

FOX, FOX and ASSOCIATES**End-of-the-Year Evaluation
of the
National School and Community Corps
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), in Philadelphia, Pennsylvania. 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 33 urban schools in Philadelphia. 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 three 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. The third level of evaluation involves program goals in Service Learning implemented in some, but not all, schools. This level of evaluation, in 2000-2001, was also implemented by Fox, Fox and Associates in conjunction with the program Specialists in Service Learning.

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, corpsmembers and Principals. Finally, the evaluations of the Service Learning programs evaluated by Fox, Fox and Associates were reported back to program staff as well as to the team leaders in each participating site.

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 and communities 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. During the community visits they interviewed parents, business persons, clergy, police liaison to youth, agency staff and other adults to obtain their sense of the impact of the NSCC. This report also includes data from surveys to identify end-of-year perceptions of team leaders and corpsmembers. Finally, it includes teacher ratings of pupil progress as well as data on attendance and achievement test gains of children in NSCC programs.

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

Thus, nine kinds of impact data will be presented. First, ratings of quality of programs and their impact on school and community were made by educators and social scientists who Fox, Fox and Associates sent to observe each NSCC team. Second, Principals of schools receiving NSCC services rated, and discussed, the impact of their NSCC programs on schools and staff, children, parents and the community. Third, teachers rated the impact of the NSCC on their school, their classroom role, the children in their class who participated in NSCC programs, and on parents and the community. Fourth, the NSCC team leader also made the impact ratings on school and staff, children, parents and community. Fifth, community members rated community impact as they experienced it. Sixth, for all children participating in NSCC programs, attendance data for 2000-2001 were compared, by individual child, to data from 1999-2000. Seventh, similar analyses were conducted for standardized test scores in Reading and Mathematics and report card grades in English, Science and Social Studies. Eighth, team leaders and corpsmembers rated the impact of the year's experience on a variety of personal aspects, and finally, corpsmembers' sense of self-worth and civic responsibility were estimated from the pre-post administration of two self-report inventories.

Chapter I

Evaluation Design, Implementation and Process

I. Overview of the Evaluation

The Fox, Fox and Associates evaluation, discussed in detail in Section II below, consisted of twelve dimensions. Six 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 and then at the end of the year to identify, in sequence, background, experiences, expectations and perceptions, 5) evaluation of Service Learning programs which took place only in a sub-sample of participating schools and 6) descriptive- evaluative visits to a sample of summer programs. 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 six dimensions were part of the summative evaluation and are reported in this report. These were: 1) two additional cycles of descriptive-evaluative visits by observer teams, one cycle to participating schools and one to surrounding communities; 2) pre-post identification of corpsmember sense of self and of civic responsibility; 3) end-of-the-year surveys of Principals and teaching staff; 4) teacher ratings of changes in academic functioning and behavior observed among children participating in NSCC programs; 5) 1999-2000 and 2000-2001 data on attendance, standardized test scores in Reading and Mathematics and report card grades in English, Science and Social Studies for participating children and 6) estimating parental and community impact as reflected in the feelings, at the end of the year, of parents, other adults, staff of local social service organizations, religious leaders, police, and business persons in the communities surrounding the schools.

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, and discussing the impact of the program on the surrounding community by visiting those communities. The design called for three visits, the first in the Fall of 2000 to all school sites, the second in the Spring of 2000, also to all school sites and to those communities in which outreach had been attempted, and the third, to a fifty percent sample of sites, in the summer of 2001. The first cycle was completed in October and November 2000, the second cycle between May and June 2001 and the summer observations in July and August 2001.

Structured guides were prepared for the interviews conducted during the visits, but the Observers were free to exercise their professional judgment and add or delete questions. During

the Fall and Spring school visits the Observers interviewed the team leader, corpsmembers, the Principal and samples of teachers and parents. They were also able to observe a sample of activities corpsmembers were coordinating in the schools.

When Observers went into the local communities at the end of the year, they spoke with religious leaders, the local police liaison to youth or to the school, the staff of social agencies, merchants, parents and residents. These interviews were designed to yield estimates of awareness and perceptions of the NSCC as well as of the school. The Observers, too, were able to observe a sample of the Corps' activities in, or for, the community.

To improve the chances that the Observers would be accepted during their community visits and to increase the likelihood that people would talk to them, each team leader was asked to identify a corpsmember to spend the day with the Observer and to schedule the interviews with police, agency staff, and religious leaders. Accompanying the Observers as they walked through the neighborhood, this corpsmember liaison introduced them to parents, other adults, and business persons so that those interviews could be completed.

Since control of who in the school or community was interviewed was determined by role (for example, appointments were requested with the police community or youth liaison) or by the team leader and corpsmember liaison, the samples interviewed cannot be considered randomly selected.

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

There were fifteen Observers whose academic background and current positions appear in Figure 1. Of the fifteen, four hold doctorates, ten Masters degrees and one a bachelor's degree. Six are male and nine are female. Ten are African-American and five are Caucasian, with one of the five Spanish-speaking.

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 corpsmembers. The paper and pencil survey forms followed a format similar to the interview guides discussed above, in that they asked for structured ratings of appropriate dimensions, but also asked for free response explanations of the ratings. In addition, they provided ample opportunity for respondents to provide depth to their opinions and examples of the dynamics to which they were responding.

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

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 had an impact on their own role.

Figure 1

Observers: Degrees, and Professional Appointments

Nathan Beale M.A. in Education	Governance Consultant Drexel University/Foundations, Inc. Mt. Laurel, NJ
Dr. Frank Bernt Ph.D. in Educational Psychology	Assistant Professor, Educational and Health Services St. Joseph's University, Philadelphia, Pa.
Ms. Sheila Blake Butler M.A. in Education	Social Worker, Delaware County, Intermediate Unit-State Bldg, Media, PA
Dr. Suellen Butler Ph.D. in Sociology	Department of Sociology Camden County College, Camden, NJ
Ms. Joan Chisholm M.A. Guidance, M.A. Fine Arts	Administrative Assistant at Cassidy School Philadelphia, Pa
Dr. Steven Dash Ed.D, Educational Leadership	Educational Consultant
Ms. Shirley Farmer M.A. in Education	Adjunct Instructor, Cheyney University Cheyney, PA
Mr. Martin Glassman M.Ed.	Educational Consultant Drexel University/Foundations, Inc. Mt. Laurel, NJ
Mr. Carl Glover M.A. in Education	Consultant
Ms. Brenda Oliver	Consultant
Mr. Matthew Riggan M.A. in Education	Coordinator for West Philadelphia Partnership
Ms. Robin Ware-Premaratne M.A. in Education	Communications Consultant
Dr. Denise Williams-Shannon Ph.D. Urban Affairs, Public Policy	Director of West Philadelphia Community Center
Ms. Sherry Y. Wilson-Butler M.A. in Educational Administration	Director for Student Social Programming at Bryn Mawr College, Bryn Mawr, Pa

D. Pupil attendance and achievement

Data on pupil attendance, standardized test scores and report card grades for pupils participating in NSCC programs were obtained from the Philadelphia Board of Education's Division of Pupil Information Management through the cooperation of Ms. Cheryl Oliver and Mr. John McKinney.

E. 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 August 2000 and again during the end-year survey in August 2001.

F. 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 also done for specialized trainings such as the Team Leader Academy and Summer Camp Workshops.

These evaluations were 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.

G. Observing corpsmember activities

At the beginning of the year, Observers watched 64 corpsmember-led activities, and at the end of the year and during the summer, a total of 85 corpsmember activities were observed. At the beginning of the year these activities were all in school with children, but at the end of the year some were in conjunction with community agencies.

H. Community impact

Community impact was evaluated through the community visits by the Observers at the end of the year, through evaluative interviews with community members including parents, business persons, staff of social agencies in the community, religious leaders, police liaisons to youth and/or the school and other adults the Observers met. Sixty-seven interviews were conducted with community members and 43 with parents.

I. Evaluation of local, but not program-wide, programs

Service Learning programs were evaluated in sites.

III. Sampling

In Philadelphia, the NSCC provided services to 33 sites. No sampling was done of these sites during the academic year, for all were visited on each observational cycle. During the summer a 50% sample was selected for the Observers to visit. 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 and attendance and achievement data were sought for all children in Corps programs.

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

The database for this evaluation appears in Figure 2.

Figure 2

**Specifics of Data Base for Evaluation of
2000-2001 NSCC Program**

Data and/or Data Source	<u>Number in Data Base At Point Indicated</u>			
	Training	Baseline	End-year	Summer
1. Corpsmember survey	120		89	
2. Corpsmember attitudes	117		89	
3. Corpsmember interviews		94		24
4. Corpsmember evaluations	120			
5. Team leader survey	16		19	
6. Team leader interviews		33	33	10
7. Team leader evaluations	16		24	
8. Observer school visits		33	33	10
9. Observer community visits			20	
10. Observers watch Corps in action			67	18
11. Principal interviews		33	33	
12. Teacher interviews		94	103	14
13. Teachers rating children's gains			221	
14. Teachers providing case studies			187	
15. Teachers rating impact on role			139	
16. Parent interviews		26	43	
17. Total community interviews			67	
a) Agency staff			(27)	
b) Business people			(6)	
c) Clergy			(6)	
d) Police liaison to youth			(9)	
e) Adults, not parents			(19)	
18. Children rated by teachers re: gains			818	
19. Attendance data			5262	

Chapter II

Success of the 2000-2001 NSCC Programs

I. Introduction

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

II. Findings

A. Overview

Table 1 presents the ratings by Principals, team leaders and teachers of the overall success the NSCC achieved in 2000-2001. Clearly, the finding is of high levels of success in a large majority of the participating schools. That majority, rating the programs' success as "outstanding" or "substantial" ranged from 54% by the Principals to 89% by teachers. All four groups of respondents rated some programs "50/50", achieving some good results but also having some aspects which were not fully successful. Four Principals and one teacher saw only some success" and one Principal saw only "a little" success.

Table 1

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

Respondent	No.	Percent Choosing Rating of:					Detrmntl
		Outstanding	Substantial	50/50	Some	Little	
Observers	33	25	44	31			
Principal	33	33	21	30	13	3	
Teachers	103	44	45	10	1		
Team Leaders	33	16	57	17	10		

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 28 sites were strongly positive, with two-thirds (68%) of the schools receiving high ratings of "outstanding" (25%) or "substantial" (43%) and the other third receiving a rating expressing quality "balanced between good and bad" (32%).

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

Based on their own time on-site, Observers then offered an overall rating of the extent to which the NSCC program dimensions planned for each school were actually implemented. The strength of these ratings suggests that the NSCC was highly successful in implementing the planned programs. In two-thirds of the sites (67%), the Observers perceived programs to have been either "fully" (40%) or "generally" (27%) implemented. The final third was seen as having been either "half-way" (24%) implemented or implemented "only partially" (9%).

Figure 3

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

<u>Rating</u>	<u>Reason</u>
<u>I. Outstanding</u>	<p>1. The team leader has proven to be very organized, competent, and driven. And the feedback that I got revealed their efforts to be high quality. One of the frequently mentioned programs was Socialized Recess, from my observations. I would say that the CMs were proactive in dealing with problem situations and organizing games on the playground.</p> <p>2. The support given in the classroom has won over almost every teacher. The Accommodation Room, Safe Corridors, Lunchroom supervision, and Socialized Recess has reduced the discipline problems immensely. This is evidenced by the reduction in pink slips and the tone of the school. The after-school activities are being conducted regularly, and the children who are attending appear to be enjoying what they are doing. Separate mention must be made of the off-site homework program which is functioning ideally and should be expanded if possible.</p> <p>3. The team leader and CMs have successfully put themselves into the life of the school. Special education classes were large while the school waited for certified teachers. Corpsmembers joined the new staff, doing one-on-one tutoring. This greatly benefited students who are learning disabled and/or in need of emotional support. The art program has benefited the community and the school, as well as allowing students to demonstrate and develop multiple intelligences. Students' attendance improved; behavioral problems decreased. Also, SAT Prep. gave students a new-found confidence with the test. The team had an excellent relationship with the administration.</p> <p>4. By placing corpsmembers in the classroom, the teacher is better able to do group activities, which minimizes behavior problems and offers individual help to students. The After School-Family Center Program offers an excellent opportunity for children to be involved in meaningful activities after school by providing both remedial help in reading and math, as well as the opportunity to be engaged in such fun activities as board games, story-telling, gym, and arts and crafts.</p> <p>5. Everyone interviewed expressed that the NSCC program was very helpful and an integral part of the school program. The students benefit greatly from the various programs the NSCC offered in the school. Teachers felt that the NSCC are an asset to their classroom environment.</p> <p>6. This school has multiple challenges: a) physical plant--90 year old building. It is clear that everyone works against time in keeping a pleasant environment for the children. b) high-crime--safety is a primary issue for staff and parents. c) recent immigration population. The NSCC is involved in all three areas above. Workers tutor in English and Spanish in class and after school. The NSCC reaches out to the community and parents, creating a true partnership of learning. These corpsmembers are true community people committed to the success of the children.</p>

7. I was particularly impressed with the efforts made by the principal to involve the NSCC with all training that the school staff was given. It helped to make the NSCC feel that they were an integrated part of the school program.

II. Substantial

1. Reports on the lunch time/club program were consistently highly positive. Teachers and parents found the program immensely helpful in building a climate of order in the school during those two hours. Corpsmembers were viewed as "present and visible" throughout the school throughout the day, assisting in both providing discipline for unruly students and in providing another "set of ears to listen" (besides teachers and parents) to students who need to talk. As a whole, they were respected by both students and staff. The team leader is excellent; she shows a maturity and wisdom, which comes from her previous experience as a school teacher.

2. Overall, the team demonstrated professionalism, hard work, and dedication. The school recognizes their deeds and the children have benefited from their work. That is the bottom line. The children are making progress. While there are "problem" corpsmembers and other circumstances surrounding the work, the team is strong enough to withstand their obstacles.

3. I feel that the staff has made a "good" effort to service this site. However, the limitations and problems they endured (team leader and staff turnover, inappropriate staff behavior, the extensive learning curve for the current team leader) have demanded a great deal of their energy and focus.

4. While the programmatic focus has been limited, it appears that the overall quality of the team's work is very good. Three programs were singled out by teachers and/or the principal: 1) 100 Book Challenge; 2) Roaming Arts; 3) In-class assistance. In addition, a parent mentioned that her children were highly involved in "Girl Talk" and "Rites of Passage" and LOVED both programs.

