

**FOX, FOX and ASSOCIATES**

**End-of-the-Year Evaluation  
of the  
National School and Community Corps  
in Baltimore, 2000-2001**

Impact of the National School and  
Community Corps on Participants and Beneficiaries

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## Preface

This report presents the end-of-the-year evaluation of the 2000-2001 National School and Community Corps (NSCC) program in Baltimore, Maryland. The NSCC, funded by the AmeriCorps program of the Corporation for National Service, supports full-time corpsmembers to implement academic support and behavioral improvement programs during the school day, as well as after-school activities for students, parents and community members. The host schools for this report of the NSCC in 2000-2001 were six urban schools in Baltimore, Maryland. The corpsmembers implemented proposals developed by each participating school. The NSCC program in each school is led by a Site Director.

Evaluation of the program is being done at two levels. First, as a Corporation for National Service AmeriCorps funded program, the NSCC provides data to AmeriCorps' national evaluation effort. The second level of evaluation involves the evaluation of program-wide goals. The Woodrow Wilson National Fellowship Foundation, the NSCC's administrative and fiscal agency, issued a sub-contract to Fox, Fox and Associates to implement an evaluation of these program-wide activities.

Since, as will be explained in Chapter I, the evaluation involved both formative and summative aspects, Fox, Fox and Associates has reported the results of their evaluation in two different ways. All formative evaluation dimensions were reported back to program staff, usually within 72 hours of data collection. For example, evaluations of all NSCC member development training sessions were provided to program staff 24 to 72 hours after the completion of training. Other formative evaluation reports included data from baseline visits to all schools in Fall 2000 which provided insights from interviews with school staff and observations of the corpsmembers in action.

This end-of-year report provides data from the summative evaluation to estimate the impact of the 2000-2001 year of service on the expected beneficiaries: participating schools as institutions, their teaching staffs, the children who participated in NSCC programs as well as the parents and communities associated with each participating school. This report includes data from end-of-the-year visits in Spring 2001 to the participating schools by the same Observers who made the Fall 2000 visits. During the school visits they again interviewed Principals, Site Directors and teachers and watched the corpsmembers in action and interviewed parents. Finally, it includes teacher ratings of pupil progress.

It concludes with examination of the data to test the achievement of the stated objectives of the NSCC program.



## **Chapter I**

### **Evaluation Design, Implementation and Process**

#### **I. Overview of the Evaluation**

The Fox, Fox and Associates evaluation of the National School and Community Corps program in Baltimore, Maryland, in 2000-2001, discussed in detail in Section II below, consisted of eight dimensions. Four were part of the formative evaluation: 1) evaluation of Corps-wide training, beginning with the pre-program training for Site Directors and corpsmembers and continuing with the Corps-wide training days; 2) a descriptive-evaluative visit to each participating school early in the academic year by an Educator familiar with urban education and reform efforts; 3) beginning of-the-year surveys of Principals and teaching staff and 4) surveys of Site Directors and corpsmembers at the beginning of the year to identify, in sequence, background, experiences, expectations and perceptions. Data from these dimensions were analyzed immediately and fed back to program staff for use in the on-going process of program development.

The other four dimensions were part of the summative evaluation and are reported in this report. These were: 1) an additional cycle of descriptive-evaluative visits by observer teams to participating schools; 2) end-of-the-year surveys of Principals and teaching staff; 3) teacher ratings of academic and behavioral changes observed among children participating in NSCC programs and 4) interviews with parents.

Data for one other dimension, a mailed end-of-year survey of corpsmember perceptions and attitudes is pending as this is written. Should these data become available, they will be appended to this report.

Otherwise, every dimension of the evaluation design was implemented.

#### **II. Specific Elements of the Program-wide Evaluation by Fox, Fox and Associates**

##### **A. The on-site observations and interviews**

The evaluation design involved observing the programs in operation in the separate sites. The design called for two visits, the first in the Fall of 2000, the second in the Spring of 2000, both to all school sites. The first cycle was completed in October and November 2000, the second cycle between May and June 2001.

Structured guides were prepared for the interviews conducted during the visits, but the Observers were free to exercise their professional judgment and add or delete questions. During the Fall and Spring school visits the Observers interviewed the Site Director, corpsmembers, the Principal and samples of teachers and parents. They were also able to observe a sample of activities corpsmembers were coordinating in the schools.

Since control of who in the school was interviewed was determined by role (for example, appointments were requested with the Principal and Site Director) or by the Site Director (in the

case of teachers, corpsmembers and parents) the samples interviewed cannot be considered randomly selected.

At the end of their reports, Observers were asked to write overall comments, to suggest ways to improve implementation, and to discuss impact.

There were three Observers whose academic background and current positions appear in Figure 1. All three hold Masters degrees. One is male and two are female. One is Spanish-speaking.

**Figure 1**

**Observers: Degrees, and Professional Appointments**

Mr. Matthew Dammann M.Ed.	Diagnostic Specialist, Johns Hopkins University Baltimore, MD
Ms. Gilda Martinez M.S. in Education	Specialist and Staff Associate, Ctr. for Reading Excellence, Johns Hopkins University
Ms. Sonja Sharif M.Ed.	Faculty/Mentor, Johns Hopkins University Baltimore, MD

**B. Surveys of Site Directors and corpsmembers**

In Baltimore, the NSCC had two Site Directors. One was responsible for five schools, the other for one school. Before the year, paper and pencil surveys were implemented to provide an ongoing sense of the experiences, perceptions and evaluations of the Site Directors and corpsmembers. The paper and pencil survey forms followed a format similar to the interview guides discussed above, in that they asked for structured ratings of appropriate dimensions, but also asked for free response explanations of the ratings. In addition, they provided ample opportunity for respondents to provide depth to their opinions and examples of the dynamics to which they were responding.

All free response data were subjected to a two-level content analysis. The first digit of the two digit code reflected the major content area of the response and the second digit reflected the specific within each area. Reliability of the content analysis code was estimated by having two staff members independently code a randomly selected sample of 50 responses. No code was used until the two staff members agreed on 95 percent or more of the first digit area codings and 90 percent or more of the second digit specific codings.

The mailed end-of-year survey for corpsmembers followed the same format as the pre-program survey, combining questions asking for structured ratings with questions allowing for free responses.

**C. Teacher perceptions of change in children**

Teacher perceptions of change in children participating in Corps programs were obtained at the end of the school year, in late May and early June. Corpsmembers prepared rosters of

children in each Corps program, by class in school. These rosters were then given to classroom teachers who were asked to rate the extent of change in academic performance and personal behavior on four-point rating scales (no response, a little positive response, moderate positive response and substantial positive response). Teachers were also asked to indicate the extent to which they attributed any change to the child's participation in the Corps program involved, using a four-point rating scale (little or none, partial, almost all, don't know.) Finally, they were asked to describe a child who they believed had responded well to involvement in a Corps program, and to comment on the extent to which the NSCC had an impact on their own role.

