

Youth Development Incorporated Elev8 NM New Mexico

Full-Service Community School

MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING (this “MOU”) is for the period of July 1st, 2012 through June 30th, 2013 by and between **Gadsden Independent School District, Gadsden Middle School** and **YOUTH DEVELOPMENT INCORPORATED (YDI - ELEV8 NM)**. This Memorandum exists for the purpose of assuring partnership and coordinated services to support YDI - ELEV8 NEW MEXICO Full Service Community school sites.

Elev8 NM Model and Mission: A full-service community school like Elev8 New Mexico is a place and a set of partnerships between the school, local community, and public/private entities to make the best use of public/Tribal schools and community resources in assuring middle school student success toward eventual graduation. Elev8 NM offers carefully integrated, school-based supports for youth and their families—including afterschool opportunities, comprehensive age-appropriate health care, resources to families that provide access to public benefits, legal assistance, financial counseling, and workforce development. Additionally, Elev8 NM encourages students with their families to become advocates for improving education and other resources in their communities.

Student Impact Goal: Both parties agree that the ultimate goal of this partnership is to support student achievement and positive developmental outcomes through quality afterschool/out-of-school time programming (extended learning), comprehensive school-based health services, and family support and engagement services within the school based Family Resource Center.

Elev8 NM Partners/Providers Represented under this YDI - Elev8 NM FSCS MOU are outlined in attachment C

REPRESENTATIONS

- A. An Elev8 NM Site Coordinator will serve as the single point of contact, representing YDI - Elev8 NM and the YDI - Elev8 NM providers ensuring all non-district providers must adhere to the district human resource policies and procedures as well as the organization at which they are employed.

- B. The Elev8 NM Site Coordinator as Directed by YDI's Vice President of Educational Support will handle all dissolution of partnerships and/or services throughout any transition period. An official notice will be presented to the Elev8 NM assigned district representative for distribution according district policy.

Relationships with providers/partners can be terminated upon the following:

1. Scope of service as defined by Elev8 NM not met
2. Organizational capacity no longer meets the needs of the school
3. Funding no longer available
4. Partnership no longer viable

While each organization generally has an employee code of conduct it is important to recognize that each organization operates under the YDI - Elev8 NM umbrella. The school district/school may hold YDI - Elev8 NM accountable to the behavior/actions of Elev8 NM partners/providers as assessed by mutual review of codes of conduct. As in any partnership, the action of one reflects upon the whole. Elev8 NM partner/providers will follow the district code of conduct and that of their individual organization where required (*see exhibit A: partner organization codes of conduct*).

- C. All YDI – Elev8 partner/providers/evaluators will submit for fingerprint and background checks through Gadsden Independent School District in accordance with GISD policies and procedures.
- D. The district/school agree to waive any fees associated with Elev8 NM program/service delivery or space usage, and **to provide and maintain adequate school-site space** including office/workspace, phone line access and internet service needed to deliver quality site coordination, extended learning, health, and family and community engagement services and events in exchange for services provided for district/school students and families.
1. YDI - Elev8 NM will enter into an annual facility use agreement with the district per district policy and procedure guidelines (*see exhibit B: building use agreement*).
- E. *The district/school agrees to commit* accounting (i.e. flow through dollars/Elev8 NM dedicated funds), administrative (processing of payroll, supplies, purchase orders, etc.) , transportation (if funding allows and is available), custodial/maintenance services (cleaning and maintenance of school-based spaces such as SBHC, classrooms, offices and other spaces used by service providers; provision of paper products such as toilet paper and paper towels) and other in-kind services (such as utilities, internet access, phone access) for programming and services as part of the in-kind support.
- F. District agrees to allow YDI - Elev8 NM Site Coordinator (or designee), as appropriate, to participate in the following school level teams/committees, with the understanding that they may

be present during individual student discussions only if those students have affirmative consent on file:

- ❖ *Instructional Council or School Leadership Team*
- ❖ *Professional Learning Circles (PLC)*
- ❖ *School Health & Wellness Team*
- ❖ *School Health Advisory Council*
- ❖ *Goal Teams*
- ❖ *SWPBS (School Wide Positive Behavior Support)*
- ❖ *Department and Grade Level Meetings*
- ❖ *EPSS development*
- ❖ *Title I Event Planning*

***This list may change based on the changing leadership structures at the school level, as new decision making teams are formed Elev8 NM presence should be included where appropriate*

- G. All YDI-Elev8 NM partners/providers will sign and submit the district identified confidentiality form per district policy.
- H. Elev8 NM partner/providers will adhere to the scope of work set forth by YDI - Elev8 NM. *(See exhibit C: provider scopes of work).*
- I. YDI - Elev8 NM press releases related to the district/school will be shared with the Elev8 NM district assigned representative Ms. Barbara Browder or district designee prior to release to news agency.
- I. Data Access: YDI - Elev8 NM, as part of its evaluation efforts, seeks to understand the impact of a full-service community schools initiative on student, family and school outcomes. This interest requires the collection of student and school-level data that is supported through mutual agreement with the School District and School Principal.

Rationale/Purpose: Data is being requested for two primary purposes: evaluation of student outcomes and referral of students for early interventions.

Evaluation of Student Outcomes

1. Under the terms of the Memorandum of Agreement among Gadsden Independent School District, Central New Mexico Community College, and the University of New Mexico, dated August 29, 2008, the signatories agreed to “share appropriate data to improve and coordinate policy decisions that support student success.”
2. To that end, Elev8 NM will partner with the University of New Mexico (UNM) Center For Education Policy Research (CEPR) to analyze the outcome data. GISD will provide the data directly to UNM-CEPR, which will ensure the confidentiality of all student level records in accordance with FERPA regulations.

3. UNM-CEPR will report all results in the aggregate. These results will be reported to GISD, Elev8 NM, and Atlantic Philanthropies for the purpose of measuring programmatic impact and to help Elev8 NM make improvements to its full-service community school approach.
4. Data collected will be used for the express purpose of assessing the impact of Elev8 services on indicators of student success, described in section I.6.
5. UNM-CEPR will collect all of the data identified in Section I.6 directly from the GISD district office in June of each year for the preceding academic year. Additionally, UNM-CEPR will collect data on three “early warning indicators” – student daily attendance in core courses, student grades in core courses, and disciplinary referrals – an additional three times per year, in October, December, and March.
6. Elev8 NM seeks to track student success longitudinally. As such Elev8 NM requests access to the following student level data while the students are enrolled in Elev8 NM schools and as they progress through the educational pipeline.
 - a) Variables
 1. Student daily attendance
 2. Student daily attendance in core courses (i.e., mathematics and language arts)
 3. Student grades
 4. Student grades in core courses (i.e., mathematics and language arts)
 5. Standards Based Assessment scores (for all tested subjects)
 6. Disciplinary referrals
 7. Student enrollment or withdrawal for reasons other than grade promotion (student mobility)
 8. (long term) Graduation or dropout data
 9. Student demographics, including all Elementary and Secondary Education Act subgroups and free and reduced priced meal status.
 10. Academic referrals (Student Assistance Team, Health and Wellness, etc.)
 11. Other variables, as needed, to ensure valid statistical comparisons.

Referral of Students for Early Interventions

7. The school principal will designate an appropriate staff member to provide the Elev8 NM Site Coordinator and Elev8 site-level staff the data identified in Section I.9 below, at a frequency defined by the school principal and Elev8 site-level team. These data will be used to identify students for appropriate early interventions, including extended learning programs, school based and school linked health services, and family engagement and support services.
8. Elev8 NM will seek to obtain **parental consent** from all students in each Elev8 school, in accordance with FERPA regulations. Only those students with a signed parental consent form on file will be identified for referral by Elev8 staff. GISD will add a field to each student record in PowerSchool to easily identify students who have parental consent on file.

9. Elev8 NM requests access to the following student level data while the students are enrolled in Elev8 NM schools:
 - a) Variables
 1. Student daily attendance
 2. Student daily attendance in core courses (i.e., language arts and mathematics)
 3. Student grades
 4. Student grades in core courses (i.e., language arts and mathematics)
 5. Disciplinary referrals
 6. Academic referrals (Student Assistance Team, Health and Wellness, etc.)
 10. Reciprocity: Elev8 NM and UNM will regularly share appropriate student-level, program data with the school district, including student participation in Elev8 NM Services and early warning indicators.
- J. In coordination with the district, the school principal and YDI - Elev8 NM will work collaboratively to identify resource leverage targets to support Full Service Community School provider efforts to sustain all services.

PROVIDER SERVICE PRIORITIES

1. School Based Health Center Services

- a. Provision of comprehensive health services in the following areas:
 - i. Primary/Preventative Care
 - ii. Behavioral/Mental Health
 - iii. Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) Well Visits
 - iv. Immunizations
 - v. Sports Physicals
 - vi. Dental Screenings and Hygiene
 - vii. Health Education

2. Extended Learning

- a. Assuring the following program intensity/dosage:
 - i. Minimum 9 to 12 hours per week (no less than 3 days per week)
 - ii. 1:12-15 staff/student ratio
 - iii. 65-75 Students per day

- iv. Coordinated training on best educational and youth development practices that connect enrichment/physical health/civic engagement/supplemental education to school goals

3. Family Engagement and Supports

a. Family Engagement Services/Activities:

- i. Provision of comprehensive family engagement services in the following areas:
 - Family outreach and communication
 - *Strategies: Home visits and phone calls to families; Enrollment in programs is integrated into the school registration process; Contact parents at school events; Referrals from school staff; Presentations in classrooms and lunch time events regarding extended learning programs*
 - Parent support and capacity building
 - *Strategies: Establishment of new parent organizations and coordination with existing parent organizations especially in the areas of leadership development, event planning and technical support; Support/Organize school wide events; Organizing groups of parents with a common interest (i.e. Spanish speaking parents); Connecting parents with volunteer opportunities at the school.*
 - Parent advocacy and education
 - *Strategies: Education sessions on current issues; Visits with elected officials; Intergenerational advocacy activities; Speaking at school board meetings.*
 - Family Resource Center operation (*FRC is a school based room where the Family Engagement and Supports services/activities take place*).

b. Family Support services/activities: Services provided through a coordinated referral and follow up system as appropriate in the following areas:

- *Public benefits outreach, screening and access with a targeted focus on SNAP, Medicaid and Free and Reduced Lunch with follow-through to confirmation of receipt of services*
- *Site specific services/activities to be determined by needs assessment & capacity*
- *Legal services*
- *Financial counseling/financial literacy*
- *Emergency assistance (e.g., housing, food assistance, etc.)*
- *Workforce development*

NOW THEREFORE, the district/school and YDI - Elev8 NM agree as follows:

1. The district/school and YDI - Elev8 NM agree that the above stated representations are accurate and correct.

IN WITNESS THEREFORE, the parties hereto have caused this MOU to be executed with full consideration and in multiple originals by the authorized officers, all as of the date first above written.

