

FOX, FOX and ASSOCIATES

**End-of-the-Year Evaluation
of the
National School and Community Corps
in New Jersey
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 New Jersey. 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 the report of the NSCC in 2000-2001 were urban schools in Trenton and Plainfield. The corpsmembers implemented proposals developed by each participating school. The NSCC program in each school is led by a team leader.

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 and data from mid-year surveys of team leaders and corpsmembers.

This end-of-year report provides data from the summative evaluation to estimate the impact of the 2000-2001 year of service on the participants (team leaders and corpsmembers) as well as 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, team leaders and teachers and watched the corpsmembers in action. This report also included data from surveys to identify end-of-year perceptions of team leaders and corpsmembers and teacher ratings of pupil progress. Finally, it is hoped that this report will ultimately include data on changes in attendance of children in NSCC programs from 1999-2000 and 2000-2001. As this report is written, these data have not yet been made available by the participating districts.

The report concludes with examination of the data to test the achievement of the stated objectives of the NSCC program and the Evaluators' recommendations.

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 programs in New Jersey, discussed in detail in Section II below, consisted of nine dimensions. Four were part of the formative evaluation: 1) evaluation of Corps-wide training, beginning with the pre-program training for team leaders 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; 4) surveys of team leaders and corpsmembers at the beginning of the year, after three months and then at the end 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 five dimensions were part of the summative evaluation and are reported in this report. These were: 1) one additional cycle of descriptive-evaluative visits by observer teams to participating schools towards the end of the academic year; 2) end-of-the-year surveys of Principals and teaching staff; 3) teacher ratings of behavioral changes observed among children participating in NSCC programs; 4) estimating parental impact through interviews with parents, at the end of the year and 5) pre-post identification of corpsmember sense of self and of civic responsibility.

As noted in the preface, a sixth dimension, analysis of change in attendance between the 1999-2000 and 2000-20001 academic years by participating children will be submitted should the participating districts make these data available.

Without exception, 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. The first cycle was completed in October and November 2000, the second cycle between May and June 2001. Only seven schools were visited on the first cycle because one school began late in the Fall, and only seven were visited on the second cycle because of continued difficulties in implementing the planned observation in the eighth school.

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 team leader, corpsmembers, the

Principal and samples of teachers and parents. They were also able to observe a sample of activities the corpsmembers were coordinating in the schools.

Since control of who in the school other than the Principal and team leader was interviewed was determined by the team leader or Observer, the samples of teachers, corpsmembers and parents 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 five Observers whose academic background and current positions appear in Figure 1. Of the five, two hold doctorates, and three Masters degrees. Three are male and two are females. Two are African-American and three are Caucasian.

Figure 1

Observers: Degrees, and Professional Appointments

Mr. Martin Glassman	Educational Consultant
M.Ed.in Ed. Adnministration	Drexel Univ./Foundtins, Inc. Mt. Laurel, NJ
Dr. Blythe Hinitz	Elementary Education, The College of New Jersey
Ph.D. in Education	Trenton, NJ
Dr. Ruth Palmer	Elementary Education, The College of New Jersey
Ph.D in Education	Trenton, NJ
Mr. Eric Shaw	Field Researcher
M.A. in Sociology	Rutgers University, New Brunswick, NJ
Mr. Michael Strickland	Assistant Professor, Dept. of Lit. Education
M.A. in Communcation	New Jersey City University, Jersey City, NJ

B. Surveys of team leaders and corpsmembers

Before, during, and at year end, paper and pencil surveys were implemented to provide an ongoing sense of the experiences, perceptions and evaluations of the team leaders and corpsmem- bers. The paper and pencil survey forms followed a format similar to the interview guides discuss- ed 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 respon- dents to provide depth to their opinions and examples of the dynamics to which they were respond- ing.

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.

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. Corpsmember self-concept

Corpsmember sense of self and of civic responsibility were obtained through a battery of instruments administered during the first week of training for corpsmembers in Fall 2000 and again during the end-year survey in August 2001.

E. Team leader and corpsmember training

All Corps-wide training sessions were evaluated, beginning with the residential training for team leaders 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 team leaders 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.

F. Observing corpsmember activities

At the beginning of the year, Observers watched 15 corpsmember-led activities, and at the end of the year six corpsmember activities were observed.

G. Community impact

Community impact was evaluated through evaluative interviews with parents. Eight interviews were conducted.

III. Sampling

In New Jersey the NSCC provided services to 8 sites, four in Trenton and four in Plainfield. 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 team leaders, corpsmembers or Principals, including the inventories to estimate experiences, perceptions and attitudes of team leaders and corpsmembers, before and during 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 team leaders and Observers, 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 New Jersey**

Data and/or Data Source	<u>Number in Data Base At Point Indicated</u>			
	Training	Baseline	Mid-year	End-year
1. Corpsmember survey	29		22	15
2. Corpsmember attitudes	29			13
3. Corpsmember interviews				
4. Corpsmember evaluations	29			
5. Team leader survey	8		8	3
6. Team leader interviews		7		7
7. Team leader evaluations	8			
8. Observer school visits		7		7
9. Observers watch Corps in action		15	6	
10. Principal interviews		7		7
11. Teacher interviews				16
12. Teachers rating children's gains				21
13. Teachers providing case studies				18
14. Teachers rating impact on role				10
15. Children rated by teachers re: gains				106
16. Parent interviews		8		8

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, and 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, team leaders and teachers.

II. Findings

A. Overview

Table 1 presents the ratings by Observers, Principals, team leaders and teachers of the overall success the NSCC achieved in 2000-2001. There was a wide range of success, for all four groups of respondents ranged over much of the rating scale, from the one to three schools considered to have achieved high levels of success, to the two to four which were seen to have had a balanced year with some successes and some failures, to the others who were found to have only "some", "a little" and even "no success".

Teachers were the most consistently positive of the four groups, with half using the two positive ratings.

Table 1

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

Respondent	No.	Number Choosing Rating of:					
		Outstanding Very good	Substantial Good	50/50	Some	Little Poor	None Detrmntl
Observers	7	1	1	4	0	1	
Principal	7	1	0	3	0	2	1
Teachers	16	2	6	2	5	1	
Team Leaders	7	1	2	2	1	1	

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 7 sites were varied, with 1 of the schools

receiving a high rating of "very good" and 1 a rating of "good", while four schools received a balanced rating of "good/bad" and another received a rating of "poor".

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

Figure 3
Sample of Reasons In-School Observers Gave for Ratings of Quality

<u>Rating</u>	<u>Reason</u>
<u>I. Very Good</u>	<p>1. There was virtually no negative feedback from the administration, staff, or corps. There was honest feedback about problems and issues--but there was also a general system in place to deal with those situations. Further, many of the problems had to do with it being the first year of the program, or there were problems such as, "you should advertise better" or "make your mission clearer to the staff." These statements don't say that its not a worthwhile program, or that it didn't have impact, just that it needs adjustments.</p>
<u>II. Good</u>	<p>1. I was unexpectedly impressed with what I heard from a variety of sources as to the quality of their efforts this year. During the first visit, I sensed that the team lacked the professionalism, maturity, and desire to really work on this program. But on this visit I did see a team with energy and a caring attitude. I've still rated a "good" because of the problems with the Principal and teachers that stemmed from the earlier part of the year when the team was less stable and was not well integrated into the school. These problems impeded how well they were able to get their programs running and the quality of their instructions both with the children and faculty.</p>
<u>III. 50/50</u>	<p>1. Actual observations were limited because there are only 2 full time corpsmembers, including the team leader (and she was helping me most of the day). The part time corpsmember was not present on this day. But based on my interactions and observations with the TL and CM, I would say they are both doing very well. The CM is an older gentleman who works very well with the students. He is very effective in keeping the students attention and simply in helping them build literacy skills. He demonstrates great patience, confidence, maturity, and competence and so the quality of his work is high. Likewise, the TL appears to be handling the turnover/short staff problems with a high degree of maturity and confidence. One example was when I was trying to interview a school staff member, a small fight broke out and the TL immediately took a proactive action to help diffuse the situation and to help deal with the offenders. While both of these individuals' actions are high quality, I see the overall quality of their efforts as having some good and some bad attributes. This is not due to any character or competence issues but to the larger problem of staff instability. This has ultimately tarnished their efforts in the school and pulled them in too many directions.</p> <p>2. Good: Selected individuals give very good in-classroom support. The after-school program provides a much-needed outlet for the children of working parents. The club program involved some teachers in the planning process. One community outreach program was beneficial both in</p>

creating links with community members and merchants. The school-level administration is supportive of the program.

