the central office, the schools, and between central office and the schools.

James Comer and colleagues believe that the success of the SDP depends on a full-time program facilitator designated by the school superintendent to work in the district, one school at a time.

The School Development Program is now operating in over 600 schools in 20 states and other nations.<sup>21</sup> In 1990, the Rockefeller Foundation launched a major five-year effort to support training in the Comer Process and stimulate replications through the auspices of the National Urban League. Several states including New Jersey announced plans to directly administer the development of the model in urban schools. The concepts supporting SDP have been integrated into school language - many systems refer to themselves as “undergoing Comerization”.

## **COZI**

Combining 21C schools with the Comer model resulted in the COZI model, now being developed in pilot communities. Early evaluation shows that school climate levels improve on dimensions such as leadership, achievement, decision-making, teacher expectations, and collaboration.

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## STATE PROGRAMS

### Missouri, Caring Communities

In 1989, four state department directors realized that their departments were all serving the same children and their families. They joined forces, pooled resources, and developed a pilot project in two school/neighborhood sites. Today, nearly 100 Caring Community sites are being supported by the Missouri State government. Seven state departments are involved with a budget of \$21.1 million. Caring Communities is a key feature of the Urban Education Policy of the state. The program is being implemented under Community Partnerships whose challenge is to develop school linked services at the local level.

An evaluation conducted in 1998 by Philliber Associates found many positive results in 62 of the neighborhoods and schools with Caring Community grants.<sup>22</sup> The six goals of the program were reviewed. Instances of child abuse or neglect declined 15% between 1996 and 1998 compared to a 10% decline in other communities in the state. Students showed increases in math and reading scores. Dropout rates, grade retentions, and suspensions in schools declined as did teenage pregnancies. The number of preventable hospitalizations and out of home placements for mental health declined more than in other communities.

### Jackson County

The Caring Communities Initiative has been implemented in 16 school and neighborhood sites across four school districts in Jackson County (Kansas City area). The Local Investment Commission (LINC), a coordinating agency, surveyed the sites in 1998 about the impact of the program.<sup>23</sup> The report shows the changes in each school site for the six goals. In regard to changes in school success, most reported on high participation rates in educational enhancement and parent conferences.

Highlights from schools provide interesting insights. Chick and Proctor Schools reported an increase in both reading and math scores while James showed a marked decrease in suspensions. The Blenheim School reported a 40% decrease in disruptive behavioral incidents following the initiation of a system for referrals for clinical therapy. The Bryant school, with an intensive family intervention, increased volunteer hours from 43 in 1996 to 2,008 in 1998. Central High School dramatically reduced its failure rate by targeting suspended youth and inviting them to attend school at a local church setting where they can get tutoring, mental health services, and social skills training. Test scores improved significantly at McCoy School through the addition of before and after-school mentoring. Reading is emphasized in this school, abetted by large numbers of volunteer tutors. Parental attendance at school conferences has risen as well.

### Walbridge

(Janet E. Levy, 314-862-6200)

The Walbridge Elementary School in St. Louis began offering services in 1989 as the pilot site for Caring Communities. The program included both prevention and treatment efforts, in collaboration with a local mental health agency. An evaluation conducted in 1994 showed that the Walbridge Caring Communities were serving families

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with multiple needs in a high-risk neighborhood. <sup>24</sup>Parents reported an active role in school decision-making and saw the school as a valuable source of support. Although the families were no less likely to be involved with the social services or juvenile justice systems, the local police credited Caring Communities with being a potent force for crime reduction in the neighborhood. Only the children who received intensive services through case management improved their grades.

## **California, Healthy Start**

(Evaluator Beth Harte 530 752 3137)

Beginning in 1991, Healthy Start grants were provided by the state to local school systems and their collaborative partners to integrate child and family services. An early evaluation by SRI showed that student behavior, performance, and school climate improved in Healthy Start Schools. Families' unmet needs for basic goods and services were reduced by half and children and families gained access to a broad array of services. Currently, there are about 400 grantees with almost 1,000 school sites. All grantees are required to submit an annual report of schoolwide data for each school as well as information on core clients. A recent evaluation (1997) based on 138 grantees showed the following: <sup>25</sup>

Test scores for schools in the lowest quartile improved substantially with reading scores for the lowest performing elementary schools increasing by 25% and math scores by 50%. Middle and high school students who were most in need improved their grade point averages by almost 50%.

Student's health issues, especially preventive care, are being addressed where they previously ignored.

Families reported improvement in filling basic needs such as housing, food and clothing, transportation, finances and employment.

Students receiving Healthy Start services decreased their drug use,

Family violence was decreased.

John Nelson, Principal, Vista Square Elementary School, Chula Vista, CA: re student monitoring " We look at each and every child, every quarter, to find out their academic progress, their behavior progress, their social needs, and their emotional needs. ...we have meetings with each of the classroom teachers to discuss each and every child, we develop plans for those children identified at-risk. Those plans become the accountability for the staff to insure that we make referrals either to the Center, ...homework center, nurse contacts, Student Study Team contacts or to counseling. Then we follow up and monitor on a quarterly basis, so the individual plan becomes almost like a hospital chart for monitoring the progress of a patient. This...insures we are matching services to their needs...

We are a low-income and a very high English-limited school...(yet) three of the four grades tested at grade level...Healthy Start is a major component in student achievement.

## **Modesto**

(Pat Logan, Director Pupil Services, 209 576 4011)

The school system in Modesto California was one of the first recipients of Healthy Start grants. Beginning in 1992, Robertson Road Elementary School and Hanshaw Middle School used the grants to develop full service community schools. Modesto City Schools partnered with social services, health, mental health, drug and

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alcohol programs, the housing authority, police department and a non-profit community counseling agency. Hanshaw Middle School was organized into houses, each one tied to a university.

As of early 2000, Modesto had 5 Healthy Start sites. All sites provide mental health services and parent education services. Robertson and Hanshaw have full primary health care clinics and dental services. “Block House” parents go door-to-door to link their neighbors to resources at the school and in the community and provide case management for high-risk families. The Modesto City Schools has actively pursued funding for Family Learning Centers and After-School academic remediation and enrichment programs.