School District

By: _____

Name: _____

Title: _____

YOUTH DEVELOPMENT INCORPORATED dba Elev8 New Mexico

By: _____

Name: _____

Title: _____

ATTACHMENT A - CODE OF CONDUCT

YDI STANDARDS OF CONDUCT

As a YDI employee, I adopt the following principles as my personal code of ethics:

1. I promise to respect and promote the unique identify of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.
2. I agree to use positive methods of child guidance (described in the YDI Head start Guidance Policy), to never leave a child alone or unsupervised. I will not engage in corporal punishment, emotional or physical abuse or humiliation. In addition, I will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.
3. I pledge to care for every child entrusted to me with love, understanding and respect.
4. I am committed to provide high quality care in accordance with proven YDI philosophy, goals and objectives.
5. I will protect and promote each child's physical and emotional well being, mental capability and social competency.
6. I agree to reach out to each child and family, attempting to enhance their quality of life by recognizing their unique needs.
7. I will abide by the YDI Confidentiality Policy concerning information about children, families and other staff members.
8. I respect parents as the primary educators of their children and will endeavor to strengthen the bond among all family members.
9. I promise to conserve and protect the property and resources of YDI entrusted to my care.
10. I am continually aware of and take pride in my role within the community as an important influence in the lives of young children.
11. I accept the responsibility of involving the community in all aspects of nurturing its future leaders.
12. I will continue to improve my personal growth and skills as a child care professional through relevant training.
13. I dedicate myself to maintaining high professional standards, safeguarding confidentiality, and performing with intelligence, commitment and enthusiasm.
14. In the event of violation of these standards, disciplinary action will occur including a written disciplinary action, which may result in termination.

Extended Learning Providers

1. In order to protect Extended Learning staff, volunteers, and program participants--at no time during extended learning programming may a staff person be alone with a single child where they cannot be observed by others. As staff supervise children, they should space themselves in a way that other staff can see them.
2. Staff shall never leave a child unsupervised.
3. Restroom supervision: Staff will make sure the restroom is not occupied by suspicious or unknown individuals before allowing children to use the facilities. Staff will stand in the doorway while children are using the restroom. This policy allows privacy for the children and protection for the staff (not being alone with a child). If staff are assisting younger children, doors to the facility must remain open.
4. No child regardless of age should ever enter a bathroom alone on a field trip. Always send children in pairs, and whenever possible, with staff.
5. Staff should conduct or supervise private activities in pairs- diapering, putting on bathing suits, taking showers, etc. When this is not feasible, staff should be positioned so that they are visible to others.
6. Staff shall not abuse children including: physical abuse--strike, spank, shake, slap; verbal abuse--humiliate, degrade, threaten; sexual abuse--inappropriate touch or verbal exchange; mental abuse--shaming, withholding love, cruelty, neglect--withholding food, water, basic care, etc.
7. Any type of abuse will not be tolerated and may be cause for immediate dismissal.
8. Staff must use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than competition, comparison and criticism.

9. Staff will have age appropriate expectations and set up guidelines and environments that minimize the need for discipline. Physical restraint is used only in pre-determined situations (necessary to protect the child or other children from harm), is only administered in a prescribed manner and must be documented in writing.
10. Staff will conduct a health check of each child, each day, as they enter the program, noting any fever, bumps, bruises, burns, etc. Questions or comments will be addressed to the parent or child in a nonthreatening way. Any questionable marks or responses will be documented.
11. Staff respond to children with respect and consideration and treat all children equally regardless of sex, race, religion, culture.
12. Staff will respect children's rights to not be touched in ways that make them feel uncomfortable, and their right to say no. Other than diapering, children are not to be touched on areas of their bodies that would be covered by a bathing suit.
13. Staff will refrain from intimate displays of affection towards others in the presence of children, parents, and staff.
14. While the YDI does not discriminate against an individual's lifestyle, it does require that in the performance of their job they will abide by the standards of conduct set forth by YDI.
15. Staff must appear clean, neat, and appropriately attired.
16. Using, possessing, or being under the influence of alcohol or illegal drugs during working hours is prohibited.
17. Smoking or use of tobacco in the presence of children or parents during working hours is prohibited.
18. Profanity, inappropriate jokes, sharing intimate details of one's personal life, and any kind of harassment in the presence of children or parents is prohibited.
19. Staff must be free of physical and psychological conditions that might adversely affect children's physical or mental health. If in doubt, an expert should be consulted.
20. Staff will portray a positive role model for youth by maintaining an attitude of respect, loyalty, patience, courtesy, tact, and maturity.
21. Staff may not be alone with children they meet outside of Extended Learning at Gadsden MS. This includes babysitting, sleepovers, and inviting children to your home. Any exceptions require a written explanation before the fact and are subject to administrator approval.
22. Staff may not photograph program participants for personal use. This includes still photos and video recordings. Recording program participant voices is also prohibited. All photos / recordings of program participants will remain the property of the YDI-Elev8 NM and Gadsden Middle School.
23. Staff are not to transport children in their own vehicles.
24. Staff may not date program participants under the age of 18 years of age.
25. Under no circumstances should staff release children to anyone other than the authorized parent, guardian, or other adult authorized by the parent or guardian (written parent authorization on file with YDI- Elev8 NM).
26. Staff are required to read and sign all policies related to identifying, documenting, and reporting child abuse and attend training on the subject, as instructed by a supervisor.
27. Staff are not to initiate contact or allow children to contact them outside of YDI-Elev8 NM programs.

ATTACHMENT B

Building Usage forms will be submitted per GISD procedures for school site.

ATTACHMENT C – Elev8 NM Partners/Providers for school year 2012-2013

- Comprehensive School Based Health Center *(insert specific provider below)*
 - *Southern New Mexico Human Development*
- Family Engagement and Supports Services through the Family Resource Center (FRC)
 - *YDI-Elev8 NM Community Engagement Coordinator in the FRC and Family Supports services*
- Extended Learning
 - Gadsden Middle School Instructors
 - Science Curriculum Support

ATTACHMENT D – Provider Scope of Work

A full service community school like Elev8 New Mexico is a place and a set of partnerships between the school, local community, and public/private entities to make the best use of public schools and community resources in assuring middle school student success toward eventual graduation. Elev8 offers carefully integrated, school-based supports for youth and their families – including afterschool opportunities, comprehensive age appropriate health care, resources to families that provide access to public benefits, legal assistance, financial counseling, and workforce development. Additionally, Elev8 encourages students with their families to become advocates for improving education and other resources in their communities.

School Based Health Care

Provision of comprehensive health services , prioritized based on assessment of need and up to 40 hours of behavioral health and 40 hours of medical/dental service provisions:

- ❖ Primary/Preventative Medical
- ❖ Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) Well Visits
- ❖ Immunizations
- ❖ Sports Physicals
- ❖ Dental Screening and Hygiene
- ❖ Health Education

Staffing structure:

- ❖ One coordinator for 8-12 hours per week to provide for site-based health services coordination, integration meeting participation, reporting, data analysis, sustainability of up to \$100,000 in Medicaid reimbursement per site, and communications support around service awareness, outreach activities, and hours of operation.
- ❖ Dedicated staffing for 12-16 hours per week of service provision each for Medical, Dental, and Behavioral health services
- ❖ Dedicated clinical assistant support of between 12-16 hours per week.
- ❖ Up to 8 hours per week for data entry and billing activities.
- ❖ General administrative staffing support covered by indirect costs of no more than 5.5% for HR, purchasing, fiscal support, and other administrative support.

Assuring promising-practice and efficiency efforts in the following areas:

1. Comply with all OSAH Standards and Benchmarks (to include required surveys, forms, processes)—to be assessed annually.
2. Comply with STATE OF NEW MEXICO NEW MEXICO DEPARTMENT OF HEALTH PROFESSIONAL SERVICES CONTRACT Scope of Work for School Based Health Centers.
3. Participate in an annual School Based Health Productivity Assessment conducted by the NM Alliance for School Based Health Care.
4. Determine student (or client) eligibility for public insurance and assist them to enroll through Presumptive Eligibility and Medicaid On-Site Application Assistance (SBHC must have at least one certified qualifier on site). Determine student (or client) private insurance coverage; assure information required for billing
5. Complete Medicaid, SCHIP, and 3rd party billing for all eligible students who are seen in the School Based Health Center.
6. Provide referrals to other health services for hours that the School Based Health Center is closed.