5. The team leader has good skills and is open to learning. This school is only two years old. Last year was very rocky for the school and the NSCC team. The current team leader was assigned to the school last year and has been able to make adjustments, having learned from her mistakes last year. The principal has also been willing to try to overcome the problems of the NSCC/school partnership last year. Based on their attempts to address the challenges of their "beginnings", I would say that the quality of their efforts has been "very good." However, the restraints placed on the team due to staff turnover reduced their level of accomplishment.

6. The NSCC leader is working well to integrate programs into the school. Corpsmembers are well received by staff and students. The programs are making a difference in the lives of the children being provided service by the NSCC.

7. The Principal praised the program, describing the team as "not professionals (teachers), yet they prove themselves over and over again." The team leader was cited for her leadership ability and organization skills. "She can make a lot out of a little," the Principal noted.

8. I believe the group has put in a gallant effort in providing good support for [this school]. In all fairness, this group does need additional members. I feel that the NSCC is doing what is necessary and they are appreciated by the administration and staff.

9. Programs are in place and appear to be providing service to the children. The principal is pleased with the contributions made by the NSCC. Recess provides structure to outdoor play time. Small group instruction provided by the NSCC is benefiting the instructional program.

10. The program is well executed due to the efforts of a strong administrator/principal and a capable team leader. Programs are being implemented effectively despite the turnover of NSCC staff and school staff members.

III. Balanced: Good and Bad

1. Although the program has been reorganized, it did not have an overall positive effect on this community. The group and the school have too many distractions. A new team leader, transitional CMs who have not been "serious" about their commitment to the NSCC, and the school that has its own negative issues.
 2. The effort and quality of service was influenced by the departure of three CMs. The remaining members were focused and reliable. They had the respect and support of the teachers with whom they worked. Some staff were frustrated by the immaturity and lack of responsibility on the part of the corpsmembers who left the program.
 3. The teachers thought that the "in-class assistance" was a focus for the NSCC; however, the administration thought it was too limited and that the corpsmembers should have initiated more programs.
 4. Good: Since February, it seems that the Corps have been able to incorporate some academic services and gain some respect from teachers. They seem to be working hard to turn the staff's perception of their value to the school to a more positive view.
Bad: The first semester was very rocky and the team was not able to produce quality programming, nor were they able to establish the trust of the school community. It is difficult to rate the quality in specific program terms because the dynamics that reflect the quality of their impact is more in the area of team/school relationships, as opposed to team/school programs.
 5. The staff liked the in-class support of the corpsmembers. They were mixed about the after-school programs. All felt the one-on-one tutoring and mentoring benefited the students. Administration questioned the quality of services. There appears to be little communication between the administration and the team leader.
 6. The program's team leader does not appear to be vested in the program or the efforts of the school. We have too few corpsmembers at the school. Those corpsmembers who remained focused were able to continue to impact the program and benefit the children.
 7. The instability caused by a lack of consistent leadership has had an adverse effect on the school community including the NSCC. There has been no one at the helm that the team leader could form a relationship with. She has not had a focused conversation with the current Principal--not even a conversation about the termination of the program. This is an example of the factors that impede the team's ability to be effectively integrated into the school's fabric. Even with the strong start last year, the administrative circumstances of the school this year precluded the Corps' ability to establish high quality programming.
 8. There are some valuable programs at this school that could be much better if implemented more effectively. Tutoring in reading is providing support to children who are in need of the help. This could be enormously more effective with more support, supervision, and leadership both from the Principal and the team leader.
-

2. Observations of corpsmembers

During their end-of-year visits and their summer visits the in-school Observers watched 85 sessions in which corpsmembers provided services to children, (both in class and out of class), and to the community. These sessions for children involved the full range of corpsmember services from services to individual children such as tutoring, math help and homework help to services to a small group such as computer teaching, dance, art, sports, creative writing and self-development activities such as mentoring to services to large groups in

Socialized Recess, lunch supervision and breakfast programs. Community service involved services to a nursing home, a homeless shelter and after-school programs in conjunction with community agencies.

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". Observers thought well of the sessions they watched, for of the sessions, more than four-in-five (86%) were considered "good" or better. Thirty (35%) were rated as "good", with another 38 (45%) rated as "excellent" and five (6%) as extraordinary. Thus only 12 (14%) were rated below that mid-point, with nine (10%) considered "fair" and three (4%) as "poor". No Observer used the "no impact" rating.

Figure 4 provides a sampling of the sessions observed

Figure 4

Details of Observation of Corpsmembers in Action

<u>Rating</u>	<u>Activity</u>	<u>Comment</u>
<u>I. Extraordinary</u>		
	1. Reaching Up	-The "Reaching up" model is a systematized format that enhances/addresses the students' intellectual need, while stimulating/challenging their creative ability.
	2. Hour of academic activity	-There is only one hour of academics three times a week.the hour observed was exceptional. Virtually all of the children were "on task" for the whole hour, either reading or being read to. NSCC team and volunteers were all fully engaged with kids, several doing one-on-one.
	3. Computerized reading program	-It is an incredible process to observe and it is most exciting to examine the interest with which the students grasp this information and are able to follow through with steadfast progress. (Most of them).
	4. Nursing home visits	-The smiles on the faces of the residents and children are worth more than gold. The benefit is companionship for the residents and the feeling that expresses that they are helping the children. Obviously, the children reap the benefit of love and reading assistance.
	5. Photos of special events	-In 8+ years of site evaluations, I have never seen such an impressive sequence of planned events for student bodies. Great energy and creativity.
<u>II. Excellent</u>		
	1. One-on-one tutoring	-Individual one-on-one help for students in writing activities. Corpsmembers were very hands on and had a pleasant way of talking to students.
	2. Tutoring	

-Students are given one-on-one assistance in developing their reading skills. Corpsmember is patient, supportive, yet at task in her guidance through this process.

3. Dance

-Corpsmember quite skilled in dance. As the activity progressed she freely offered praise and constructive criticism. At all times the children responded positively.

4. Basketball

-Well-organized, absolute attentiveness, structured. Talk about attitude had a positive affect on children. Offering encouragement, parents enthusiastically looked on. What a great way to get parents involved.

5. Varied reading activities

-Each teacher had a corpsmember and a literary volunteer assisting. They were put to excellent use, e.g., one corpsmember took older group of 3-5 students to library to select books to read; another worked with two first graders on reading aloud; another worked with third graders at the chalkboard (Adult seemed to spend time with same kids for most part...this worked well). This combination of teacher, volunteer, and corpsmember was very effective--teachers directed assignments, who worked marvelously in small groups. Only weakness was that this structure could have handled twice as many students easily.

6. Games

-One corpsmember led younger children in Animal Lotto, with help from three volunteers; one corpsmember worked with older children, playing Uno. Everyone was actively engaged for 1/2 hour--no fighting, drifting, etc. Went very well!

7. After-school program

-The activity was very well planned and organized. The children were eager to participate and very receptive to staff input. They really seem to benefit from and enjoy the after-school program.

8. Computer Club

-Corpsmember runs a tight ship; stresses and enforces rules, communicates expectations; very friendly, enthusiastic, sense of humor. Kids seem to go where they want on Internet (Lil BowWow and Nickelodeon are popular sites). Corpsmember is very good but a 30-1 ratio is not workable in a computer room.

9. Tutoring-special education students

-Students had the benefit of one-on-one instruction through the corpsmember. The corpsmember was very encouraging and patient. Students gave a wealth of background knowledge. This inspired them to continue reading and responding.

10. Art in literature

-Corpsmember reviewed the elements of still life. Each student was given fruit and pencils. Students began working on their pictures. What a wonderful way to implement multiple intelligences. Students learned how to combine and mix colors. Students have also done a school mural as part of community service. Students gained confidence with art.

11. Family Center

-Excellent plan which incorporates the school's extra curricular program and the NSCC. The entire NSCC team works with children at 5:00 p.m. everyone returns to the lunchroom where for the next hour, they may participate in one of four areas--board games, videos/story telling, gym, or arts and crafts. Children are given the opportunity to complete their homework, be remediated and participate in fun activities.

The program is a cooperative effort between staff, NSCC with the financial and material support of a community agency. Wonderful program!

12. Computer Literacy

- "Fast Forward" is an incredible activity. It allows students' experiences with computer literacy while building upon their reading and cognitive/critical thinking skills. There are a small number of children involved at this point. Once a greater number of students are participating, I would imagine that the results will be outstanding.

13. After school, off-site tutorial

- The children are escorted from school to a nearby facility equipped with tables and chairs. They are provided with a snack and then proceed with meaningful activities. Help is provided by two individuals from Hope Worldwide. They are dedicated and skilled in working with children. The kids seem to love the program. The NSCC member escorts the children to the facility and supervises as well as helps out during the two hours. I felt the program was excellent. It is well structured and provides a valuable function. It is too bad that more children cannot be involved.

14. Preparing for Mexican Festival

- The corpsmember did a good job of engaging the students in the activity as she stressed the importance of how the words are pronounced. She also peaked their interest by reinforcing the progress they were making in learning the words. This activity was well coordinated. The kids were enjoying themselves as they learned the material. This corpsmember is a good teacher. I have no suggestions for improvement.

15. Shelter for homeless

- The homeless shelter was very well kept. The supervisor stated that NSCC does volunteer work, 40 women live in the shelter along with their 17 children. There is also a day program which feeds 25-50 people daily at lunch time. She is very appreciative of the NSCC's services.

III. Good

1. Putting together test packages

- The teacher has asked that the corpsmember copy and staple tests for the first week in June. This is not the work expected but it is essential for the teacher, who says she could not function without the corpsmember's help.

2. Creative Writing

- Well developed. Great in students' support system to increase critical thinking skills.

3. Reach for Reading

- Student read sentence strips and matched words and phrases correctly. He then read a story to corpsmember. Corpsmember had a pleasant manner and worked nicely with student.

4. Teaching dance routines

- Children were responding and cooperating with corpsmember who was teaching routines. Much of the day was devoted to this activity. Relatively worthwhile activity. Children enjoyed practicing for the program.

5. Tutoring

-Students brought assigned lesson from their classroom teacher. Corpsmember offered assistance. Team leader worked with small group of students to give academic assistance individually. Lesson--reading skills--focus on comprehension.

6. Socialized Recess

-Corpsmembers ran relay races and jump rope activities with about 20 kids each. Most of the other students also involved in some sort of structured activity--some were sitting quietly and talking.

7. How to write a book report

-This was a helpful and good "part" of the process. By working with students in a one-to-one environment partnership with the assignment, it appears to assist the student in initiating their skills building, specifically, critical thinking; concept models.

8. Breakfast program

-Late arrivals were finishing up breakfast as others began a game of dodge ball. Corpsmembers and volunteers actively engaged with kids. As interest in dodge ball waned, group split in two to shoot baskets. Fine, informal, relaxed way to begin the morning.

9. Papier mache

-It is an excellent idea, but students should have had more assignments/classwork/reading surrounding this story line. Overall, it is a great idea. Children should gain greater knowledge, experiences addressing the subject matter.

10. Math

-Teacher had obviously well prepared the lesson and activity taking place. Students were receiving extra help and support in a constructive manner from the corpsmember. Well planned and productive activity. Corpsmember is providing beneficial support to children in the classroom.

11. Girls Mentoring

-Students actively engaged, raising hands, sharing ideas, as corpsmembers listed ideas on chalkboard. Session seemed especially lively.

12. Lunch time Recess

-Lots of involvement, noise, jostling. A bit rowdy, but the kids "know the routine". Lines are formed, lunches picked up, food eaten, cleanup happens without incident. Corpsmembers located throughout room, attentive/vigilant. Interviewing when necessary (which is not often).

IV. Fair

1. Socialized Recess

-Several corpsmembers engaged the children for part of the time. Otherwise, they just watched them play with hula-hoops, basketballs and jump ropes. Organized play with definite games and activities would be worthwhile physical activity. A plan should be devised for use of the time.

2. Book selection from Book Bank

-There is not a great deal of effort put into this activity.

3. Computer phonics

-Activity focused on using English as a second language. Computer using Spanish and the students have to pick the correct answer in English. Students were required to identify vowels and consonants, sounds vs. blends, opposites, days of week and months in English. Seven students attended activity, four on computers, three had to share. Computer Lab needs to be more stimulating, no pictures or positive visuals on the walls. The activity needs to be more structured. Students cannot benefit fully from the program since they have to share computers.

4. Anatomy

-Students were given a diagram of the female anatomy. Teams of students were required to match parts of the reproductive system with definitions that were written on the board. Students generally mature and informed about the reproductive system of females. Content of the lesson was presented in a clear and age appropriate manner.

5. Accommodation Room

-Very loosely structured; mostly, students were neglected, told to "be quiet"...team leader apparently had to supervise this while performing other duties.

6. Socialized Recess

-Children generally were involved in aimless play. Some equipment was available. Much more structure is needed to make this a real Socialized Recess program. Initiative from corpsmembers to involve children in pre-planned, specific games and activities. None well planned or implemented.

V. Poor

1. Free activity

-There was little merit in this activity. No instruction was provided. The time spent could be better utilized and be more beneficial.

2. Writing assignment

-The corpsmember seemed to be walking around the room without a purpose. She would stop and look at what kids were doing, but would give no input or feedback.

3. In-class Assistance--Math

-The teacher does not conduct the class in a manner that produces order. Students are talking and some are not paying attention, even though they are quiet. The corpsmember actually serves as a disciplinarian. It seems that the corpsmember was placed in this room by the principal to specifically help with discipline. Given that the class is out of order, tutoring is almost impossible. I do not feel that it is beneficial to the students for the corpsmembers to be used to police the classroom as opposed to tutoring them.

VI. No Impact

None.

3. Other Observer comments

When the Observers were asked to assess if, "the NSCC has changed" since their first visit in the Fall of 2000, considering, "leadership, programs, interactions etc.", only 24 felt they had sufficient information to make the rating. Of those who did, a third (33%) felt they quality of the program was "unchanged" because "it was, and is, good". Thus only 16 sites might have

improved, and of these in three-fourths, (75%) the Observer felt he or she saw improvement. The degree of improvement varied from one program becoming "enormously better" (7%), three becoming "moderately better" (18%) and eight becoming or "somewhat better" (50%). One school (7%), had remained "unchanged" because it was "poor" when first observed and continued to be "poor". In the other three sites (18%) the program was seen to be "somewhat worse" (12%) and in one, "enormously worse", which the Observer attributed it "lack of leadership" which had resulted in "very low morale".