## **New Jersey School-Based Youth Program**

(Connie Warren, AED)

The New Jersey School-Based Youth Program (SBYSP), developed by the New Jersey Department of Human Resources in 1987, was the first major state program that gave grants to community agencies to link education and human services, health, and employment systems. The “one-stop” program has been initiated by schools and community agency partners in 30 school districts (at least one in each county) and is about to be expanded to more. Each site offers a range of services including crisis intervention, counseling, health services, drug and alcohol abuse counseling, employment services, summer job development, and recreation. Some offer day care, teen parenting, vocational services, family planning, transportation, and hot lines.

In 1985, with support from the Annie Casey Foundation, the Academy for Educational Development began to conduct an evaluation of the state policy context of the program and of outcomes in six sites.<sup>26</sup> The research found that School Based services have been successfully integrated into the host schools. School Based staff participate in many school teams and committees, help with school events, conduct classes on high risk behaviors, advocate for special groups, and provide considerable counseling. Students in the six study sites were at very high risk for negative outcomes. SBYSP was successful at reaching those students at the highest risk. Statistically significant levels of positive change were observed in the following outcomes: educational aspiration, credits earned, psychological feelings, suicidal thoughts, use of condoms, smoking and drinking, and property damage. Educational benefits were less strong than psycho-social effects, suggesting that educational problems may need to be addressed more intensively by the schools.

Students appeared to “check out” the School Based staff prior to confiding in them. As one girl said “It’s a lot easier to talk to the School Based people than to teachers because teachers gossip.” SBYSP staff has built collaborative relationships that go beyond individual relationships to take on school wide issues such as tension between different ethnic groups and conflict between school cliques.

## **Kentucky Youth and Family Centers**

### **Readiness to Learn, State of Washington**

Readiness to Learn (RTL) is a Family Policy Initiative at state level initiated by the R Office of Superintendent of Public Instruction, Department of Social and Health Services, Department of Community, Trade, and Economic Development, Employment

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Security Department, members of the four legislative caucuses, and the Governor's Office. This program is overseen by the Family Policy Initiative...services must be locally planned, coordinated, family-oriented, customer service-oriented, culturally relevant, creative, community based and preventative, and outcome-oriented.<sup>27</sup>

RTL was created by 1993 legislature as part of educational reform act. \$8 million to 31 local consortia to “ link education and other human service providers to solve problems and improve service integration, service delivery, and education success. Goals included improvement in school outcomes as well as reduction in tardy and truancy rates, and student behavior problems.

In addition to school success, the program sought goals to be healthy, safe at home and in the community and to have access to work training or retraining. Evaluation looked at systems changes through questionnaires, and service utilization and outcome data from child records, family records, and service logs.

Child record: utilization of services, intake info, school records and teacher ratings

Family record: utilization of services, family outcomes assessment

Each program different: Yakima has early intervention, mentoring, k-3 health curriculum, counseling, case management, and family literacy skills. Pierce County services 16 schools with a family support worker

The evaluation tracked 5,637 children and who used program: among children, more than half were K-5. 59% were white compared to state rate of 77%. Half of referrals were from teachers and ¼ from other school staff. Most for academic reasons, behavior problems, family problems,

Classroom teachers reported that attendance improved for students who had been referred in the first place for attendance problems. Participating students had 52 percent fewer days absent during the spring grading period compared to the prior year. Teachers observed fewer behavior problems among students who had been referred for inappropriate behavior. Fewer office detentions were recorded among students referred for inappropriate behavior who had had previous referrals for detention. These same high risk students also were less likely to be suspended after they were in the program.

Other info: Chris McElroy, Dept of Ed Wash State

## **Iowa School-Based Youth Program**

(James Veale, Consultant, 515 246 1275)

Iowa's Department of Education supports the basic School-Based Youth Services Program which gives grants to school systems to bring services into schools. Goals are centered on the concept of “one-stop-shopping”, family involvement, and successful youth development. A state coordinating committee oversees this program including representatives from 7 state departments, the state university, and the office of the attorney general. Currently operating in 27 sites, considerable effort has been given to evaluation including a computerized database beginning in 1991 with the inception of the program. A manual has recently been published that provides all of the instruments developed to assess this program along with the software needed to operate the system.<sup>28</sup>

The 1997-98 Year End Report of the School Based Youth Services Program provides the most recent data on the 18 sites in the system at that time.<sup>29</sup> Data on 15 measures are

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compiled from the database management system, school records, interviews and surveys. Over 22,000 youth and families were being served, with 14% classified as educationally disabled. Case management, primary health, educational remediation, mental health, employment and training, and recreation were the most utilized services. Over one third of the students who participated in the SBYSP improved their grade point averages and one third improved their attendance at school. Sample surveys of students and parents showed positive assessments in regard to obtaining help, physical health, personal relationships, staying in school, and personal satisfaction.

## **Marshalltown Caring Connection**

(Marshalltown Community School District 515-754-1130)

The Marshalltown Caring Connection provides services at the high school as well as in six elementary and two middle schools, and one alternative high school. Some 13 state and local agencies provide resources including staff. At the Marshalltown High School, 20 different services are provided including mental health, family services, primary health care, service learning, and job training. A tutoring program works intensively with high-risk students in an Individual Assistance Center.

More than 1,000 students are served in this program every year. As a state grantee, this program uses the Iowa School-Based Youth Services record system. Evaluation data show a reduction in the dropout rate and evidence of attracting former dropouts back into the school system. Among students who were at high risk of dropping out, those who made more than 25 contacts during the year with Caring Connection had a dropout rate of 3 percent compared to 8 percent among those with few contacts.<sup>30</sup> A survey of students and parents showed very positive assessments of the program and the school, with 75 percent or more reporting better attendance and performance in school, reduction in use of substances, going on to college, not engaging in unprotected sex, and improved relationships with peers and family.

## **Woodrow Wilson Middle School**

(Peter Hathaway, Principal, 712-279-6682)

At one time, Woodrow Wilson Middle School in Sioux City, Iowa, was characterized by low student achievement, high truancy and absence rates, numerous police citations, and a high rate of suspensions for vandalism, fighting, and insubordination.<sup>31</sup> As a result of Iowa's Department of Human Resources' goal to reduce the number of youths requiring residential treatment services, attention turned to enhancing local delinquency services and making them school-based.