7. Align services with existing school staff health professionals, including school nurses, counselors, social workers, psychologists and health educators depending on availability at the site and district.
8. Coordinate services with existing contracted or partner community health entities providing services to school population.
9. Complete a Memorandum of Understanding with the School District annually and adhere to Elev8/district umbrella MOU.
10. Comply with district and school-level policies and procedures (may include but may not be limited to all district/school mandated orientation and permission/release forms).
11. Assure that all direct service staff are equipped with appropriate technology to complete all necessary duties (i.e. computers and/or additional technology, access to funding, supplies, etc).
12. Budget to assure that all necessary workspace (office furniture, storage, etc) and supplies (copy services, office supplies, volunteer, etc.) are provided through program or leveraged funding.
13. Assure that materials, equipment, technology, and supplies secured through Elev8 NM direct/related funding remain at the Elev8 School in working order in the event the Elev8 funded partner transitions from the school site.
14. Share best and promising practices with other SBHC providers through coordinated meetings and coordination.
15. Support school health advisory committee (or equivalent) integration with that of the school and the school based health center—aligning, with district and other Elev8 partners.
16. Support Elev8 NM evaluation system expectations through reporting, advisement, and addressing data development efficiency efforts in collaboration with Elev8 NM evaluation team. Including, but not limited to, participating in qualitative research/evaluation efforts to include focus groups.
17. Participate in Elev8 NM Self Efficiency Movement Team (SEMT).
18. Provide required SBHC data every month including reporting on revenues collected from Medicaid and other third party payers.
19. Provide services to 25% or more of the school-community population.
20. Budget for background checks and fingerprinting of school-based health center staff as defined by district/school policy.
21. Ensure SBHC staff are current in or receive annual continuing education in adolescent health, and concepts Ensure SBHC staff receives annual continuing education in cultural competency practice.
22. Develop criteria and funding plan for approval by YDI-Elev8 NM for serving the school site employee population for potential expansion of service population, with outreach to community partners to support teacher prioritized wellness needs.
23. Design and implement marketing and outreach plan in partnership with Family Engagement team that includes both school site and feeder system schools. Conduct outreach activities to inform students, families and site based employees of SBHC services (where applicable capitalize on existing school/Elev8 activities)
24. Support sustainability by leveraging public and private resources at up to 25% of awarded funding and up to \$100,000 in Medicaid Reimbursements directly back to the school-based health center.
25. Align to and support Elev8 NM policy and advocacy efforts (to include but not limited to generating target audience lists, linking efforts to local networks, introduction to key community leaders).
26. Assure that all service communication aligns with the Elev8 brand and message, include Elev8 NM logo on all Elev8 linked services.

Extended Learning

As part of a national movement and an integrated service delivery system, extended learning providers will deliver afterschool, before school, and summer intensive camps (where feasible and based on resource and leverage) to middle school students. Extended learning services will be delivered based on assessment of need and outreach efforts to ensure targeted support. Extended learning services are designed to give more time for learning at a critical transition period for adolescents who have varied interests and need a variety of supports to help them enter high school at grade-level..

Extended Learning intensity/dosage:

- ❖ Deliver program on a range of 6-10 hours per week
- ❖ Plan a summer intensive for 1-2 weeks in the summer months, outreaching to community partners and the district to support a leveraged summer program where feasible.
- ❖ Maintain 1:15 staff to student ratio for each day of program delivery
- ❖ Serve 65-75 students per day

Program Structure Expectations:

- ❖ Administer Out of School Time program under the direction of the Elev8 Deputy Director.
- ❖ Coordinate service delivery with school based health, family engagement, and other afterschool programs in the school
- ❖ Funnel all service requests and information through the Elev8 Community Engagement Coordinator.
- ❖ Conduct necessary outreach and engagement activities/events to engage, recruit, and retain students.
- ❖ Document a success and/or challenge/solution story monthly.

Assuring promising-practice and efficiency efforts in the following areas:

1. Adhere to umbrella Memorandum of Understanding between Elev8 NM and the School District.
2. Comply with district and school-level policies and procedures (may include but not limited to all district/school mandated orientation and permission/release forms).
3. Align all programmatic content to district/school curriculum maps and school goals.
4. Budget for and assure background checks and fingerprinting of all extended learning staff and volunteers per district policy
5. Document and share best and promising practices with other extended learning providers through mid-and end-of-year reporting, and at integration meetings.
6. Coordinate/collaborate services with existing school and community programs.
7. Assure that all direct service staff are equipped with appropriate technology to complete all necessary duties (i.e. computers and/or additional technology, access to funding, supplies, etc).
8. Budget to assure that all necessary workspace (office furniture, storage, etc.) and supplies (copy services, office supplies, volunteer, etc.) are provided through program funding.
9. Assure that materials, equipment, technology, and supplies secured through Elev8 NM direct/related funding remain at the Elev8 School in working order in the event the Elev8 funded partner transitions from the school site.
10. Attend Elev8 NM regular integration meetings and cross-site meetings, budgeting for attendance for lead provider and/or appropriate staff.
11. Ensure that all direct service staff participate fully in Elev8 NM Extended Learning quality building professional development trainings or equivalent - budgeting for attendance for appropriate staff.
12. Ensure all direct service EL staff receives annual continuing education in cultural competency practice
13. Participate fully in the Elev8 NM Extended Learning continuous improvement process (Self-Assessment process [ELSA] two times per school year (fall/spring); External observation annually).

14. Support data collection efforts through training, reporting, advisement, and addressing data development efficiency efforts. Including but not limited to: accessing required school level data and participating in Elev8 student surveys.
15. Attend periodic data development meetings and trainings
16. Submit Elev8 approved applications and completed consent forms to be submitted on the 15th of each month, as well as enrollment/attendance data to be current each Monday in the PROMIS database.
17. Participate in qualitative research/evaluation efforts to include focus groups, as necessary.
18. Engage in leveraging and fundraising efforts, to support raising 25% of the resources needed to sustain Extended Learning services at the existing Elev8 sites.
19. Ensure that all Elev8 NM funded salaries provide direct support to Elev8 NM funded programs through individual scopes of work detailing said connection.
20. Assure that all service communication aligns with the Elev8 brand and message, include Elev8 NM logo on all Elev8 linked services.

Family Engagement and Supports

As part of a national movement and an integrated service delivery system family engagement services encourages parents to become full partners with the school and increase their involvement with their child's education. Family engagement services collaborate with the school's parent organization and community members to support school goals and advocate for issues important to families.

Family Engagement

Provision of comprehensive family engagement services in the following areas:

- ❖ Family outreach and communication
- ❖ Parent organization support and development
- ❖ Parent advocacy and education
- ❖ Family Resource Center operation

Assuring promising-practice and efficiency efforts in the following areas:

1. Develop an outreach plan to assure that student families and the broader community become aware of the services provided at an Elev8 NM school.
2. Conduct home visits with the families of students who are failing math/language arts and with incoming 6th graders to educate and enroll students in services provided at the school.
3. Coordinate services with other community entities, providing or accepting referrals as appropriate, specifically regarding services under the secondary focus area.
4. Adhere to umbrella Memorandum of Understanding between Elev8 NM and the School District
5. Comply with district and school-level policies and procedures (may include but not limited to all district/school mandated orientation and permission/release forms)
6. Attend Elev8 NM regular integration meeting, cross-site meetings, and an annual learning institutes – budgeting for attendance for appropriate staff
7. Document and share promising practices with other school providers
8. Support data collection efforts through training, reporting, advisement, and addressing data development efficiency efforts. Including but not limited to:
 - Support 80% return on consent forms for services provided through all components through home visits and verbal consent collection
 - All data being tracked in the ETO system is to be current each Monday
 - Support agreement on family engagement indicators that connect to student learning
 - Attend periodic data development meetings and trainings
 - Participate in qualitative research/evaluation efforts
9. Service leads will primarily attend Elev8 NM regular integration meetings, cross-site meetings, and an annual learning institute—budgeting for attendance for appropriate staff
10. Align services with existing school staff, including counselors, social workers, and other family service supports depending on who are available at the site and district
11. Coordinate services with other community entities
12. Budget for and assure background checks and fingerprinting of family engagement staff
13. Assure that all direct service staff are equipped with appropriate technology to complete all necessary duties (i.e. computers and/or additional technology, access to funding, supplies, etc).
14. Budget to assure that all necessary workspace (office furniture, storage, etc.) and supplies (copy services, office supplies, volunteer, etc.) are provided through program funding
15. Assure that materials, equipment, technology, and supplies secured through Elev8 NM direct/related funding remain at the Elev8 School in working order in the event the Elev8 funded partner transitions from the school site

16. Ensure that all Elev8 NM funded salaries provide direct support to Elev8 NM funded programs through individual scopes of work detailing said connection.
17. Provide parent organizations with support and development.
18. Provide parents with education in the areas of academic socialization, adolescent development and understanding their rights and responsibilities regarding school policies and procedures.
19. Provide opportunity for parents to learn about local, state and national issues regarding education and families. Educate and encourage parents to advocate on their own behalf on issues of importance to them.
20. Operate a Family Resource Center in conjunction with family support services that is inviting and informative for families
21. .Align to and support Elev8 NM policy and advocacy efforts (to include but not limited to generating target audience lists, linking efforts to local networks, introduction to key community leaders)
22. Assure that all service communication aligns with the Elev8 brand and message, include Elev8 NM logo on all Elev8 linked services

NOTE: Currently the Family Supports services are being provided through the Elev8 Family Resource Centers (FRC). While the FRC Community Outreach team will provide services directly when appropriate they will primarily operate through a referral and follow up system to ensure families receive the services they need as well as the support to navigate the processes necessary access said services.

Family Supports

As part of a national movement and an integrated service delivery system, family support services will assist families with limited resources become aware of and be provided access to financial, legal, basic needs, and employment supports thereby assuring asset accumulation.