#### D. Site Director and corpsmember training

All Corps-wide training sessions were evaluated, beginning with the residential training for Site Directors in August 2000, continuing with the residential training sessions for corpsmembers in August 2000 and thereafter. Evaluations were also done of all of the full-day intensive training workshops (called Focus Fridays) for Site Directors and corpsmembers on specific dimensions of the corpsmember role such as working in the three Signature Areas of the NSCC (the Arts, Literacy and Service Learning), as well of the sessions offered in other aspects of Professional Development and Personal Development . Evaluation was done through self-ratings by the participants, again through a combination of structured ratings (of the value of the overall experience and the specific components of the training), and free response opportunities to identify the most and least valuable aspects, and needs for further training.

These data were reported back to the NSCC Training Division and central staff within 72 hours as part of the formative evaluation.

#### E. Observing corpsmember activities

At the beginning of the year, Observers watched 12 corpsmember-led activities, and at the end of the year 10 corpsmember activities were observed.

### III. Sampling

In Baltimore the NSCC provided services to six sites. No sampling was done of these sites during the academic year, for all were visited on each observational cycle. No sampling was done for any of the data collected from Site Directors, corpsmembers or Principals, including the inventories to estimate experiences, perceptions and attitudes of Site Directors and corpsmembers before training. Teacher ratings were sought for all children in Corps programs.

Sampling, of course, was done in interviewing school staff and observing Corps activities. Since, as noted earlier, those samples were selected by Site Directors, and so they cannot be considered randomly selected.

The data base for this evaluation appears in Figure 2.

#### **Figure 2**

#### **Specifics of Data Base for Evaluation of**

## 2000-2001 NSCC Program in Baltimore

Data and/or Data Source	Number in Data Base At Point Indicated		
	Training	Baseline	End-year
1. Corpsmember evaluation	18		
2. Corpsmember surveys		16	20 (pending)
3. Site Director survey	2	2	
4. Site Director interviews		2	2
5. Site Director evaluations	2		
6. Observer school visits		6	6
7. Observers watch Corps in action		12	10
8. Principal interviews		6	6
9. Teacher interviews			20
10. Teachers rating children's gains			12
11. Children rated by teachers re: gains			178
12. Teachers providing case studies			8
13. Teachers rating impact on role			8
14. Parent interviews			17

## Chapter II

### Success of the 2000-2001 NSCC Programs

#### I. Introduction

Chapters III through VI present the evaluation data related to the impact of the NSCC on participating schools, staffs, children parents and community. As a context for understanding those data, this Chapter will present data on the success of the NSCC programs. These data on success were gathered through the evaluation from Observers, Principals, Site Directors and teachers.

#### II. Findings

##### A. Overview

Table 1 presents the ratings by Observers, Principals, Site Directors and teachers of the overall success the NSCC achieved in 2000-2001. Clearly, the finding is of high levels of success, "outstanding" or "substantial", in most of the six participating schools. In five sites the Observer used those ratings as did four Principals, 11 of 17 teachers and both Site Directors. The other programs were not fully successful. One Observer saw only "a little" success", two Principals success they considered "50/50" and six teachers saw only "50/50", "some" or "a little" success.

**Table 1**

**Respondents' Rating of Level of Success of the NSCC Programs, in Number**

Respondent	No.	Number Choosing Rating of:					None	Detrmtl
		Outstanding	Substantial	50/50	Some	A Little		
Observers	6	2	3	0	0	1		
Principals	6		4	2				
Teachers	17	4	7	3	2	1		
Site Directors	2		2					

##### B. Ratings and comments by Observers

###### 1. Ratings of program quality

On their year-end visits, the in-school Observers were asked to consider the quality of the NSCC programs as they had seen them develop during the year. Observers' sense of the overall quality of the NSCC effort this year across the 6 sites were strongly positive, with 5 of the schools receiving high ratings of "outstanding" (2) or "substantial" (3) while one received a rating of "a little" success.

Figure 3 provides the reasons Observers gave for their ratings of quality.

Based on their time on-site, Observers then offered an overall rating of the extent to which the NSCC program dimensions planned for each school had been actually implemented. The modesty of these ratings suggests that the NSCC was only partially successful in implementing the planned programs. At only one site, did an Observer feel as if the programs were "fully" implemented. At the remaining sites, responses were mixed, with one Observer feeling the programs were "generally" implemented, three indicating "about halfway", and one choosing "only partially" implemented.

**Figure 3**

**Sample of Reasons In-School Observers Gave for Ratings of Quality**

<b>Rating</b>	<b>Reason</b>
<b><u>I. Outstanding</u></b>	<p>1. From what I have seen, the Direct Instruction has been a staple at the school all year round. The school's dedication to the program shows through its corpsmembers. The corpsmembers have been sold into the program and that truly effects instruction.</p> <p>2. The Direct instruction element of this school was superb. Both of the workers were fully trained in it, but they were more than instructors. They took an active role in children's lives and their instruction. From what I have seen they were extremely successful in learning how children learn.</p>
<b><u>II. Substantial</u></b>	<p>1. The direct instruction element was at the peak of perfection. Both individuals received high marks for teaching and completion of curriculum, but need to work on the parental and community pieces of the program.</p> <p>2. The mail-system project appears to be helpful to the academic needs of the students. Allowing the students their opportunity to experience recess and obtain socialization skills is a necessity to being more successful.</p> <p>3. I believe the program is showing some progress within the school. The direct instruction is helping those students with tremendous need. The attendance of the participants is a major problem. The principal liked the program, but had some true concerns when it was brought up about next year.</p>
<b><u>III. Little</u></b>	<p>1. From my first visit to my last, things have gotten worse. I believe they had three workers and now they are down to one. She helped out in the office while I was there and she was to be a substitute in the classroom. She did nothing. I really wanted to see some instruction, but I guess I was not lucky.</p>

2. Observing corpsmembers

During the end-of-year visit Observers were able to watch corpsmembers as they performed various aspects of their academic, clerical and large group supervisory responsibilities. Observers

were asked to rate the effectiveness of the activity on a six point scale from "Extraordinary" or "Excellent" through "Good" and "Fair" to "Poor" or "No Impact".

Ten sessions were observed. Observers thought well of them, with one rated "extraordinary", five rated as "excellent", two as "good" and two as "fair".