Over the past five years, in an old building that houses 750 mostly disadvantaged students under the guidance of principal Pete Hathaway, a new kind of middle school has been shaped to fit the developmental and social needs of the students. Two elements have been employed in this reformation: site-based management that expanded decision-making power throughout the staff and collaboration with local agencies to bring in an array of support people and services.<sup>32</sup> The curriculum has been designed to create flexible instructional settings, with students scheduled into classes suited to their needs. Those who require extensive remediation receive instruction in a small group, team-taught by a regular classroom teacher and a Title 1 or special education teacher.

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Five innovative programs that rely on community partners have been introduced during the five-year period. All focus on preventing delinquent behaviors among high-risk students.

The Outreach program brings minority counselors from a local community agency into the school setting where they are matched with high-risk minority students. On hand before, during, and after school, the counselors provide one-on-one attention, crisis intervention, and home visits.

- A police-liaison officer is stationed in the school as another kind of counselor, and also to conduct gang-resistance training for seventh graders.
- The juvenile probation officer has an office in the school building allowing daily contact with adjudicated students.
- The probation officer also supervises the College Mentorship Program which matches at-risk youth with supportive college students and the Tracking Program which follows adjudicated youth into the classroom to assure academic achievement.
- The After-School Program is administered by a local community social agency, providing homework help and tutoring, recreation, group work, and dinner, from 3 p.m. until 8:30 p.m. daily, including Saturdays. Almost half of the Woodrow Wilson students stay for the extended hours or participate in other extracurricular activities.

Evidence of success includes substantial improvements in test scores, many more students on the honor roll, dramatically lower number of suspensions (the rate in 1995 one-sixth the rate five years earlier), and attendance rates pushed up to nearly 95 percent. A reduction in court adjudication has also been reported. Paul DeMuro's observations of the Woodrow Wilson School point to "a spirit of cooperation and a can-do attitude...with little or no evidence of that paralyzing social service disease, turfism, ...the school district staff and the (public) and private service agencies are willing and able to stretch their thinking and reconfigure their services...they can get their thinking and actions out of the traditional boxes."<sup>33</sup>

## **Success Program, Des Moines Public Schools**

(Margaret Jensen Connet , Program Manager - 515 242 8117)

The Success program of the Des Moines Public Schools provides school-based case management services, after-school programs, coordination of human services, and many other community resources. The program coordinates 11 different collaborative grant-funded projects with community agencies. It operates in 13 school buildings with a staff of 29 (mostly case managers) augmented with repositioned staff from 20 community agencies. For example, full-time mental health clinicians from the local Guidance Center see children in 7 elementary schools. The goal is to help children enter school ready to succeed and to stick with them through their school years so that they graduate. Seven sites have Family Resource Centers that offers case management, access to health and human services, and referral.

A report on the first five years of the program (1990-91 to 1994-95) documented a range of successful outcomes. <sup>34</sup>As a result of putting full time school nurses in school sites, 97% of the children were immunized. Dental screenings produced a 34% increase in improved oral hygiene and a 36% decrease in referrals for cavities. Targeted services to pregnant and parenting teens resulted in a 70% retention rate in the high school, compared to a 50% rate nationally. A follow-up survey of graduates who received case

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management services showed that 80% were either working or in school one year after graduation.

In 1998-99, 89% of pregnant teens at two high schools with special programs stayed in school compared to 70% in the previous period.<sup>35</sup> Among high school students who received case management, 36% improved their grade point average, and 54% improved their attendance. The immunization rate grew to 98%. Some 87% of parents of children served through the mental health partnership improved their performance in meeting the social, educational and emotional needs of their children. Hundreds of children attended after-school and summer programs.

The report contains many anecdotes about achieving program goals: e.g. a homeless child of a single unemployed mother was having difficulty getting to school. The mother was able to obtain housing, medical care, and transportation, resulting in improved attendance for the child.

## **Ohio Urban School Initiative School Age Care Project (SACC)**

In Ohio, 17 urban school districts have been funded by the Ohio Department of Human Services to develop childcare programs at 125 centers in conjunction with local agencies. An evaluation conducted by the University of Cincinnati found the following:<sup>36</sup> For 4<sup>th</sup> and 6<sup>th</sup> graders in SACC programs scored higher than students in other schools on proficiency tests in all subjects but science. The most significant gains were in reading. School absences and tardiness were reduced for participating students and they were more likely to turn in homework, according to teachers and parents. Suspensions and expulsions were reduced. Participants spend more hours in safe, supervised environments. Parents reported better access to their jobs as a result of affordable childcare. The provision of food was an important magnet in drawing children to the program.

## **North Dakota**

The Knight Foundation is sponsoring the School as Center of Community Project. An evaluation is being conducted by John Hoover, Bureau of Educational Services and Applied Research at the University of North Dakota (...777 2513) In Grand Forks?

## **Tennessee Consortium on Development of Full Service Schools**

(Bob Kronick, University of Tenn, Knoxville)

This incipient movement grew out of a class taught by Bob Kronick at the University of Tennessee. The Consortium hopes to promote the implementation and assist in the development of full service schools around the state. To this end, the group has developed a resource book, a library, assisted school systems with obtaining grants, and set up a speakers bureau. Several schools are emerging as models within the state (Kronick will send)

## **Vermont**

(Douglas Racine 802 828 2226)

The Lieutenant Governor, Doug Racine, has embraced the concept of full service community schools. He organized a daylong conference at the State House in October, 1999, to expose the people of his state to the Molly Stark Elementary School in Bennington (see below). It was proposed that the state find some way to start an initiative, putting together the experience of Molly Stark and several other schools that have begun to open their doors for extended hours and programs.

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## OTHER FOUNDATION INITIATIVES

### **Most Initiative**

DeWitt Wallace-Reader's Digest also supported MOST (making the Most of Out-of-School Time) initiative for before and after-school programs in low-income communities in Boston, Seattle, and Chicago. An evaluation was conducted by Robert Halpern, Chapin Hall, Chicago. An interim assessment report showed that the programs in the three cities were able to provide childcare services to large numbers of low-income children. New structures were organized that involved multiple agencies to create a city-wide system. An evaluation report will be available soon.

### **The After-School Corporation Initiative (TASC) Open Society Institute**

After-school programs 5 days 3-6 at about 84 sites in New York City and area. An evaluation is being conducted by the Policy Studies Associates. Preliminary findings suggest that the participating students reflect the school populations in which the programs are located. They had slightly higher performance and attendance records than non-participants. Students in projects with high attendance rates reported that they were more likely to finish their homework, feel safe after school, and learn to use English. Parents were helped to work more hours because of this access to child care.