Provision of family support services in the following areas:

Primary Focus Area

- Public benefits outreach, screening and access with a targeted focus on SNAP, Medicaid and Free and Reduced Lunch with follow-through to confirmation of receipt of services
- Family Engagement
- Family services needs assessment in collaboration with Family Outreach team
- Site specific services/activities to be determined by needs assessment & capacity

Secondary Focus Area (through referral and follow up or direct service if primary area goals have been realized):

- ETIC/Tax Preparation
- Legal services
- Financial counseling/financial literacy
- Individual Development Accounts (IDA's)
- Emergency assistance (e.g., housing, food assistance, etc.)
- Workforce development

Staffing structure and service provision

- Site-based Elev8 NM dedicated (hours based on approved funding)
- Services hours provided must reflect approved contract/grant
- Service hours must posted any deviations must be communicated to Site Coordinator

Assuring promising-practice and efficiency efforts in the following areas:

1. Support an efficient and proven case management model
2. Provide benefit screening services, and additional supports to **30%** of school-community families
3. Assure that student families remain the priority for services delivered at the school (**75% of the total service target should be student families**)
4. Develop an outreach plan in conjunction with Family Engagement to assure that student families and the broader community become aware of the services provided at an Elev8 NM school to families with limited resources
5. Develop and support a co-work plan in conjunction with all family involvement focused service providers
6. Family Supports will have a minimum of one certified PE/MOSAA staff member assigned to the school site
7. Family Supports staff will work in coordination with the School Based Health Center staff as **PE/MOSAA determiner** at each Elev8 NM school site identifying youth and families eligible for Medicaid, also providing follow up with families and timely report back to the appropriate or referring Elev8 NM components
8. Family Supports will develop a PE/MOSSA outreach plan for school year 2011 school year that includes the implementation of new systems and activities developed in partnership with SBHC
9. Family Supports will report the number of completed PE AND MOSAA applications and the referral source for these applications
10. Coordinate services with other community entities, providing or accepting referrals as appropriate, specifically regarding services under the secondary focus area.
11. Adhere to umbrella Memorandum of Understanding between Elev8 NM and the School District
12. Comply with district and school-level policies and procedures (may include but not limited to all district/school mandated orientation and permission/release forms)
13. Attend Elev8 NM regular integration meeting, cross-site meetings, and an annual learning institutes – budgeting for attendance for service lead and/or appropriate staff
14. Document and share best or promising practices with other school providers
15. Assist with integration of school health advisory committee or equivalent – aligning with district, school site and Elev8 partners
16. Support data collection efforts through training, reporting, advisement, and addressing data development efficiency efforts. Including but not limited to:
17. 80% return on consent forms for services provided; Elev8 approved cover page and completed consent forms to be submitted on the 15th of each month
18. Enrollment/attendance data to be current each Monday
19. Quarterly report illustrating depth of service and return on investment reports by site (dollar amount returned to the school families and surrounding community due to services received through FS)
20. Support agreement on family supports indicators that connect to students learning
21. Attend periodic data development meetings and trainings
22. Participate in qualitative research/evaluation efforts
23. Support sustainability by leveraging public and private resources at 25% of awarded funding to continue at the existing Elev8 NM schools and to potentially expand to new school sites (match funding must increase revenue or reduce expenses)
24. Align services with existing school staff, including counselors, social workers, and other family service supports within school and/or district
25. Proactively identify, leverage and coordinate services with other community entities
26. Budget for and assure background checks and fingerprinting of family support service staff as defined by district/school policy
27. Assure that all direct service staff are equipped with appropriate technology to complete all necessary duties (i.e. computers and/or additional technology, access to funding, supplies, etc).

28. Budget to assure that all necessary workspace (office furniture, storage, etc.) and supplies (copy services, office supplies, volunteer, etc.) are provided through program funding
29. Assure that materials, equipment, technology, and supplies secured through Elev8 NM direct/related funding remain at the Elev8 School in working order in the event the Elev8 funded partner transitions from the school site
30. Ensure that all Elev8 NM funded salaries provide direct support to Elev8 NM funded programs through individual scopes of work detailing said connection.
31. Ensure Family Supports staff receives annual continuing education in cultural competency practice
32. Align to and support Elev8 NM policy and advocacy efforts (to include but not limited to generating target audience lists, linking efforts to local networks, introduction to key community leaders)
33. Assure that all service communication aligns with the Elev8 brand and message, include Elev8 NM logo on all Elev8 linked services



Welcome to Gadsden Middle School!

A YDI-Elev8 New Mexico Full Service Community School

As a member of our school community you and your family have access to a variety of supports in the following areas:

- ◆ Dental, behavior health & primary care services provided in the **School-Based Health Center.**
- ◆ **Extended learning** before and after school
- ◆ Family supports provided through the **Family Resource Center**
- ◆ **Family Engagement Activities** such as recreation, leadership/decision making opportunities, volunteer opportunities.

There may be times that your student is interested in these services or that the staff at Gadsden believes your student would benefit from services. We would like your permission to share information about your student. We would share information about your student's grades, attendance, behavior or health needs so that the right programs and services are available to you and your student.

Please check one of the following and sign below:

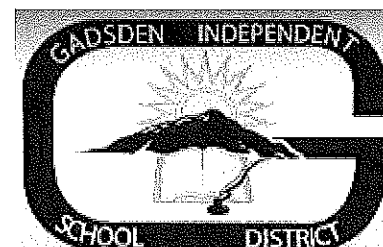
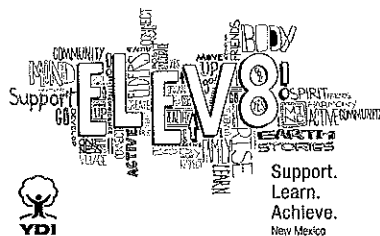
- Yes, you have my permission to release information to YDI-Elev8 about my student's needs or interest in support services.
- No, do not provide information about my student to YDI-Elev8. I understand that I may still receive information about all the available services at my school

Please print student name

Grade

Parent/Guardian Signature

Date





¡Bienvenidos a la escuela secundaria Gadsden!

Una escuela de servicios plenos de YDI-Elev8 de la comunidad de Nuevo México

Como miembros de la comunidad de nuestra escuela, ustedes y sus familias tienen acceso a distintos recursos de apoyo en las siguientes áreas:

- ◆ Servicios de cuidados dentales, especialista de la conducta y atención primaria ofrecidos en el **Centro de salud escolar**.
- ◆ **Enseñanza prolongada** antes y después de la escuela.
- ◆ Apoyo a la familia ofrecido mediante el **Centro de recursos para las familias**.
- ◆ **Actividades para la participación de las familias** tales como oportunidades recreativas, de liderazgo, toma de decisiones, oportunidades de voluntariado.

En ocasiones, sus hijos pueden estar interesados en estos servicios o el personal de la escuela Gadsden puede considerar que se beneficiarían de ellos. No gustaría tener su permiso para compartir información sobre sus hijos. Compartiríamos información sobre las calificaciones, asistencia, conducta o necesidades médicas de sus hijos para que ustedes y ellos tengan a su disposición los programas y servicios adecuados.

Les rogamos que marquen una de las siguientes opciones y firmen a continuación:

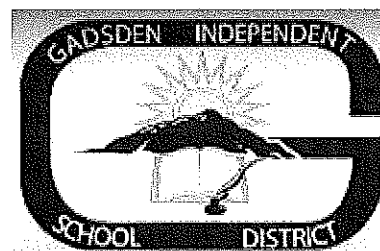
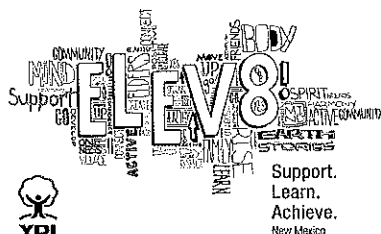
- Sí, tienen mi permiso para facilitar información a YDI-Elev8 sobre las necesidades o intereses de mi hijo en cuanto a servicios de apoyo.
- No, no faciliten información sobre mi hijo a YDI-elev8. Entiendo que de todas formas puedo seguir recibiendo información sobre todos los servicios disponibles en mi escuela

Nombre del alumno en letras mayúsculas

Grado

Firma del padre, la madre o el tutor

Fecha





THE UNIVERSITY of
NEW MEXICO

Center for Education Policy Research

Peter Winograd, Ph.D., Director
The University of New Mexico
1 University of New Mexico
MSC05-3040, Manzanita Hall, Rm 123
Albuquerque, New Mexico 87131

October 22, 2012

Barbara Browder
Associate Superintendent of Human Resources
Gadsden Independent School District
4950 McNutt Road
Sunland Park, NM 88063

Dear Ms Browder:

The UNM Center for Education Policy Research (CEPR) is conducting an evaluation of Elev8-New Mexico, a full-service community schools initiative of Youth Development, Inc. (YDI). The evaluation will focus specifically on uncovering the relationship between Elev8 and student academic outcomes in one Gadsden middle school: Gadsden Middle School.

Pursuant to the Research Review Proposal that we are submitting along with this letter, we request the following data from Gadsden, for the school year 2011-2012, for all students at Gadsden Middle School:

1. Student daily attendance
2. Student daily attendance in core courses (i.e., language arts and mathematics)
3. Student grades
4. Students grades in core courses (i.e., language arts and mathematics)
5. Standards Based Assessment scores (for all tested subjects)
6. Disciplinary referrals
7. Student enrollment or withdrawal for reasons other than grade promotion (student mobility)
8. Student demographics, including all Elementary and Secondary Education Act subgroups and free and reduced priced meal status.
9. Academic referrals (e.g., Student Assistance Team, Health and Wellness)

In order to match these data to the data being provided by YDI-Elev8 concerning students' participation in Elev8 services, we request that you also provide student names and identification numbers in the dataset. CEPR will combine the Gadsden and YDI dataset into a single dataset, but no personally identifiable information (PII) will be recorded or retained. Only aggregate data will be reported back to YDI-Elev8 and Gadsden. We are also willing to arrange alternative methods to combine the two datasets if this plan does not meet Gadsden Independent School District requirements for protection of PII.

We request that the data be provided on a USB drive, which we can pick up from your office. If you have any questions, please don't hesitate to contact me at ajg47@unm.edu or (505) 903-6475.

Sincerely,

Angelo J. Gonzales, Ph.D.
Associate Director
Center for Education Policy Research



November 26, 2012

Gadsden Independent School District
4950 McNutt Road
Sunland Park, NM 88063

To Whom It May Concern:

Please accept the attached research review proposal for consideration of the Elev8 project located at Gadsden Middle School. This is part of a project funded by The Atlantic Philanthropies across the state of New Mexico. This proposal represents the continuation of research conducted by Public/Private Ventures- the national evaluator of Elev8 for the past four years. Research for Action, an organization based in Philadelphia, continues the project under the leadership of Wendy McClanahan- formerly a Senior Vice President at Public/Private Ventures. Research for Action also brings the added benefit of a rich background in educational research to inform policy. Wendy and I have met with Gadsden school district leadership over the past few years about this project- and have also visited Gadsden Middle School frequently.

This proposal will help inform GISD policies and practices related to community school initiatives like Elev8. It includes the measurement of outcomes as well as the ongoing collection and analysis of participation data in Elev8 services.

If you have any questions or concerns, please feel free to contact me at mpolin@mcclanahanassoc.com or 267.438.0356. We look forward to our continued collaboration that benefits the students and families of New Mexico.

Thank you for your time and consideration.