C. Ratings and comments by Principals

Thirty-three Principals whose schools had received NSCC services during the school year were interviewed about their evaluation and perceptions of the program. Generally, they were pleased with the NSCC at their respective sites, with half (51%) of the Principals choosing a success rating of "outstanding" (30%) or "substantial" (21%). When asked to elaborate on their positive assessments, these Principals mentioned the "great gains made in [various] programs", such as the tutoring and Arts programs in addition to Socialized Recess. Others felt that the NSCC had "generated a good feeling about the school" and that corpsmembers had been "proactive", "cooperative", "committed", "always willing to help", and "a huge asset to the whole school." They also praised the corpsmembers for forging a "partnership between the staff and the NSCC". Many Principals offered appreciation to the corpsmembers for helping the schools meet their goals in numerous dimensions. One Principal commented, "The NSCC has made a real impact on the school and have become a regular part of the school. They are very much involved with school activities."

The remaining half rated the program's efficiency as either "50/50" (33%) or having "some" (12%) success, with one feeling there was "a little" (3%) success. Principals who used "50/50" or "some" success ratings cited "attendance" and "corpsmember turnover" as problems. Two also felt that the staff had "different expectations" than the corpsmembers and that the NSCC did not understand the "mission" of the school. In some cases, the school staff expected a higher skill level from the corpsmembers at the beginning of the year, but then "revamped their job descriptions" or "simplified their tasks and gave them the direction needed" in order to make the program more successful. Some Principals reported "ineffective" team leaders or corpsmembers. The Principal who felt there was "a little" success commented, "The school did not get the service and support from the NSCC that was promised. We never had a full team, attendance from this group was poor, and corpsmembers were in and out. You could not depend on these people."

Of the 16 in continuing sites who compared the success of their school both last year and this year, five (31%) considered the two years to have been equally successful, with six (38%) feeling 2000-2001 was more successful than the previous year. Thus, five (31%) considered the previous year to have been more successful.

One thing was felt by the Principals to have been a central factor in successful implementation of the program goals for the NSCC: "the strong leadership of the team leader" (12). Specific contributions made by the team leaders included their capacity to "coordinate programs", "communicate effectively", "help direct the Corps to the school's outlined purpose", "serve as mentors", "be supportive of school programs", and "work hard". Other identified

factors helping in implementation included: "the SLC representatives" (2); "cooperation between the NSCC and school staff"; "good communication"; having a "space" for CMs (2); and the strength of the corpsmembers themselves (4). Corpsmembers were seen to be "capable", "talented", "committed", "responsible", "reliable", and to "work well with kids and teachers". Some Principals commented on the "cohesiveness of the group" and the group's "good team work." One Principal remarked, "The corpsmembers understand the mission of the school . . . They understand the importance of quality and believe strongly in it."

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 (4), high staff turnover (7), or immaturity and a lack of training and/or professionalism from certain corpsmembers (8). Other related problems included a "lack of communication" (2), a lack of leadership from the team leader (2), and not having a full quota of CMs. One Principal specifically spoke of two corpsmembers who were "too familiar with female students."

Some schools had a problem with knowing how to effectively use the NSCC and integrate them into existing school programs. As one Principal noted, "Interpretation of implementation goals and objectives was our biggest problem." Another Principal admitted, "Implementation was hindered by some new teachers who were less prepared for school year programs." At a different school, "two new administrators who were just getting to know everybody" put the NSCC on the "bottom of their list of people to get to know." There was also a complaint by one Principal that Focus Fridays were disruptive to the school and NSCC program. This Principal recommended changing the training day to Saturday. Another Principal felt there were "no real problems" with implementation.

Two-thirds (63%) of the Principals considered the program to have been tremendously successful in its efforts to be integrated into the school and its ongoing programs this year, considering the NSCC to have been either "totally" (38%) or "mostly" (25%) integrated. Principals commented that the corpsmembers were "highly visible", attending activities, faculty meetings, and participating in events, and "very involved in classroom and after-school activities." They were seen to exhibit "good team work" and to "fit right in". One Principal felt the Corps was "totally" integrated "because they do so much, and we depend on them." Other Principals felt that the "NSCC played a major role in supporting school goals" and that they "provided many programs needed by the school." According to one Principal, "The NSCC quickly put themselves into the program and helped and contributed their skills. The NSCC was of great assistance to the school administration on weekend programs." Specific programs cited where a high level of integration was achieved included Reach for Reading, SAT-9 prep, Roaming Arts, and various community outreach ventures or special school activities.

The remaining Principals who considered there to be "partial" integration (37%) listed several reasons to support their assessments. Included among these reasons were a "low level of involvement" from CMs, "some early problems with certain Cams", "corpsmembers who were unaware of the school's mission and did not accept it", and certain teams' ineffectiveness with "carrying out all of intended programs". Once again, some schools seemed to expect more out of the corpsmembers than was offered and felt that full integration could not be achieved because of low skill levels. As one Principal remarked, "We aimed at total integration and to a skill level that was not realistic. So we cut down our pace of integration to match their abilities, and we aim to grow as much as possible in the future." Other suggestions for improving integration included "better

communication" (5), "including the corpsmembers more in staff meetings and school functions" (5), and holding meetings between the NSCC and school staff regarding goals and plans for integration (3).

The Principals identified numerous problems that the NSCC faced this past year that they had not anticipated. By far the most common problems were personnel problems, involving the high level of team leader and corpsmember turnover and attrition experienced in some of the schools, or the need to terminate corpsmembers. As a result, summarized one Principal, "children didn't get serviced and there was less overall supervision within the school. Children get attached to corpsmembers and then they are gone. The kids end up paying the price". Another noted that replacement of corpsmembers who leave was not an immediate solution, for although "replacements were good, it takes time to deal with turnover".

Other unanticipated problems were related to specific program responsibilities, such as "failure to carry out testing and home visit assignments", "lack of clarity about socialized lunch", "lack of follow-through", "student-corpsmember relationship" and what one called "figuring out NSCC staff roles in classroom with respect to discipline issues. i.e. what is their role if there is an altercation in the classroom".

D. Ratings and comments by team leaders

Team leaders were extremely enthusiastic about the program's success, rating the overall success level of the NSCC program very highly. In three-fourths (73%) of the schools, team leaders rated success as "outstanding" (16%) or "substantial" (57%). In the remaining eight schools, the team leaders considered there to have been either "about 50-50" (17%) or "some" (10%) success. In elaborating on the high ratings, team leaders mentioned the overall success of certain in-school programs, in addition to certain community service initiatives such as Make A Difference Day and National Youth Service Day. Other team leaders commented on the meaningfulness of the relationships developed between students and corpsmembers. One team leader commented, "Kids are very positive about the programs. CMs have established good relationships with kids. We have made an impact on many kids." Certain team leaders also commented on the significant academic improvements made, with one team leader stating, "We feel the NSCC has contributed to the success of children in the school."

In addressing factors which the team leaders thought helped in the implementation of various NSCC programs, many team leaders acknowledged the support and help received from the school administration and staff. One team leader specifically praised the vice-principal, commenting, "We have the best vice-principal in the city! The vice-principal has been very helpful." Other team leaders mentioned the importance of having a "good team of corpsmembers", sufficient training, and helpful NSCC Specialists. Specifically, one team leader offered, "The NSCC Education Specialists were very helpful in planning the MLK Day and for the Service Learning Project sponsored by the 8th grade."

Factors that were seen to hinder implementation were similar to those identified by Principals. Among them were "lack of communication", "turnover of corpsmembers", lack of "resources" and "space", under skilled corpsmembers, and conflicting agendas between the Principal's and NSCC's objectives.

When asked to identify any unanticipated problems encountered throughout the year, team leaders gave a variety of responses and many of them paralleled factors that were given regarding hindered implementation. Many team leaders reported a "lack of cooperation", "support", and "communication" with the schools' staff and/or administration. Other challenges included problems with team cohesiveness and individual CMs who lacked necessary skills or professionalism. As was mentioned by Principals, team leaders also identified "CM turnover" as a significant problem, which effected the continuity of relationships between corpsmembers, staff, and children. Finally, team leaders cited a lack of "space", "resources", and "teachers".

E. Ratings and comments by teachers

Teachers were strikingly positive in their evaluations of the overall success of the NSCC program this year, with more than four-fifths of the teachers (88%) choosing the most superlative assessments, considering the program's success either "outstanding" (43%) or "substantial" (45%). The remaining teachers indicated that the program was either "half" (7%), "somewhat" (3%), or "a little" (2%) successful.

In summarizing their overall sense of the program's contributions, teachers spoke of "academic improvement" and "enhanced self-esteem" among the students as a result of the NSCC and the opportunity for corpsmembers to serve as "positive role models", in addition to a range of services and activities the NSCC provided. Teachers indicated that corpsmembers were able to establish a "good rapport" with students, remarking that, "children look forward to spending time with corpsmembers". Academically, teachers reported meaningful improvements in Math and Reading. Additionally, the benefits of the after-school and Arts programs were noted by several teachers.

On a social-development dimension, teachers noted that the program offered, "extra-curricular activities that really got the students excited." Specifically, Socialized Recess was seen to have a "significant positive difference in the behavior and attitude of the children" because the children learned how to "play properly" through the example of the corpsmembers. In addition, corpsmembers were seen by the teachers to have "helped create a school spirit that was not here before" and to have dedicated themselves to the students. Teachers reported that corpsmembers "put their whole heart into their work", were "positive and upbeat", and "always there." In the words of one teacher, "students were almost fighting to work with CMs one-on-one."

Teachers also felt that the corpsmembers were able to "create a bridge between the students and teachers" and to provide some "consistency" for students. The corpsmembers were seen as a "positive factor in children's' lives", in addition to making the school "interesting and a fun place to learn." Suggestions for improving the overall program included replacing corpsmembers who may leave throughout the year, being more thorough about implementing new ideas and programs, expanding services provided by the Corps, and increasing the number of corpsmembers at various sites.

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. A glance at the table shows that, across role, half to four-fifths (48% to 81%) rated the NSCC's impact on the school and staff as "enormous" (0% to 26%) or "major" (32% to 58%). These data are discussed in detail in the separate sections below.

Table 2

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

Respondent	N	Percent Rating Impact As:					
		Enormous	Major	Some	50/50	Little	None
1. Observers	33	0	48	19	16	16	
2. Principals	33	26	32	32	0	10	
3. Team Leaders	33	10	58	32			
4. Teachers	103	23	58	18	0	1	

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. Observers were positive in summarizing their impressions of programmatic impact as they had been of program quality. Although no Observer saw an "enormous" impact, in two-thirds of the schools (67%), they believed the NSCC had either a "major" (48%) or "some" (19%) positive impact. In the remainder of the schools (32%), the Observers either used the "balanced" rating (16%) or rated impact as "a little" (16%).

Figure 5 presents the reasons Observers gave for their rating.

Figure 5

Reasons In-School Observers Gave for Ratings of Impact

Rating**Reason****I. Major**

1. Essentially, all of the feedback I got during the day revealed that this school year was better than last and much of the difference is due to the NSCC. Indeed, it was apparent that many kids in this large school do know the NSCC team. Through in-class assistance, which often provided individualized attention to kids who needed the most help, and through after-school programs such as the Homework Club, improvements in literacy and in general have been made. What could be better is simply to be full-staffed so that more kids are being reached.
2. The impact is enormous largely because the charter school does not have as much access to ancillary personnel as regular public schools. As a result, if it weren't for the NSCC presence, all of the work they do would fall back upon the regular teachers. Consequently, it is very clear that the NSCC is "filling a big gap" here, not only in terms of the lunch time/recess program, but also in terms of helping in classes and being present in hallways, etc.
3. The impact can only be described as "enormous" because of the positive changes in attitude of children and tone of school. The rapport which the corpsmembers have with the children is readily apparent to the Observer. The Corps are not just performing their jobs, they are serving as role models. They are responsive to the needs of the children and their teachers.
4. The assistance in the classroom itself is invaluable to the school and the teachers. The second pair of hands helps to improve the effectiveness of the instructional program. Socialized Recess has helped to change the tone of the whole building by reducing discipline referrals and channels the pent up energy that children have. The after-school program impacts positively on the children by helping them meet success in the classroom and providing them with constructive activities after school. In addition to the above, the corpsmembers have become role models to many who identify with the younger members of the Corps.
5. The NSCC plays an integral part in the school. The corpsmembers are respected by all students, and students look forward to working with the corpsmembers.
6. There is unanimous consensus that the distribution of rosters and the production of I.D. badges aided the school tremendously in that it enabled the school opening to go much smoother with little confusion and the building itself to be more secure with a minimum of intruders. It was also the feeling that the assistance being offered in the classroom is invaluable. Having an extra person facilitates group work and adds to the ability to serve individual students. As I have seen in other schools I have visited, one of the greatest strengths of the NSCC program is its ability to interact with students in a non-authoritative, non-threatening manner. This enables them to be mentors and role models. I have also observed this at this school.
7. Students felt a bond towards the corpsmembers in their class. Students appeared to feel comfortable and supported by corpsmembers. Students benefited academically from the "one-to-one" attention they were getting from the corpsmembers.
8. The Peer Mediation program implemented by the Corps was cited by the principal, teachers, and team leader as reducing fights and improving school climate. I observed a mediation episode conducted with two female students threatening a fight after school. The corpsmember was skilled at diffusing anger and resolving threats.
9. The team leader provides leadership to make most programs a success. Tutoring during school hours and after-school is making an impact on improving the instructional program. The

only failures have been the result of weakness in certain corpsmembers. This is being addressed effectively by the team leader.

10. The impact has been substantial. In-class assistance, tutorial, and after school programs are making the greatest contribution to the school's efforts. The CMs are visible throughout the school and most staff are aware of the contribution being made by the NSCC.

11. Of particular benefit is the kindergarten work of the NSCC. This will serve the children well as they go to first grade. It is probably one of the most beneficial programs in the school. Also, the corpsmembers are bilingual and do an excellent job developing the children's language skills.

12. This group has done well. The two programs that they are recognized for are: 1) The Roaming Arts program, and 2) the reading program.

13. Tutoring programs are having a major impact on student achievements. Other programs are working well and augment the school programs.

II. Some

1. Those staff members who interacted with CMs felt they were good mentors, tutors, and mediators for the students. Teachers felt they were a valuable source of support instructionally.