### **Polk Brothers Foundation Community Schools**

(Samuel Whelan, Chapin Hall, Univ of Chicago, 773 256 5199)  
The Polk Foundation in Chicago Full Service Schools Initiative is designed to improve the physical and psychological well-being of children in high risk communities. The three schools and their partners selected out of 65 applicants are Brentano Elementary/Logan Square Neighborhood Association, Marquette Elementary/Metropolitan Family Services and Riis Elementary/Youth Guidance.. The schools are open after-school and in the evening. Each has a different set of programs including parent involvement, recreation, school remediation and tutoring. Each partnership was required to set up a governance body and to hire a full time coordinator to oversee the operations.

Samuel Whalen has conducted documentation and evaluation since the program began in 1997.<sup>37</sup> The evaluation is designed around tracking successes in four areas: increasing access to services; including a wide range of community stakeholders; improving the school climate; and creating a shared enterprise between the school staff and community service providers. The long range goal is to improve academic achievement and psychological well-being of the children. These goals were translated into four specific forms of social capital that the partnerships expected to improve: sense of safety and security, places to socialize, availability of help for difficult problems, availability of adults to act as role models and mentors.

Surveys were conducted of students, parents, and teachers in 1997 and 1998, showing the changes that took place one year after the initiation of the program. As would be expected, only small changes were reported although there was some evidence of improvement in the coverage of children by caring adults.

### **Achievement Plus Wilder Foundation, Saint Paul, Minnesota**

(Cheryl Lange, Evaluator, 612 944 1113; Dan Mueller, Foundation 651 647 4623)

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A collaborative of state, city, county, school district and Wilder Foundation, full service community school programs are offered in two existing schools, and one new school is currently being built. The primary goal is student achievement. Schools are expected to provide a fully integrated set of academic, family, health, social, and recreational support services to children families and community during school day and evenings, weekends and summer. This program is modeled after the Children's Aid Society with the Wilder Foundation acting as the lead agency. The program was initiated in 1997.

During the first two years of this initiative, personnel changes were experienced on every level: superintendent of schools, principals, program director, coordinators, foundation, city, and county. These changes slowed the pace of implementation of the program.

An intensive evaluation process has been undertaken, facilitated by Cheryl Lange. An Advisory Committee has met regularly for several years, spending considerable time mapping out the desired outcomes and the methodology needed to collect those data. During the 1997-98 school year, extensive baseline data were collected at the two schools and at two matching comparison schools.

Report Card is a unique publication of Achievement Plus. In June, 1999, it reported that within two years, the program had established classes before and after school for hundreds of students. "Whether in art, music, science, or computers, the classes stress the development of either math or language skills.." The classes reinforce the school-day curriculum. Family involvement in education increased through the use of the Family Resource Rooms. Families participated in learning activities, leadership roles, making home visits to other parents, and obtaining information about housing, jobs, welfare to work, and medical referrals.

The September 1999 Report Card reported that students at Daytons Bluff with high participation (75% or more) in extended day classes, improved their test scores while the scores of those with low participation went down. Participation in extended school activities increased from 12% of students in 1998 to 30% in 1999.

In 1999, the project also issued a series of "Evaluation Highlights".<sup>38</sup> In regard to school attendance rates, goals were not met for increasing rates. Participation in the extended day programs was also below the expected level (50%) in both schools. Achievement Plus appears to be an example of an initiative in which the evaluation is used to provide ongoing feedback to the program. The system is in place to conduct surveys and interviews, and both quantitative and qualitative data are used to enhance those areas that are showing success and fine tune those that are less successful. The early returns show a few positive outcomes among a small group of children who are involved.

## **Dayton Bluffs**

### **Monroe Community School**

Both sites have family resource rooms and extended day programs. Coordinators have changed several times at each site, and the principal has also been replaced. Because of the nature of this program, it may have raised expectations in the community that could not be met at the outset, particularly in light of the changing personnel. Also, the program experienced difficulty getting teachers to "buy in" to the concept.

740 York Avenue

Will open in September of 2000 with the YMCA as partner

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**Community Schools Innovations, see San Diego**

## **LOCAL INITIATIVES: CITY WIDE**

Alliance for Family and Children

(Tim Reardon, [timreardon@wavefront.com](mailto:timreardon@wavefront.com), URL: <http://www.alliance1.org>)

**United Way in Rochester**

**Baltimore Safe and Sound**

**Jacksonville Partnership for Children**

(MaryFreeland, [freeland@coj.net](mailto:freeland@coj.net), 904-630-3647)

**LA's Best After -School Program**

Implemented in 1988, LA's Best, a non profit agency, is jointly supported by city, school and community agencies. K-6 program now in about 22 schools.

An evaluation was conducted for the period of 1992-94 at 10 of the then operating 19 sites.<sup>39</sup> Children who had participated for two or more years were compared with non-program children from the same schools. Although program children started out behind others, after two years of participating in LA's Best, they "caught up" with the others. For a smaller group, the program children had higher grade point averages after participation. Participants reported expanded social resources, greater feelings of safety, higher expectations, and greater motivation and enthusiasm for school. Homework help appeared to be a major factor in success along with the safe and supportive environment

A long-term impact study is currently underway.

**Boston Excel**

(Nechama Katz, 617-927-0624, [nkatz@thehome.org](mailto:nkatz@thehome.org))

The Boston Children's Services /Home for Little Wanderers is the lead agency that works in collaboration with the Boston Public Schools and other agencies to operate Boston Excels, a community school model in three elementary schools. Supported by local foundations since 1991, this program's primary goal is to improve academic achievement in high-risk students through a long-term commitment to partnerships with schools. Donald McKay was the first school, followed in 1996 by two others. Each school has its own package of interventions including individual counseling, mentors, academic support, after-school programs, and the development of parent centers. The Efficacy Institute has trained both teachers and parents in values and skills related to enhancing the school climate. Each school has a full-time coordinator and senior level clinician along with social work interns from university partners.

Several evaluations have been conducted. The Educational Development Center did a major study of McKay, tracking changes from 1990-93.<sup>40</sup> The first report showed an increase in promotion (from 95% to 98%) ; increases in reading and math scores; teacher reports of improved classroom behavior and parent involvement.