The specifics of the sessions observed appear in Figure 4.

**Figure 4**

**Details of Observation of Corpsmembers in Action**

<u>Rating</u>	<u>Activity</u>	<u>Comment</u>
<b><u>A. Extraordinary</u></b>		
	1. Direct Instruction	
she her		-Corpsmember was excellent. The students were totally into the lesson because she demanded them to respect the instruction. She had an excellent presence about her and it could be seen throughout.
<b><u>B. Excellent</u></b>		
	1. Jumping rope	
activity and to		-Students were learning how to play jump rope with the corpsmember. The activity should be on-going. Students need to learn to work with others, share and to communicate well. Working with the corpsmember allowed the students to see her model how to take turns, etc.--social skills.
	2. Studying fossils	
		-Students were engaged in the activity. Corpsmember encouraged students to participate. Sometimes students need a variety of teaching styles and allowing a corpsmember to work with students gives them a chance for variety.
	3. Reading	
groups		-Students worked with corpsmember to read a story and answered questions as they read the story aloud. Many students need the "extra hand" or the small groups in which to concentrate better.
	4. Math lesson	
		-Corpsmember did a fine job with this class. I know that this subject area was not her favorite, but she was very professional and knowledgeable. The class was good and learning was consumed.
	5. Spelling	

was -Corpsmember was helping low functioning students. Lesson went well. She observed doing all the correct things as a normal teacher would. She assisted the teacher in a correct way.

**C. Good**

1. Clerical

-She was getting professional development packets together for end of the year in service. She was completing an assignment that was someone else's job. She filled in where necessary. She was interested and willing to help.

2. Lunch room monitoring

-Corpsmember was not instructing this day and her responsibility was not in the teacher variety. She did tell me that she normally teaches three days a week.

**D. Fair**

1. Watching class

be -There was no instruction. All she did was read the paper and scream at them to quiet. She basically watched them and made sure they did not kill each other. Basically do something that will enhance the educational growth of these children. Nothing given is nothing gained.

**Figure 4 concluded, next page**

**Figure 4, concluded**

**Details of Observation of Corpsmembers in Action**

<u>Rating</u>	<u>Activity</u>	<u>Comment</u>
<b><u>D. Fair, continued</u></b>		
	2. Math lesson	
		-Class was a little in disarray. Children were misbehaving and the teacher had some major problems with classroom management. The math class was instructed well, but loss of control hindered success.
<b><u>E. Poor</u></b>		
		None.
<b><u>F. No Impact</u></b>		
		None.

C. Ratings and comments by Principals

The six Principals whose schools had received NSCC services during the school year were interviewed about their evaluation and perceptions of the program. Generally, they were pleased with the NSCC at their respective sites, with four rating the overall success of the program as "substantial", and two rating the success of the program as "50/50". When asked to elaborate on their positive assessments, these Principals mentioned the "great job [corpsmembers] did with the kids" and the effectiveness of "direct instruction". Another Principal boasted, "Our corpsmember does anything and everything for the good of the children". Those Principals who rated the program more modestly consistently cited a lack of attendance as a "concern". One Principal noted, "The program ran pretty well all year round. I did have three workers in the beginning, but it dwindled down to one over the course of the year". Another Principal commented on the lack of enthusiasm from a particular corpsmembers: "The corpsmember doesn't have the determination I thought she possessed."

When asked to identify factors that had hindered program implementation within the NSCC this past year, most often Principals cited a specific problem with corpsmembers, whether it was "inconsistent attendance", "high staff turnover", "immaturity" and "a lack of training" and/or "professionalism" from certain corpsmembers, and a "lack of communication between NSCC members and administrators".

Principals rated the effectiveness with which the NSCC was integrated into the school and into ongoing school programs this year positively. Three felt there was "partial" integration, while the other three felt the programs had been either "totally" (1) or "mostly" (2) integrated. One Principal felt the program was "good" because it "lowered class ratio so the teachers could reach lower-functioning students." Another Principal commented, "The program is a small piece of what makes up the school. They really need to add more people and maybe a more positive outlook of the program". One of the Principals who indicated there was only "partial" integration elaborated, "We really only had one worker; she didn't possess all the qualities of a good teacher".

#### D. Ratings and comments by Site Directors

As noted earlier, there were only two Site Directors for the six schools participating in the NSCC program. One of the Site Directors was responsible for evaluating five schools and chose to provide one set of responses which included an overview of all five schools. Both Site Directors were positive about the program's success, rating the overall success level of the NSCC program highly as "substantial". One Site Director said, "We were able to implement an intergenerational program with Future Care Nursing Home. We also empowered our members with monthly speakers. Women who started the program with low self-esteem later became highly effective instructors." The other Site Director also provided positive comments: "The majority of NSCC members were good at their jobs. The overall impact was substantial. The school gave us an award for Socialized Recess."

#### E. Ratings and comments by teachers

Twenty teachers were interviewed. Seventeen felt able to rate the program's overall success, and they were quite positive in their evaluations of the success of the NSCC program this year, with 11 out of 20 of the teachers choosing the most superlative assessments, considering the program

either "outstanding" (4) or "substantial" (7). The remaining teachers indicated that the program was either "half" (3), "somewhat" (2), or "a little" (1) successful.

In summarizing their overall sense of the program's contributions, one teacher commented, "It enriches the whole school", while another said she was able to "work with students more individually" as a result of the NSCC. Teachers indicated that corpsmembers were "clearly effective" with students, remarking that, "exceptional instruction was offered". One teacher expressed appreciation of her corpsmember's willingness "to work after school with students", adding that the corpsmember made a "positive difference" in the classroom. Academically, two teachers noted that "test scores are better" and that "CTBS scores went up." Another teacher said that "behavioral problems" among students dropped.

Suggestions for improving the overall program included replacing corpsmembers who may leave throughout the year, communicating clear expectations to corpsmembers, establishing clear lines of communication between corpsmembers, teachers, and administration, and increasing the number of corpsmembers at various sites. Several teachers commented on absenteeism among corpsmembers and expressed a wish for a more consistent presence in the classroom. One teacher remarked, "More instructors equals better education".

## Chapter III

### Respondents' Perceptions of Impact On The School and Staff

#### I. Introduction

Respondents were also asked to directly rate the impact of the NSCC on the school and staff. Those ratings and the reasons provided for the ratings are presented here. In addition, teachers were asked to evaluate the impact of the NSCC on their classroom roles, as well as to explain the basis for their ratings.