2. The corpsmembers are working with the children. Corpsmembers get along well with each other and most of the teachers are pleased with the program. Also, this site continues to find people from the neighborhood who are eager to join the program. There has been disappointment on the part of the team leader and corpsmembers regarding the Summer program. The team has been divided up and sent to work at other schools--assigned to activities that they are not looking forward to. This disappointment has created some friction between school administrators who made the decisions to close the school all summer.

3. In spite of the staffing problems of the NSCC, the principal and teachers feel positive about the services that the program has provided. My judgment is based on their collective input because several programs had to be terminated after staff left. Therefore, I was not able to observe them.

4. Nothing the NSCC team did had a negative impact on the site. There is some question, however, about the overall positive impact. It seems like positive outcomes were realized at the classroom and individual levels, but not necessarily cross-school. By and large, cross-school initiatives such as Socialized Recess were less successful. Corpsmembers didn't understand their role. Similarly, after-school programs lacked coherence and focus (seemed to be mainly homework help). Finally, Service Learning Project (restoration of the school library) was stopped when it was announced that [the school] will close next year.

5. The overall impact was good. Administration's view of the NSCC is influenced by the nature of their communication with the team leader.

III. 50/50

1. First semester efforts were poor because there were many NSCC staff problems. Thus, initiated impact was more negative than positive. As staffing issues settled during the second semester, they were able to form relationships with school staff that began the process of turning the negatives into positives. Nonetheless, there is much work to do to move beyond the NSCC/school relationship to establishing equality academic and social development programs.

2. Some staff members feel that the program serves the needs of the teachers and children; others who are not receiving service on a continuing basis feel that the program is not structured enough or staffed adequately.

3. The site needs to work out some of their issues. Not enough is being done to cultivate the program.
4. Some of the teachers view the NSCC as one of the few stable forts in the school this year. The
5. Corps was able to provide additional support for the teachers through classroom assistance. However, the team's impact has been clearly decreased by the generally negative, unorganized school environment. Everyone seems to be trying to survive the crisis, and very little energy is left for working to improve programs and activities.

IV. Limited

1. The impact has been minimal. Even though this program would be a true asset for the school, it must be coordinated with the principal and staff, and it must have corpsmembers who are serious minded and committed to the program.
2. Problems have reduced their impact because most of their energy has been focused on overcoming the problems, as opposed to being able to dedicate time to developing and improving student-centered service.
3. Impact is limited to in-class support (which no one gave rave reviews about) and the Accommodation Room (which is a help and which may operate more effectively than during my two observations). Most of the other programs' impact were one or two-day affairs, and don't really qualify as programs as such.
4. There are not enough CMs to make a significant impact.
5. There was limited impact due to a lack of leadership. The team leader does not receive support from the principal and is also not providing the leadership necessary. Although children are receiving some benefit from the NSCC efforts, much more could be accomplished with a team leader who is more capable of leading the program.

Observers were then asked to indicate factors that had helped or hindered integration of the NSCC program at the site. Four factors dominated their perception of what helped integration: the "experience", "maturity" and "leadership" of the team leader, whose "values were in line with those of the school" and who "sought the help of the staff" (12); the "outstanding" and "committed" corpsmembers (4); the "open and flexible" attitude of teachers, who "encouraged student involvement" (9) and, the parallel "support" and enthusiasm" of the Principal (9), and in three sites of the auxiliary or Vice-principal, who "encouraged role definition and interaction".

Two Observers felt that "the team cohesiveness" and "team effort" helped enormously, and two cited how effective it was for "the program to be well integrated into the school program", in one of these two sites because "the NSCC was included in summer staff planning". There were individual mentions of how "the OM intervened to clarify confusion over role and purpose of the NSCC", and the "previous experience" of a continuing site "with the NSCC"

Asked to identify factors they perceived had hindered implementation in two sites the Observer felt there were "none". In the other sites, Observers most often (14) identified corpsmember and team leader "turnover" and/or "staff shortages" (7 each). They commented on how the shortages made for "too high a workload" and forced a reconsideration of programs which could be implemented". Three felt that "unreliable" corpsmembers, some of whom "had to be terminated" added to the staffing problems, as did, in one site, "an inexperienced team leader". Three also cited the "lack of communication" between "the team leader and Principal" or between "teachers and the corpsmembers" and three noted problems with the school administration. Two felt the problem was

attributable to what they called "administrations in flux" or "unstable", the third simply referred to "a difficult Principal".

In two sites the Observer felt that "lack of understanding" about NSCC role and mission" caused problems. The lack involved teachers, Principals and parents, and was summarized by one Observer who wrote, "The school wanted all energies to be school-related as opposed to community and service-related". In another two it was lack of "space" or lack of equipment such as "a telephone" or a "computer" which hindered implementation.

Finally there were single mentions of "intra-staff squabbles" in the Corps in which the "Principal unhappily had to intervene", a "calendar conflict between the NSCC calendar and the District calendar", a "lack of staff enthusiasm", "the late start for the program", "poor relationships with the Family Center" and "some policies which limit the authority of the team leader, such as no longer having to sign-off on time sheets".

C. Ratings and comments by Principals

Continuing to express their high regard for the NSCC program, Principals used enthusiastic terms to evaluate "the impact the NSCC had on school and staff". Three-fifths (58%) considered the impact to have been either "enormous" (26%) or "major" (32%). Others deemed the program to have had "some" (32%) or "a little" (10%) impact.

The positive Principals offered numerous specific examples of the program's strong contributions. These included: in-class assistance (2); tutoring (2); specific program initiatives (4) such as Reach for Reading, the Hundred Book Challenge, and Socialized Recess; special events (2); and general help and support with assemblies, trips and homework (3). Corpsmembers' were praised for their "flexibility and willingness to get involved", as well as their "cooperation" (2) and "knowledge". Some Principals commented on their particular schools' indispensable relationships with the corpsmembers, feeling that the Corps was an "integral part of every commitment within the school" and that there was a "strong partnership developed between the NSCC and staff." One Principal summarized, "The school staff needs the support and assistance of the NSCC. The school realizes the importance of the NSCC." Another Principal echoed these sentiments: "The staff depend on them to provide certain academic and non-academic services. It would be recognizable to the staff if they did not have the help."

Corpsmembers were also commended for their contribution to school discipline. According to one Principal, the NSCC presence "eliminates violence in and outside the school. The students display more positive behavior." Other Principals concurred, noting an improvement in the "school climate." One Principal commented, "Without the support [of the NSCC], many problems would not be addressed. It is very helpful to have NSCC programs in the school."

For those who gave more reserved evaluations of the program's impact on school and staff, concerns included a sense that corpsmembers were unable to meet the demands of the school, that more guidance needed to be provided, and that there was heavy disruption to the program "due to staff turnover." Additionally, some Principals felt there was a "lack of maturity" among corpsmembers, including a "tendency to be a 'friend' to students as opposed to

an adult." Some Principals of new sites also felt that the program was too new to have an enormous impact, but were optimistic that the impact would improve in upcoming years.

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 were strongly positive in this regard, with two-thirds (68%) finding that the impact had been either "enormous" (10%) or "major" (58%) and the other third seeing "some" impact. Team leaders reported flourishing relationships with school faculty, citing several demands from teachers requesting additional corpsmembers for their classrooms. Team leaders commented that the program had received "testimony from several teachers that without the Corps, the effectiveness of the school and staff would be diminished." Indeed, reported one team leader, "Teachers have commented on the very positive impact programs have had on school and staff". Another team leader echoed these sentiments: "The NSCC presence is definitely felt by parents and community." Team leaders celebrated academic contributions of the program, including Book Buddies, in-class instruction and tutoring, and the Service Learning project. One team leader commented, "Students demonstrate improvement academically after assistance from corpsmembers." Other contributions cited by team leaders included "extra hands to work one-on-one with mentoring and tutoring", help with discipline through programs such as Socialized Recess, and relationship building through programs like Family Night. According to one team leader who commented on the NSCC's general impact, "The tone of the school has changed for the better. The school is a safer place."

Integration into the life of the school was again regarded as outstanding, with one team leader noting, "We were able to touch the majority of the kids and create good relationships with the staff. They were also able to touch and reach us." Another team leader concurred with the high level of integration, commenting, "The staff have become dependent on the Corps to provide help with students. They feel comfortable asking corpsmembers for help." In some cases, integration continues to be an evolving process, with one team leader remarking, "Efforts have grown progressively on the part of the school to recognize and utilize the skills of the NSCC."

The team leaders were also given a chance to suggest "improving" the integration of the Corps into the school. Of the twelve suggestions to improve school integration, eight suggested some type of meeting. These suggestions created a natural time line, beginning with "planning with Principal, OM and TL before school starts", moving right into "immediate introduction and explanation of roles and responsibilities of NSCC and why we're there" (4), and continuing with attending "school", "faculty" or "home and school" meetings, "more often" (3)". The other four were single suggestions to "attend faculty training", making it "mandatory to send at least one administrator and teacher to training", "wearing uniforms" and "more involvement in the classroom".

On their end-of-year survey the team leaders were asked to identify their sense of the most important contribution the NSCC made to the school. The 22 respondents listed the 27 dynamics in Figure 6. For five each, the greatest contribution to their school was the overall support provided children or to the school staff, but most, 15, felt it was in creating and implementing one or more programs and activities for children and, in one site, a GED program for adults.

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

Area	Contribution
I. Student Response	<ol style="list-style-type: none"> 1. Just our time with the children in the school. (3) 2. Higher test scores, new productive relationships, supportive role in school building, after-school activities, school beautification. 3. The ability to offer the children more one-on-one attention.
II. Contribution of program	<ol style="list-style-type: none"> 1. Started new program for the students during and after school. (2) 2. Running the lunchroom and Socialized Recess. 3. Our Accommodation Room--In-class Assistance, after-school programs, service learning days (Y.S.D), etc. 4. After school programs (3) 5. Summer Camp (2) 6. Providing in-class assistance to learning deficient students. (3) 7. The mural that was done. I would like to thank our Specialist for writing the grant, my school and the community loves it. 8. Socialized Recess. 9. Some parents got their GED.
III. Providing assistance to school, staff	<ol style="list-style-type: none"> 1. We implemented programs which could not be implemented by teachers. 2. We completely changed the school climate, significantly less traffic in halls and discipline problems. 3. The extra time and activities we did and not have to do but did and also the extra help we contributed to the teachers. 4. Having the extra hands in the classroom, schoolyard and anywhere needed. 5. The NSCC put a group of dedicated individuals in a school community that needed our support. We created bonds and friendships with both the students and teachers.
IV. Other contributions	<ol style="list-style-type: none"> 1. Painted lines in the school parking lot which made it safer for the students and teachers. 2. Able to go through barriers and convinced the school to sign off for another year.

E. Ratings and comments by teachers**1. Interview responses**

When teachers were asked to evaluate their sense of the impact of the NSCC on the school and the staff, consistent with the high level of satisfaction they had expressed earlier in their interviews, they indicated quite an extensive impact. Four-fifths (81%) felt that the impact to the school and staff had been either "enormous" (23%) or "major" (58%). The remaining fifth had a

range of evaluations including the sense that there had been "some" (17%) or "little" (1%) impact. Speaking as school staff, in a strong position to gauge the program's impact, teachers indicated that corpsmembers provide a range of services that were of support to them. These included "in-class assistance", "extra bodies inside and outside the classroom", "help with discipline", and "plugging in as needed", providing teachers "with a break", as well as providing "attention" and "support" to students. For teachers, this capacity of the NSCC to reach students was very meaningful for both the teachers and the students. According to one teacher, "They really freed up my time in-class by working one-on-one with kids who needed that extra individualized attention." The results were also concretely observed by teachers, "My students are beginning to show more self-confidence. The extra help offered them by team members helped them succeed. The classroom and school environment is improving." One teacher summarized the sentiments of several teachers, "The staff needed assistance in working with kids and setting up various programs. We often have time restraints and not enough help to implement a program. The NSCC helps to get things done."

In one school, the corpsmembers played a unique role in providing additional staff that was essential for the operation of the school. A teacher from this school commented, "When the school lost its classroom assistants, the NSCC helped offset the loss." Another teacher from the same school added, "The NSCC is a back-up team for teachers." More broadly, several teachers mentioned the decrease in behavior problems as a result of the NSCC presence and the Socialized Recess program. Teachers noted that there were "fewer fights at recess", "better behavior after recess", and "fewer disturbances" in general, which has really "benefited" the teachers and helped to optimize classroom learning time. One teacher remarked, "They provide additional manpower to help make the teaching process more meaningful and effective." Teachers have come to rely on the corpsmembers' assistance and need their support, reported several teachers, noting that the "school and staff depend on the Corps" and that they are "seen as positive and helpful agents of the school."

Numerous faculty expressed a sense of appreciation. As one teacher noted, "Teachers and staff respect and appreciate the NSCC's presence in the classroom, in addition to the after-school program, their guidance and assistance during Socialized Recess, and the Arts program." Another teacher voiced similar sentiments, "We look forward to the assistance. The support of the NSCC is vital to this educational setting."

For those teachers who were more reserved in their assessment of the Corps' impact, the concerns mentioned focused on "a lack of communication" between staff and corpsmembers, a "need for improved leadership" and a need for "reduction in staff turnover". In the case of some schools, teachers felt the program was not as effective as it might have been due to a lack of understanding regarding the program. However, once these schools came to understand how to effectively integrate the NSCC, the program's impact greatly improved. According to one teacher, "The school now understands the program and tries to figure out ways to engage the corpsmembers with as many students as possible." Another teacher commented, "It takes time for a school to figure out exactly how it will effectively use the program. This has happened here."

2. Teacher Rating of Impact of NSCC on Classroom Role

As noted earlier, teachers were also asked to rate the impact, if any, of the NSCC on their own role in the classroom. They were provided with a six point scale, from "negative", through "no impact", to "minor", "some", "moderate" or "substantial" positive impact. Table 3 presents the distribution of their ratings and Figure 7 their reasons for choosing the rating. Teachers considered the NSCC to be of

substantial in-class help, as the data in Table 3 indicate, in terms of improving their own functioning in the classroom.

A few, because of "unreliability", saw "no impact" (6%), with one (1%) even reporting a "negative" impact. However, the very large majority (93%) saw a positive impact, with 67% rating that impact as "substantial" (44%) or "moderate" (23%).

Table 3

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

<u>Rating of Impact</u>	<u>Percent Using Rating</u>
Negative	1
None	6
Positive and Minor	6
Some	20
Moderate	23
Substantial	44
<u>Number rating</u>	<u>139</u>

Figure 7 provides a sampling of the kinds of impact which teachers reported.