A study in 1996-97 tracked the replication process in the two new schools.<sup>41</sup> According to the researcher, Sarah Uhl, the replication of Project Excel "exceeded expectations" and generated requests from other schools to begin the process. Looking

At the aggregate for the three schools where 1,916 students were enrolled, some 650 had received counseling, 417 families had received support services, 296 crisis intervention services were provided, and hundreds of parents were involved in an array of activities.

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A program update in late 1997 reported that the Boston Children's Services worked with 44 public schools and community centers through their partnership with Family Services of Greater Boston, called Solutions for Children and Families.<sup>42</sup> This new arrangement would offer a team of professionals with the training and capacity to "transform schools into effective centers of learning." Project Excel would be the model for these transformations.

McKay's seven years of experience provides a laboratory for learning about this program. The report states that in the three previous years, reading scores had improved 200% and math scores 50%.. Project Excel was singled out by the Harvard Center for Children's Health to receive an award for excellence. Teachers and parents believe that teaching and learning are improving. More than 100 parents are actively engaged in the school. Ellis and Lee schools are developing rapidly with the addition of fathers events, special education events, literacy activities for children and their families, improved teacher morale, improved behavior, and other gains. The reports cited here contain many anecdotal accounts of parent, teacher, and community satisfaction with the changes in the school climate attributed to the Excel program. All the schools have received accolades for these innovative programs. Project Excel is actively involved with the school system and other Boston groups to facilitate the wide dissemination of the model throughout the school system.

## **SUN Schools Uniting Neighborhoods Initiative, Multnomah County, Portland, Oregon**

([www.co.multnomah.or.us/dcfs/sunschools/](http://www.co.multnomah.or.us/dcfs/sunschools/))

The Portland area has a lot of experience with different aspects of community schools. The school system and the parks and recreation department have had a partnership for 20 years to provide recreational activities. The county health department has sponsored many school-based clinics. One school, Lane Middle School, began the transformation to a full service school some years ago. In 1999, representatives of school and community groups came together to form School Uniting Neighborhoods (SUN) with a goal of creating community centered-schools. Eight schools were selected for the first round of funding and they in turn contracted with community agencies to provide a range of services.

SUN has three integrated goals: educational success, access to health and social services, and provision of recreational and educational programs in an extended day.

"Preliminary results are promising. Participation in before and after school academic, arts and science programming have tripled (from an average of 40 each to 250 each day) while suspensions have declined(from 50 to 15 in the first semester of last year)."

## **Birmingham Community Schools**

(Peggy Sparks, 205-583-4776)

Birmingham has had community schools since 1971. Currently, 18 schools have been designated as community schools to provide life-long learning opportunities as well as to provide linkages to human services such as counseling, health, and employment. After-school enrichment and summer programs are important components. A representative advisory council involving more than 450 volunteers from around the city govern each program.

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## **Chicago Lighthouse Program**<sup>43</sup>

A system wide after-school tutoring and homework program. Teachers supervise classes of 15 students. Following one hour of intensive instruction, students get one hour of recreation and a meal. In 1998-99, 314 schools participated. This program is targeted toward failing students, to prevent grade retention.

The most significant achievements of the program have been improved scores on the Iowa Test of Basic Skills. Of the original 40 schools (1996-97), 39 showed increased reading scores and 30 increased math scores. Of the 248 schools in 1997-98, 205 showed increases in reading and 194 increases in math. 23 schools that were on probation (below 15% level in reading) were taken off as a result of improvements shown in this program

## **Dallas Public Schools**

Dallas has an Office of Interagency Collaboration with three primary programs: Before and After School at 153 elementary schools; Homeless Youth Program; and Youth and Family Centers at 10 sites. The Centers are operated jointly by the school system, local hospital, and mental health agency.

The Dallas Public Schools conducted an evaluation of the Youth and Family Centers in 1997.<sup>44</sup> Implementation ranged significantly with marked differences between centers in staffing, space, and access. Students using the centers were generally poor and at high risk for dropping out of school. Reductions in discipline referrals, course failures, and absences were reported for students who received intensive mental health services, and in absences for students who received other support services. However, most students using the Centers showed no significant gains in standardized test scores with the exception of those receiving intensive mental health services who showed gains in reading

## **Flint Community Schools**

Flint, Michigan, was the first city in the US to have a community school program. Recently, a new initiative was started to create four Community-Based Service Centers within the school district. These centers offer a wide range of health and human services, recreation, adult education, and community development activities.

## **Birmingham Community Schools**

## **Austin, Texas After-School Recreation Programs**

Beginning in 1992, Austin school system, Austin Parks and Recreation Department, Austin Interfaith collaborated with Austin City Council to fund and operate after-school programs in low-income communities. During the 1994-95 school year, when the program was expanded to 20 schools, Dwayne Baker and Peter Witt conducted an evaluation in two of the sites for grades 3 – 6.<sup>45</sup> Participants were compared with non-participants, and by number of activities pursued.

Participants, especially those who were involved in high numbers of activities, had higher test scores for math, science and reading than non-participants. No significant impact was found on behavioral measures or self-esteem, probably reflecting the academic focus of the program.

## **Montgomery County, Maryland, Linkages to Learning**

(Nathan Fox, Peter Leone, evaluators University of Maryland))

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Linkages to Learning was initiated in 1993 by the county government to provide services to students and their families to improve the students performance in the school, home and community. This is a collaboration between the Montgomery County Schools, County Department of Health and Human Services, and several private agencies. By 2000, the program was operating in 9 elementary and secondary schools in the county. The program provides social, health, and mental health services and educational support through interagency collaborations.

A formative evaluation was conducted in 1995 by the College of Education, University of Maryland, to find out whether the program met the needs of its potential clients in the first three sites.<sup>46</sup> Families were very satisfied with the program. Staff reported that the demand for mental health services could not be met. In the early stages of the program, certain structural problems were identified, such as lack of central decision-making, duplication of bureaucratic efforts (multiple forms), no formal agreements on how agencies should interrelate, and lack of communication between school and agency staffs. This evaluation was used to strengthen the program by adding administrative support and getting more resources for mental health services.