#### II. Findings

##### A. Overview

Table 2 summarizes the ratings by Observers, Principals, Site Directors and teachers of the impact of the NSCC on their school. A glance at the table shows that four Principals, both Site Directors and 11 of 20 teachers saw strong impact, rating the NSCC's impact on the school and staff as "enormous" or "major". Only one Observer agreed. Instead they said they felt there was "some", "50/50" or "a little" impact as did the other two Principals and nine teachers. These data are discussed in detail in the separate sections below.

**Table 2**

**Perceptions of Impact on NSCC on  
Participating Schools, by Respondent  
in Number**

Respondent	N	Number Rating Impact As:						
		Enormous	Major	Some	50/50	A Little	None	Negative
1. Observers		6		1	3	1	1	
2. Principals		6		4	2			
3. Site Directors		2	1	1				
4. Teachers		20	2	9	7	0	2	

##### B. Ratings and comments by Observers

Observers were less consistently positive in summarizing their impressions of programmatic impact than they had been of program quality. They never saw what they considered "enormous" impact, and only one saw "major" impact. Most often (3), they believed the NSCC had "some" impact. In the other two schools, one Observer each indicated that the program had a "balanced" impact or "a little" impact.

Figure 5 presents the reasons Observers gave for their rating.

Figure 5

Reasons In-School Observers Gave for Ratings of Impact

Rating	Reason
<b><u>I. Major</u></b>	<p>1. From my interviews and what I have seen, this school is doing a fine job with each other's program. AmeriCorps is doing a great job with it and basic school duties and the school is doing a fine job in training and acceptance of them. It is a wonderful fusion.</p>
<b><u>II. Some</u></b>	<p>1. I believe the corpsmembers are affecting the school in a positive way, but there are some areas for improvement. The corpsmembers' lack of attendance stood out the most. The staff was concerned with this because it definitely affected their daily instruction. This school was very small and those two women did an outstanding job, but they truly need more people there. It would also be my recommendation that the Site Director be full time.</p> <p>2. I believe that these workers are making a difference in the schools. From observing the staff and the AmeriCorps members it shows the signs of a well oiled machine. I do believe that these young ladies need more training, but show the qualities of good teachers.</p> <p>3. Overall I believe the program was good, but I would still like to see them work out the bugs before I would insert more people. The lack of interest from that one worker hindered the school throughout. Whoever I spoke to remembered the negative over the positive. The program needs to be represented better.</p>
<b><u>III. 50/50</u></b>	<p>1. The NSCC members and the teaching staff worked well together. It appeared to be a "team" atmosphere. This is helpful for the students to see.</p>
<b><u>IV. Little</u></b>	<p>1. No direct instruction, no community, no arts from what I saw and heard. I did hear a different thought from the administration which charmed me. They painted a real nice picture of what was <u>going on</u>, but I really believe there was no proof.</p>

Observers were asked to evaluate how well the NSCC corpsmembers and components were integrated into the on-going school program. In most of the schools, the NSCC was seen to have been well integrated into the life of the school and administration. Factors for successful integration included: "tone of collaboration" set by Site Director and corpsmembers; "positive working relationship" between Principal and Site Director and between teachers and corpsmembers (2); "sharing plan early with whole staff"; "strength of the Site Director" (3); positive "team building" among corpsmembers and "academic contributions" of corpsmembers. Where integration was more modest, concerns included a sense that the teachers were "under informed" about the program; "need for greater follow-through"; "lack of school mission and vision"; and a hope "for greater support" from the regional staff.

C. Ratings and comments by Principals

Continuing to express their high regard for the NSCC program, most Principals were enthusiastic in evaluating "the impact the NSCC had on school and staff". Four rated the NSCC's impact as "major" and two rated its impact on school and staff as "some". One Principal cited specific areas where the corpsmembers helped out: "volunteering, puppet shows, karate, dance, sports clinic, and the after-school program". Others thought the corpsmembers' "presence alone" was beneficial and praised their ability to "help where needed", either assisting in direct instruction or with the daily operation of the school. One stated, "Having someone pick up the slack is a major help". Another said, "[The corpsmember] was very helpful; I enjoyed having her in the school".

#### D. Ratings and comments by Site Directors

When Site Directors were asked to quantify their sense of the impact the NSCC program had this past year on the school and the staff, they were highly positive in this regard. One thought that NSCC's impact on school and the staff was "enormous", while the other felt the program's impact was "major".

One Site Director commented, "I think that most of the staff opened their hearts to us. We have been treated extremely fair". The other Site Director said, "Everyone worked together".

#### E. Ratings and comments by teachers

##### 1. Interview responses

When teachers were asked to evaluate their sense of the impact of the NSCC on the school and the staff, consistent with the high level of satisfaction they had expressed earlier in their interviews, they indicated an extensive impact. Eleven out of 20 felt that the impact to the school and staff had been either "enormous" (2) or "major" (9). The others had a sense that there had been "some" (7) or "little" (2) impact. Speaking as school staff, in a strong position to gauge the program's impact, teachers indicated that corpsmembers provide a range of services that were of support to them. These included "more bodies with dedication", "help with extra-curricular activities (cafeteria, puppet show, and after-school test practices)", and "help with planning and attendance". For teachers, this capacity of the NSCC to reach students was very meaningful for both the teachers and the students. According to one teacher, "They offer a lot of opportunity for teachers to teach differently; [their presence] promotes new and better ideas in the classroom". "I cannot say enough!", one teacher was moved to remark.

For those teachers who were more reserved in their assessment of the Corps' impact, the concerns mentioned focused on "a lack of communication" between staff and corpsmembers, "inconsistent attendance" again and a need for "reduction in staff turnover". In the case of some schools, teachers felt the program was not as effective as it might have been due to "a lack of understanding" regarding the program's mission and its overall capabilities. One teacher specified that the corpsmembers are definitely of more help to the school when they are in the classrooms and not in the office.

##### 2. Ratings of Impact on Classroom Role

As noted earlier, teachers were also asked to rate the impact, if any, of the NSCC on their own role in the classroom. They were provided with a six point scale, from "negative", through "no impact", to "minor", "some", "moderate" or "substantial" positive impact . Only eight teachers provided this rating, with six of the eight rating the help provided as "substantial" and one each rating it as "moderate" or "some". Thus, these limited data add to the sense, as shown above, of NSCC participation helping children improve, but also of improving teacher functioning in the classroom.

Figure 6 provides their reasons for choosing the rating of in-class impact.