Bad: Excessive absences and lack of basic literacy skills by corpsmembers negatively impacted the children, teachers, parents and the program this year. The youth and inexperience of the corpsmembers, lack of leadership from higher up in the Corps administration, and disorganization were problematic. The hiring process did not adequately screen the individuals who began this year.

3. Potential of the program hurt during the year by turnover problems and erratic attendance. Despite these problems, corpsmembers did manage to have some level of impact on children through classroom support.

4. A difficult site and the usual problems with corpsmember dependability but also with leadership.

On the other hand, efforts to tutor children and provide a mentoring presence did seem, according to those with whom I spoke, achieve some positive results, in part because corpsmembers did work well with some teachers.

Figure 3, concluded

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

<u>Rating</u>	<u>Reason</u>
<u>IV. Poor</u>	<p>1. I'll begin with the positives. The first group of CM's seemed to establish some programs for the kids and parents and were also successful in establishing relationships with area stores/agencies. But with this group's exit, the overall quality has suffered. One positive aspect of the current group is the CM who leads the chess club after school. His efforts have shown to be very positive in a couple of ways. He continually attracts more and more kids to this club. There is feedback that these students are improving in other academic areas (though I don't have any way of saying that a direct causal link exists between the involvement in the chess club and improvement in the classroom). And the club appears to be one thing that the after-school staff are more aware of and gives teachers a positive impression of the NSCC. Still, the overall quality is poor, mostly due to larger circumstances. The current group has not had the opportunity to bond with each other or to get introduced/integrated into the school. And an Operations Manager is trying to fill the TL's position but is being stretched too far. Part of the poor quality does rest with the competence and ability of one current CM, who (as I observed in class) was essentially <u>useless</u>.</p>

Observers were then asked to indicate factors that had "helped" or "hindered" implementation of the NSCC program at the site. All the factors that they indicated helped implementation involved personnel. Four noted what one called "an effective and diligent team leader", and two included the "skills" and "enthusiasm" of the corpsmembers. One felt it was the enthusiasm and support of the Principal and many members of the school staff", and one pointed to the "integration of the corpsmembers into the community".

It is interesting that team leaders and corpsmembers were also cited two and three times respectively as the key factors hindering implementation. In one instance the team leader

mentioned left during the year. In another the team leader initially was seen to lack both "maturity and leadership skills". Corpsmembers were simply seen as "not strong", "inexperienced" and "young", or by two Observers, as having "excessive turnover which clearly hindered their ability to get programs running". In one site the "lack of space" with the Corps operating out of the teachers' lounge was described as "disastrous and frustrating to the team".

2. Observations of corpsmembers

During their end-of-year visits and their summer visit the in-school Observers watched six sessions in which corpsmembers provided services to children, (both in class and out of class). Five of these sessions provided academic services for children through tutoring in reading, creative writing and homework help as well as services to large groups through lunchroom supervision

At the conclusion of the session each Observer was asked to rate the quality of the session on an eleven point scale from "no impact" to "extraordinary" through a mid-point of "good". Of the six sessions, two were rated as "excellent", three were considered "good" and one was considered to have had "no impact".

Figure 4 provides the details of these observations.

Figure 4

Details of Observation of Corpsmembers in Action

Rating	Activity	Comment
<u>A. Extraordinary</u>		None.
<u>B. Excellent</u>		
	1. Reading/Tutoring	-Corpsmember has an excellent demeanor with the student...he shows interest in the student, listens carefully, uses a soft tone of voice, continually encourages the student, and corrects the student's mistakes in a gentle manner. He would also ask the student questions to push the student to think about what he's reading.
	2. Creative Writing	-Corpsmember took some time just to talk with the student about his family and things he's done outside of school. He had a good rapport with the student. Corpsmember really took a lot of time listening to the student and was very patient with him as he worked through the details of the story. This was almost at the expense of actually working on the assignment.
<u>C. Good</u>		
	1. Homework help	-After completing their homework, or, if they did not have homework, the children worked on art projects. This is a relevant on-going activity.
	2. Reading	-Students were reading "The Giver" and required to answer questions using an open book. Corpsmember assisted teacher in completing activity. Most students were attentive and focused on completing the assignment. Students also worked on journal writing and seemed interested in the work being done. (Summer)
	3. Lunch supervision	-Corpsmember did do well to maintain order and when it was getting too loud, she to got everyone's attention and made a clear and forceful announcement to the kids be quiet. Corpsmember not really maintaining an appropriate boundary with all students...holding student's hand and playing around. These need to be cut out.
<u>D. Fair</u>		None.
<u>E. Poor</u>		None.
<u>F. No Impact</u>		
	1. Writing exercise	-Corpsmember sat at the back of the room, at times with his eyes closed. Even with kids making noise or being disruptive, he made no effort at all to deal with the situations. Corpsmember did not contribute at all to the class, either in terms of helping the teacher with the activity or in helping to maintain order in the <u>classroom.</u>

C. Ratings and comments by Principals

The seven Principals whose schools had received NSCC services during the school year were interviewed about their evaluation and perceptions of the program. One Principal felt that the program had done "outstanding work", but the ratings by the other six principals were fairly modest, with three Principals giving the rating of "50/50" in regard to the overall success level of the NSCC, two seeing only "a little" success while one determined there to be "no" success.

When asked to elaborate on their assessments, many Principals cited a lack of consistency in corpsmembers' attendance and capabilities. One Principal said, "People came in at difficult points. We lost team members. There wasn't a consistent team and we had a shaky start." Another added, "By and large, their impact has been negligible. They got started late so the year began with one or two people, then slowly grew. Some CM's dropped out, one was barred for a criminal past. We never had any consistency or stability". Another Principal agreed with the previous responses, adding, "There was a constant change in staff. The first two staff members quit to work for other jobs. Then we got temp staff from another school and they were pulled. Now we have three new individuals." Two Principals specifically labeled their corpsmembers as "not dependable". In summarizing the program and sentiments of many others, one Principal admitted, "The program began with much promise, but my high hopes fell due to late staffing, large staff turnover, attendance problems, and following directions poorly".

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, or competency of CM's themselves. One Principal said, "Sometimes CM's didn't keep to a schedule." Another Principal pointed out a problem with the team leader's leadership, commenting that the "team leader was ineffective--had serious health problems so there was a leadership void."

Principals rated the effectiveness with which the NSCC was integrated into the school and into ongoing school programs this year fairly positively. They assessed that, in all cases, there was either "total" (1) or "partial" (6) integration. One Principal elaborated, "A schedule was established for CM's to tutor kids with poor literacy skills. One CM was very successful in this area. But the breadth of the success was limited by the inconsistencies of the NSCC staff. There were pockets of success". Another said, "In the beginning we were successful. We shared, articulated, and conferenced with the staff. Now teachers are very leery and feel CM's are only going to be there a short time and leave. Turnover has negatively affected morale".

On a more positive note, one Principal pointed out the positive presence felt by the school, commenting, "They were in classrooms, had an after-school program, went on trips, worked with parents. They will be integrated into the 2001 summer program". Another Principal identified tutoring, mentoring, and the Teen Pregnancy programs as helpful and beneficial to students, reflecting his rating of "partial integration".

D. Ratings and comments by team leaders

Team leaders' responses about the overall success of the NSCC program ranged the entire spectrum of possible responses, from "outstanding" to "a little". Of the seven team leaders who responded to the question, one indicated "outstanding", two answered "substantial", two answered "50/50" and one each that there was "some", or "a little" success.

When asked to explain their ratings, team leaders spoke of many factors. One team leader said, “We did create somewhat of an impact, but it could have been a lot better. Lack of consistency made it difficult for school staff and parents to know us”. Another concurred and said, “We were short staffed. We have not been able to be consistent”. A third team leader seemed to agree, saying, “Our success was not as great as our vision. We have more progress to do--We did not make as great of an impact as previous Corps program because of shoddy attendance”. Another, who saw 50/50 level of success attributed this limited success to the fact that "it's a new program and we did what we could to introduce ourselves to the community and the school".

Other team leaders were more optimistic, making comments like the following: “At first it was a challenge to prove ourselves but once we 'won over' the principal, the staff were more trusting of us, respected us, and asked us to help them. Even parents approached us to do things for next year.” Concurring with these positive comments, one team leader summarized, “We did provide help to some students. I think the program was worthwhile”.

E. Ratings and comments by teachers

Teachers were fairly positive in their evaluations of the overall success of the NSCC program this year, with 8 out of 16 teachers choosing the most superlative assessments, considering the program's success either "outstanding" (2) or "substantial" (6). The remaining teachers indicated that the program had achieved either "half" (2), "some" (5), or "a little" (1) success.