With support from the U.S. Department of Education, an evaluation of Linkages was conducted at the Broad Acres Elementary School, using another school as a control over a three-year period.<sup>47</sup> Broad Acres serves 500 children K-5 from 40 countries, speaking 10 languages; 90% qualify for free and reduced meals. In addition to Linkages of Learning mental health, social services and education services, a health center was added to this site with support from the Robert Wood Johnson Foundation. The report of the research carefully documents the evolution of the program over the three years from 1997 to the present, documenting changes in personnel, addition of components and partners, and moving to a permanent building along side the school. Analysis of utilization data for a cohort of K-2<sup>nd</sup> graders showed that 61% used Linkages services at some time.

The evaluation was designed to look at the achievement of 3 outreach and 8 direct service objectives. Many activities were reported that helped families and children deal with their problems. Access to health care was greatly increased, reducing the percent of families who reported no health care access for their children from 53% to 10%, and those with no insurance coverage from 38% to 10%.

An outcome evaluation collected data on social/emotional and academic functioning over four years from Broad Acres and a (poorly) matched school. Some 119 children, 69 parents and a few teachers were included in the longitudinal sample, reflecting high loss from both schools because of mobility problems (in one year, 40% in the experimental school and 32% in the control). A detailed protocol made up of various research instruments was followed, requiring intensive interviews of respondents conducted by a cadre of university students.

The report contains detailed data analyses and graphs. Findings from the parents in the experimental school show a significant decrease in reported children's negative behaviors at the same time that such behaviors were reported by parents as increased in the control school. Children who had received direct services from Linkages (such as case management or counseling) showed the greatest improvement. Teachers had similar reactions about classroom behavior. The children in the experimental school reported no

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changes in their emotional distress levels while the children in the control school reported significant increases.

In regard to academic outcomes, children at both schools had higher math achievement at the end of the study than at baseline. However, children who received educational services through the Linkages program improved significantly more than those at the experimental school who did not receive services. “While the children not receiving direct educational services started out with higher scores, by the end of the study, the children receiving services had made such gains that they were now approaching the scores of their peers in the no-service group.” No positive impact was found for reading or writing, which may have been attributed to the significant number of children in the experimental school who had limited English proficiency.

Parents at the experimental schools reported being relatively less depressed over time, reported an increase in family cohesion, and demonstrated greater gains in consistency in parenting styles. The data suggest that those children and families who used Linkages services showed significant improvements in outcomes, not experienced by the those in the experimental school who did not utilize the services. The program had an effect on the individuals, but not necessarily on the total school climate.

## **Port Chester, New York**

(Leslie Mantrone, Center for School Community Partnerships, 946 7676)

In the 1999 federal budget, Congressperson Nita Lowey sponsored legislation that brought \$500,000 to Portchester New York to develop community schools. Three other school systems received comparable awards.

## **Thomas E. Edison Community Middle School**

Part of the grant went to the Edison School which was well on the way to becoming a fully-realized community school. A full-time coordinator has been hired. The new funds allowed the school to expand health services, adult and parent education, extended day programs and computer literacy. An on-site family resource center is being set up. Summer Exploration Camp involves students in grades 2-4 for enriching experiences.

## **Port Chester High School**

The local high school initiated the program with a year of study and planning by the Port Chester Leadership Council. A survey of students showed that 77% of the students wanted after-school activities evening and weekends at the high school, including recreational trips, movies, sports, teen center, dances, roller blading and a wide array of other activities. At least 39% reported that they had no adult to talk if they were feeling sad or stressed, and another 27% were not sure. Many of the students appeared to be vulnerable to the consequences of sex, drugs, and violence, typical of today’s teens. A Wellness Center is being organized in conjunction with community partners that will bring health and mental health services, leadership training, job readiness, and parent education to the school community.

## **Rockland County New York 21<sup>st</sup> Century Collaborative For Children and Youth**

(Mimi ?, Dennis Fleming, 914 636 5166)

A New York suburban county, this county-wide Collaborative includes a coalition of eight school districts, the Bureau of Cooperative Educational Services, municipal and social service agencies, youth organizations, government and business leaders, with Yale

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University as a key partner. The schools are modeling after the 21<sup>st</sup> Century Schools concepts pioneered by Edward Zigler at Yale. The mission is to develop a comprehensive support system involving a whole array of agencies and institutions.

Beginning in 1995, county people have come together to plan for family resource centers in schools, a computerized system to help residents access services, expanding health care in schools including dental clinics and mental health services, planning for teen recreation centers, using social workers from the Department of Social Services to counsel children in local schools.

## **Rochester Change Collaborative**

(Joe Martino, Chris Dandino, 716 428 4944)

This Collaborative is a coalition of the Rochester School System, United Way, Youth Bureau, City of Rochester, and Monroe County. It was originally organized by the United Way and is now administered by the Youth Bureau. The goal is to coordinate service systems and provide integrated programs in schools. Some 11 schools are involved: 4 middle schools have Wellness Centers, 1 middle school and 5 high schools have student support services. The providers include:

An evaluation has recently been conducted by the Rochester Primary Health Project (being sent by Joe Martino)

## **San Diego Community School Innovations**

(Craig Choy, 619 563 6801)

City Heights Community School Innovations was a project supported by Sol Price, a San Diego businessman. The goal was to change the whole environment of City Heights, a community of some 85,000 people who speak 46 different languages. Price supported the building of a new community center, police station, swimming pool, and library in the center of the area. Two new schools were the center of this initiative. Monroe Clark Middle School (cost \$26 million) and Rosa Parks Elementary School. Clark offered an extended day program (XDC), extended the normal seven period school day to nine periods. Academic and physical activity classes were taught by school employees and outside contractors. The program also worked to involve parents and other volunteers. A family resource room was available to the parents.

Thomas Herman (619 594 2776) San Diego State University conducted an evaluation of the extended day program at the close of the first year of operation.<sup>48</sup> He found that about one third of the students were involved, representing a very diverse population, ranging from very low achievers to very high achievers. Teachers and staff were excited about the program and saw it as having high potential for improving the learning culture of the school. Parents viewed the program as an opportunity for their children to improve their schoolwork. From the qualitative evidence, the program appeared to be influencing school pride, conduct, and academic performance.

At the end of the second year of Community School Innovations, the entire project was transferred from the foundation to the San Diego State University. The extended day program continues, although the schools have been reconstituted as charter schools.