Best,

Meridith Polin
Senior Consultant



ELEV8 RESEARCH REVIEW PROPOSAL FORM

Gadsden Independent School District

1. Name(s) of Investigator(s): **Wendy McClanahan, Stephanie Levin, Meridith Polin**

Date: **November 20, 2012**

2. Organization Name: **Research for Action**

3. Reply Address: **3701 Chestnut Street Philadelphia, PA 19104**

4. Contact Phone 1: **267-438-0356** Email: **mpolin@mcclanahanassoc.com**

5. Title of Research: **Elev8**

6. Study Period: **December 2012 to December 2015 (3 years)**

7. When will the results be published? **annual report available in early fall, beginning in 2013**

8. This research is associated with:

Thesis Dissertation Class Project
 University Related Independent **Professional Organization**

9. College/University: _____

10. Academic department: _____ Advisor _____ Phone _____

11. Do you have an institutional review board clearance? (Circle one) **Yes** No

12. Briefly describe your research purpose (state the research question) and procedures and type of instruments/activities (include copies of observation sheets, surveys, tests, interview guides, etc.).

Over the course of Elev8's program, we will study program implementation, the experiences of participants, and the benefits of participation in Elev8. The goals of the evaluation plan are to create opportunities for programs to use data for continuous improvement and to provide Atlantic and the sites with a deep understanding of Elev8 outcomes. Using quantitative methods, including analysis of participation data, youth surveys, and academic achievement data, the evaluation will focus on addressing the following questions:

- Who are the youth and adults that participate in Elev8? To what extent do they participate in the different Elev8 components?
- What are the academic, family, and activity profiles of students in Elev8 schools? What are the associated changes in academic behaviors with participation in Elev8 activities?

The Elev8 evaluation (and the initiative) is comprised of two phases. For the evaluation, Phase I includes the collection and management of identified participation data, survey data, and de-identified academic achievement data. Phase II includes the collection of de-identified participation data, identified survey data, and de-identified academic data. Please see a chart below of which sites are in which phase, and what data we will collect.

Elev8 Data Collection Plan				
Site	Phase	Type of Participation Data	Type of Survey Data	Type of Academic Data
New Mexico	II	de-identified	identified	de-identified
Chicago	II	de-identified	identified	de-identified
Oakland	II	de-identified	identified	de-identified
Baltimore	I	identified	identified	de-identified

To collect data, each site uses: 1) a web-based data collection system (MIS) to document enrollment and participation patterns of youth and adults; 2) the administration of a youth survey in Elev8 schools; and 3) the collection of de-identified academic achievement data. Each activity is described in further detail below.

Participation Data

Each site manages an MIS with information on program participants including: basic demographics, participation in activities, and attendance data. In addition to demographic information, three Elev8 program components (extended day learning, school-based health centers and family support programs) will provide de-identified data on participation in their respective activities twice per year. We manage the MIS for Baltimore, all other sites manage their own system- in New Mexico they use the PROMISE database. For participation data collection at all sites except Baltimore, we will send them a template for data collection that has instructions on how to collect and clean data so that it is de-identified. Sample language may include the following:

“RFA is collecting de-identified data from you about Elev8 participation patterns and academic achievement of Elev8 participants. Some variables that identify participants include: names, dates of birth, addresses, including ZIP codes, phone numbers, including area codes, email addresses, Social Security numbers, and other linkable numbers such as driver license numbers or names of relatives. We ask that in the file you send to RFA, that you delete names and other identifiable variables before you send it to us. If you are not sure if a variable is identified, please contact Meridith Polin at 267.438.0356 before sending the dataset”.

RFA will analyze and report on participation data to Atlantic, Elev8 sites, and interested stakeholders. Interested stakeholders may include Elev8 lead agencies, funding intermediaries, and policymakers.

Youth Survey

Research for Action (RFA) will conduct a multiple choice survey of youth attending Elev8 schools to a) capture the academic, health, demographic, and stressor profiles of youth b) assess the usage of Elev8 programs and other non-Elev8 activities c) identify trends in the developmental

opportunities, academic achievement and supports of youth and d) understand the high school plans of 8th grade students in Elev8 schools. Survey data combined with other sources of information will provide a rich understanding of Elev8 and contribute to the growth of this initiative. The confidential survey will be administered to fifth, sixth, and seventh grade Elev8 participants in their out-of-school time programs and to all eighth grade students (irrespective of their participation in Elev8) during the school day. Youth will be notified that participation is voluntary. We abide by each school district's consent procedures, and use either a passive or active consent process dependent upon the school district. We collect parent permission prior to survey administration. **In year's past, Gadsden Independent School District has approved a PASSIVE consent process, which we are asking permission to continue in this study period.**

The youth survey has been used in other studies conducted by Public/Private Ventures, the original research organization for Elev8 (which closed in July 2012). In fall 2008, the survey was piloted to test the time requirements and language comprehension. The 2012 survey is attached to this proposal. We will submit any changes to the survey for IRB approval at least two months before we conduct the survey (scheduled for spring 2013), and let the school district know about those changes.

Academic Achievement Data

We will collect de-identified academic achievement for youth who participate in the Elev8 programs and meet a certain threshold for participation (to be determined). Student level data requests include the following data:

- Attendance rate (including cumulative number of absences per year)
- Disciplinary Actions (including number of times suspended per year)
- Annual Grade Level and Promotion Status
- Quarterly Mathematics and English Language Arts Grades
- Overall annual GPA
- English Language Learner Status
- Grade Level
- Annual NMSBA test scores (scaled score and performance level, reading and math)
- Grade Retention or Promotion Status (annually)

We request that the school records data are attached to participation data collected through each Elev8 site's MIS system. We request that school records data are stripped of any unique identifiers so a youth may not be identified when the data file is returned to RFA. We may also request a separate file of de-identified school district data for youth who are not participating in Elev8 for comparison purposes.

13. What are your procedures for selecting subjects? Please describe your methods and target population. Address exclusion criteria, where relevant.

Youth participants in this study are fifth, sixth, seventh, and eighth grade students enrolled in activities at the 19 Elev8 schools in Oakland, New Mexico, Chicago, and Baltimore. Below is a break down by evaluation activity type:

- All eighth grade students who attend an Elev8 school and students in grades 5-7 who participate in Elev8 out-of-school time activities will complete a **Youth Survey**. Students will be told that participation is voluntary. A youth assent form, attached to the survey, will be read aloud to the students, and the students will be asked to sign it if they agree to participate. We estimate surveying **2000 students** per year across Elev8 schools.
- We will access **participant demographics, program attendance, activity information, and academic achievement data** for all students in grades 5 to 8 who enroll in Elev8 programs (approximately **2500 students** per year). Elev8 programs will collect data and share them with RFA.

14. If the study uses human subjects, describe the number of people, number and size of groups, if the study takes place in the classroom during classroom time, and amount of time needed. *One purpose of the school board's requirement for review is to minimize intrusion into instructional time. Describe the impact of research activities on students, teachers, and administrators in terms of the number of individuals and the time they will spend.*

When instructional programs/interventions are proposed, it is the researcher's responsibility to demonstrate that the proposed activity will produce the same or better academic results as those activities otherwise planned for the classroom time the researcher plans to use. Research not meeting this criterion will be rejected.

Seventh grade students enrolled in Elev8's extended day learning programs and all eighth grade students enrolled at the Gadsden Middle School would be asked to complete the survey (with permission from their parents). The survey administration would require approximately 30-45 minutes, and we will collaborate with the school to choose a class period for eighth graders that minimizes a disruption to instructional time. Seventh grade students in extended day learning programs will be administered the survey during program time. A student who chooses not to complete a survey will be instructed to place the blank survey in a provided envelope and to work on a school assignment. We will also provide age- appropriate enrichment activities for students who do not have schoolwork with them.

One goal of Elev8 is to prepare students for successful transitions into high school. The youth survey will measure indicators related to this goal and provide information related to the quality of Elev8 services, youth's attitudes about school, and other measures that indicate positive youth trajectories. Elev8 has required an investment of human and capital resources to which the school and school district have made a commitment. Data collected through the youth survey will inform the 'return on investment' about the efficacy of ISS and provide an opportunity to ensure that current efforts and future programs are aligned with quality improvement and student academic achievement.

Because Elev8 recognizes the importance of instructional time and the multiple demands on teachers, we utilize the Elev8 school site manager (who is not a district employee) as the key point of contact and support for the project, thus limiting the time commitment required by district employees. Teachers would be asked to:

- help support the dissemination and collection of permission forms by passing them out to students and collecting them from students when they are returned to school.
- help identify time (ideally non-instructional) to implement the survey.

Ideally, RFA and Elev8 site staff, not teachers, will administer the survey. However, this will depend, in part, on the administration schedule desired by the school.

15. State the potential risks to human subjects from this research and what you have done to minimize the risks.

We do not anticipate great risks for participation in the evaluation. However, we have outlined the potential risks below.

Youth Survey

The possible loss of confidentiality is a risk. Some youth who have had particularly challenging experiences at home, in school, or in activities, may also experience negative reactions when asked to recall these experiences in the youth survey. The youth survey also asks students about their academic grades and reasons for visiting school-based health clinics. The reasons for visits to health clinics range from sports physicals to family planning purposes (see attached youth survey for full range of responses). Youth participants will be informed of available counseling support if they experience emotional distress as a result of their participation in the survey. We will also assure confidentiality and remind participants that they may skip any questions that they do not feel comfortable answering. We will have a phone number available on the youth assent form so that youth may report if they have any questions or concerns related to the survey.

Participation and Academic Achievement Data

Since the academic achievement data and participation data from Oakland, New Mexico, and Chicago is de-identified, we believe there is very minimal risk of losing confidentiality of participants. However, we will be sure to share very specific instructions on how to prepare this data prior to sending it to RFA for analysis.

16. State the potential benefit to the human subjects from this research, especially relative to the potential risk.

Study participants may not experience direct benefits because of their participation; however, they will play an important role in shaping future Elev8 activities. Youth input and survey responses will help us to understand what makes an engaging and effective program. Analysis of participation and academic achievement data will allow Elev8 programs and interested stakeholders to learn about the opportunities and challenges of the program. This study will also inform the future of Elev8 project, and thus could be beneficial to the participants who access Elev8 in later years.