In summarizing their overall sense of the program's contributions, one teacher said, "I needed their help and they were always willing to help. They work well with the children . . . their temperament is very caring and knowledgeable”. Another teacher concurred with the benefits of the program, commenting specifically on at-risk youth. This teacher commented, “Corpsmembers have benefited the kids, namely kids who were near failing and who had problems in school”. Teachers also praised corpsmembers for their ability to "impact the education of the pupil and assist in the after- school program", in addition to providing a helpful presence in "art class, with hands-on instruction". One teacher added enthusiastically, “Kids really enjoyed another person being in the room. Sometimes the kids automatically went to a team member with questions”.

Other teachers were more modest in their responses, citing various problems with corpsmembers. One teacher noted, “My corpsmember lacks professionalism. After Homework Help, I saw children sitting around. One student cried and didn’t want to attend the after-school program. The student felt it was a waste of time”. A few teachers addressed attendance problems, commenting, “The person I worked with was rarely here. When she was here, she had problems with the children. She doesn’t come consistently”, while another teacher agreed that "many problems were due to staffing. The program needs recruitment practices to incorporate individuals who really are committed to the program”. Another teacher addressed another problem, commenting that “Teachers and faculty weren’t sure what their role was, so this ambiguity caused some problems”.

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, team leaders and teachers of the impact of the NSCC on their school. No one saw "enormous" impact and only one Observer and Principal, two team leaders and four teachers felt there had been "major" impact. Most in each role used the "some"/"good" ratings. One Principal and one team leader even saw a negative impact. 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 Good	Some Limited	Little/None	Negative
1. Observers	6		1	2	2	
2. Principals	7		1	3	2+ (1)	(1)
3. Team Leaders	7		2	4	0	1
4. Teachers	16	4	9	3		

Parentheses indicate a Principal who felt there was a little positive impact with the first team of corpsmembers on site, but a negative impact with the current team.

B. Ratings and comments by Observers

Continuing to consider all that they had seen of the programs, Observers were then asked to offer their sense of the overall impact of the NSCC effort this year on the school at each site. The six Observers who gave a reaction were as wide-ranging in summarizing their impressions of programmatic impact as they had been of program quality. In one school, the impact was determined to be "major", while in two schools they felt that the program had a "good" impact, and in two schools they believed the impact of the NSCC this year was "limited".

Figure 5 presents the reasons the six Observers gave for their rating.

Figure 5

Reasons In-School Observers Gave for Ratings of Impact

<u>Rating</u>	<u>Reason</u>
I. Major	<p>1. The team leader was very enthusiastic. Teachers were very enthusiastic about the team leader and corpsmembers. Corpsmembers who weren't serious were removed early on. There apparently were some problems with maturity of corpsmembers, but there was a leadership system in place to deal with them. Teachers expressed specific ways that corpsmembers helped students and parents.</p>
II. Good	<p>1. Despite the difficult start, this team has done a lot of activities . . . some have been regular and on-going like the in-class assistance, but it seems they've done a lot of one-time or short-term activities as well. So while my initial reaction was at the seemingly lack of daily after-school programs, I think they have made a considerable impact by including activities as the needs/opportunities arose . . . when several families' homes burned, the CM's were proactive in assisting them or when teachers have asked CM's for assistance.</p> <p>2. For the most part the program had a positive impact on the school. Children developed and honed new skills in the after-school program and with selected in-classroom corpsmembers. Teachers felt that corpsmembers who attended regularly provided benefit in their classrooms--allowing for small group work, teaming, doing projects that require the presence of more than one adult. They saw a negative impact when corpsmembers had excessive absences. The program had a largely positive impact on parents because it provided a safe, structured after-school environment, and CM's are part of the local community so parents might interact with them outside of the school.</p>
III. Limited	<p>1. I see their overall impact as being limited because: 1) their activities got started late; and 2) staff inability. They've really only been able to reach a handful of students on a regular and consistent basis through the tutoring program. About the only activity that reached the majority of the school and got some community involvement was the Black History Month assembly.</p> <p>2. Again, what impact has been made is largely attributed to the first group of CM's/TL who were very successful in getting the 25 book campaign underway, getting parents involved in this campaign as well as other workshops, establishing contacts with local businesses and getting donations. From the current group, the chess club has made an impact on the children who are involved. But it appears that what foundational efforts were initially made have been dropped which, as a few people mentioned, has ended up being detrimental. Some teachers have become suspicious of the NSCC or at least have lost confidence in the organization to provide consistent, stable and competent workers.</p>

Continuing to express their modest regard for the NSCC program, Principals used less than enthusiastic terms to evaluate the impact the NSCC had on school and staff. One Principal rated impact as "major" but otherwise, two rated the NSCC's impact as "some" and three rated its impact on school and staff as "little". One Principal rated NSCC's impact as a combination of "little" and "negative" saying, "The first group started out very well; everyone was looking forward to the positive relationship that was formed. Now, we have a different flow of people who have not bonded. This has hurt the relationship with school staff". Another Principal said, "We spent that much money only to have really just a tutoring program. Not a good return on the investment". One Principal felt that if the "communication had been more clear at the beginning", the program could have been better. This Principal also positively added that corpsmembers "have been able to assist teachers in their classes, giving them more time to work with the class". Two other Principals pointed out problems with absences, a lack of corpsmembers, and the fact that "those hired didn't fulfill their responsibilities."

D. Ratings and comments by team leaders

When team leaders were asked to quantify their sense of the impact the NSCC program had this past year on the school and the staff, they too, answered with various responses. Two team leaders thought that NSCC's impact on the school and the staff was "major", while four others felt the program had "some" impact on the school and staff. One team leader thought the NSCC's impact was negative.

When asked to provide comments regarding their ratings, one team leader commented, "An inconsistent staff prevented making a big impact. If it was on a 10 point scale, I would give a rating of 2 or 3". Another team leader was also modest about the impact, remarking, "This is a huge building so we reached very few staff. Some teachers still don't know us or that we exist here. The school nurse asks us to help out at times when she needs to contact students, and sometimes the custodian". A third team leader pin-pointed a problem in corpsmembers' attendance, saying, "Absence of corpsmembers was major".

On a more positive note, one team leader felt that "with the food drive, a lot of teachers helped out. We've made the teachers lives a lot easier. At recess we are the ones leading games/activities. We've made copies for teachers at times. When there are problem students, teachers will often call on us to diffuse the situation and help out with other classroom needs". Two other team leaders also specified concrete examples of the program's attributes. One told the Observer "Students' grades improved. Students were being given help in class and through special programs by corpsmembers." The other enumerated "in-class assistance, cooperate with teachers to help students with skills. A major help because of so many students".

The three team leaders who completed an end-of-year survey identified what they considered the greatest contribution to the school made by the NSCC. These contributions appear in Figure 6.

Figure 6
Team Leaders' Perception of NSCC's
Greatest Contribution to School

Area	Contribution
expand	1. Helping children achieve to their highest potential. Allowing students to expand their knowledge by pushing them beyond their limits.
	2. The After-school Program that serviced over 70 students and parents who worked. Teacher support in and out of classroom.
	3. We worked with the Safe Haven Program.

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, their responses were generally positive. Thirteen out of 16 felt that the impact to the school and staff had been either "major" (4) or "some" (9). The remaining three felt the program only had "a little" impact on the school and staff. Speaking as school staff, in a strong position to gauge the program's impact, teachers indicated that corpsmembers "became very involved" and provided a range of services that were of support to them. These included helping provide more adults in two contexts, "reducing class ratio" and "more bodies during lunch and recess, which is absolutely necessary". Other help mentioned was "extra assistance during after school program", "positive improvement in student behavior which translates to academic success", and "additional help in assessing reading skills". For teachers, this capacity of the NSCC to reach students was meaningful for both the teachers and the students. According to one teacher, "We've all been helped tremendously in our classrooms".

Those teachers who were more reserved in their assessment of the Corps' impact mentioned the following concerns: "poor attendance" or "staffing issues"; "unmotivated" corpsmembers; and "a lack of program implementation".

2. Ratings of Impact on Classroom Role

As noted earlier, teachers were also asked to rate the impact, if any, the NSCC had 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. Table 3 presents the distribution of their ratings for the ten teachers who provided them and Figure 7 presents the reasons six provided for choosing the rating. All of the ten teachers saw some positive impact on their role, with half (50%) rating that impact as "substantial" (40%) or "moderate" (10%). The other half found its impact positive, but less significant.