San Francisco Beacons (see Beacons above)

## **St. Louis Park Schools**

(Bridget Gothberg, 612-928-6063)

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## **St. Louis Public Schools**

(John H. Windom, 314-773-7962, [charvey@dtd1.slps.k12.mo.us](mailto:charvey@dtd1.slps.k12.mo.us))

## **LOCAL INITIATIVES: INDIVIDUAL SCHOOLS**

### **Johnson Community School, Lexington, Kentucky**

(Susan North, Initiative Coordinator) 606 231 9925)

Described as the “school that never closes”, this elementary school program was started in 1996 by a citizen driven non-profit organization. The community school has over 80 partners, including two universities and two hospitals. A new building has been constructed attached to the school to house many of the components which include job training, a family resource center, health, dental, and mental health clinics, a laundromat, daycare, juvenile services, Head Start, indoor pool, and a community police station.

### **Elizabeth Street School, Los Angeles**

This is a K-12 Learning Center developed by the school district in collaboration with the United Teachers of LA and LA Educational partners and funded by New American Schools. The school was restructured around three key components: shared governance, innovative curriculum and instruction, and comprehensive student and family support. The campus includes a Family Center, Primary Health Care Clinic, a childcare cooperative run by parents, an after-school program and extensive adult education. The Learning Support Component has six program areas that focus on eliminating barriers to learning.

According to a report from UCLA, test results for 1997 and 98 showed increases in reading and math scores for almost every grade level (all but two grades).<sup>49</sup> Increases were greatest in the primary grades. Elizabeth Street demonstrated low drop out rates, strong grade point averages and high attendance. All of the seniors graduated on time. Parental presence in the school increased most dramatically, with more than 1,000 parents and other adults attending adult education classes weekly.

### **Murchison Street School, Los Angeles**

(Andrea Zetlin, Cal Stat U, wrote 2/2/00 for update and outcome data)

This pre-K through 6<sup>th</sup> grade school is attended by poor Latino children. The school staff worked with faculty from California State University, LA, to set up a service integration center on the school campus with initial funding from Healthy Start. The main goal of the Family Center is to improve the conditions of teaching and learning within the school by attending to the personal and social problems that interfere with success in school. A full time coordinator who linked the students and their families up with on-site counseling and health care and referrals to other agencies with the help of case managers staffs the Family Center. One partner is a Community Service Center located in the housing project where most of the students live. Adult education, job training, recreational and educational activities are provided there.

### **LEAP Academy, Camden New Jersey**

A full service year round school, partnership with Rutgers University and strong parent group.

### **Molly Stark Elementary School**

(Sue Maguire, Principal, 802 442 2692)

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This is one of the most fully realized full service community schools around the country. The principal has been the “lead agency” in bringing in many community agencies to help keep the school open extended hours – after school and summer - and to bring in child and family services. The crowning achievement has been the opening of a state-funded Family Center with a pre-school and licensed day-care center. On site family outreach workers teach parents.<sup>50</sup> A pediatrician, psychologist and dentist are available to the students and their siblings. The local community college teaches on-site basic adult education. Big Brother Big Sister operates a mentoring program on site. About 40 different activities have been built into the school to enhance learning and involve families.

A formal evaluation is beginning conducted under the auspices of the Harvard Collaborative for Integrated School Services. Maquire has reported early signs of success of the programs including: increases in reading scores, declining absenteeism, decline in physical and verbal aggression, and huge increases in parental involvement in the school.

### **Lake Agassiz Elementary School, Grand Forks, North Dakota**

This School as the Center of the Community provides many services, program now expanded to five schools through Partnership Council with representatives from 15 local agencies and Knight Foundation.

### **Portchester, New York**

Edison School and Portchester High School have received support from the Department of Education through Nita Lowey, Congressperson, to develop full service community schools

### **Families on Track, Heights Middle School, San Francisco**

(Paul Harman, Director, 650 583 0392)

Families on Track is a private non-profit agency that brings together in a collaborative the County, City, school district, local youth agencies, and Skyline College. The project is an initiative of the Bothin Foundation. It offers a range of services and activities in what is described as a full service community “school within a school” modeled after the Children’s Aid Society schools. The project attempts to provide supportive services to youth and their families to keep them on track toward social and economic self-sufficiency. In the planning stages, the decision was made to start small and develop an academy within the pre-existing middle school. In the first year (1999), the program started in the sixth grade (50 students) that will stay together for three years. Case managers (youth and family advocates) are assigned to high-risk students. Students are expected to attend after school and summer programs and their parents are required to participate at least 5 hours a month and will have educational opportunities available to them during the evening hours. The project is negotiating with the county to bring in health services.

An evaluator has been part of the planning process since early 1998. Harder and Company Community Research tracked the process during the 17 month planning period.<sup>51</sup> The report documents the many meetings and discussions among stakeholders in creating this design. Among the challenges identified early in the process were: ongoing parent involvement, sustaining community partnerships, sustaining funding, and the design itself (separating the participants from the total school population).

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An evaluation plan is in place and as implementation occurs, further reports will be forthcoming.

## **Farrell Area School District**

(412-346-6585)

Farrell is a small community in Pennsylvania that has a “cradle to grave” approach to providing services not only K-12, but to the whole community. The school brings in whatever resources it can identify for health, mental health, adult education, pre-school, and after-school. (wrote for update 1/28)

## **Clearpool/SEO Network**

A private non-profit organization operates three schools, The Decatur-Clearpool School, The Jonas Bronck-Clearpool School, and the Carmel Residential Educational Facility, in New York City that function year round on two campuses (one urban, one rural) and incorporate a comprehensive network of social services. Clearpool’s mission is to provide leadership in educational reform by creating a network of enduring child-centered and family-based environments.

A 1998 study of the Decatur-Clearpool School and the Jonas Bronck-Clearpool School shows improvement in reading and math among students from 1996-97 and 1997-98 at a greater rate than other schools in the District. The study also revealed that students having more years of Extended Day programs performed better than those students with fewer years.

## **Cooper Elementary School, Detroit**

(Arlene M. Robinson, 313 224 3216)

Some 14 local organizations including the Detroit Health Department, the Detroit Police Department, and Channel 56 Public Television, provides services at the Cooper Community Development Initiative. The Detroit Recreation Department and an extensive mental health component by the Black Family Development Inc offer an after-school program. Program objectives include improving test scores, reducing absenteeism, and increasing grade point averages. Evaluation plans have been thwarted by an inability to access teacher’s records and accurate information. Also, the high turnover rate: half of the students who received mental health services left the school by the following year.