**Figure 6**

**Explanations Teachers Provided for  
Their Rating of NSCC Impact on Their Role**

Rating of Impact	Explanation
<b><u>1. Substantial</u></b>	<p>1. The reason I chose the rating I did was because of the substantial impact the NSCC had on the students, the impact encouraged me to continue to work harder to get them to work harder.</p> <p>2. The reason I chose my rating is because the program helped me out a great deal. Especially with helping me with my students. My children were able to benefit from this wonderful program all year long.</p> <p>3. I have seen Corpsmembers work with other groups of language students in the school and I saw a very positive response. I would encourage this program to continue even though I was not directly involved with the individual this year. The climate of the school does change for the positive when CM's are in the building.</p> <p>4. Corpsmembers are valued members of our classroom. They make positive impacts on many students (socially and academically).</p> <p>5. The NSCC had a positive substantial role because CM's effectively disciplined and taught the students in their care.</p> <p>6. I selected the rating I did because the NSCC worker is always willing to lend a hand. She will even take over the class without hesitation if asked to.</p>
<b><u>2. Moderate</u></b>	<p>1. I chose the rating, because of the individuals that work for the program, certain ones display professionalism and are very effective when it comes to the children; others are not.</p>

**3. Some**

1. The NSCC worker working with the students in small groups and one-on- one has made an impact on their performance.
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## Chapter IV

### Impact on Children

#### I. Introduction

This evaluation of the 2000-2001 NSCC program in Baltimore provides three kinds of data to evaluate the program's impact on children. First, Site Directors, Principals and teachers rated the overall impact of the NSCC on children. Second, for each child in one or more NSCC programs, the relevant teacher was asked to rate the child's progress in academic functioning and in classroom behavior and to indicate the extent to which they attributed any progress to the NSCC participation. Third, teachers were asked to provide a "mini-case study" of a child for whom they thought the NSCC intervention had a major impact.

#### II. Ratings of impact

##### A. Overview

Table 3 summarizes the ratings by Principals, Site Directors and teachers of the impact of the NSCC on the children in their school. A glance at the table shows that, across role, except for five teachers, all rated the NSCC's impact on the children as "enormous" or "major". These data are discussed in detail in the separate sections below.

**Table 3**

**Perceptions of Impact on NSCC on Children in Participating Schools, by Respondent, in Number**

Respondent	Number Rating Impact As:						
	N	Enormous	Major	Some	A Little	None	Negative
1. Principals	6		6				
2. Site Directors	2	1	1				
3. Teachers	20	6	9	3	1	1	

##### B. Ratings and comments by Principals

When asked to rate the impact the NSCC program had on the children, Principals were unanimous in their conviction that the program and its corpsmembers had a "major" impact on the students. Principals provided the following comments: "They were instructing our children and doing a good job at it. Direct instruction was their strong point"; "They were really here for the kids. It showed throughout the year. I knew it from the start"; and "All of the children look forward to new activities and love it when different people get involved, like the corpsmembers".

##### C. Ratings and comments by Site Directors

Site Directors, like Principals, were also very positive in their assessment of the NSCC programs' impact on the children as they had been about the impact on the school and staff. One Site Director thought the program had an "enormous" impact on the children. The other felt it had a "major" impact.

One Site Director noted, "Our instruction levels have increased throughout the year and I am positive that this will continue as the years go on". The other Site Director specified Socialized Recess as a tangible factor demonstrating the program's strong impact, stating simply, "The children enjoyed going to [it]."

#### D. Ratings and comments by teachers

##### 1. Interview responses

As strong as the teachers' evaluations of the program's impact on school and staff was, it was even stronger in assessing the impact of the program on the children in their school with a large majority (15 out of 20) choosing the superlative assessments, considering the impact to have been either "enormous" (6) or "major" (9). Thus, only a few teachers choose more modest ratings of "some" (3), "a little" (1), or "none" (1).

Teachers mentioned several dimensions of corpsmember involvement in the school as responsible for the NSCC's significant impact. One teacher noted that her students were "reading and responding better" in class due to more "individual attention", and that students were able to do more educational activities as a result of the corpsmembers' presence in the classroom. One teacher concluded, "The children truly benefited from having these wonderful individuals in our school." One teacher said of her corpsmember, "She was a total teacher . . . I hope she becomes a teacher in the future."

##### 2. Teacher Ratings of Pupil Progress

One critical dimension of the evaluation of the impact of the 2000-2001 NSCC is teacher perception of what change, if any, they saw in the classroom, in the academic functioning and behavior of children participating in NSCC programs. These ratings were obtained at the end of the school year, in late May and early June. Corpsmembers prepared rosters of children in the Corps's Direct Instruction programs, by class in school. These rosters were then given to the teachers of these classes who were asked to rate the extent of change in academic performance and in-class behavior on four-point rating scales (no response, a little positive response, moderate positive response and substantial positive response). The data from these ratings appear in Table 4. Teachers were also asked to indicate, if they saw change in either dynamic, to rate the extent to which they attributed that change to the child's participation in the Corps program involved, using a four-point rating scale (little or none, partial, almost all, don't know). These data appear in Table 5.

Finally, each teacher was asked to provide a mini-case study for one child he or she considered had responded particularly well to NSCC intervention. These case studies appear in Figure 7.

This analysis is based on ratings obtained from twelve teachers in five schools who rated 178 children.

(a). Teacher ratings of pupil progress

The data in Table 4 indicate a substantial teacher sense of improvement in the classroom for NSCC participants, for 85% of the children were rated by their classroom teachers as showing improvement in behavior as were 86% for showing improvement in academic functioning. The others, 15% and 14% respectively, were rated as showing no change in behavior or in academic functioning.

Even more impressive is the finding that three-fourths of the children were rated as showing "moderate" or "substantial" improvement in "academic functioning" or "in-class behavior" (78% each).

**Table 4**  
**Summary of Teachers' Ratings**  
**of Change in Participant Academic Functioning**  
**and Behavior, in Percent**

Rating	Percent Rated as Showing Change in:	
	Academic Functioning	Behavior
1. No change	14	15
2. A little progress	8	6
3. Moderate progress	52	47
4. Substantial progress	26	31
Number rated	177	178

**B. Attribution of change**

The data in Table 5 are derived from teachers' rating of the extent to which they attributed change to the intervention of the NSCC. The attribution data were not provided separately for academic functioning and behavior. The data provide a striking testimony to the teachers' regard for the NSCC, for in more than nine of ten cases (96%), across both academic and non-academic programs, teachers said they believed that the progress they saw was attributable to the NSCC: most often "almost all" of it (66%) with another third (30%) "partially".