Table 3

Teachers' Ratings of NSCC Impact on Their Classroom Role, in Percent,

Rating of Impact	Percent Using Rating
Negative	0
None	0

Positive and Minor		30
Some		20
Moderate	10	
Substantial		40
<hr/>		
Number rating	10	<hr/>

Figure 7

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

<u>Impact</u>	<u>Explanation</u>
1. Substantial my	<ol style="list-style-type: none">1. I feel like there isn't enough of me to go around. The extra attention and help students received from NSCC had a calming effect on them which helped me greatly.2. The reason I said it was a substantial impact was that it not only helped the children with homework, it provided a safe-haven for them while their parents worked. It was a great deal after-school program for working parents.3. The corpsmembers worked very hard, showed care and tried no matter what the circumstances.4. The children act like they have received good homework instructions and that someone listened to their homework needs and explained it to them correctly. The NSCC was a great help.
2. Moderate	No explanation given
3. Some	<ol style="list-style-type: none">1. They were willing to work with my difficult students who had many absences and need help with their classwork and tests.
4. Minor	<ol style="list-style-type: none">1. The program was probably beneficial for all of the students that it served, however the benefits did not generate to the classroom as discernible change in behavior, attitude or academic achievement.

Chapter IV

Impact on Children

I. Introduction

This evaluation of the 2000-2001 NSCC provides a four kinds of data to evaluate the program's impact on children. Principals, team leaders 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 "mini-case studies" of children for whom they thought the NSCC intervention had a major impact. Fourth, parents were asked to evaluate the impact of their child's participation in one or more NSCC programs.

II. Ratings of impact

A. Overview

Table 4 summarizes the ratings by Principals, team leaders and teachers of the impact of the NSCC on the children in their school. A glance at the table shows that except for two Principals and one teacher who saw only "a little" impact, all of the other respondents saw "some", "a major" or an "enormous" impact on children. These data are discussed in detail in the separate sections below.

Table 4

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		1	3	2	
2. Team Leaders	7		4	3		
3. Teachers	16	2	5	8	1	

B. Ratings and comments by Principals

When asked to rate the impact the NSCC program had on the children, Principals were divided among "major" (1), "some" (3) and "little" (2). One Principal declined to answer. Various comments made by Principals included the following: "They've worked closely with kids who needed the most academic help and have shown to be somewhat effective in improving their reading and math skills"; "Those kids who were being tutored showed remarkable progress"; and "In the first group, kids looked forward to CM's coming in. Parents even came to

after school events. Now, we can't offer this anymore. The second group wasn't here long enough to make an impact. From the third group, one male CM has made an impact; the other CM has made none".

C. Ratings and comments by team leaders

Team leaders were more positive about their impact on children than they had been about their overall impact on the school and staff. Four team leaders thought the program had a "major" impact on the children, while three others felt there was "some" impact on the children this past year.

Regarding this important impact, one team leader commented on the "bond" corpsmembers created with the children, feeling like "the children definitely know if a corpsmember is gone". Another team leader gave a specific example of an impact the program had on one child: "One example is a boy with a terrible home life, and we've really tried to make a difference in his life by picking him up for programs, talking to him, and spending time with him". This same team leader continued, "Kids are always asking for us, and for us to come to events like the Valentine's Day Dance". Another team leader also commented on the positive impact on children, explaining, "The children were always eager to speak with corpsmembers-- someone to pay attention to them. They looked forward to their homework help". One team leader summarized, "Children were really attached quickly to NSCC corpsmembers. They could always come here for extra help. They really made an impact. The Corps room was often filled with children".

D. Ratings and comments by teachers

1. Interview responses

Teachers' evaluations assessing the impact of the program on the children in their school were partially positive. Just under half (7 of 16) used superlative assessments, considering the impact to have been either "enormous" (2) or "major"(5), with the other teachers choosing more modest ratings of "some" (8) or "little" (1).

Teachers mentioned several dimensions of corpsmember involvement in the school as responsible for the NSCC's impact. Interestingly, teachers' comments seem to be more enthusiastic than their ratings demonstrate. While one teacher noted, "They've really helped kids that would otherwise be held back", another that "They've touched the children's' lives" and another commented, "When someone other than the teacher gives assistance, the children want to put their best foot forward. They created an atmosphere of better behavior in the classroom" and provided "one-on-one or small group attention". Teachers also felt that corpsmembers had helped the students socially and academically. Two teachers enthused, one saying "The children loved my corpsmember!", the other that "The children love her (team leader). They know they can go to her".

On a less than positive note, one teacher offered the following account: "My corpsmember had problems. The children gave her a hard time". Another teacher cited staffing issues as a problem, saying, "People need to be here to reach more students". Though she added that "those who were here did a good job".

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 each Corps program, 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 Tables 5 and 6. 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 7.

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 appears in Figure 8.

The wide variety of NSCC programs were combined to form two categories. One will be called Academic Programs, the other Self-development and Extra-curricular Programs. The Academic Programs comprise Tutoring and Literacy programs. The Self-development and Extra-curricular Programs include programs in the Arts, Service Learning programs, sports and recreational programs, psycho-social programs such as Mentoring, an entrepreneurial program, "Mind Your Own Business" and a safe haven program.

These analyses are based on ratings obtained from 21 teachers in three schools who rated 106 children.

III. Results: Objective Data

A. Teacher Ratings of Pupils Progress: Academic Functioning

Table 5 presents the ratings of change in academic functioning which the teachers observed in the classroom, categorized by the nature of the NSCC program in which a child participated. As can be seen by scanning the last row in the table, four-fifths (78%) of the children rated were considered by their teacher to have shown at least "a little" progress, with half (54%) rated as showing "moderate" (32%) or "substantial" (21%) academic progress during the year. The other fifth (22%) were rated as showing no academic progress.

Comparing the ratings for academic and non-academic programs, the data are slightly more positive for academic programs, with "moderate" or "substantial" progress by 58% compared to 46% for the self-development/extra-curricular programs.

Table 5
Summary of Teachers' Ratings

**of Change in Participant Academic Functioning
by Program, in Number and Percent**

Program	N	Number Rated as Showing			
		No Change	A Little Prog.	Mod. Prog.	Substantial Prog.
<u>A. Academic Programs</u>					
Tutoring	44	8	13	16	7
Literacy	6	0	0	3	3
<i>All Academic, in %</i>	<i>50</i>	<i>16</i>	<i>26</i>	<i>38</i>	<i>20</i>
<u>B. Self-development and Extra-curricular Programs</u>					
Arts	5	0	2	1	2
Service Learning	6	1	0	3	2
Sports	7	4	2	1	0
Self Development	7	3	4	0	0
Mind Yr. Own Bus.	13	4	3	3	3
Safe Haven	7	1	0	3	3
<i>All Self-devel & Extra-curric Prgrms, in %</i>	<i>45</i>	<i>30</i>	<i>24</i>	<i>24</i>	<i>22</i>
<i>All; programs, in %</i>	<i>95</i>	<i>22</i>	<i>25</i>	<i>32</i>	<i>21</i>

2. Teacher Ratings of Pupils Progress: Behavior

Table 6 presents the ratings of change in behavior which the teachers observed in the classroom, again, categorized by the nature of the NSCC program in which a child participated. Again, as can be seen by scanning the last row in the table, as was true for the academic programs, half (53%) of the children rated were considered by their teacher to have shown "moderate" (28%) or "substantial" (25%) improvement in behavior during the year, with another seventh (14%) showing "a little" progress. The other third (33%) were rated as showing no improvement.

Comparing the overall ratings for academic and non-academic programs, the data show somewhat more positive ratings for the academic programs, with 61% rated as "moderately" or "substantially" improved compared to 44% for the self development/extra-curricular programs.

Table 6

**Summary of Teachers' Ratings
of Change in Participant In-Class Behavior,
by Program, in Number or Percent**

Program	N	Number Rated as Showing			
		No Change	A Little Prog.	Mod. Prog.	Substantial Prog.
<u>A. Academic programs</u>					
Tutoring	45	13	6	15	11
Literacy	9	1	1	4	3
<i>All academic in %</i>	<i>54</i>	<i>26</i>	<i>13</i>	<i>35</i>	<i>26</i>
<u>B. Self-development and Extra-curricular Programs</u>					
Arts	6	1	0	3	2

Service Learning	9	1	4	2	2	
Sports	7	5	1	1	0	
Self Development	3	3	0	0	0	
Mind Yr Own Bus.	14	6	2	0	3	3
Safe Haven	7	3	0	0	4	
<i>All Self-devel & Extra-</i>						
<i>curric Prgrms in %</i>	<i>46</i>	<i>42</i>	<i>14</i>	<i>20</i>	<i>24</i>	
<i>All programs, in %</i>	<i>100</i>	<i>33</i>	<i>14</i>	<i>28</i>	<i>25</i>	

3. Attribution of change

The data in Table 7 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 indicate that across both academic and non-academic programs, two-thirds of the teachers (67%), said they believed that the progress they saw was attributable to the NSCC, either "almost all" of it (23%) or "partially" (44%). Not surprisingly, the same more positive distribution of ratings seen for the academic programs in the discussions of Tables 4 and 5 was seen here, with 74% of the ratings either "partial" or "all" for the academic programs compared to 60% for the other programs.