17. Describe all procedures associated with protecting human subjects, (e.g., consent forms, record keeping procedures, confidentiality, anonymity, pseudonyms, etc.). *Copies of consent and assent forms are required, and may be required in multiple languages depending on the research population. Describe precautions planned for paper and electronic records of subject specific information. Please remember that the school district is responsible for FERPA compliance which holds student record confidentiality to a different standard than human subjects' regulations.*

Consent Forms

Parents/Guardians will be provided the opportunity to give passive consent for participation in the youth survey. Youth will provide written assent for participation in the youth survey. Since the academic achievement data we collect is de-identified, we will not ask parent permission to collect these data. Families will be given the opportunity to complete the survey consent form through school sponsored activities and the forms will also go home with students. If there are other methods that the Elev8 site chooses to use, we will work with them implement those procedures. These may include collecting consent at parent open house evenings or attaching it to a permission slip for other school activities. On site staff are responsible for collecting consent forms, and they are processed by staff at Research for Action. The consent forms are included as attachments to this proposal.

Consent forms will be translated into Spanish and other languages, based upon the school's population. Translations are made from English to the target language, and then reverse translations are conducted. The two are compared and relevant revisions are made to the translation. If these revisions are significant, the process will be completed again. RFA will also submit all translations to the IRB for approval.

Youth Survey

The Elev8 survey is confidential. All surveys will have face sheets with the youth's date of birth, name, and a survey ID number. Subsequent survey pages will also have the survey ID number. First, students will be asked for assent. Students who do not assent will provide their assent form to the survey administrator and given another activity to work on during survey administration. Students who have assented to participate will be asked to complete the survey face sheet and then remove it from the survey and place it with their signed assent form in an envelope and seal it. These envelopes will be submitted to the survey administrator. Youth will then complete the survey and place the completed survey with the in a separate envelope and seal it. This process will assure that the survey will be confidential and will only be matched to a student's name once the surveys arrive at RFA's offices and are matched by RFA researchers who have signed confidentiality agreements (which outline their responsibility to protect the rights of research participants). Furthermore, once surveys are matched to individual youth, we will dispose of the survey face sheets. All surveys will be shipped via Fed Ex and stored in locked files in RFA's offices. No analyses or reports will identify individuals and no names will be used in reports produced by this project. Only aggregate survey reports will be shared with ISS programs, schools, and other stakeholders.

We assure student's confidentiality by ensuring that students only have access to their survey during the administration (proper spacing of students in classrooms) and by asking students to put their survey in unmarked envelopes before submitting them to us. Once the surveys come back to RFA, they are processed by trained staff in assuring that data is protected. We also keep completed surveys in a secure, locked facility. Once surveys are processed, the students' names are stripped off. The only way to link surveys back to students is through a survey id code.

Participation and Academic Achievement Data

Since the academic achievement data and participation data from Oakland, New Mexico, and Chicago is de-identified, we believe there is very minimal risk of losing confidentiality of participants. However, we will be sure to share very specific instructions on how to prepare this data prior to sending it to RFA for analysis.

18. How do you plan to analyze the data? (*State your methods for summarizing data collected whether statistical or observational. Please cite sources for new and little known methods.*)

We will run mean analyses on the MIS dataset, the youth survey dataset, and the district provided academic dataset. We will also use t-tests, chi-square, and ANOVA to detect if differences exist between groups on survey measures as well as participation patterns in RFA programs. For the subset of youth who have MIS data, survey data, and academic data, statistical analyses will examine the connection between levels of participation in ISS and youth's attitudes toward school, academic achievement, and other areas including relationships with caring adults, and health care behaviors. We plan to use correlation analyses to determine if participation is correlated with youth's academic behaviors and attitudes and regression analysis to assess the magnitude of these relationships holding other variables constant. We will look within and across ISS schools to determine if there are differences in participation levels and associated changes, and work with ISS schools to uncover these differences.

19. How can the research benefit the school district?

The Elev8 research project will continue to examine youth's participation in Elev8 activities, their experiences in Elev8, and how participation is associated with changes in behaviors and academic achievement. The information can be used to help Elev8 improve their programs for the youth in the Gadsden Independent School District. The Gadsden Independent School District is encouraged to use the findings to inform other district level initiatives. It is anticipated that positive findings will be useful for leveraging additional funds for Elev8 programs and influence the advocacy and public policy agendas of Elev8 for the district, state of New Mexico, and more broadly, the nation.

The project will also inform the broader field related to community schools. There is particular interest in testing if the Elev8 model produces youth outcomes that are greater than any one individual program. The data from this project will serve as a foundation to building a greater understanding about Elev8 and the outcomes it is able to achieve. The result will support school districts and education specialists in developing programs that best serve the needs of youth in their schools.

APPENDIX

**IRB Approvals
Elev8 Youth Survey (including youth assent form)
Parent Consent Form- Elev8 Youth Survey**

IRB Approvals



1420 Beverly Road, Suite 340 ♦ McLean, Virginia 22101 ♦ Phone: 571-633-9400 ♦ Fax: 571-633-9401

September 6, 2012

Kate Shaw
President, Research for Action
3701 Chestnut Street
Philadelphia, PA 19104

Dear Ms. Shaw:

The secondary data collection component of the multisite Elev8 program evaluation, which involves the collection of participation and academic achievement data from human subjects (i.e., program participants), has been reviewed and is hereby approved by the MANILA Institutional Review Board (IRB) for a period of one year. If any changes are made to study procedures during that time, please let me know as soon as possible.

Please note that you may use this letter as proof of IRB approval, without my formal signature. Receipt of the letter serves as my signature. I will send a signed copy to you via postal mail.

Sincerely,

A handwritten signature in black ink that reads "Susan H. Chibnall". The signature is written in a cursive style with a long, sweeping underline.

Susan H. Chibnall, Ph.D.
Senior Director
Deputy Chairperson, MANILA Institutional Review Board
MANILA Consulting Group, Inc.
1420 Beverly Road
McLean, VA 22101
571-218-0599



1420 Beverly Road, Suite 340 ♦ McLean, Virginia 22101 ♦ Phone: 571-633-9400 ♦ Fax: 571-633-9401

September 12, 2012

Kate Shaw
President, Research for Action
3701 Chestnut Street
Philadelphia, PA 19104

Dear Ms. Shaw:

The survey component of the multisite Elev8 program evaluation, which involves the collection of survey data from human subjects (i.e., program participants), has been reviewed and is hereby approved by the MANILA Institutional Review Board (IRB) for a period of one year.

Please be advised that if there are any changes to protocols and/or procedures, as approved, you must submit them to the IRB before implementation. Upon submission, the IRB will review them for compliance. Also, an annual monitoring review will be scheduled for September 2013, at which time we will again review your protocols, procedures and forms to ensure compliance with IRB regulations.

Please note that you may use this letter as proof of IRB approval, without my formal signature. Receipt of the letter confirms my approval. I will send a signed copy to you via postal mail.

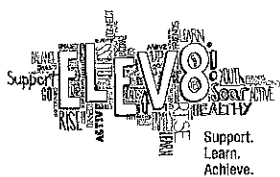
Please feel free to contact me directly should you have questions.

Sincerely,

A handwritten signature in cursive script that reads "Susan H. Chibnall".

Susan H. Chibnall, Ph.D.
Senior Director
Deputy Chairperson, MANILA Institutional Review Board
MANILA Consulting Group, Inc.
1420 Beverly Road
McLean, VA 22101
571-218-0599

Elev8 Survey and Youth Assent Form



ELEV8 YOUTH SURVEY **YOUTH ASSENT FORM**

Dear Student:

ELEV8 is working with Research for Action, a company based in Philadelphia, to evaluate the ELEV8 programs at your school. The evaluation will help us learn about who gets involved in activities and what activities are good for youth. You were chosen to participate in the survey because there are ELEV8 activities in your school.

What am I being asked to do?

We are inviting you and other youth to complete a 30-minute survey. There are questions on the survey about your healthcare, your participation in activities at school and in your neighborhood, and your grades and behavior in school. There are also questions about how things are going for you at home. There are no right or wrong answers and you can leave any question blank that you do not want to answer. You can also stop taking the survey at any time, without getting in trouble.

Taking the Survey is your choice

Your parents have given permission for you to complete the survey, but that does not mean you have to take it. If you do not want to take the survey, it will not change your school grades or the activities you participate in at or after school. If you do not want to take the survey, put it back in the attached envelope. Your teacher will give you something else to do. It is possible that you might feel upset by some of the questions. If you do feel upset and want to talk to someone about it, contact your school counselor.

Your Information will be kept private

Your answers will be kept private. Your answers will not be shared with your parents or anyone else except people who work on this project at Research for Action. When Research for Action receives your survey, they will take your name off so that it will not be connected with your answers or be used in any reports. We will also keep surveys in a locked file cabinet in our offices. No one else but the team who works on the project will see your survey answers.

What are the benefits and risks of taking the survey?

There are no direct benefits or risks to you by completing the survey. However, your answers will be used to improve ELEV8 activities in your school.

If you have any questions about this survey, please contact Meridith Polin at Research for Action at 267-438-0356. If you have questions or concerns about your rights, or feel you have been harmed by taking the survey, you may contact Susan Chibnall, Institutional Review Board contact, at 571-218-0599. Thank you for your willingness to share your thoughts, ideas and knowledge with us!

Please check the box below that indicates if you will participate in the survey project.

If I had any questions, they have been answered and I understand what I am being asked to do.