**Table 5**  
**Summary of Teachers' Attribution**  
**of Change in Participant Functioning,**

**in Percent**

<u>Attribution Level</u>	<u>Percent Saying NSCC Was Responsible For:</u>
1. Little or none	4
2. Partial	30
3. All, almost all	66
Number rated	87

As noted above, in addition to rating progress, teachers were asked to describe the response of "a child you believe responded particularly well to participation in the NSCC". To provide insight into the impact on individual children of NSCC participation, as teachers saw it develop, Figure 7 provides their descriptions.

**Figure 7**

**Mini-Case Studies Provided by Teachers  
Illustrating Impact of NSCC Intervention**

**Case 1**

**A. Description of the child before Corps intervention:**

Outgoing but constantly strives for attention.

**B. Nature of Corps intervention:**

Her skills improved noticeably after working with a Corpsmember.

**C. Outcome:**

Alexandria is good academically, pronounces words well, answers questions thoroughly, socially she gets along with her peers but at times she has the tendency to be very domineering. When she is addressed by adults she is respectful. Noticing the she constantly looks for attention, a Corpsmember started working with her one on one.

**Case 2**

**A. Description of the child before Corps intervention:**

This particular student has trouble staying focused with his school work. He also did not come to school on a regular basis.

**B. Nature of Corps intervention:**

NSCC staff went above and beyond the call of duty with assisting students with social problems, homework, and being caring professionals.

**C. Outcome:**

This particular student loved NSCC workers because they took the time to help with homework, family problems, and their attitude. This student had tremendous academic gains in reading and math on the CTBS test. That alone convinced me of the impact NSCC program had on this child.

**Case 3**

**A. Description of the child before Corps intervention:**

This child is defiant, has trouble completing work, and fights with other students.

**B. Nature of Corps intervention:**

CM gave direct assistance in language. She was positive with the students and provided them with a sense of self worth.

**C. Outcome:**

CM worked with this child and similar children in her groups to create a positive atmosphere. Her children worked well with her. She provided small group instruction to a population of students with success and a sense of self worth that carried forth in their homeroom classes.

**Case 4**

**A. Description of the child before Corps intervention:**

Withdrawn, non-expressive, not many friends, low self-esteem.

**Figure 7 continued, next page**

**Figure 7, continued**

**Mini-Case Studies Provided by Teachers  
Illustrating Impact of NSCC Intervention**

**Case 4, continued**

**B. Nature of Corps intervention:**

CM was the advocate for this student who needed one on one instructional review, needed special attention, or just someone to talk to.

**C. Outcome:**

Having the opportunity to have CM in the classroom has helped this student with social development. He has developed a rapport with her that has strengthened his communication skills and self-esteem.

**Case 5**

**A. Description of the child before Corps intervention:**

Beginning to enjoy reading U.S. history books, playing basketball, and keeping a journal.

**B. Nature of Corps intervention:**

Provided a caring adult to assist with reading.

**C. Outcome:**

Completes all class assignments, return project on due date. Share local and world news with classmates, follow classroom rules, and participate regular during class.

**Case 6**

**A. Description of the child before Corps intervention:**

This child was from a single family home with the mother acting as head of household. He appeared angry and distracted at the beginning of the year.

**B. Nature of Corps intervention:**

Having an adult that cared helped this student. When he was able to talk about what was distracting him, he would then move on and complete assignments.

**C. Outcome:**

This child became a better student. He became a strong writer who wrote very detailed and accurate paragraphs. His attitude improved as he became a confident writer. His social skills improved also. He was able to successfully be a member of co-operative learning groups.

**Case 7**

**A. Description of the child before Corps intervention:**

The child is very friendly and likes to help.

**B. Nature of Corps intervention:**

Working with small groups of children. Working one on one.

**C. Outcome:**

This child does well academically. He has a positive attitude most of the time and gets along with his peers.

**Figure 7, concluded**

**Mini-Case Studies Provided by Teachers  
Illustrating Impact of NSCC Intervention**

**Case 8**

**A. Description of the child before Corps intervention:**

The child is eager to participate. She always strives to do her best.

**B. Nature of Corps intervention:**

The NSCC worker gives direct help with language, homework and many other areas.

### **C. Outcome:**

The child usually responds correctly. She is 99% correct. She gets along well with her peers and with adults. She is friendly and has a sweet disposition.

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### **E. Ratings by parents**

Seventeen parents were interviewed across the six sites to obtain their perceptions of the NSCC and its performance during the school year. One aspect of the interviews concerned their sense of the impact of the NSCC programs on their children, and so these data are presented here. The other aspect related to the impact on their role as parents as well as of programs for the community and the community climate in general. These data are presented in the next chapters.

The majority considered the program to have been enormously successful, rating its impact on children as either "totally" (4) or "generally" (7) positive, while the rest of the parents considered it to have been fifty-fifty (6). The praise offered by the parents consisted of general accolades such as "the corpsmembers are doing a wonderful job", "the program was excellent" or "these workers are doing a great job with our children". Another added that the corpsmembers are "good for the students" and that it is "very helpful to have the extra help in the classroom".

Only four parents felt the NSCC "could have been more helpful" to the children, but none could specify what this additional help might have been. Those parents (13) who felt the NSCC program could not have been more helpful, said "the assistance [the corpsmember] gave my children was enormous. They did a great job". One parent raved, "I think they are doing a wonderful job. I do not believe they can do anymore".

## Chapter V

### Respondents' Perceptions of Impact on Parents

#### I. Introduction

The data base for evaluating the impact of the NSCC on parental involvement includes two kinds of data. First, Principals, Site Directors and teachers were asked to rate the impact of the NSCC on parents. Second, the sample of 17 parents interviewed at the end of the year were asked to identify their sense of the NSCC's outreach efforts towards parents.

#### II. Findings

##### A. Overview

Table 6 summarizes the ratings by Site Directors, Principals and teachers of the impact of the NSCC on parents. Among those who did make the rating, only one Principal saw "major" impact, with most in each role seeing "some" impact. Two Principals and three teachers saw "no" impact, and 12 or the 20 teachers felt they did not know enough about the NSCC's outreach to parents to make this rating. This reflects a serious gap in the NSCC's communication efforts in these schools about its outreach programs to parents.

**Table 6**

**Perceptions of Impact on NSCC on  
Parents, by Respondent, in Number**

Respondent	No.	Number Rating Impact As:						
		Enormous	Major	Some	A Little	None	Neg. Don't Know	
1. Principals	6			1	3	0	2	
2. Site Directors	2				2			
3. Teachers	20				3	2	3	0 12

##### B. Ratings and comments by Principals

Impact on parents and parental involvement was seen to have been modest by the Principals. While there was one principal who felt there was "major" impact, the other five principals saw "some" (3) or "no" (2) impact on parents and parental involvement. When asked to elaborate on how corpsmembers were seen impacting parents, the positive Principal recalled a corpsmember who "worked with parent groups with the Children's Literacy Initiative". The other Principals supported the claim made by one Principal that, "I really did not see any pursuit of parental involvement by any corpsmembers". In providing suggestions regarding how the impact on parents might be improved, one Principal suggested that corpsmembers should "take part in parent activities and get other parents involved in those activities".