Table 7

**Summary of Teachers' Attribution
of Change in Participant Functioning, by Program,
in Number and Percent**

Program	N	Number With Attr. Rated As:		
		None	Partially	All
A. Academic Programs				
Tutoring	25	7	12	6
Literacy	6	1	2	3
<i>All Academic, in %</i>	<i>31</i>	<i>26</i>	<i>45</i>	<i>29</i>
B. Self-development and Extra-curricular Programs				
Arts	5	1	2	2
Service Learning	6	1	2	3
Sports	5	4	1	0
Self Development	4	0	4	0
Mind Yr. Own Bus.	10	4	5	1
Safe Haven	5	4	1	0
<i>All Self-devel. & Extra- curric Prgrms, in %</i>	<i>35</i>	<i>40</i>	<i>43</i>	<i>17</i>
<i>All programs, in %</i>	<i>66</i>	<i>33</i>	<i>44</i>	<i>23</i>

3. Teachers' description of impact of NSCC participation on specific children

As noted earlier in this chapter, teachers were asked to think of a specific child who had "responded particularly well to NSCC intervention" and write a mini-case study of that child using the outline provided in the headings of Figure 8, which presents a sample of these teacher descriptions.

Figure 8

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

Case 1

A. Description of the child before Corps intervention:

Moderate academic success, somewhat inhibited and quiet. His kindness is his most outstanding characteristic.

B. Nature of Corps intervention:

The program gave direct help with homework. The children had their own private tutor.

C. Outcome:

This child responded well to the program, they became more out-going and more verbal. The child's academics soared to the top. His spelling has improved. Socially he gets along with other children well. His attitude is great and he accepts responsibility.

Case 2

A. Description of the child before Corps intervention:

Poor academic performance and some interpersonal problems.

Figure 8 continued, next page

Figure 8, continued

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

Case 2, continued

B. Nature of Corps intervention:

The one-on-one work and meetings.

C. Outcome:

Student's grades improved tremendously, got along with others well, and students attitude improved.

Case 3

A. Description of the child before Corps intervention:

Weak academically. Poor self-esteem, limited classroom involvement.

B. Nature of Corps intervention:

One-on-one personal interaction and tutoring.

C. Outcome:

He exhibits more positive self-esteem. His grades have improved from C's to B's. He is doing more homework and responds well in a classroom situation. Hand is always up and ready to be in discussion.

Case 4

A. Description of the child before Corps intervention:

Helpful and responsible

B. Nature of Corps intervention:

Provided help with homework

C. Outcome:

Caring about his work, willing to work harder; helping teacher around and helping other students; better attitude towards adults.

Case 5

A. Description of the child before Corps intervention:

The child I am thinking of had problems keeping up due to irregular attendance.

B. Nature of Corps intervention:

The individual attention and help is what is so beneficial.

C. Outcome:

The attitude was good in that she cared to do well. She was anxious about trying to make up missed work and not strong academically. Having an NSCC worker in my room to work with her was a great help and comfort to her as well as me.

Case 6

A. Description of the child before Corps intervention:

Dependent

Figure 8 continued, next page

Figure 8, continued

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

Case 6, continued

B. Nature of Corps intervention:

Provided an interested, caring adult who would listen.

C. Outcome:

The child enjoyed going to the program. Became more independent.

Case 7

A. Description of the child before Corps intervention:

Student was very cooperative and reacted well with peers and adults. He responded well to the assistance he received and applied what he had learned to the classroom.

B. Nature of Corps intervention:

Provided an interested, caring adult, however, students involved in the program tended to resist completing class assignments. On several occasions students stated they would do the work for homework.

C. Outcome:

Students who are somewhat self-motivated and whose attendance is fairly good seem to be the students whom this program helped the most. This type of student responded with more effort in the classroom which in turn led to an increase in academic attainment. This student also responded positively to the added attention as evidenced by an increase in self esteem and an increase in risk taking as evidenced by volunteering answers in the classroom.

Case 8

A. Description of the child before Corps intervention:

They respect each other and their adults, very well behaved.

B. Nature of Corps intervention:

Gave direct help with homework and understanding.

C. Outcome:

Very respectful.

Case 9

A. Description of the child before Corps intervention:

Behavioral issues

B. Nature of Corps intervention:

Worked with child on control and academics

C. Outcome:

Still has coping and behavior problems, but now tries at all times.

Figure 8 concluded, next page

Figure 8, concluded

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

Case 10

A. Description of the child before Corps intervention:

ADD/ Hearing loss

B. Nature of Corps intervention:

Some relationship developed, help with homework

C. Outcome:

Definitely no improvement!! The child has a great deal of difficulty staying on task.

E. Ratings by parents

Eight parents were interviewed across three different 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. The other part 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.

All eight considered the program to have been successful for their children, rating its impact as either "totally" (6) or "generally" (2) positive. The praise offered by the parents included general accolades such as: "I'm pleased with the program"; "It's very helpful to the children"; and the program is "definitely helpful" and "instrumental for children of working parents". More specifically, one parent commented, "I have five kids in the school so they've been a big help". Another parent also felt positively about the program, commenting, "I think it's a great idea. One corpsmember even spent extra time working with my son. I'm very thankful for her". Another pleased parent added, "They're always talking about [the corpsmember] and I've seen improvement in their work, particularly writing". Finally, one parent went as far as to call the program a "godsend".

When asked if the NSCC could have been more helpful, the majority (6) of the parents reported "no". These parents offered comments to elaborate on their assessments. They felt that "the corpsmember has gone beyond what I expected of her already. They've really done a lot to help my son." Another stated simply, "I think they're doing enough already."

Of the two parents who felt the NSCC could have been more helpful, one suggested "having more people help out with the after-school tutoring". The other parent wished the program "could have started earlier in the school year" and gotten to "know each child more personally".

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, team leaders and teachers were asked to rate the impact of the NSCC on parents. One Principal and six teachers felt unable to make this rating, reflecting a serious gap in the NSCC's communication efforts in these schools about its outreach programs for parents

Second, as noted just above, a sample of eight parents were interviewed at the end of the year to identify their sense of the NSCC's outreach efforts towards parents.

II. Findings

A. Overview

Table 8 summarizes the ratings by team leaders, Principals and teachers of the impact of the NSCC on parents. Among those who did make the rating, only two Principals and three teachers saw "major" or "some" impact. with two Principals and one team leader seeing "none".

Table 8

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

Respondent	No.	Number Rating Impact As:					Negative
		Enormous	Major	Some	Little	None	
1. Principals	6		2	2	0	2	
2. Team Leaders	7			2	4	1	
3. Teachers	10	2	1	5	2		

B. Ratings and comments by Principals

Six Principals felt able to rate impact on parents and parental involvement. Two felt the impact was "major", but the other four saw that impact as more modest rating it as either "some" (2) or "no" (2) impact. When asked to elaborate on their varied answers, one Principal recalled that "helping out with the PTO meetings has been a major impact. Whatever functions the PTO did, they helped out". Continuing in this positive vein, one Principal added, "The first group was excellent. Parents helped out with events and the 25 Book Challenge, and when they had child care during the parent work- shops, we had great turnout for those".

The feelings of the Principals who were more conservative in their assessments of parent impact was reflected in the comments that "just meeting day-to-day demands was trouble enough

for the NSCC" and that "parents participated in functions initiated by the school rather than the NSCC".

C. Ratings and comments by team leaders

Team leader evaluations of the NSCC program's impact on parents and their involvement in the school were also modest. Two team leaders felt the program had "some impact" on parents, four felt there was "a little" impact, and one felt there was "no" impact.

When asked to provide comments on their ratings, one team leader explained it this way: "The major emphasis was on in-class assistance. Corpsmembers used to call each parent to notify them of parent workshops/activities, but that has dwindled". Another said, "We didn't deal with enough parents. Parents still don't know who we are". One less than enthusiastic team leader listed frustrations with parental involvement: "Letters not being returned, notifications of children's behavior being ignored, lack of parental support".

The team leaders who gave more positive ratings had encouraging stories to share. One team leader offered, "One boy's mother calls me on my cell phone asking how he's doing and asking us to help out in certain areas. Other parents have called us thanking us for the improvement they see in their child's work". One team leader explained a positive rating by saying, "More parents participate because parents must volunteer four hours a month, every month".

D. Ratings and comments by teachers

Teacher evaluations of the NSCC's impact on parents and parental involvement in the school were fairly moderate and limited by the fact that 6 out of the 16 teachers interviewed didn't feel comfortable making a judgment and chose "don't know" as a response. Of the 10 who did answer, two estimated "enormous" impact, another saw "major" impact, five felt there was "some" impact, and two thought there was "a little" impact on parents and parental involvement.