## **Camden Middle School, Newark, New Jersey**

The Camden Middle Community School, described as a “full-service place for children and their parents, offers after-school programs, job training, family counseling, health, and aerobics classes for parents.<sup>52</sup> This program is supported by HUD empowerment zone funds. Communities in Schools of New Jersey are one of the partners in planning and coordinating services.

## **Columbus School Collaborative, Berkeley, California**

(David Stark 510 841 6010)

Has after-school program and Family Resource Center. Funded by the Haas Foundation.

## **Hawthorne Community Collaborative, San Francisco**

(Vickie McVicker, East Bay Agency for Children, 510 268 3770 ext 108)

Has mini-clinic, dental chair, Family Resource Center. Supported by Haas. East Bay is partner agency.

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## **Charles G. Harrington Elementary School, Cambridge, MA**

(617-349-6540)

The Harrington Elementary School operates on four Core Values: Academic Focus, Mutual Respect, Positive Environment, and Critical Thinking.

## **KOBAN**

(803 343 8713, [URL:http://columbiasc.net/city/koban.htm](http://columbiasc.net/city/koban.htm))

Japanese for “mini-station”, KOBAN is an on-site community based police unit serving as a safe haven for youth. Opened on June 30, 1999, the Lady Street KOBAN provides an after-school tutorial, mentor programs, reading, and community sports program,

## **Tenderloin Community School**

(Midge Wilson, Bay Area Women’s and Children’s Center 415 474 2400)

According to Sylvia Yee, Haas Foundation , “ This is the first elementary school ever built in the “tenderloin”. Children here were bussed to 47 different schools. Working with an architect, community folks and school reps designed and opened the school, family center, community kitchen, rooftop garden, adult ed center, and in-house health/counseling/dental services.” Non-school portion managed by Bay Area Women’s Center.

## **Research on Related Topics**

## **Studies by Deborah Vandell, et al**

Children who attend after-school programs regularly have higher grades and self-esteem.

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## **School-Board Member Survey<sup>1</sup>**

A sample of school board members was surveyed on their attitudes toward school-linked services.<sup>54</sup> More than three-fourths support the development of school-linked services and said such services were necessary to meet the needs of children and families in their

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school districts. More than half the districts reported to following services: substance abuse, psychological, health, social services, teen pregnancy, and job training. Child welfare, juvenile probation, family welfare, and housing services were also reported.

Some school board members were concerned with funding school-linked services, “we have no dollars for anything not directly related to academic achievement”. However, more than have said that funding came from other sources, largely state, local and federal government funds. Close to 60% collect some data to review effectiveness, but the reviews of the data are not used much for modifying programs. The respondents thought that the services were good and meeting clients needs.

The authors conclude, “ The findings of this research suggests that although school districts are selectively embracing school-linked services as one way to help students achieve, questions about funding, policy, governance, and the purpose of schooling cause some school board members to tread gingerly in giving school-linked services their full support.”

## Other Impacts

Studies have shown that providing breakfast at school improves academic performance, at least among poor students. Continuing research in inner city Philadelphia and Baltimore by Harvard University has found that math grades rise from an average of C to B six months after children start eating breakfast regularly.<sup>55</sup>

## SUMMARY OF FINDINGS

### What works?

#### Outcomes from full models

#### Outcomes from after school models

### Limitations of research

Very few of the research studies summarized here used random assignment to define comparison groups. Most of the comparison groups were either matched schools, or non-participants. Many of the studies relied only on pre-post tests of participants.

Reports of evaluations sometimes are limited to positive results. Others show tables of findings where it is clear that no effects were observed.

Address Lee Schorr Question...what evidence that youth development effects academic achievement

### Initiatives operated by partnerships

School as lead agency

Community agency as lead

How to create a typology out of all this

In the 1980's, a wave of full service schools...the theme was integrated service systems, mostly health and social services...little intervention into the classroom

The 1990s brought in school reorganization and reform.

### Constraints to evaluation

Notes from discussion Wilder Foundation Achievement Plus Advisory Committee

Access to families

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Valid instruments  
 Time to complete evaluation  
 Evaluation bias  
 Evaluation training for staff persons  
 Inability and lack of means to access reliable information  
 Disillusionment that will affect responses  
 Mobility, changes in children's lives  
 Different and unarticulated expectations  
 Response to cultural needs, language issues  
 Day to day life that interferes with evaluation needs  
 Lack of phones  
 Misconceptions about evaluation and its role in Achievement Plus

Re achievement plus “ the unique purpose of the model is unclear for many stakeholders. The varied definition of the model sits on a continuum between the wrap-around model and the systems change model. With the wrap-around view, you add programs to deal with change. Systems change implies a large change that cannot be addressed only by adding services. The confusion over purpose needs to be addressed so practitioners have a roadmap by which to make their decisions; but is fairly typical of new initiatives of this size and scope. What has been left out of reform is an understanding of human development.

Fanning out.....starts with a project like healthy start and adds other stuff

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<sup>15</sup> What is the School of the 21<sup>st</sup> Century? Flyer from Bush Center in Child Development, Yale University, 1998.

<sup>16</sup> How Do We Know it Works? Evaluation and Research Findings from the School of the 21<sup>st</sup> Century. Flyer from Bush Center in Child Development, Yale University, 1998.

<sup>17</sup> Statement by Dr. James Comer in "Improving American Education: Roles for Parents" Hearing before the Select Committee on Children Youth and Families, Washington DC USGPO, June 7, 1984 pp55-60

<sup>18</sup> Herman, *ibid*

<sup>19</sup> N. Haynes (ed.) (1994) Selected excerpts from School Development Program Research Monograph New Haven: Yale Child Study Center School Development Program.

<sup>20</sup> B. Neufield & M. LaBue (1994) The implementation of the school development program in Hartford: Final evaluation report. Cambridge MA: Education Matters. Quote from p.9.

<sup>21</sup> Mobilizing the Whole Village Brochure of The School Development Model, Yale Child Study Center, 1996.

<sup>22</sup> Philliber Research Associates, "Progress in Caring Communities: preliminary Findings from the 1998 Evaluation," Accord, NY 1999

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