##### C. Ratings and comments by Site Directors

Like Principals, Site Director evaluations of the NSCC program's impact on parents and their involvement in the school was modest in comparison to other more enthusiastic ratings assessed for other dimensions of the NSCC program. Both Site Directors thought the program had only "some" impact on parental involvement.

One Site Director noted, "We have a very low parental involvement rate throughout Baltimore City. The corpsmembers are trying to get them involved, but we can't fix everything." The other Site Director commented, "Some of the parents got involved."

#### D. Ratings and comments by teachers

Teacher evaluations of the NSCC's impact on parents and parent involvement in the school were also more modest and limited. Reflecting lack of awareness of any Corps efforts in this dimension, only 8 out of the 20 teachers interviewed felt comfortable making this rating. Of those who did, 3 perceived "some" impact, 2 saw "a little" impact, and 3 felt there was "no" impact.

While most teachers could not say what impact the program had on parental involvement, one teacher did say that corpsmembers did "contact homes" and that "parents felt comfortable" speaking with various corpsmembers. Others simply said that they "could not answer" or had "no idea" about parental involvement.

#### E. Ratings and comments by parents

Seventeen parents from six different sites responded regarding their perceptions of the NSCC and its performance during the school year. Their sense of programs for children were discussed in the previous chapter. Here, we shall consider their sense of programs for adults and the community.

Only four of the parents interviewed were aware of existing NSCC programs for adults or the community. The parents who were not aware of existing outreach programs (13) were asked what kinds of programs the NSCC could have developed which would have interested them or been of help to them or the community. One parent suggested a GED course. Another mentioned "an after-school program for the whole family". Most parents were simply unaware of the types of programs the NSCC could offer. "I really do not know what they have to offer the community", one parent stated. Others said, "I just don't know what they have to offer", or "I don't know too much about the NSCC". One parent concluded, "Just getting the community involved with the school would be helpful. I would like to get my community revived". Another suggested, "I believe if they would have a community presentation to show their offerings throughout the city, more parents would get involved".

Two parents who were already involved in NSCC adult programs suggested programs that the NSCC could provide which they believed would have been of interest to them or the community. One parent would like to see a "training program for computer skills", and another would like to see a "cultural arts program" developed.

## Chapter VI

### Respondents' Perceptions of Impact on Community

#### I. Introduction

Data for impact on the community is based the ratings provided by Principals, Site Directors teachers and parents of their sense of the impact on the communities.

#### II. Findings

##### A. Ratings by Principals, Site Directors and teachers

##### 1. Overview

Table 7 summarizes the ratings by Principals, Site Directors and teachers of the impact of the NSCC on the communities surrounding the school. Only one Principal and two teachers rated the community impact as "major", with the others rating it as "some", "a little" or "none".

**Table 7**

**Perceptions of Impact on NSCC on  
Communities, by Respondent, in Number**

Respondent	Number Rating Impact As:						
	N	Enormous	Major	Some	A Little	None	Negative
1. Principals	6		1	2	0	3	
2. Site Directors	2			2			
3. Teachers	6		2	2	1	1	

##### 2. Ratings and comments by Principals

Evaluations of the program's impact on the community and school-community relationships were again relatively conservative, except for one Principal who thought the program's impact was "major" in this dimension. This Principal expounded, "They represent the school in a good way." Two other Principals found there to be "some" impact on the community and school-community relationships, while three others saw no impact at all. One Principal said, "I really did not see any community relationship". Another echoed this sentiment, commenting that there was "little community involvement".

##### 3. Ratings and comments by Site Directors

When Site Directors were asked to examine how they viewed the NSCC program's impact on the community and school-community relationships, their ratings were also modest.

Both Site Director's interviewed concluded that the program had "some" impact on the community and school-community relationships.

One Site Director explained the rating: "We still need to improve our relationships within the community. Community members have worked to get involved, but we lack some resources".

#### C. Ratings and comments by teachers

As was true for rating the impact on parents, several teachers (14) felt unable to make this rating. Among the six teachers felt comfortable making this rating evaluations were mixed. Two felt there was a "major" impact on the community and school-community relationships, two felt there was only "some" impact. and one each felt there was either "little" or "no" impact on this dimension.

On a positive note, one teacher stated that the program "adds a significant amount of educational growth within the community with these learning experiences". While most teachers did not choose to explain their ratings, some others simply stated that they hadn't seen a connection between the program and the impact on the community and school-community relationships.

#### D. Ratings and comments by parents

When asked to consider the NSCC impact on the community over the school year, parents were encouraged to reflect on several dimensions, such as whether they had noticed any change in the community climate, whether the community's feelings towards the school or education in general had changed, what the overall impact of the NSCC program had been, if the NSCC had been successful at bringing together different groups in the community, and what things it could have done to bring more people together.

When asked if the general feeling of the community had changed this year, only four parents of seventeen responded. All four responses were positive, ranging from "enormously" to "some".

Regarding a change towards the school or education in general, ten of the 14 parents who felt comfortable making this assessment felt there had been "some positive change" in the community's feelings, and, for the majority, their comments seemed to reflect that this change had something to do with the NSCC presence. Parents expressed that "children had a better feeling about the school." One parent specified, "Things are better for my child academically. There is a lot of support at school now". At the opposite end of the spectrum, another parent found his child's feelings toward school and education in general had become "enormously negative". However, when asked if this had anything to do with the NSCC, the parent responded, "no".

To follow up with this question, parents were asked to assess the overall community impact of the NSCC program. Few parents responded, but those who did felt that the Corps had a positive impact on the school and surrounding community. Parents estimated that the Corps had anywhere from an "enormous" or "major" impact on the school and surrounding community, to only "some" impact. One parent felt that the impact was "important", but did not provide further details.

Finally, in response to whether the NSCC had been successful at bringing together different groups in the community, parents listed programs like "Partnership Night", "Mathathon", "Health Fair", and "RAT wipe-out". When asked to provide suggestions on how the NSCC might do more to bring people together, parents suggested "more parental involvement". One parent voiced a sentiment often expressed by other interviewed parents when she said, "just let more people know that the NSCC exists".