While many teachers who made a rating could not say what impact the program had on parental involvement, one teacher did say that "corpsmembers keep the parents informed about the child's progress and problems. They work towards establishing constructive relationships". More specifically, one teacher noted, "They were involved when families lost their homes to fire", adding that "the ones who have been making the phone calls and sending home fliers have made a huge impact. We've never had such a turnout of parents". Another teacher mentioned, "A couple of the parents need a translator--she [corpsmember] is a great one. I needed that!" Another value of corpsmembers identified by teachers is that they were able to, according to one teacher, "get more parent helpers--every trip we went on I got parent helpers". One simply felt there was impact since, "Affecting children affects parents"

On the opposite end of the spectrum, explaining some of their more reserved assessments regarding parent impact, one teacher remarked, "Parents were not required to volunteer in classrooms, nor attend programs, as they had in previous years". One teacher suggested, "Corpsmembers should have been at Back to School Night to get parents early on".

E. Ratings and comments by parents

Eight parents from three 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.

None of the parents interviewed were aware of existing NSCC programs for adults or the community. These parents who were not aware of existing outreach programs 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 holding "workshops such as on how to deal with bad behavior or how to better help with homework". Another suggested implementing a "clean-up committee for the neighborhood" and an "adult literacy program". One parent offered, "My son needs more help with his speech. I've tried to find out how to get more help with this, but it's been difficult so I'm not sure what NSCC could do but this has been my main concern at this point".

One parent concluded on a hopeful note, saying, "I think once I'm around the program and know more about it I'd be able to have suggestions for other programs. But they've definitely been a huge help to me and my kids, which is why I want to get involved".

Chapter VI

Respondents' Perceptions of Impact on Community

I. Introduction

The data base for the evaluation of the impact of the NSCC's outreach efforts to the communities surrounding the participating schools includes the ratings provided by Principals, team leaders and teachers of their sense of the impact on the communities.

II. Findings

A. Ratings by Principals, team leaders and teachers

1. Overview

Table 9 summarizes the ratings by Principals, team leaders and teachers of the impact of the NSCC on the communities surrounding the school. A glance at the table shows that only one Principal and one teacher rated the NSCC's impact on their community as "enormous" or "major".

All other ratings noted "some", "a little" or "no" impact.

Table 9

Perceptions of Impact on NSCC on Communities, by Respondent

Respondent	Percent Rating Impact As:						
	N	Enormous	Major	Some	A Little	None	Don't Know
1. Principals	7		1	2	1	3	
2. Team Leaders	7			1	5	1	
3. Teachers	16	1	0	6	0	2	7

2. Ratings and comments by Principals

Evaluations of the program's impact on the community and school-community relationships were again somewhat conservative, though their comments definitely reflect a positive undertone. One Principal saw a "major" impact, two felt there to be "some" impact on the community and school-community relationships, one saw "a little" impact while the other three saw "no impact" at all. Of the positive Principals, the one who saw "major" impact cited the "Minding Your Own Business" program and also cited the corpsmembers "willingness to go through training, go after school, take trips and the "Day of Service". Another commented, "They visited various community places to volunteer when not in school. They also helped families who got burned out and other needy families". Another recalled, "The first group had a strong influence with the community. They contacted numerous businesses and organizations to get supplies/donations, made numerous calls that helped area groups know who NSCC is and its

role at [this school]". One Principal who felt there was little impact, explained, "They have not gone out and done a lot in the community this year. They did one day of community clean-up". However, this Principal concluded optimistically by saying, "I think the program will be better next year--we have been discussing it".

3. Ratings and comments by team leaders

When team leaders were asked to examine how they viewed the NSCC program's impact on the community and school-community relationships, their ratings reflected limited impact. One team leader felt the program had "some" impact on the community and school-community relationships. Five team leaders saw the program as having "a little" effect on the community, while one other felt there was "no" impact.

In describing their estimated impact, one team leader commented on specific outreach initiatives. This team leader commented, "The school has been sponsored by BJ's Wholesale. We also got donations from companies and retail stores for the 25 Book campaign and other events. We're in the process of seeking volunteers from Lion's Club and Elk's Club". One team leader remembers doing "a community clean-up in October, where homeowners from the block and some of the local stores came out to help and provide supplies for the clean-up". A third team leader elaborated on his involvement: "We went to Precious Steps Preschool to volunteer. We went to the YMCA to work with their programs (some of our kids attend them as well). We put on a skit with kids from Cook and other schools at a senior citizens center".

Two team leaders expressed their struggles with establishing a community connection. One commented, "It was difficult to organize community activities. What we did do was on a very small scale, nursing home, having organizations support the "25 Book drive". Another team leader simply concluded, "We weren't able to reach out to the community as well as we could have".

Figure 9 presents the responses on the end-of-year survey, when three team leaders responded to requests to identify the "greatest contribution the NSCC made to the community", and to suggest ways to improve interaction with the community.

Figure 9

**Team Leaders' Perception of NSCC's
Greatest Contribution to Community, and
Suggestion to Improve Community Interaction**

Area	Response
A. Greatest contribution	<ol style="list-style-type: none"> 1. Reaching out, helping the children grow and learn. 2. Volunteering time and service inside the Capital Nursing Home assisting with the elderly.

3. We performed for the senior citizens during the MLK holiday.
- B. Suggestions for improving interaction
1. Reach out introducing NSCC on another level.
 2. More events that directly service the community.
-

4. Ratings and comments by teachers

Though many teachers (7) reported that they "didn't know" enough about the NSCC's impact on the community to rate this dimension, one felt there had been "enormous" impact, six saw "some" impact and two felt there had been "no impact". Teachers cited the "increased turnout", a "food drive", "work with BJ's", "PTO activities", and "aid" provided to families after their homes had burned as examples contributing to the impact. Two teachers signified that there had been "no" impact on the community, feeling that there were "no activities to draw in parents/community people" and that the "turnout is kind of low" for various activities.

5. 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, what might be done to increase this impact, 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. However, none of the eight parents questioned felt comfortable responding to any of these questions.

Chapter VII

Impact of the Year of Service on Team Leaders and Corpsmembers

I. Introduction

To provide a sense of the impact the year of service had on the team leaders and corpsmembers, both groups, at the end of the year, were given the 12 item self-analysis inventories in Tables 10 and 11. In addition, in August 2001, corpsmembers completed the two self-analysis inventories which had been first administered at their pre-service training in August 2000. These inventories provided data on the impact of the year on corpsmember self-concept and sense of civic responsibility.

II. Findings

A. Team leaders' self ratings of impact

1. Impact on belief system

Provided with the list of the 12 aspects of their belief system listed in Table 10, the three team leaders who completed the end-of-year survey evaluated the impact of the year on each aspect. Clearly that impact was positive, for every rating which indicated an impact rated that impact as "totally" or "generally" positive.

Table 10

Team Leaders' Evaluation of Impact of Year of Service On Selected Dynamics, in Number

Dimension	Rating for Impact				
	None	Overall Pos. Total	Gen	Pos/Neg	Overall Neg. Gen Total
1. Your decision to serve as team leader	1	0	2		
2. Your learning	1	2			
3. Your self-concept	1	1	1		
4. Your feeling of making a contribution to children	0	2	1		
5. Your feeling of making a contribution to community	0	2	1		
6. Your feeling about value of volunteer service	0	1	2		
7. Your career plans	0	2	1		
8. Your feelings about NSCC	0	1	2		
9. Your feelings about urban ed.	0	2	1		
10. Your feelings about AmeriCorps	0	0	3		
11. Your feelings about being					

involved in the American social-political process	2	1
12. Your sense of civic responsibility	2	1

2. Free response listing of learning and improved self-concept

Each of the three respondents indicated something they learned and a dimension of an improved self-concept. One learned "conflict resolution, through experience", a second learned "how to communicate through the use of a memo" and the third learned "teaching children in an urban environment the true value of education".

As to self-concept, one noted "to be more patient and use professional protocol", a second noted "children's' learning styles and how to encourage them" and the third wrote "All blessings meant for me are just that, meant for me".

3. Impact on educational and career goals

Team leaders were asked to indicate their educational and career goals "before joining the NSCC" and "now", and if there had been a change, to evaluate the extent to which they attributed that change to their service in the NSCC. All three had intended to obtain a bachelor's degree and still had the same educational goal. As to careers, only one indicated a change: from being "undecided" to wanting to go into "elementary education in an urban school", a change they felt was "totally" attributable to their NSCC service. The other two had intended to work in an administrative position in either "non-profit" or "elementary education".