Figure 7

**Teacher Rating of NSCC Impact on Role, and Reason for
Rating**

<u>Rating</u>	<u>Reason for Rating</u>
I. Positive and:	
A. Substantial:	
	1. Actively worked with student to increase appreciation of literature.
	2. Were actively involved with children; children saw their positive attitude; always willing to lend an ear or hand.
	3. The NSCC program gave the necessary attention that all children need. The fast forward program and homework club filled that need. Improvements were seen academically and socially.
	4. My NSCC assistant worked nicely with my students. He was caring and friendly. He helped some of the children during math. He helped me to make teaching aids and he also ran off paper. He helped to decorate the room. When some students had disagreement he helped to resolve the problems.
	5. The NSCC continues to support teachers and students through an array of activities and services.
	6. I love NSCC. I can honestly say I have never had a negative experience with anyone from the program. They always go that extra mile to help anyone who needs it. They often go beyond their prescribed duties so that they can help the children. Their entire attitude is that of putting children first. Their involvement and initiative have had an

enormous impact on each and every one of us from students to staff members. They helped with homework, they developed an outstanding drill team, their Socialized Recess has been very positive. I cannot imagine this school without them and don't know how we ever survived before they came.

7. Corpsmembers were excellent workers in the class. They coached in reading and listened on an individual basis which cannot be done in a regular setting without creating chaos when there is only one person in the classroom teaching. The roving arts program was a success also. The students were eager to see what new project, country and activity was going to be next. They enjoyed wearing and showing off the projects Stephanie and the others helped them to create. They also learned that fun and structure can coexist in being creative.

8. The NSCC has afforded us the opportunity to provide more individual attention to, address the academic and social needs of the students. My corpsmember truly stands out as one who is very much in touch with the feelings of our students. He is a very sensitive person.

9. The NSCC volunteers brought school spirit back into the school. It was a tough task that they surely did successfully. They also created programs to improve school climate.

10. I chose this rating because the individuals (NSCC) who assisted me were wonderful to both the students and the teachers.

11. My NSCC worker was with me for a short time, however, her presence in the classroom made a great difference. The children and I enjoyed working with her. I recommend she begin at the opening of school. She was really an asset to our room and the program. She helped out where needed and worked with the children one-on-one. I feel her service should be all day in one given classroom.

12. I found the NSCC people to be a wonderful help. They were so cordial, well-trained and always a welcome addition to my class.

13. NSCC helped to supply an extra set of hands needed during class time. She was a hands-on person and took the initiative to help where needed.

14. I would select this rating because of the 100% positive response I received whenever I asked for assistance for my students or myself. Considering I asked any NSCC worker I saw (even if they were not assigned to work with me).

15. My corpsmember had an excellent rapport with the children and went beyond her duties to provide them with experiences that were both educational and enjoyable.

16. This program provides needed support for children who really need it. Some of them would not get this kind of interest or support at home. It keeps them off the street and out of trouble for a few hours. The hours for crime and trouble for this age group is from 3:00 p.m. - 8:00 p.m. and that is a statistic.

17. The NSCC is an opportunity for a child to work in a small group setting or one-on-one. This is extremely important because the class size in a regular room is so large.

18. The child tried harder to please the teacher and the corpsmember instilled respect for the teacher. A job well done! Thank you!

19. The students love the NSCC. They respond very well to the tutoring and service learning project. The NSCC has wonderful and formatted lesson plans which allowed the students to achieve from the beginning to the end.

20. The NSCC has been a "God sent" for many youngsters. Some children are not shown respect by their parents and regrettably, by their teachers. The non-fundamental staff of

the NSCC shows respect and a personal relationship with the children. Their presence has been wonderful!

21. NSCC services are invaluable. Corpsmember was able to provide both academic and emotional support to at-risk children. She is terrific and made such a positive impact. The children were always excited to see her and worked hard.

22. The Roaming Art program is excellent. It gives my students the opportunity to achieve and complete different constructive art projects. The instructor is caring, energetic and willing to help each individual student. Please continue this program.

23. Provided needed homework help, lunch duty, recess help. Covered and helped out during class periods, positive role models for our students.

24. The student is unable to really function independently. Unless she gets this assistance, the student is really lost.

25. I thought my NSCC person was outstanding. She had a positive attitude. She knew how to reach the children. She was caring, patient and knowledgeable.

26. All NSCC workers at WOLCS, have made an amazing difference at recess, in the hallways and wherever they had contact. They provided immediate feedback and guidance to behaviors (both positive and usually negative) to a young population that lives out of control. I hope they are here next year!

27. He was a great asset to me teaching self help, academics and behavior challenges.

28. I chose this rating because of the support NSCC staff members have provided to the staff and students. They have assisted in many activities during the school day. They have also provided students with additional support by listening to them, helping them academically and providing them with positive reinforcement such as praise or recognition. The NSCC staff have been a positive influence on our program at this school.

29. I can see a positive change in my students that are involved with NSCC.

30. The after-school program is a time for struggling students to get one-on-one and small group instruction as well as extra attention. It is necessary to have at least two competent, intelligent adults in order to teach during this time. The NSCC volunteer and I could do this.

B. Moderate:

1. NSCC provided students with positive role models and successfully supervised lunch and recess which is traditionally a difficult time for many students to behave appropriately in an unstructured environment. It saved me much time and energy which was previously used on solving problems which had occurred during lunch and recess, so I had more time to meet the curricular needs of the students. After school clubs were successful in helping some of the participants in computing homework and improving reading skills.

2. It is wonderful to have these programs at our school which NSCC offers. It is great to get small group or one-on-one tutoring for at-risk students.

3. Their support allowed me to focus my attention in other areas. I could work with other children who needed additional supports.

4. The NSCC provided a great support to the staff and children. They were always willing to help and to resolve conflicts between the children.

5. The staff were prepared with detailed activities and supplies. The interaction between staff and students were positive. The students generally enjoyed participating in projects. The staff was enthusiastic and constantly gave positive feedback to students.
6. Socially, it helped them to interact with other kids. Additionally, they looked forward to going to participate. I choose these ratings based on my students' overall attitude during the program.
7. I was impressed with what the students learned during such a short amount of time. My students enjoyed dancing on stage. They felt proud of themselves, at the same time, the rest of the class felt good about watching their classmates participate in a show.
8. If the attendance of the tutors were consistent, the ratings would have been higher.
9. The NSCC program had a partial impact to moderate impact because I observed the change of attitude, academics and social interaction with my students among peers. Their consistent aid and concerns for the students is what they looked forward to.
10. The NSCC (Girl Talk) assisted me in preparing my student for the adversities she will face as a teenage female.
11. Our NSCC worker was a very caring person. He helped the children to feel more positive about themselves and others. He also helped them to connect their computer knowledge with all of the subjects that we studied.

C. Some:

1. I am referring to the academic achievement of my class. The after-school homework club is beneficial because caring adults are available. My hope is that the NSCC could get more involved with discipline in our school. That is, they would monitor behavior.
2. NSCC could be a very effective program but the student to worker ratio is too high. Children were not given help from adults at many times because there weren't enough adults.
3. The worker sometimes came with activities that were a little too difficult for the children.
4. They exhibited positive attitudes and showed the kids that they cared by being there for them.
5. The NSCC helped children in the classroom during times the classroom teacher could not. That extra pair of hands helped my students with the things they needed.
6. I chose the rating because I feel that any extra help he has been given has been beneficial. Although I am sure it provided some help, I am not confident enough to say that it was more than "some".
7. I must commend the NSCC staff who work with their students at their allotted time on a regular basis. The NSCC staffer who started at the beginning of the year and was there till the end of the year. The staffer that has the training and the skills to help the student they are tutoring in reading, so the child benefits and time is not wasted from classroom times and finally the staffer that he's earned the respect and the control over the classroom they are enriching with Roaming Art lesson each week when they come.
8. Other than art/basketball--NSCC really didn't have the opportunity to impact a whole lot. When there are more members to help 1,000 and needy students, it will be more beneficial; NSCC members are wonderful and hard working.
9. I feel that even though he was exposed to the NSCC. It appears that his growth was a combination of all his school associations.

10. In the classroom, the presence of the NSCC was not consistent. Many of the students were not pulled out on a regular basis and given support. However, NSCC helped our class with a special project and that service was much appreciated. The corpsmember set up an incubator and eggs for a class project. The students and myself were very grateful for the opportunity.

11. This year was very disappointing. In the past, I have had aides who are consistent and attend regularly. They were also great assets in the classroom. Unfortunately, this year, I had aides who had family/medical/other problems which caused them to have very poor attendance! For two months, there was no aide in my classroom. During this year, there were three different people in our class. This inconsistency and poor attendance means that the children suffer. They do not get the benefits of the program as they should. It is a real shame because I have seen, firsthand, how well this program can work. When it is working well, this program is invaluable to both students and teacher.

D. Minor:

1. I really don't come in contact enough with the NSCC to fairly give them a rating. It is only once a week they come to class for the 100 Book Challenge or Roaming Arts.
2. Many (not all) of the staff (NSCC) members do not carry themselves in a professional manner nor do they have the students' best interest at heart.
3. I have not noticed any changes in my children's behaviors as a result of their after-school activities directly. However, I have noticed that one of them completed the majority of his work on these days.
4. It wasn't the NSCC's role to dominate the program. The point was for the kids to learn and grow on their own.
5. I felt the pull out program could have been more successful if the tutor would have come everyday. She was pulled out to do various other things. She was very helpful to the student when she came. She always informed me when she was able to come.
6. His attendance was inconsistent and when he did come he graded papers, made copies, etc. In that capacity, he was helpful.

II. None:

1. I chose this rating because I was not aware which students were in the NSCC clubs. In the future, it would be helpful if I was given a list at the beginning of the year. Then I could watch and look for changes in those students.
2. I really don't think this student's participation in the Drill Team had any effect on her behavior or academic progress this year.
3. Other than in the case of one student, I had little to no contact with NSCC this school year.
4. One person in the NSCC had a positive impact on the above child. But often other kids in my class would have conflicts and when they went to the NSCC for help, the conflicts became worse ("they wouldn't help us" or "they said no".) This was typically during recess, so I would be the one who mediated in the end. One NSCC member in particular has used profanity towards the children on 3 occasions which they've notified me of. Much of the interactions were very unprofessional.
5. The corpsmember's participation and attendance was inconsistent. He was quite enthusiastic and obviously cares about children. However, it doesn't appear that he or other NSCC workers have been trained to work in classroom; doesn't

appear that they're clear about their roles; neither does it appear that the teachers know. It was a waste of funding and time.

III. Negative: None

Chapter IV

Impact on Children

I. Introduction

This evaluation of the 2000-2001 NSCC provides a broad base of five kinds of data to evaluate the program's impact on children. First, for each child participating in an NSCC program, attendance in 2000-2001 was compared to that for 1999-2000. Second, achievement was studied in five areas, Reading, Mathematics, Social Studies, English and Science. For the first two areas, Reading and Mathematics, standardized test scores were available, using the Stanford-9 Achievement Test scores for 1999-2000 and for 2000-2001. Comparisons were made using their normal curve equivalent (NCE) scores. For the other three areas, for which no standardized tests were available, report card grades were compared for 1999-2000 and for 2000-2001.

Third, team leaders, Principals and teachers rated the overall impact of the NSCC on children. Fourth, 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. Fifth, teachers were asked to provide "mini-case studies" of children for whom they thought the NSCC intervention had a major impact.

II. Attendance

A. Overall

Table 4 provides a summary of the attendance comparisons for 1999-2000 and 2000-2001. These data indicate that of the 5,262 children for whom data were available, 6% had the same attendance rates in 1999-2000 as they had in 1998-99, 48% had higher attendance in 2000-2001 and 46% had higher rates in 1999-2000. There was an overall mean gain of .65 days, and given the size of the sample, this gain is not statistically significant at the .05 level. Thus, the data indicate a small but not statistically significant improvement in overall attendance for the NSCC participants.

Table 4

**Change in Days Present, 2000-2001 Compared to 1999-2000,
for Children Participating in NSCC Programs
N=5262**

Change in Days Present	Percent Showing Change
A. Improvement of:	
20 days or more	7.7
10 to 19 days	9.6
1 to 9 days	30.5
Sub-total	47.8
B. No change	5.8
C. Decline of:	
1 to 9 days	29.2
10 to 19 days	9.8
20 days or more	7.4

Sub-total 46.4

B. By attendance 1999-2000

In addition to the comparison of attendance for the total group reported in Table 4, Table 5 below, presents the change in attendance for five sub-groups defined by their percent of attendance in 1999-2000, while Table 6 presents detailed information on the changes for the three poorest attending sub-groups: those whose 1999-2000 attendance was less than 90% and who, therefore were absent for more than 18 days.

The target group for the NSCC's efforts to improve attendance were the children with poor attendance records. The data in Table 6 indicate that these efforts were generally successful, for of the 1612 children who attended less than 90% of the 1999-2000 academic year, 66% improved their attendance, with two percent not changing and 34% attending less often. Moreover, of the 496 in the two sub-groups with extremely poor attendance in 1999-2000, attending less than 80% of the academic year, 76% improved in 2000-2001.

C. By program

The attendance data were compared for children in seven different NSCC programs: literacy programs; programs in the arts; service learning programs; psycho-social support programs such as mentoring; sports and recreation programs; non-academic programs; and the ethnic identity program. There were no significant gains in attendance by program for any of the poor attendance groupings.

Table 5

**Change in Attendance 2000-2001 Compared to 1999-2000
In Relation to Percent of Attendance 1999-2000**

Percent Attendance 99-00	N	<u>Percent Whose Attendance Changed As Indicated</u>		
		Improved	No Change	Worsened
Less than 70%	158	82	2	16
70% to 79%	338	74	1	26
80% to 89%	1116	61	3	36
90% to 94%	1250	43	4	53
95% or more	2121	57	9	33
Total	4983			

Table 6

Change in Attendance 2000-2001 Compared to 1999-2000

**In Relation to Percent of Attendance in 1999-2000,
for Children Who Attended Less than 90% in 1999-2000**

Percent Attendance 1999-00	N	<u>Percent With Indicated Attendance Change, in Days</u>						
		<u>Worsened</u>			No Change	<u>Improved</u>		
		20 or more	10 to 19	1 to 9			1 to 9	10 to 19
Less than 70%	158	9	4	3	2	6	13	63
70% to 79%	338	10	7	9	1	16	24	34
80% to 89%	1116	9	10	17	3	28	23	10
Totals in No.	1612							

One can also consider these data in another way. In 1999-2000, 158 students were absent more than 30% of the time, averaging 68 days absent. In 2000-2001, these same students were absent an average of 45 days, an average improvement of 23 days more in school.