- Yes, I want to participate in the ELEV8 survey.**
- No, I do not want to participate in the ELEV8 survey.**

First and Last Name (please print): _____

Signature: _____ Today's Date: _____



About You

1. What grade are you in?	2. Are you a boy or a girl?	3. Do you get (or are you eligible for) free or reduced-price lunch at school?	4. How long have you been at this school?
<input type="checkbox"/> ₁ 5 th Grade <input type="checkbox"/> ₂ 6 th Grade <input type="checkbox"/> ₃ 7 th Grade <input type="checkbox"/> ₄ 8 th Grade	<input type="checkbox"/> ₁ Boy <input type="checkbox"/> ₂ Girl	<input type="checkbox"/> ₁ Yes <input type="checkbox"/> ₂ No <input type="checkbox"/> ₃ I don't know	<input type="checkbox"/> ₁ This is my first year <input type="checkbox"/> ₂ This is my second year <input type="checkbox"/> ₃ This my third year <input type="checkbox"/> ₄ This is my fourth year <input type="checkbox"/> ₅ More than four years

5. Which of the following options best describes you? (Check all that apply)	6. Check the box next to all the people who live with you most of the time. (Check all that apply)		
<input type="checkbox"/> ₁ White/Caucasian <input type="checkbox"/> ₂ African American/Black <input type="checkbox"/> ₃ Native American <input type="checkbox"/> ₄ Hispanic/Latino <input type="checkbox"/> ₅ Asian or Pacific Islander <input type="checkbox"/> ₆ Other: _____	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> ₁ My mom <input type="checkbox"/> ₂ My dad <input type="checkbox"/> ₃ Foster parents <input type="checkbox"/> ₄ My step-father <input type="checkbox"/> ₅ My step-mother </td> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> ₆ My brother(s)/stepbrother(s) <input type="checkbox"/> ₇ My sister(s)/stepsister(s) <input type="checkbox"/> ₈ My grandparents <input type="checkbox"/> ₉ My aunts and/or uncles <input type="checkbox"/> ₁₀ Someone else: _____ </td> </tr> </table>	<input type="checkbox"/> ₁ My mom <input type="checkbox"/> ₂ My dad <input type="checkbox"/> ₃ Foster parents <input type="checkbox"/> ₄ My step-father <input type="checkbox"/> ₅ My step-mother	<input type="checkbox"/> ₆ My brother(s)/stepbrother(s) <input type="checkbox"/> ₇ My sister(s)/stepsister(s) <input type="checkbox"/> ₈ My grandparents <input type="checkbox"/> ₉ My aunts and/or uncles <input type="checkbox"/> ₁₀ Someone else: _____
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What You Like to Do

7. This next set of questions ask about how you spend your free time, the types of activities you do and how long you spend doing them. Think about all of the activities you did **IN THE LAST FOUR WEEKS/** (in the last month). For each question, circle the one answer that describes how often you have done each of the following activities.

Over the last four weeks have you...	Never	1 or 2 times	A few times	1 day per week	2 days per week	3 to 4 days per week	5 or more days per week
Gone to an afterschool program or activity at your school ?	A	B	C	D	E	F	G
Gone to an afterschool program or activity but NOT at your school (like Boys and Girls Club)?	A	B	C	D	E	F	G
Done an activity with someone from Big Brothers Big Sisters (or another program with an adult mentor)?	A	B	C	D	E	F	G
Attended a health or nutrition class?	A	B	C	D	E	F	G
Cared for younger siblings or relatives?	A	B	C	D	E	F	G
Played on a school sports team?	A	B	C	D	E	F	G
Participated in a community service project (like raising money to help people, cleaning up trash in the neighborhood, or volunteering to paint the school library)?	A	B	C	D	E	F	G

Afterschool Programs and Activities

8. If you **DID GO** to afterschool programs or activities **AT YOUR SCHOOL** this year, check the answer below.

<input type="checkbox"/> 1 You went to afterschool programs or activities at your school this year	
If you DID NOT GO to afterschool programs or activities AT YOUR SCHOOL this year, think about reasons why you didn't go. Is it because... (Check all that apply)	
<input type="checkbox"/> 2 You have no way to get home from the afterschool programs <input type="checkbox"/> 3 You do not get to see or hang out with the adult staff who you like <input type="checkbox"/> 4 Your friends do not go <input type="checkbox"/> 5 You did NOT know there were afterschool programs at your school	<input type="checkbox"/> 6 You go to another afterschool program outside of your school <input type="checkbox"/> 7 You have to work or babysit family members <input type="checkbox"/> 8 You were suspended by someone who works at one of the programs <input type="checkbox"/> 9 The programs and activities are boring <input type="checkbox"/> 10 Other (Please list): _____

9. If you **DID NOT GO** to afterschool programs or activities **AT YOUR SCHOOL** this year, check the answer below.

<input type="checkbox"/> 1 You did not go to afterschool programs or activities at your school this year		
If you DID GO to afterschool programs or activities AT YOUR SCHOOL this year, think about the reasons why you did go. Is it because.... (Check all that apply)		
<input type="checkbox"/> 2 You like the activities and programs <input type="checkbox"/> 3 You get to be a leader <input type="checkbox"/> 4 You get to go on field trips <input type="checkbox"/> 5 You have no place else to go <input type="checkbox"/> 6 The staff helps you with things like homework or problems at home	<input type="checkbox"/> 7 You feel safe here <input type="checkbox"/> 8 The staff cares about you <input type="checkbox"/> 9 You have a lot of fun here <input type="checkbox"/> 10 You learn a lot <input type="checkbox"/> 11 Your parent/guardian make you go	<input type="checkbox"/> 12 People here understand you <input type="checkbox"/> 13 There is food here <input type="checkbox"/> 14 Your friends are here <input type="checkbox"/> 15 You get to help out here <input type="checkbox"/> 16 You have a say in what happens here

10. If you **DID NOT GO** to afterschool programs or activities **AT YOUR SCHOOL** this year, check the answer below again.

<input type="checkbox"/> 1 You did not go to afterschool programs or activities at your school this year				
If you DID GO to afterschool programs or activities AT YOUR SCHOOL this school year, please circle the answer that best describes <u>how you feel about your afterschool programs or activities.</u>				
At the afterschool programs or activities that you attend AT YOUR SCHOOL...	Strongly Disagree	Disagree	Agree	Strongly Agree
You get to do things that you don't get to do anywhere else	A	B	C	D
You get to go places that you don't usually go	A	B	C	D
You get a chance to do new things	A	B	C	D
The activities really get you interested	A	B	C	D
You are learning how to do things you have never done before	A	B	C	D
You are learning about subjects you are not taught during the school day	A	B	C	D

You have a chance to practice the things you have learned in school and other places	A	B	C	D
The staff encourages you to try new things	A	B	C	D
The staff challenges you to do your best	A	B	C	D

Changes in Your Life

11. Think about different things you have done or gone through this **PAST YEAR**. For each of these questions, circle **NO** if the activity or event has NOT happened in the last year or circle **YES** if it did happen.

In the past year....	Circle ONLY One	
have you moved or changed where you live?	YES	NO
have you changed schools?	YES	NO
have any of your friends from your school transferred to a different school than you?	YES	NO
has a parent or guardian started a new job?	YES	NO
has a parent or guardian stopped working or lost his/her job?	YES	NO
did you have a close friend or relative who died?	YES	NO
did you have a close friend or relative who got hurt badly or was very sick?	YES	NO
did you break up with a boy/girlfriend?	YES	NO
did a close friend move away?	YES	NO
have you been picked on or bullied at school or in your neighborhood?	YES	NO
have your parents separated or divorced? (they started living in different places from each other)	YES	NO
has anyone moved into or out of your house?	YES	NO
have you seen someone get bullied at school?	YES	NO

Your Safety

12. Here are a few questions about safety in different locations. On a scale of 1-10, 1 being 'very dangerous' and 10 being 'very safe', please circle how safe you think the following places are:

How safe is...	Very Dangerous ←————→ Very Safe									
The school during the school day ?	1	2	3	4	5	6	7	8	9	10
The school after school hours ?	1	2	3	4	5	6	7	8	9	10
The neighborhood surrounding the school ?	1	2	3	4	5	6	7	8	9	10
The neighborhood where you live ?	1	2	3	4	5	6	7	8	9	10

13. Circle the answer that describes how you feel about safety at school.

This year, at your school...	Never	Sometimes	Most of the time	All of the time
You felt safe.	A	B	C	D
Kids brought weapons to school.	A	B	C	D
You worried about being beaten up or hurt.	A	B	C	D
There was someone at school to help you if you felt threatened.	A	B	C	D
You saw a physical fight at school.	A	B	C	D

14. During the past month, about how many days did you **NOT** go to school because you felt it would be unsafe **AT** school or **ON YOUR WAY** to or from school? (Check only one)

<input type="checkbox"/> ₁ 0 days	<input type="checkbox"/> ₄ 4 or 5 days
<input type="checkbox"/> ₂ 1 day	<input type="checkbox"/> ₅ 6 or more days
<input type="checkbox"/> ₃ 2 or 3 days	

Your Experience in School

15. The next questions ask how you feel about things like school, your teachers, yourself, and your future. There are lots of different ways that kids can feel about these things. We want to know how **YOU** feel about them. Some of these questions may sound alike, but do your best to think about and circle an answer for each question.

Overall...	Strongly Disagree	Disagree	Agree	Strongly Agree
I know I will have a good future.	A	B	C	D
I look forward to going to school every day.	A	B	C	D
I do things outside of school to prepare for my future.	A	B	C	D
Teachers at my school are nice people.	A	B	C	D
I feel that being a good student is important to me.	A	B	C	D
I often feel excited at school.	A	B	C	D
I think about my future often.	A	B	C	D
My teachers respect me.	A	B	C	D
I would be upset if I got a low grade for one of my subjects.	A	B	C	D
I am interested in the things I learn in school.	A	B	C	D
I know doing well in school will help me in the future.	A	B	C	D
I'm certain I can master the skills taught in school this year.	A	B	C	D
I know what I do now will not affect my future.	A	B	C	D
I think school is useful in helping me to make good decisions in my life.	A	B	C	D
When students break rules at my school, they are treated fairly.	A	B	C	D
I know that what I learn in school is useful for the job I want as an adult.	A	B	C	D
I know I can do even the hardest work in my classes if I try.	A	B	C	D
I feel it is important to me to get good grades.	A	B	C	D

Overall...	Strongly Disagree	Disagree	Agree	Strongly Agree
I do lots of things to prepare for my future.	A	B	C	D
My teachers are fair.	A	B	C	D
I feel my education will be valuable in getting the job I want.	A	B	C	D
I can do almost all the work in school if I don't give up.	A	B	C	D
It pays to follow the rules at my school.	A	B	C	D
I know even if my schoolwork is hard, I can learn it.	A	B	C	D
I like school a lot.	A	B	C	D
I know I can figure out how to do even the most difficult school work.	A	B	C	D
The rules at my school are fair.	A	B	C	D

16. Circle the answer that describes how many **times** each of these has happened this school year.

How many times this year have you...	Never	1 or 2 times	3-5 times	More than 5 times
Gotten in trouble at school?	A	B	C	D
Been sent to the office for getting into trouble?	A	B	C	D
Been suspended from school?	A	B	C	D

17. How many days this school year have you been absent from school?	18. How far do you think you will go in school?
<input type="checkbox"/> ₁ 0 days <input type="checkbox"/> ₂ 1 or 2 days <input type="checkbox"/> ₃ 3-5 days <input type="checkbox"/> ₄ More than 5 days	<input type="checkbox"/> ₁ I will graduate from high school <input type="checkbox"/> ₂ I will graduate from college <input type="checkbox"/> ₃ I am not sure

Adults in Your Life

19. These questions ask about adults you know who are **NOT** your relatives and don't live with you, people like your **teachers, neighbors, coaches, or your friends' parents**. First think about the adults in your life who are **NOT** relatives and **DON'T** live with you. Then for each question, think about whether any of these adults do what is listed.