B. Corpsmembers' self-ratings of impact

1. On belief system

The data in Table 11 indicate that 2000-01 was a strong positive experience for a majority of the corpsmembers, for at least 66% rated the impact of the year as "totally" or "generally" positive for each of the 12 dynamics they were asked to consider. Moreover half (46% to 53%) used the "totally" positive rating for six of those 12 dynamics. Looking at the other end of the scale, one or two corpsmembers consistently indicated a negative impact for 9 of the 12 dynamics, except for "feelings about urban education", "being involved in the American socio-political process" and "sense of civic responsibility".

Strongest positive impact, of course, was for the six which generated "totally" positive ratings from 46% to 53%. These were "decision to serve as a corpsmember", "making a contribution to children", "self-concept", "career plans", "feelings about volunteer service", "feelings about urban education" and "learning".

2. Free response listing of learning and improved self-concept

After making these ratings corpsmembers were asked to write in what they learned and what aspects of their self-concepts had improved. Eight indicated something learned, with six specifying a professional skill. Specifically, two each named "how to work with children" and "how to behave professionally" with one mention each of "how to communicate when there is a language barrier", "to learn to listen and not take heart" and "patience". Eight also responded to the question asking for an aspect of self-concept they felt had improved. One noted "learning to mentor children", but the other seven noted an aspect of self. For three it was "self-control and self-improvement", with one each noting "higher self-esteem", "perseverance", "community with people" and, again, "professionalism".

Table 11

**Corpsmembers' Evaluation of Impact of Year of Service On Selected Dynamics, in Percent
N=14 or 15**

Dimension	Rating for Impact					
	None	Overall Pos.			Overall Neg.	
		Total	Gen	Pos/Neg	Gen	Total
1. Your decision to serve as c'smember	7	46	27	7	0	13
2. Your learning	7	53	27	0	0	13
3. Your self-concept	7	46	33	0	7	7
4. Your feeling of making a contribution to children	7	53	20	15	0	7
5. Your feeling of making a contribution to community	0	20	53	20	0	7
6. Your feeling about value of volunteer service	13	46	20	7	7	7
7. Your career plans	7	46	27	7	7	7
8. Your feelings about NSCC	0	27	46	7	7	13
9. Your feelings about urban ed.	0	50	21	21	7	0
10. Your feelings about AmeriCorps	0	40	46	0	7	7
11. Your feelings about being involved in the American social-political process	13	40	40	0	7	0
12. Your sense of civic responsibility	7	40	40	7	7	0

3. On sense of self-worth

Item three in Table 11, shows that their year of service made almost every corpsmember feel better about him or herself, for four in five (79%) reported a "totally" (46%) or "generally" (33%) positive" impact of the year on their overall self-concept.

A different insight into the year's impact on corpsmembers' sense of self is derived from their responses on the pre-post administration of an inventory of self-worth, with the data presented in Table 12. Corpsmembers began the year with a good sense of self, for on the Pre (in August 2000) a large majority of at least 82% responded positively to each of the eleven items on the inventory. Despite these high pre-program response rates, the year of service impacted positively on their sense of self-worth, for the proportion with positive responses is higher on the post-program administration (August 2001) for seven of the ten items where there is a difference, and with a mean increase of 3.7%. This pattern of seven of ten signed changes being positive is statistically significant at the .05 level using the binomial model.

Table 12

Corpsmembers' Perception of Self-Worth, in Percent

Dimension of Self	View	Percent Holding View	
		Pre	Post
1. Person of worth, equal with others	Agree	92	92
2. Have number of good qualities	Agree	96	92
3. All in all, feel a failure	Disagree	84	92
4. Able to do things well as most	Agree	84	92
5. Do not have much to be proud of	Disagree	80	92
6. A positive attitude toward myself	Agree	84	92
7. Satisfied with myself	Agree	91	92
8. Feel useless at times	Disagree	72	69
9. I wish could have more respect for myself	Disagree	80	83
10. At times, I think I am no good	Disagree	88	77
11. There is no way I can solve problems I have	Disagree	57	75
	Number	26	13

4. On sense of civic responsibility

Another area in which the NSCC had goals for member development involved a sense of civic responsibility. The data of Table 11 provide insight on two dynamics relevant to that goal and the data in Table 13, from the pre-post administration of an Inventory of Civic and Personal Responsibility, provide an additional insight.

Going back to Table 11, the data for item 12 indicate their year of service had a strong positive impact on corpsmembers' feelings about "civic responsibility", for 80% report a "totally" (40%) or "generally" (40%) positive impact. However, this was not a universally positive experience, because 7% each either reported "no impact", rated the impact as "mixed, positive negative" or as "totally negative". Their evaluation of the impact of the year on their sense of "being involved in the American social and political process" (item 11 in Table 11), again shows four-fifths (80%) indicating a "totally" or "generally" (40% each) positive impact. However, the others (20%) reported either "no impact" (13%) or a "totally negative" reaction (7%).

The other insight into the year's impact on corpsmembers sense of civic responsibility is derived from their responses on the pre-post administration of an inventory of civic and personal responsibility (Table 13). Given that they all had volunteered to serve in the NSCC, it is hardly surprising that at the pre-program administration of this inventory large majorities of the corpsmembers, 59% to 93%, responded positively to seven of the eight items on the inventory. The only exception involved whether or not they "usually volunteer" at school, a concept with which only 48% agreed.

Table 13

**Corpsmembers' Perception of Civic and Personal Responsibility,
in Percent**

<u>Aspect of Responsibility</u>	<u>View</u>	<u>Percent Holding View</u>	
		<u>Pre</u>	<u>Post</u>
1. No use worrying about current events... can't do anything about them	Disagree	76	75
2. Everyone should give time for good of town or country	Agree	93	85
3. Country would be a lot better off if we didn't have so many elections	Disagree	59	69
4. Letting friends down not so bad... you can't do good all the time	Disagree	68	54
5. Duty of each person to do very best	Agree	90	100
6. People better off living far away from others	Disagree	83	100
7. At school usually volunteer for special projects	Agree	48	85
8. Feel very bad when have failed to finish a job promised to do	Agree	89	100
Number		29	12-13

Despite the high pre-program response rates, the year of service impacted positively on their sense of personal and civic responsibility, for the proportion with positive responses is the same for one item (75% and 76% are comparable given the differences in number responding) and higher on the post-program administration for five of the other seven items, with a mean increase of 8%. The pattern of five of seven signed changes has a significance probability of .062 and so would not be statistically significant at the .05 level, using the binomial model.

5. On educational and career plans

Corpsmembers were asked to indicate their educational plans and career goal before joining the NSCC and their education plans and career goal at the end of their year of service. If their goal had changed they were asked to rate the extent to which the NSCC had contributed to that change. Fifteen responded to the question on educational plans and twelve indicated no change in their intent to obtain an undergraduate or advanced degree. Of the three who now intended to obtain more extensive education, two felt the NSCC had had an impact on their plan to "a great extent:", but the third saw "no impact".

Three of the fifteen who responded to the questions on careers didn't have a career goal before joining or at the end of the year, nine had the same goal and one "just had a baby" and so didn't know her current plans. Both of the two who indicated a change, now intended to teach, a change they attributed to their NSCC service, "a great deal".

Chapter VIII

Achievement of Program Objectives, Conclusions and Suggestions

I. Achievement of Program Objectives

The data in this evaluation provide evidence to test achievement of the eight objectives stated in the proposal for the 2000-01 NSCC program, one involving reading skills, a second related to classroom behavior, two related to community outreach and four to corpsmember development.

1. Reading skills:

- 60%
1. Students reading skills will improve such that teachers will rate of the students as having improved in reading.

Data: Teachers who had children in an NSCC academically-oriented program rated 84% as improved in academic functioning, of which reading is the major component. Moreover, teachers with children in other NSCC programs (psycho-social, recreational, etc.) rated 70% as improved academically. For the total group, 78% were rated as improved, not only meeting, but exceeding, the criterion, thus supporting the conclusion that this objective was fully achieved.

2. Classroom behavior:

- have
as
2. More than 60% of the children participating in the NSCC who the potential for improved behavior will be rated by their teachers having moderately to substantially improved.

Data: Teachers who had children in an NSCC academically-oriented program rated 74% as improved in classroom behavior, and teachers with children in the other NSCC programs rated 58% as improved in classroom behavior. Thus, for the total group, 67% were rated as improved. Again the criterion was exceeded and so the data support the conclusion that this objective was fully achieved.

3-4. Community outreach:

3. Fifty percent of Principals and 65% of teachers will report the impact of the NSCC on parent involvement as substantial or major.

Data: Only two of the six Principals and three of the ten teachers who felt able to rate parental impact reported the impact of the NSCC on parent involvement as substantial or major. These data for both groups were statistically significantly lower than the relevant criterion levels. Thus these data indicate that this objective was not achieved.