There were 496 students who, in 1999-2000 were absent more than 20% of the time, averaging 50 days absent. In 2000-2001 these same students were absent an average of 38 days, an average improvement of 12 days more in school.

III. Academic Achievement

A. In Reading and Mathematics

1. For the total group

Table 7 summarizes the standardized test data for the Stanford Achievement Test-9 in Reading and Mathematics for all NSCC participants for whom scores were available for the two consecutive years, 1999-2000 and 2000-2001. The data show statistically significant improvement at the .05 level for the Composite scores and all subtests except for Mathematics Open-end. This pattern is similar to last year's findings. The magnitude of gains identified is substantial on the NCE scale.

2. By NSCC program

The Reading and Mathematics data were also analyzed by the seven program groups noted above in the discussion of attendance. Using ANOVA, the overall program differences were tested. A significant interaction test showed that several, but not all, of the programs produced the gains identified in Table 7. A Fishers LSD test was applied to identify those programs.

For the Reading Composite score, all groups except for Non-Academic Clubs (a very small group) showed significant year-to-year improvement. The Service Learning (101.5 points) and

Mentoring & Psycho-Social (107 points) groups showed significantly greater gains than the other programs which improved 41-61 points. Similarly, four groups in the Math Composite score, including Literary and Other Academic Support (31.9 points), Arts (45.1 points), Service Learning (109.3 points), and Mentoring & Psycho-Social (116.1 points), showed significant year-to-year improvement. Once again, the Service Learning and Mentoring and Psycho-Social groups showed the greatest improvement. These same four groups also exhibited significant year-to-year improvement for the Reading Comprehension Subtest scores, with the Service Learning (72.7 points) and Mentoring & Psycho-Social (83.3 points) gain significantly more than the other groups.

On the Reading Open-end subtest, only the Service Learning (33.1 points) and the Mentoring & Psycho-Social (107.4 points) made significant gains. In this dimension, the Mentoring & Psycho-Social group made a significantly greater gain than the Service Learning group. Three of the four Mathematics Subtests show a similar pattern of improvement: Service Learning (Total – 108.8 points; Problem Solving – 95.2 points; Procedures – 115.3 points); Mentoring & Psycho-Social (Total – 113.1 points; Problem Solving – 115 points; Procedures 131.2 points); Literacy & Other Academic Support (Total – 43 points; Problem Solving 32.4 points; Procedures – 53.9 points), and Arts (Total – 53.4 points; Problem Solving – 42.8 points; Procedures – 60.3 points). All of these groups yield statistically significant year-to-year improvement, with Service Learning and Mentoring & Psycho-Social showing the most dramatic gains compared with the other programs.

Finally, for the Math Open-end subtest, only one program, Mentoring & Psycho-Social (88.6 points) shows a noteworthy improvement. Conversely, Literacy & Other Academic Support (-25.5) shows a significant year-to-year loss.

Table 7

Comparisons of N.C.E. Scores in Reading and Mathematics, 1999-2000 and 2000-2001, Stanford Achievement Test-9

<u>Area and Score</u>	<u>N</u>	<u>Mean</u>		<u>Stat. Sig. Gain*</u>
		99-00	00-01	
<u>A. Composite Scores</u>				
1. Reading Composite	930	343.3	411.7	68.4*
2. Math Composite	924	342.6	404.6	62.0*
<u>B. Sub-test scores</u>				
1. Reading				
a) Comprehension	982	340.6	388.3	47.6*
b) Open-end	1459	377.1	412.6	35.5*
2. Mathematics				
Total	963	331.0	398.4	67.4*
Prob. Solv.	955	341.4	398.4	57.0*
Procedures	950	347.4	427.1	79.7*
Open-end	1489	367.3	362.8	-4.5

B. In English, Science, Math and Social Studies

1. For the total group

Tables 8 & 9 summarize report card marks for all NSCC participants for who marks were available for the two consecutive years of 1999-2000 and 2000-2001. Compared to last year, when there were no overall statistically significant difference for the total group on any of three report card marks (English, Science and Social Studies), we now see English, Math and Science showing overall statistically significant gain.

Overall, the students in most NSCC programs demonstrated significant academic gains after participating in three of the four program areas as demonstrated by grade improvement across several disciplines (see Table 8 below). Three of the four report card achievement areas had some programs show statistically significant improvement in grades.

2. By NSCC program

Three programs, Arts (3.0 points), Service Learning (1.3 points), and Ethnic Identity (1.7 points) showed gains in English grades (see Table 9 below). Only the Social Studies area, in which Service Learning and Mentoring & Psycho-Social programs both lost ground, had no programs demonstrating significant gains.

Math programs exhibited a mixed picture with three program groups, Service Learning (1.0 points), Mentoring & Psycho-Social (1.4 points), and Ethnic Identity (2.8 points) improving significantly, while two program groups, Literacy (-1.1 points) and Sports/Recreation (-1.8 points) showed a significant loss.

Finally, three program groups, Arts (1.5 points), Mentoring & Psycho-Social (1.5 points), and Ethnic Identity (1.4 points) showed considerable report card grade improvement in Science. On the other hand, the Service Learning group (-1.0 points) showed a significant loss in Science report card grades.

The Service Learning program, which lost ground in Social Studies, showed the least improvement of programs demonstrating a gain in Math, and lost ground in Science, displays the least academic gain in this school year. For further exploration of the meaning of these findings, see section C below.

Table 8
Report Card Grades 1999-2000 &
2000-2001

Program	English		Social Studies		Math		Science	
	99-00	00-01	99-00	00-01	99-00	00-01	99-00	00-01
Literacy	77.0	76.9	77.8	77.8	80.1	79.0	79.0	78.8

Arts	75.6	78.6	77.2	77.5	80.1	80.2	79.2	80.6
Serv Learning	78.7	80.0	79.8	78.6	80.8	81.8	81.1	80.1
Ment & Psych	75.5	76.2	77.6	75.8	76.6	78.0	76.8	78.3
Sports/Rec.	76.2	77.2	77.6	77.1	79.6	77.8	78.8	79.9
Non-Academ.	73.4	74.2	76.4	76.6	75.2	77.9	74.9	74.0
Ethnic Iden.	78.0	79.7	78.5	79.0	79.7	82.5	79.3	80.7

C. Comments on test scores vs. report card grades

Statistically significant report card grade average differences for the 1999-2000 to 2000-2001 data show inconsistent patterns, especially when compared to the test score data. Service Learning and Mentoring & Psycho-Social programs, consistently among the strongest test score gainers, appear in two of the three grading areas that show statistically different increases, but Service Learning losses ground in two report card areas and Mentoring & Psycho-Social losses ground in one area. The Ethnic Identity program improves significantly in three of the four report card grade areas.

The “inconsistency” becomes understandable when we recognize that the Service Learning and Mentoring & Psycho-Social report card grade losses are in areas not measured by the Stanford Achievement Tests and are based on results from drastically different numbers of students. The Ethnic Identity results, particularly the difference between the Math test outcomes and the report card results, can also be attributed to any or a combination of factors: 1) The students measured are not the same for report card grading and achievement testing. More than twice as many students have report card data for both school years than have test data; 2) Content of the Math achievement test might overlap to a great degree with the course content; 3) Course grading involves more subjective elements than objective achievement testing.

Table 9

**Statistically Significant Report Card Grade Diff.
1999-2000 & 2000-2001**

Program	English		Social Studies		Math		Science	
		N		N		N		N
Literacy		1534		1759	-1.1	1762		1801
Arts	3.0	356		402		401	1.5	406
Serv Learning	1.3	609	-1.2	690	1.0	686	-1.0	697
Ment & Psych		513	-1.8	397	1.4	549	1.5	544
Sports/Rec.		174		167	-1.8	170		176
Non-Academ.		36		36		36		36
Ethnic Iden.	1.7	240		273	2.8	272	1.4	273

IV. Ratings of impact

A. Overview

Table 10 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, across role, a large majority (64% to 100%) rated the NSCC's impact on the school and staff as "enormous" (24% to 52%) or "major" (32% to 66%). These data are discussed in detail in the separate sections below.

Table 10

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

Respondent	Percent Rating Impact As:					
	N	Enormous	Major	Some	Little	None
1. Principals	33	32	32	35		
2. Team Leaders	33	52	48			
3. Teachers	103	24	66	9	1	

B. Ratings and comments by Principals

When asked to rate the impact the NSCC program had on the children, Principals were even more enthusiastic than their previous high levels of enthusiasm. As a group, they considered the impact to have been "enormous" (32%) or "major" (32%) or at least "some" (35%), with no Principals feeling there was only "little" or "no" impact.

The impact on the students was most often seen to derive from programs such as one-on-one tutoring, Reach for Reading, after-school clubs and programs, the Hundred Book Challenge, in-class assistance, and the SAT preparatory course. For other Principals, it was the strength of the relationships between corpsmembers and students that was most critical, with students "looking forward to doing after-school programs and working [with CMs] in class." According to this Principal, "Corpsmembers followed through with what they told [the students] they were going to do. Kids trusted them." Overall, Principals felt that the corpsmembers formed "good relations with students", and that "students felt comfortable talking to them" and "looked up to them". The corpsmembers were able to establish a "good rapport" with the children, to "serve as role models", and to provide "an additional ear". This attention was particularly vitalizing for "needy" kids in some of the schools, especially because of the close relationships that were built. As one Principal commented, "Corpsmembers have had an impact on needy and troubled kids through their one-on-one support in the classroom."

For the Principals who were more reserved with their assessments of the impact, they provided specific details explaining why the impact was not more significant. At some sites, there was not enough "commitment or consistency" from corpsmembers, even though "the children who participated relied on the corpsmembers." Other Principals noted the "disruption caused by the resignations" by corpsmembers, which "reduced the possible effective impact of the NSCC program." One Principal offered, "The children don't take them as seriously as they should." However, Principals were still optimistic about increasing the NSCC impact in the

future, as is evident in the comment from one Principal who remarked, "As we go into the second year, we are looking to expand their impact."

C. Ratings and comments by team leaders

Team leaders, like Principals, were even more strongly positive in their assessment of the NSCC programs' impact on the children than they had been about the impact on the school and staff. All of the team leaders considered the impact to have been either "enormous" (52%) or "major" (48%). Team leaders spoke strongly about the extent to which they felt the NSCC's presence in the school had made a difference in the lives of the children. They commended specific programs, again including Socialized Recess and various after-school clubs and programs. They praised the gains made in academic performance due to such initiatives as the Homework Club, the Hundred Book Challenge, and in-class assistance, commenting that the "students' grades improved", "the failure rate of students decreased", and "many children moved ahead in reading levels". More generally, one team leader remarked that the NSCC programs "met the needs of the students". Another team leader elaborated, "The children always have positive comments about the clubs and programs. They show interest and excitement. They like the attention they get from our program." Still another team leader offered, "We provide an opportunity for them to experience things that they may not have a chance to do without [us here]."

For many, it was the strong one-on-one relationships that mattered the most and which the children "valued". Team leaders strongly felt that they had "connected" and "bonded" with the children, feeling that they established "trusting relationships with the students", which the children depended on for help and support. One team leader commented, "The kids look for us. They want to be around us." Other team leaders mentioned the importance of the CMs positive role-modeling and mentoring. These team leaders reported that the kids "came to the CMs with their problems" and "confided in us", and, in return, CMs were able to "provide social and emotional support". According to one team leader, "Parents have called me and told me how much our input has helped their child."

Along these lines, team leaders also mentioned that the NSCC had an impact on student attitudes and behavior, including how they manage "conflict-resolution". Team leaders noted a "good turn around with attitudes" or "more positive attitudes", "improved behavior", and many children who acquired "more tools for conflict-resolution" because of the example set by corpsmembers. According to one team leader, "Students see corpsmembers as supportive, and students are guided throughout the day in positive ways to do what is expected." Another team leader shared, "Children's behavior is improving. They know the CMs well and like them." In some cases, "even kids who gave the teachers problems" were responsive to corpsmembers.

Interactions with corpsmembers were also seen to effect the way children relate to adults. Because children were able to interact with an adult "more personably" than with a teacher, students became "more receptive to adults." One team leader added, "Corpsmembers are looked upon as friendly adults. Kids latch onto CMs because they are non-authoritative."

D. Ratings and comments by teachers

1. Interview responses

As strong as the teachers' evaluations of the program's impact on school and staff was, it was even stronger in assessing the impact of the program on the children in their school. Again, the large majority (90%) used superlative assessments, considering the impact to have been either "enormous" (24%) or "major" (66%), with only a few teachers choosing more modest ratings of "some" (9%) or "little" (1%). Teachers mentioned several dimensions of corpsmember involvement in the school as responsible for the NSCC's significant impact. Teachers spoke of the specific programs offered and supported by the NSCC; the strong, "family-like" relationship corpsmembers developed with students; the increase in student "skills" and "social development"; and the importance of the "extra pair of hands", "role-modeling", and "emotional and academic support" students receive as a result of the corpsmembers' presence in the school.

Teachers remarked, too, about the changes in their students, including "increased academic achievement". One teacher commented, "The children's behavior and their academic life have changed tremendously....Classroom work has improved and students' look forward to activities and programming with pride and anticipation." Teachers commented that the "relationships" students have with corpsmembers "increase their self-esteem". One teacher indicated, "Corpsmembers act as confidants" for students, while another noted that students "feel more comfortable speaking with corpsmembers" than other adults in the building.

Specific academic achievements teachers attributed to corpsmember efforts included advances in literacy, homework, and test-taking, due in large part to such programs as Reach for Reading, the Hundred Book Challenge, one-on-one tutoring, in-class assistance, SAT Prep classes, and the Homework Club. One teacher underscored the importance of increased attention for certain student populations, noting that corpsmembers "really offered vital services for special needs students and they were competent in what they did." Furthermore, various creative arts programming, such as Roaming Arts, were seen to have enhanced the students' artistic and creative thinking skills.

As an indication of the effective connection corpsmembers make with students, numerous teachers reported that "children look forward to programming" while many others noted that "the children see them as role-models and people that they can confide in" and "are happy to be involved" with programs offered by the NSCC. One teacher articulated, "Corpsmembers provide an alternative to a teacher, serving more like a parent." Teachers reported "positive mentor relationships" from which students derive "a role model" as well as "an additional person for children to bond with". For example, one teacher reported, "My students have responded well to the corpsmember. She was great with kids and very skilled." Another teacher agreed, "The kids seem to really know and respect [the corpsmembers]. They want to be involved in their programs".