Is there an adult OUTSIDE your home.....	Circle ONLY One	
Pays attention to what is going on in your life?	YES	NO
Says something nice to you when you do something good?	YES	NO
You could go to for advice about personal problems?	YES	NO
You could go to when you are upset or mad?	YES	NO
Knows how you are doing in school?	YES	NO
Could help you in case of emergency?	YES	NO

20. Think about the ways that your parents or guardians get involved in your school life. Circle the answer that describes their involvement in each of the following.

How often do your parents or guardians...	Never	Sometimes	Most of the time	All of the time
Try to make you work harder to get good grades?	A	B	C	D
Remind you to do your homework if you forget?	A	B	C	D
Know when (or if) you are having trouble with your homework?	A	B	C	D
Help you with school work if you need it?	A	B	C	D
Talk with you about problems you're having in school?	A	B	C	D
Talk with you about what you're learning in school?	A	B	C	D
Check your homework after it is completed?	A	B	C	D
Go to school events (like plays or awards ceremonies)?	A	B	C	D
Go to parent-teacher conferences?	A	B	C	D
Go to Elev8 activities just for PARENTS (like a class at night, helping out at the school, or going to the family resource center at school) ?	A	B	C	D

Your Healthcare

21. Think about if you visited a **HEALTH CLINIC OR DOCTOR'S OFFICE** to get help from a doctor, nurse, or a different health care professional this year. Please circle the response that indicates if you got the following services and where you got the services.

In the past year, did you get...	No	Yes at my school (school health center)	Yes at a different health center or a doctor
A sports physical?	A	B	C
A health screening or regular check-up?	A	B	C
Medical care for a sore throat, cold, or fever?	A	B	C
Help taking prescribed medicine during the school day?	A	B	C
Medical care for an injury like a sprained ankle or broken bone?	A	B	C
Help with reproductive issues like birth control/condoms or pregnancy/STD tests?	A	B	C
Dental care?	A	B	C
Counseling to deal with issues like stress, depression, family problems, or alcohol or drug use?	A	B	C
Nutrition workshop or classes to learn about eating healthy and exercise?	A	B	C
Vaccinations (like a flu shot)?	A	B	C

22. About how many times did **YOU** use your school's health center for services this school year? (Check one only)

<input type="checkbox"/> ₁ 0 times	<input type="checkbox"/> ₃ 3 times
<input type="checkbox"/> ₂ 1 or 2 times	<input type="checkbox"/> ₄ 4 or more times

23. If you **DID GO** to the School Health Center this year, check the answer below.

1 You went to the School Health Center this year

If you **DID NOT** go to the School Health Center this year, circle if each of the following is a reason why you did not use it.

You didn't use the School Health Center because.....	Yes this is a reason	No this is not a reason
You didn't need any services	A	B
You get the care or services somewhere else	A	B
You didn't know there was a School Health Center	A	B
Your parent/guardian(s) would not give you permission	A	B
You were afraid your parent/guardian(s) would find out	A	B
You were afraid the other students would find out	A	B
The clinic was not open during times you could go	A	B
Other reason (please list) _____	A	B

24. If you **DID NOT** go to the School Health Center this school year, check the answer below.

1 You did not go to the School Health Center this year

If you used the School Health Center, please circle the answer that best describes how you feel about it.

Your school health center has helped you to...	Strongly Disagree	Disagree	Agree	Strongly Agree
Get services you would not otherwise get	A	B	C	D
Get services sooner than you usually would	A	B	C	D
Get information and resources you need	A	B	C	D
Eat better or exercise more	A	B	C	D
Deal with personal and/or family issues	A	B	C	D
Do better in school	A	B	C	D
Have goals and plans for the future	A	B	C	D

**5th, 6th AND 7th GRADERS: You are finished.
GREAT JOB AND THANK YOU!**

**8th GRADERS
Please turn to the last page!**

Your High School Plans

25. Did you apply (or are you planning to attend) any of the following types of high schools? **(Check all that apply)**

- ₁ A public high school in your neighborhood
- ₂ A public high school in a neighborhood OTHER than where you live
- ₃ A competitive, college preparatory high school (for example: a private, charter, or magnet school)
- ₄ You haven't thought about applying and/or attending high school yet

26. If you **DID NOT** think about applying and/or attending high school yet, check the answer below.

<input type="checkbox"/> ₁ You haven't thought about applying and/or attending high school yet
If you DID apply or think about attending high school, have you done any of the following activities.... (Check all that apply)
<ul style="list-style-type: none"> <input type="checkbox"/>₁ Visit any of the high schools you were interested in? <input type="checkbox"/>₂ Talk with teachers or other staff at any of these schools? <input type="checkbox"/>₃ Talk with students who attended these schools about how they liked it there? <input type="checkbox"/>₄ Get information about specific high schools (for example, on the computer or in the mail)? <input type="checkbox"/>₅ Attend a test preparation class? <input type="checkbox"/>₆ Attend a mock interview (practice for high school interviews)? <input type="checkbox"/>₇ Attend a "shadow" day at a high school? <input type="checkbox"/>₈ You didn't do any of these things.

27. If you **DID apply or think about attending high school**, how important were the following factors for you in deciding which high school(s) to apply (or attend):

It was important...	Not at all Important	Not very important	Somewhat important	Very important
If your friends were applying to or already attending the school	A	B	C	D
How strong the school is academically	A	B	C	D
How strong the school is in the arts, sports or another area that you are interested in	A	B	C	D
How close the school is to your house	A	B	C	D
If your brothers, sisters, or other relatives were attending	A	B	C	D
How much it would cost to attend	A	B	C	D
Whether teachers or other adults <u>from your middle school</u> thought you should apply	A	B	C	D
If <u>your parents</u> wanted you to apply	A	B	C	D
The school's philosophy or topic focus	A	B	C	D
The school's size	A	B	C	D
If you thought you had a good chance of getting in	A	B	C	D
Something else (please list): _____	A	B	C	D

YOU ARE FINISHED! GREAT JOB AND THANK YOU!

Elev8 Parent Permission Form- Survey (Passive)



PARENT/GUARDIAN PERMISSION FOR PARTICIPATION IN THE ELEV8 SURVEY

Dear Parent or Guardian:

ELEV8 is a program that has afterschool and summer programs, health services, and family activities in your child's middle school. ELEV8 is taking part in an evaluation with the company Research for Action (RFA). The evaluation will tell us how ELEV8 helps youth, and how ELEV8 can improve services to youth and families.

What will my child be asked to do?

Your child will be asked to take a **30-minute survey** during the school day or an afterschool activity. The survey asks about how they are doing in school, relationships they have with caring adults, and family circumstances including housing and jobs. There are questions about your child's health, participation in activities, their feelings about safety, and how they use health centers.

Taking the survey is up to you and your child

Participation is totally voluntary. No one can make your child take the survey. If you do not give permission or your child does not want to be in the survey, it won't hurt your child's grades or the activities they can participate in during or after school. Your child can also say yes and change his/her mind or skip any of the questions on the survey. If your child does not want to finish the survey, he/she may give it back to the teacher in the classroom. It is possible that your child could become upset by some of the survey questions. Prior to survey administration, we will tell all of the children to contact the school counselor should they become upset.

Will my child's information be kept private?

Your child's answers to the survey will be kept private and will not be shared with anyone but RFA staff. Your child's name and other identifying information (such as birth date) will NOT be used in any reports. When RFA receives your child's survey, his/her name will be taken off so it is not connected to any survey answers. RFA will also keep surveys in a locked file cabinet at our offices. No one else will be able to see your child's survey answers except members of the RFA evaluation team.

What are the benefits and risks of taking the survey?

There are no direct benefits or risks to your child for completing the survey. However, the survey findings will help figure out if ELEV8 activities support positive changes in youth.

If you have questions, please Meridith Polin at Research for Action at 267-438-0356. If you have questions or concerns about yours or your child's rights as a participant in this evaluation or feel your child has been harmed by taking the survey, you may contact Susan Chibnall, our Institutional Review Board contact, at 571-218-0599.

IF YOU DO NOT WANT YOUR CHILD TO BE IN THE STUDY, PLEASE LET US KNOW AS SOON AS POSSIBLE BY SIGNING THIS FORM, INDICATING THAT YOU ARE DENYING PERMISSION FOR YOUR CHILD TO PARTICIPATE IN THE STUDY, RETURN IT TO SCHOOL WITH YOUR CHILD.

IF WE DO NOT HEAR FROM YOU BY xxxx WE WILL ASSUME THAT YOU AGREE TO ALLOW YOUR CHILD TO PARTICIPATE IN THE STUDY IF YOUR CHILD WANTS TO PARTICIPATE.

Thank you for your cooperation with this important study. Your help will let us learn how children benefit from Elev8 programming and how its services can be improved for the children of Baltimore. **If you agree for your child to participate in this study, you do not need to do anything.** However, if you **do NOT** want your child to participate in this study, please check the box below, complete the information, and provide your signature. Please return the signed form denying consent for permission to participate in this study to your child's school by xxxx.

I DO NOT WANT MY CHILD TO PARTICIPATE IN THIS RESEARCH STUDY.

Child's Name: _____

Child's School: _____

Child's Grade Level: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____