4. Seventy-five percent of parents and community members interviewed will report an improved perception of the school.

Data: No data are available to test achievement of this objective, since no parent felt comfortable making this rating and no community members were interviewed.

5-6. Development of corpsmember sense of self

5. Seventy-five percent of the corpsmembers will indicate that the NSCC experience led to a sense of personal growth and development

Data: The data in Table 11 indicate a solid growth in corpsmembers' sense of personal growth and development. On the year-end survey, when corpsmembers were asked to directly rate the impact of the 2000-01 year on their "self-concept", 79% rated the impact as "totally" (46%) or "generally" (33%) positive. These data meet the criterion percentage in the goal, and so this first sub-set of data for this objective indicate achievement of the objective.

6. The pre-post self concept inventory will show a 5% mean increase in percent with positive perceptions.

Data: The data of Table 12, providing the pre-post distributions of responses on the self concept inventory shows a mean increase of 8.0%. This is higher than the criterion of this objective, and so this second sub-set of data also indicate the objective was fully achieved.

With both sub-sets of data meeting the relevant criterion, this objective was fully achieved.

7-8. Development of corpsmember sense of civic responsibility

7. Eighty percent of the corpsmembers will indicate that the NSCC experience has increased their sense of civic responsibility for continued service.

Data: The data of Table 11 indicate that 80% of the corpsmembers expressed the sense that their year of service had a "totally" (40%) or "generally" (40%) positive impact on their sense of civic responsibility. This proportion meets the criterion stated in the objective, and so this first sub-set of data for this objective indicate that the objective was achieved.

8. There would be a similar 5% mean increase in the proportion of positive responses on the pre-post administration of the Inventory of Social and Civic Responsibility.

Data: The data of Table 13 indicate a mean increase of 3.7% in the proportion of positive responses on the Inventory of Social and Civic Responsibility. Given the small sample sizes, this is not statistically significantly lower than the criterion for this objective, and so this second sub-set of data also indicate the objective was achieved.

Both sub-sets of data meet the relevant criterion so this objective was fully achieved.

II. Overall Conclusion

The overall conclusion of this evaluation is that the 2000-01 program of the NSCC in New Jersey achieved good success in meeting its objectives. Six of the seven objectives for which the data permitted testing were fully achieved, with the seventh, related to Principals and teachers' sense of increased parental involvement, not achieved. The eighth objective, related to parental and community resident perception of the school could not be tested.

In addition to achieving these six objectives, the overall gestalt of the evaluation data make clear that the NSCC made a difference in some participating schools. This conclusion is supported by the entire range of the data presented here. The evaluation data came from a broad spectrum of six groups of respondents: In-School Observers, team leaders, corpsmembers, Principals, teachers and parents. In every one of these groups, some, particularly teachers, evaluated the 2000-2001 NSCC program as a quality program, achieving good success and having a major or good impact on the school as an institution and some or major impact on its children but with only limited impact on parents or the communities about the schools.

Of course, there was variation in level of success, for this conclusion applies differently to the several sites. Of seven teams given overall ratings by the in-school Observers, two were considered to be fully or generally successful in achieving excellent or very good program quality and having enormous or major impact, with another four a step lower with programs balanced in quality, and good impact and one of limited quality or impact.

Similarly, within the groups of respondents, there was variation in perspective. Members of each group noted problems. For example, every one of the other in-school groups (team leaders, Principals, teachers and corpsmembers) was aware that there were problems within the Corps, particularly turnover and absenteeism . There was concern about lack of communication about goals and even programs between team leaders and corpsmembers on one side and Principals and teachers on the other hand. For example, this was reflected in the large proportion of teachers, and even one Principal, who felt unable to comment on the success of NSCC outreach to parents. Moreover, there was one school in which the Principal considered the NSCC, during part of the year, to have had an overall negative impact on the school.

But even giving full recognition to the problems detailed earlier in this report, and the need for improvement and development, the thrust of the data reviewed in this evaluation is of a program demonstrating the ability to function well in some sites, but needing improvement in others.

III. Suggestions

The suggestions noted below for improving the effectiveness of the NSCC's programs in school and community represent a synthesis of suggestions from four sources. First, they come from the many respondents interviewed in the schools. Second, they come from the In-school Observers as they completed their end-of-the-day summary at both the baseline and end-of-year

visits to the participating schools. Third, they come from team leader and corpsmember responses at mid-year and at the end-of-the year. And fourth, they come from the Evaluators' overview of all of the data presented in this report.

A. Recruitment and Retention

1. Recruiting sufficient corpsmembers, and retaining those recruited, continues to be a major problem. As the NSCC's Annual Report notes, the problem has an ironic dimension, for the more effective the program is in recruiting able corpsmembers the more often they receive offers of employment. There is no easy answer to this problem, other than the program, begun in 1998-99, to have on-going recruitment and training throughout the year.

This effort, as well as the effort to "over-recruit" so that some "extra" corpsmembers were available when the usual attrition of the first few weeks took place has helped. That these changes did not solve the problem of attrition does not mean they were not useful .

We also continue to believe that, throughout training, particularly in the session on Working in Schools with Children, staff should continue to emphasize that the service commitment is not only to the NSCC, the Corps and the school but also, perhaps even primarily, to children.

2. Principals continue, understandably, to be concerned with numbers. We recognize that there is a "defeatist" psychology should NSCC staff be forthcoming with Principals about the potential problems of a Corps being below its intended complement and of attrition during the year. But we believe that such discussions are necessary to establish a climate in which both Principals, team leaders and NSCC staff can decide how to cope with either or both of these problems.

The evaluation data provide one basis for partially reassuring Principals that despite both problems, most proposed programs will be implemented. Observers, Principals and team leaders all made that point throughout the year, that the teams compensated by extra effort for many program dimensions which were threatened by corpsmember shortage and attrition.

3. Although reflected in only two sites, there was concern about the extent to which corpsmembers had the skills needed to effectively tutor children in areas such as reading and mathematics. This should be addressed through a rigorous adherence to the standards in place for these skills.

Of course, not all of the threatened program dimensions were saved, so this reality, too, should be discussed with Principals so that some plan is in place for revising the site plan when necessary.

B. Training

1. In this context of on-going training, we note that these trainings during the year typically run for three or four non-residential days, compared to the full week of residential pre-service training. We suggest that training staff identify what substantive and interpersonal opportunities are lost in the shorter training. Once identified, these should be incorporated into a

"make-up unit" put into the shorter training to provide, at least, some overview for the newly-recruited corpsmembers of what aspects were not fully covered.

2. The year of mixed success in New Jersey in 2000-2001 highlights a need we have noted for other program sites, to have available for new corpsmembers, and new team leaders a sense of the culture and climate of the school they are about to enter including the 2000-2001 history of the NSCC in the school. This could be prepared by the Operations Manager.

3. One aspect of training which we believe has not been covered sufficiently is the use of teachers as a resource for either program or corpsmember development. This is also noted in item

C-5 below, since Principals and teachers told our Observers that they felt opportunities for their input have been missed.

C. Communication

1. The concept of a "communication gap" runs through much of both the baseline and end-of-year evaluation data. That gap has been noted at all levels: between a Principal and the NSCC central staff; between Principals and team leaders and between teachers and corpsmembers.

We suggest that one early task for team leaders and corpsmembers in each school should be the preparation of a one or two page flyer which explains the corps' goals and purposes and the dimensions of the school's site plan. Obviously, the contents of the flyer need to be developed in conjunction with the Principal. Once developed, that flyer should be distributed to every teacher, every relevant community agency, clergy, business persons, police liaisons to the school and made available to community residents as widely as possible.

2. One disturbing finding is the high proportion of parents who told Observers that they were unaware of any Corps programs for adults. This too would be addressed by the flyer noted in item 1.

3. As noted above, data from teachers continue to reflect their sense that their potential as a Corps resource for program development, program implementation, guidance in working with children and as potential mentors for corpsmembers, is not used well, or in most sites, not used at all. We share the teachers' feelings that this is a big loss. We suggest a beginning-of-the-year Open House by the Corps for teachers to orient them to up-coming programs for the year and inviting participation or circulating to teachers a list of personal areas of experience and interest and expertise of the corpsmembers, inviting teachers to contact the team leader if he or she has a suggestion to utilize a corpsmember's particular expertise in a new or on-going program in the teacher's area of interest.

4. There is a clear lack of Principal and teacher awareness of Corps programs for parents and the community, reflected in the finding that the end of the year some Principals and teachers told the Observers "I don't know what they do" in these areas. Team leaders need to respond to this lack and make certain administrative and teaching staff are kept informed, through newsletters, memos, posters, etc., of what the Corps is doing to reach out to parents and community.