## Chapter VII

### Achievement of Program Objectives and Conclusion

#### I. Achievement of Program Objectives

Of the program's nine specific objectives seven potentially could have been tested by the data of this evaluation, with the other two to be tested by data generated by program staff. Of the seven relevant for evaluation data, the lack of standardized test data and attendance data from the Baltimore Board of Education, the lack of an end-of-year corpsmember survey and self rating and the lack of any community visits and interviews, meant that data are available to test only four: three related to Getting Things Done (two of which have two parts) and one to Strengthening Communities.

The data available indicate that one objective in the area of Getting Things Done, related to the impact of participation in Service Learning programs on children was fully achieved. More-over, the two subparts of the objectives related to teacher perception of improvement in academic achievement and in-class behavior which could be tested were also fully achieved. The one objective in the area of Strengthening Communities, related to parental involvement, and perception of the school was also fully achieved.

#### Area I: Getting Things Done

Objective 1: 100 corpsmembers will serve as reading and math tutors in class and after school, at least weekly, for at least 570 elementary, middle and high school students. Comparing annual gains on standardized tests for students with scores over two consecutive years, and teacher ratings: there will be statistically significant positive gains on standardized tests; teachers will rate at least 60% of their students as having improved in academic performance.

Data: No standardized test data were provided by the Baltimore Board of Education so the first part of Objective 1 could not be tested. However, since 86% rated children in NSCC programs as improved academically, the second part of the objective was fully achieved, even exceeded.

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Objective 2: By 190 corpsmembers serving as caring adults through their sustained interaction with students, 60% of 7,800 NSCC elementary, middle and high school students will improve school attendance and classroom behavior as measured by: 1) a 20% decrease in days absent compared to the previous year for students who were absent for 10 days or more, and 2) more than 60% of the NSCC students, who have the potential for improved behavior, will be rated by their teachers as having moderately to substantially improved.

Data: No attendance data were provided by the Baltimore Board of Education so the first part of Objective 2 could not be tested. However, since 84% rated children in NSCC programs as improved academically, the second part of the objective was fully achieved, even exceeded.

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Objective 3: At least three times in the program year, 100 corpsmembers will organize and implement service learning activities with a total of 450 students. Based on post-only self-assessments, 50% of the participants will report improved aspects of self, e.g., civic responsibility and commitment to further service.

Data: More than 50% of the participants in service learning programs reported improved aspects of self and commitment to civic responsibility and further service. Thus this objective was fully achieved.

## Area II: Member Development

Objective 1: On an end of year survey, 75% of the 190 corpsmembers will report having gained a new skill or having learned substantially as a consequence of corpsmember training in content specific skills, e.g., group and classroom management, conflict resolution, visual and performing arts, reading coaching, and experience gained during their term of service.

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Data: The lack of corpsmembers end-of-year surveys meant that no data were available to test this objective.

Objective 2: Using a pre-post administration of a self-concept inventory and end-of-year self-ratings regarding the impact of the year of service, annually 75% of the 190 corpsmembers will indicate the NSCC experience led to a sense of personal growth and development, and 80% of the 190 corpsmembers will indicate that the NSCC experience has increased their sense of responsibility for continued service to the local community and other communities.

Data: The lack of corpsmembers end-of-year surveys meant that no data were available to test this objective.

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Objective 3: During exit interviews or by completing self-ratings on the end of year survey regarding the impact of the year of service, 15% of the 190 corpsmembers will indicate that the NSCC experience has increased their interest in and opportunity to either gain employment in education and social/human service fields or enter an educational program in a similar field.

Data: The lack of corpsmembers end-of-year surveys meant that no self-rating data were available to test this objective.

## Area III: Strengthening Communities

Objective 1: Through volunteer recruitment and sustained involvement of parents, community members, college students and others in NSCC programs during the academic year and summer program, 285 volunteers will be recruited and contribute 5,700 hours of service.

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Objective 2: Quarterly, corpsmembers will conduct outreach activities to parents, community members and organizations to increase parental and neighborhood involvement in the school and improved perceptions of the school. Based on interviews conducted by the NSCC's external evaluation observers, annually 75% of the parents and community members interviewed will report an improved perception of the school, and 15% of the parents and community members will report increased interaction with the school.

Data: Of the parents interviewed, 71% reported an improved perception of the school. Given the small sample size, this is not statistically different from the criterion of 75%, and so this aspect of the objective was achieved. The interviews with Principals, Site Directors, teachers and parents indicate that while parental involvement was not substantial, it was clearly sufficient to achieve the criterion of 15% reporting increased interactions with the school.

Thus the parental-related aspects of this objective were fully achieved.

No community interviews were completed and so no data were available to test achievement of the community aspects of this objective

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Objective 3: Quarterly, through increased outreach by corpsmembers to agencies, business and the police to participate in, expand and contribute to the NSCC programs, 75 agencies and businesses will contribute to NSCC activities and programs as documented by team records. 75% of the agencies, businesses, and police will report increased interactions with and improved perceptions of the schools as reported through interviews with the NSCC evaluators.

No community interviews were completed and so no data were available to test achievement of this objective.

## II. Overall Conclusion

The overall conclusion of this evaluation is that the 2000-2001 program of the NSCC in Baltimore achieved consistent success. This conclusion is limited by the fact that lack of relevant data meant that only four of the seven objectives related to evaluation could be tested. That all four were fully achieved is, of course, a positive finding.

More strongly positive is the overall gestalt of the evaluation data which make clear that the NSCC made a major difference in most participating schools. These evaluation data came from six groups of respondents: In-School Observers, Site Directors, corpsmembers, Principals, teachers and parents.

A solid majority of every one of these groups evaluated the 2000-2001 NSCC program in Baltimore as a quality program, achieving substantial success and having a major impact on the

school as an institution and on its children, although with only limited impact on parents and parent involvement.

Of course, there was variation in level of success, for this conclusion applies differently to the several sites. Of six teams given overall ratings by the in-school Observers, five were considered to be fully or generally successful, achieving excellent or very good program quality and having enormous or major impact. But this meant that one Observer felt that a sites had not reached the levels of quality and impact achieved by the others, with programs balanced in quality, and having only a little impact.

Similarly, within the other five groups of respondents, there was variation in perspective. In each group there was a minority who noted problems. For example, every one of the in-school groups (Site Directors, Principals, teachers and corpsmembers) was aware that there were problems within the Corps, particularly turnover and absenteeism. There was concern about lack of communication, particularly about the vision of the Corps for its programs, but also about communication at different levels such as between teachers and corpsmembers.

But even giving full recognition to these problems, detailed earlier in this report, and the need for improvement and development, the overall thrust of the data reviewed in this evaluation is of successful program achieving good success and effective functioning in the participating schools during 2000-2001.