Among the general praise provided by teachers of the program and its corpsmembers, the teachers praised the NSCC for its incredible help, noting that their in-class assistants were good with kids. Generally, the corpsmembers were found to be "caring", "great leaders", and to demonstrate "strong values" and to serve as "supporters of educational growth and development." The corpsmembers were also acknowledged for their service as "beneficial mediators" and for providing a positive in-class presence. One teacher commented, "[Corpsmembers] make students feel comfortable and not intimidated by adults."

The contribution of certain programs to rounding out the education children are receiving was also mentioned as an NSCC contribution. Some of the improvements stemmed from overall school gains. These teachers mentioned a new initiative in Literacy and Reading, increased academic achievement, improved test scores, a decrease in disruptive behavior, and in several cases, an improved attitude, or "tone", around the school all as contributing to this success. Others noted specific gains: "Girls enjoy the girl scout program and look forward to the activities"; "I have seen real gains in reading"; "My kids were much more controlled after coming in from recess". One teacher noted a major impact from the male corpsmembers especially, who acted as positive role models. This teacher elaborated, "The children love the corpsmembers, as they can 'play both sides' in a way that teacher's can't." Other programs and activities such as PACT, Even Start, the computer program, and the Drill Team were praised by teachers. One teacher summarized the accolades as follows, "Students really benefited from having assistance from the corpsmembers. They felt very comfortable and supported by corpsmembers." Finally, as one teacher phrased it, "They seemed to reach a lot of kids and this is a big school."

2. Ratings of impact on children in class

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 11 and 12. 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 13.

As noted earlier, in addition to providing these data on participating children, the teachers were asked to rate the impact of the NSCC on their own role, and to explain the basis for their rating. These data were presented in Chapter III, in Table 4, with a sample of their reasons in Figure 6.

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. A sample of these case studies appears in Figure 7.

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 in-class and out-of-class Tutoring in reading, Literacy programs and Homework Help. The Self-development and Extra-curricular Programs include enrichment programs (such as chess clubs) programs in the Arts, Service Learning programs, sports and recreational programs and psycho-social programs such as Mentoring.

These analyses are based on ratings obtained from 221 teachers in 18 schools who rated 3562 children.

a. Overall finding

The data indicate a substantial improvement in the classroom for NSCC participants, for in both kinds of programs, 91% of the children were rated by their classroom teachers as showing improvement. Even more impressive is the finding that three-fourths of the children were rated as showing "moderate" or "substantial" improvement in "academic functioning" (74%) or improved "in-class behavior" (71%).

b. Academic Functioning

Table 11 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, three-fourths (74%) of the 3352 children rated were considered by their teacher to have shown "moderate" (40%) or "substantial" (34%) academic progress during the year, with another sixth (17%) showing "a little" progress. The other 9% 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 79% compared to 68% for the self-development/extra-curricular programs. As to the separate programs, the major difference is the large proportion in Literacy and Self Development programs showing "moderate" or "substantial" progress: 85% and 90%, respectively.

Table 11
Summary of Teachers' Ratings
of Change in Participant Academic Functioning,
by Program

Program	N	No Change	<u>Percent Rated as Showing</u>		
			A Little Prog.	Mod. Prog.	Substantial Prog.
<u>A. Academic Programs</u>					
In-Class Tutoring	1342	8	20	36	36
Literacy	302	4	11	40	45
Homework Help	247	2	20	58	20
<i>All Academic</i>	<i>1891</i>	<i>4</i>	<i>17</i>	<i>45</i>	<i>34</i>
<u>B. Self-development and Extra-curricular Programs</u>					
Arts	730	9	14	41	36
Service Learning	197	24	24	27	25
Enrichment	52	11	25	47	18
Sports	132	27	21	36	20
Self Development	350	1	9	24	66
<i>All Self-develpmt & Extra-curric Prgrms</i>	<i>1461</i>	<i>14</i>	<i>18</i>	<i>35</i>	<i>33</i>
<i>All; programs</i>	<i>3352</i>	<i>9</i>	<i>17</i>	<i>40</i>	<i>34</i>

c. Behavior

Table 12 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. As can be seen by scanning the last row in the table, nearly three-fourths (71%) of the 3562 children rated were considered by their teacher to have shown "moderate" (38%) or "substantial" (33%) improvement in behavior during the year, with another fifth (20%) showing "a little" progress. The other 9% were rated as showing no improvement.

Comparing the overall ratings for academic and non-academic programs, the data show essentially the same pattern. However, among the individual program areas, children in Literacy and Service Learning have the largest percent showing moderate or substantial progress: 84% and 85%, with children in Enrichment programs showing this level of improvement least often: 46%.

Table 12
Summary of Teachers' Ratings
of Change in Participant In-Class Behavior,
by Program

Program	N	Percent Rated as Showing			
		No Change	A Little Prog.	Mod. Prog.	Substantial Prog.
<u>A. Academic programs</u>					
In-Class Tutoring	1205	10	21	38	31
Literacy	313	6	10	44	40
Homework Help	264	7	27	36	30
<i>All academic</i>	<i>1778</i>	<i>8</i>	<i>19</i>	<i>39</i>	<i>34</i>
<u>B. Self-development and Extra-curricular Programs</u>					
Arts	929	8	17	39	36
Service Learning	234	2	13	49	36
Enrichment	78	25	29	32	14
Sports	157	13	22	38	27
Self Development	386	2	17	35	46
<i>All Self-develpmt & Extra-curric Prgms</i>	<i>1784</i>	<i>10</i>	<i>20</i>	<i>38</i>	<i>32</i>
<i>All programs</i>	<i>3562</i>	<i>9</i>	<i>20</i>	<i>38</i>	<i>33</i>

d. Attribution of change

The data in Table 13 are derived from teachers' rating of the extent to which they attributed change to the intervention of the NSCC. The attribution data were not provided separately for academic functioning and behavior. The data provide a striking testimony to the teachers' regard for the NSCC, for in nine of ten cases (91%), across both academic and non-academic programs, teachers said they

believed that the progress they saw was attributable to the NSCC: either "almost all" of it (36%) or "partially" (55%).

Table 13
Summary of Teachers' Attribution
of Change in Participant Functioning, by Program,
in Percent

Program	N	Percent Rated as Showing		
		None	Partially	All
<u>A. Academic Programs</u>				
In-Class Tutoring	1097	12	55	33
Literacy	235	5	43	52
Homework Help	186	6	56	38
<i>All Academic</i>	<i>1518</i>	<i>8</i>	<i>51</i>	<i>41</i>
<u>B. Self-development and Extra-curricular Programs</u>				
Arts	830	11	44	45
Service Learning	228	6	34	55
Enrichment	49	18	71	11
Sports	121	23	57	20
Self Development	287	1	79	20
<i>All Self-develpmt &</i>				
<i>Extra-curric Prgrms</i>	<i>1513</i>	<i>11</i>	<i>59</i>	<i>30</i>
<i>All programs</i>	<i>3031</i>	<i>9</i>	<i>55</i>	<i>36</i>

3. Mini-Case Studies of Specific Children's Response to NSCC Intervention

In addition to rating progress, teachers were asked to describe the response of "a child you believe responded particularly well to participation in the NSCC". To provide insight into the impact on individual children of NSCC participation, as teachers saw it develop, Figure 8 provides a sample of their descriptions. Cases I-1 and I-2 indicates that the impact of Corps intervention was seen in well functioning children as well as in children with academic or behavioral problems, who are the focus of most of the case studies.

Figure 8

Mini-case Studies of Children Teachers **Believed Responded Well to NSCC Intervention**

I. Cases Primarily Related to Academic Progress

Case 1

A. Description of the child before Corps intervention:

Happy, gets along with other children, well motivated, fine and gross motor skills are age appropriate, alert, able to express self verbally and a good listener.

B. Nature of Corps intervention:

She participated in Rapid Readers with her brother after school. This child became very excited with her accomplishment and enjoys reading. She competes with him as they read books together at home. The interested, caring adult who listened, and helped develop a motivated reader.

C. Outcome:

This child has already shown signs of becoming a reader- she was using all the information she was receiving during Shared Reading, Guided Reading, writing activities as she would pick up a book to read both in seeking clues from the pictures and using strategies in figuring out the print. She was being read to at home using our homework question sheets daily so she was getting a full picture of what makes up a story and understanding that there is more to reading than just reading words. Once she realized she could read she began to read stories to others, to listen to others as they read and most of all she wanted to hear more stories and to read as much as possible.

Case 2**A. Description of the child before Corps intervention:**

Sweet, outgoing girl who thrives on adult attention and interaction.

B. Nature of Corps intervention:

NSCC gave the child additional exposure to books and reading. NSCC gave the child extra attention.

C. Outcome:

This child is reading above grade level and is very successful in all academic areas. This child gets along well with others and has a positive attitude toward school.

Case 3**A. Description of the child before Corps intervention:**

The student had an extremely low self-esteem. This student had no class participation and did no work independently.

B. Nature of Corps intervention:

The corps members provided support during reading and math as well as positive leadership. The corps also treated the student favorably despite academic failures.

C. Outcome:

Student now demonstrates a desire to learn. Class participation has improved 100% and student does make attempts to complete independent work.

The student has developed a positive relationship with all of the corps members and this I believe has directly affected the performance level and academic progress of this student. On several occasions this student has been seen holding conversations with corps members about how attitude, academic and ability to work with peers is important.

Case 4**A. Description of the child before Corps intervention:**

The student was inattentive, playful during reading. Had problems staying on task. Very poor study skills.

B. Nature of Corps intervention:

The one to one help given to the individual student. Also, the attitude of Mr. Travis working with all the students was excellent.

C. Outcome:

Now, student has improved greatly. Much better study skills. Pays better attention - reading seat work is much improved. Oral reading is much improved. Student has a much better attitude towards reading and school in general.

Case 5**A. Description of the child before Corps intervention:**

Very quiet and often apprehensive when trying new things but can be eager to please all.

B. Nature of Corps intervention:

The reading buddies allowed children to read and use the strategies that they learned in the classroom.

C. Outcome:

Academically, this child soared! The reading buddies helped her socially because she built trust in the relationship and was O.K. with leaving the room to work with someone other than her regular teachers. She came to look forward to her sessions. I believe it was because of the caring environment that was created.

Case 6**A. Description of the child before Corps intervention:**

Low self confidence - lack of interest in all subject areas - known "behavior problem."

B. Nature of Corps intervention:

This student had a positive mother figure to work with him one on one. This made a huge difference.

C. Outcome:

Since this student completed "read for reading," this student loves to read! This student has since read 100 books plus for 1200 BIS challenge and has jumped one level in reading!!

Case 7**A. Description of the child before Corps intervention:**

At the beginning of the school year this child had very poor letter recognition skills, was very shy, and never volunteered.

B. Nature of Corps intervention:

I believe that having that one on one attention in a small group setting with the NSCC member outside of the classroom positively impacted this child's learning.

C. Outcome:

At this time this child has made significant progress - good letter recognition skills, an

understanding of letter sounds, and also knows many sight words. She now has begun to write independently during Writing Workshop. She is also eager to model her writing during Writing Workshop. She has blossomed - new confidence and self - esteem. (She had never been a behavior problem at any point.)

Case 8

A. Description of the child before Corps intervention:

Family problems, hyperactive child, immature.

B. Nature of Corps intervention:

Individual instruction. Directions to follow and that they were expected to be followed. Listen to student without judging.

C. Outcome:

He gained self-esteem and confidence, now he believes he can and he tries. He spends more time on task than before. He improved his reading and writing skills.

Case 9

A. Description of the child before Corps intervention:

The child did absolutely no work for class and had poor in class behavior.

B. Nature of Corps intervention:

The members of NSCC asked for an oral report on a daily bases whether progresses or lack of progress was made by all or one of my students. NSCC helped with homework and offered regards for progress being made all students.

C. Outcome:

The student that benefited from NSCC programs change his work habits and behavior to put him into position he promoted because of NSCC working with me. After NSCC intervention the student began to excel in every subject. The child looked forward to his verbal from NSCC. This united front helped this student and to hers to progress both socially and academically.

Case 10

A. Description of the child before Corps intervention:

Very intelligent, enthusiastic incredibly sociable, eager learner.

B. Nature of Corps intervention:

Exposed student to joys of reading for pleasure.

C. Outcome:

The student was a very good student, but was not active in class readings. The NSCC's 100 Book Challenge program encouraged students to read more. The student eventually read over 200 books and was eager to read more.

Case 11

A. Description of the child before Corps intervention:

This student was embarrassed to read anything.

B. Nature of Corps intervention:

Through the help of NSCC, she became confident and willing to try anything. Her attitude toward learning has increased dramatically. Her phonics skills have improved. She no longer worries about getting other students to help her. The child gained much confidence in her abilities. She learned responsibility. She had a lot of willingness and desire to learn.

C. Outcome:

Provided help with homework which otherwise the student would not have had. Provided reading one-on-one which otherwise is impossible for the teacher. Constant caring adult help.

Case 12

A. Description of the child before Corps intervention:

Loyal, friendly, helpful with young children and adults.

B. Nature of Corps intervention:

Gave direct help with homework and provided tutorial services with math and reading.

C. Outcome:

This student responded well to the services offered by NSCC. He/she improved her math grade by 1 level and has gained fond appreciation for reading.

Case 13

A. Description of the child before Corps intervention:

The child was repeating 4th grade and had a lot of anger inside. She was turning off to learning and refusing to do assignments.

B. Nature of Corps intervention:

I feel the NSCC has provided a caring environment which gave direct help with homework to allow the student to progress one grade level in their reading. The extra help made the difference.

C. Outcome:

The child responded in a positive way by showing a 1 grade improvement in reading, by having a more positive attitude toward learning and by demonstrating a willingness to interact in her studies.

Case 14

A. Description of the child before Corps intervention:

Child did not work well with other students. She had little home support.

B. Nature of Corps intervention:

As well as individualized attention that the teacher could not have given alone, there was much more teaching and learning in the room with having a second person in the room for helping and stopping problems.

C. Outcome:

Child responded well to smaller group and individual attention that the NSCC member was able to give. Her skills grew from the extra help as well as extra encouragement, wanting to show the NSCC member her achievements. She went from needing a lot of support at completing her assignments to a more independent student.

Case 15**A. Description of the child before Corps intervention:**

All the children in room 109 have responded positively to corpsmember. She has worked with individual children, small groups and the entire class.

B. Nature of Corps intervention:

Corpsmember has been a great addition to our classroom. She has shown interest in all the children. She is a caring, supportive adult who takes the time to listen to each child.

C. Outcome:

The children have enjoyed working on art projects, journal writing, reading books, doing puzzles and a variety of classroom activities. They have responded positively to the corpsmember's help in all these areas. Her pleasant personality and warmth and caring have made it easy for the children to like working with her.

II. Cases Primarily Related to Behavioral Improvement**Case 1****A. Description of the child before Corps intervention:**

This child who was new to our school in Sept. and had a difficult time in all areas, has truly blossomed thanks to the help of NSCC.

B. Nature of Corps intervention:

Gave help in reading one - on - one that I couldn't get to help my students proceed.

C. Outcome:

This child became more interested in academics. He became friendly with many students and has a great attitude. He wants to succeed and can do this working with NSCC.

Case 2**A. Description of the child before Corps intervention:**

This child's self esteem was improved because of someone caring about how he/she felt and what he/she thought.

B. Nature of Corps intervention:

The caring of an adult helped this child to succeed.

C. Outcome:

This child feeling better about himself naturally was interested in school more and took an interest in his/her work. He/she improved his/her grades and was able to "get along"

better within his/her group. I believe this has happened because NSCC showed they truly cared and this child felt accepted.

Case 3

A. Description of the child before Corps intervention:

Poor academics, talkative, got along well with others, unfocused.

B. Nature of Corps intervention:

Gave the children an opportunity to express themselves in artistic ways whether through sports choir or drill team; allowing children who may not be academically superior to excel in a different area - to show a new talent.

C. Outcome:

Child was very active in the NSCC activities. Though her participation did not raise her academic scores significantly her self-confidence was greatly affected by her participation with the NSCC activities.

Case 4

A. Description of the child before Corps intervention:

Very shy and reserved. Keeps to herself but she is very nice.

B. Nature of Corps intervention:

The drill team has given her the opportunity to socially interact in a controlled environment and she has responded.

C. Outcome:

The best part of this child's response has been socially. She has "come out of her shell" a little and seems to be more socially accepted by her peers.

Case 5

A. Description of the child before Corps intervention:

Child often displayed anti-social tendencies.

B. Nature of Corps intervention:

Opportunities for additional attention for students during school day.

C. Outcome:

NSCC programs gave child individual attention a positive reward system and opportunities to see our strength and act upon them.

Case 6

A. Description of the child before Corps intervention:

Most of the children in my class that participate with NSCC were students that needed to learn how to work well with others. In addition they needed to learn how to take responsibility for their actions. Last, quitting when things that don't go their way needed to be worked on.

B. Nature of Corps intervention:

The NSCC program encouraged and motivated students to excel at the peak of their potential.

C. Outcome:

One particular student that was a part of this program came early on with many self-esteem issues. With this program this student has had to face their fears by performing before a large audience. From this, the student has improved courage in their academics and socially.

Case 7**A. Description of the child before Corps intervention:**

Student gets frustrated very easily; bullies other students.

B. Nature of Corps intervention:

The staff at NSCC, one member in particular, gave the student individual attention that I could not necessarily provide them.

C. Outcome:

Since participating in NSCC, this student is more willing to slow down and be patient with her schoolwork. She is also more cooperative in class.

Case 8**A. Description of the child before Corps intervention:**

Quiet, shy and reserved, wanted attention.

B. Nature of Corps intervention:

Constant esteem building activities one-to-one time with adults.

C. Outcome:

Child became more out going and vocal. Developed more self-esteem and worth. Still desires attention and acceptance from peers, but has developed confidence in ability.

Case 9**A. Description of the child before Corps intervention:**

Very defensive, easily angered, weak academic skills.

B. Nature of Corps intervention:

NSCC provided an interested, caring adult who would listen and was consistent and sure of him/herself.

C. Outcome:

Academic skills grew stronger; was able to interact with others in a less defensive way.

Case 10**A. Description of the child before Corps intervention:**

A very lazy student that usually gave up before he tried any work. This student made many excuses for his behavior. Very argumentative with adults.

B. Nature of Corps intervention:

They gave the one-on-one help that is needed by many students.

C. Outcome:

This student looked forward to working with the NSCC member. He actually completed work and brought it to share. He apologized for his actions. He tried to complete assignments even if he had to struggle through them. He began to work independently.

Case 11**A. Description of the child before Corps intervention:**

This child was very shy and withdrawn when she came to class. She would not socialize with the other children and would not talk to the adults.

B. Nature of Corps intervention:

Patience is one thing this child needed and the corpsmember provided this to the child.

The corpsmember did provide an interest in this child and showed her she really did care.

C. Outcome:

This child was very shy and withdrawn. The corpsmember was very instrumental in getting this child to participate and socialize in class. This child has grown academically as well as socially. Her attitude toward the corpsmember is just simply wonderful. If the corpsmember forgets to give her a hug, the child immediately reminds her that she did not give a hug. The child comes in the room cheerfully and willingly ready to participate in the activities of the day.

Case 12**A. Description of the child before Corps intervention:**

The student in mind displayed how self-esteem and lack of a gender support group at the beginning of the school year.

B. Nature of Corps intervention:

The NSCC workers gave "open ears" to students in need of a listener. The workers also gave students sound advice.

C. Outcome:

Due to interactions with two NSCC workers in particular, the aforementioned student became a part of a "mentor" group with one NSCC worker and displayed trust with personal issues that needed to be discussed with the other NSCC worker. These interactions contributed to increased self-esteem.

III. Cases Related to Both Academic Progress and Behavioral Improvement, continued**Case 1****A. Description of the child before Corps intervention:**

Overall, the student gets along well with adults and peers. He does work hard. He has difficulty with reading, can sometimes find it hard to stay focused on a task and can shut down emotionally and become aggressive toward others.

B. Nature of Corps intervention:

Gave direct help with areas of need (tutoring). Provided a positive role model and caring adult for student.

C. Outcome:

Academically, the student responded positively. He was able to work one on one with a tutor on his reading skills. Since the focus was on the one student, as opposed to a whole class, he has shown improvements. Socially, the child has also improved. He is more well behaved and has shown less aggression toward others. Since the student has improved academically and socially he has a more positive attitude.

Case 2

A. Description of the child before Corps intervention:

Assertive, aggressive, reactionary, interactive.

B. Nature of Corps intervention:

The NSCC has displayed a very positive, serious presence of commitment that is truly obvious to those they work with to enhance the growth and development of students.

C. Outcome:

Academically the student has improved, focuses more on the work, is more dependable with completing assignments and successfully passes in assessments.

Socially, the student is interacting in a more positive manner with classmate and in responding to those in authority. Additionally the student is developing a more positive way of thinking and a willingness to learn.

Case 3

A. Description of the child before Corps intervention:

Student was unwilling to attempt any task. She lacked confidence to succeed.

B. Nature of Corps intervention:

NSCC through their program support helped to foster greater esteem...

C. Outcome:

Student responds positively to most assignments and challenges.

She has met with moderate success. Her attitude towards work and responsibilities have improved.

Case 4

A. Description of the child before Corps intervention:

Child was continually misbehaving had low self-esteem and this had negative academic impact.

B. Nature of Corps intervention:

I feel NSCC provide a certain kind of assistance that regular school staff members cannot. Their presence in the school provides a more balanced atmosphere that the students enjoy.

C. Outcome:

With this particular child I was able to notice some significant changes in behavior and self-esteem. These changes were most apparent during the presence of NSCC.

This child responded very well to the assistance of the NSCC staff. During the reading lesson the child frequently worked with one of the NSCC members and because of this was able to show improvement in grade. There was an improvement with reading skills, vocabulary and writing. There was also great motivation within the student to complete work.

Case 5**A. Description of the child before Corps intervention:**

Child was very shy and withdrawn.

B. Nature of Corps intervention:

The individual attention.

C. Outcome:

Child has been more out-going. He participates more in the classroom. He has made more friends in school. His social skills have improved along with his reading level.

Case 6**A. Description of the child before Corps intervention:**

The student is a follower. He has low self-esteem. He is angry at times because the father left the family.

B. Nature of Corps intervention:

In my class, some of my students needed a caring adult to give them some attention. They also needed a male figure for advice and conversation.

C. Outcome:

The child seeks approval from the NSCC assistant. He always asks the assistant if he can help him. He behaves better when the NSCC assistant is in the classroom. He seems to enjoy being around the assistant outside during lunch recess. This student needed a strong male role model. Academically, the student didn't respond as well. He has poor reading and math skills. He didn't seek help from the assistant. He tries to pretend that he knows the work.

Case 7**A. Description of the child before Corps intervention:**

Child was being raised by her aunt. She started school late and as a result was much older than other third graders.

B. Nature of Corps intervention:

She was desperate for guidance and NSCC provided caring adults and role models.

C. Outcome:

She went from an angry child who fought every day to a student who wanted to achieve. With the help of school faculty, NSCC and home, she began to make great improvements.

Case 8

A. Description of the child before Corps intervention:

Popular, but non-assertive; generally makes lukewarm effort in school.

B. Nature of Corps intervention:

NSCC gave direct help with homework and provided an interested, caring adult who would listen.

C. Outcome:

The child has responded quite well to the program. Through service learning, he has applied himself earnestly. He showed rare enthusiasm for a school activity. Academically, he has increased facility with math and marketing. Socially, he has gained a sense of teamwork and accomplishment.

Case 9

A. Description of the child before Corps intervention:

This student is a very helpful and respectful one. However, he is experiencing problems academically and behaviorally.

B. Nature of Corps intervention:

The NSCC team member gave direct help with classwork as well as gave the students her undivided attention.

C. Outcome:

Academically, the child was able to complete assignments because of the one-on-one help that the NSCC team member gave. As a result, the child was able to receive high grades for work completed. The team member was also able to speak to the child on a one-on-one basis about the proper way to behave in the classroom setting. Simply because of their interaction the child was able to think before he acted.

Case 10

A. Description of the child before Corps intervention:

The student had issues with low esteem and slight disruptive behavior.

B. Nature of Corps intervention:

The critical intervention I observed was listening. The NSCC talked less and listened more, which made a big difference.

C. Outcome:

The NSCC was very caring and patient with this particular student. He was very knowledgeable about childhood development and behavior management. The student in

question enjoyed interaction with the worker and verbalized getting more individualized time. We all wished the NSCC could have come to our class more.

Case 11

A. Description of the child before Corps intervention:

This child is intelligent, easily distracted and has difficulty getting along with others in social situations.

B. Nature of Corps intervention:

Provide counseling and guidance.

C. Outcome:

Working with NSCC staff members has helped this child develop positive alternatives to conflict resolution.

Case 12

A. Description of the child before Corps intervention:

Most of the girls developed a sense of camaraderie. They began to look out for their teammates and show them respect.

B. Nature of Corps intervention:

The NSCC people provide a place the student can go that's safe where their voices can be heard. The students don't want to confide in authority figures like teachers and administrators, but they will open up for NSCC members.

C. Outcome:

The program did not affect their academic performance, but did cause them to be better classmates. They had loyalty to their teammates. They were encouraged by the program. All of the children had something to feel good about and take pride in, especially those who do not do well academically.

E. Ratings by parents

Forty-three parents were interviewed across fourteen 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 two chapters.

The large majority (95%) considered the program to have been enormously successful, rating it as either "totally" (54%) or "generally" (41%) positive, with two parents (5%) considering it to have been "fifty-fifty". The praise offered by the parents included general accolades such as: "The Corps are very helpful"; "they are extremely supportive and lighten some responsibility of the teaching staff"; "they help children with homework"; and "they work well with the children". Other parents cited more specific contributions the NSCC made to the school. One remarked, "The NSCC helps a lot. With girl mentoring, they provide a place to express opinions (besides to teachers and parents). They have very open relationships to the students. My daughter cries when she can't attend

(due to scheduling conflicts)!" Another parent commented, "I love them. They're great. They interact with the kids. The NSCC lets kids know that it is okay to go to adults rather than to solve some problems on their own." Parents also raved about specific programmatic initiatives, including the Lunch Room, after-school care and activities, Socialized Recess, in-class assistance, the Color guard, and the SAT prep. course. One parent summarized the enthusiasm of several parents: "They are wonderful. Seeing them here helping people is wonderful."

Another parent was impressed with the personnel of the program stating, "They are good with the children and do good activities. They are caring and they are problem solvers." Other parents remarked that the corpsmembers were "hard-working", "dedicated", and "good with kids". The program was called "wonderful", "very interesting", "an excellent opportunity", "good", and "helpful". The program was considered by some parents to "have met the needs of the individuals/the community" and to have helped the school and participating families become "more community-oriented". The only critique offered by one parent was the sense that in one site the "corpsmembers raised their voices too often and too loudly. Children did not respond well to that", though this parent prefaced the statement by saying that she still "liked the NSCC".

Most of the parents (84%) interviewed had children who had participated in an NSCC program to their knowledge. Despite their enthusiasm for the program, many (70%) felt that the NSCC could have been more helpful. Specifically, parents suggested a couple of areas where the NSCC could focus their attention, such as in tutoring, "providing additional activities during Socialized Recess", and with homework help. Certain parents also commented that "the person assigned to my child's room is not there very often", "the program could have been more helpful if it had started in September", "the program needs to be more organized", "the evening program should include a children's reading program", and there should be "more structure for the children" and "less interference from the school administration". Two parents felt that they did not know enough about the program or what the NSCC did in order to adequately respond.

Of those parents (30%) who felt the NSCC program could not have been more helpful, parents offered comments to elaborate on their assessments. They felt that the NSCC was "giving everything they can right now", that "they've been most helpful", and that "everything is fine". One parent enthusiastically commented, "How much more can a program possibly offer?" Parents also spoke of the positive attributes of the program itself, noting that the program "teaches children to speak out and not to be afraid of appropriate times to speak" and that "children appear to enjoy activities, and corpsmembers worked very well with the children".

Chapter V

Respondents' Perceptions of Impact on Parents

I. Introduction

The database 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 three teachers felt unable to make this rating.

Second, as noted just above, a sample of 43 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 14 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 a fourth to a third of the Principals, teachers and team leaders (28% to 30%) saw "enormous" or "major" impact on parents and parent involvement. For all three groups, the modal rating was "some" impact (36% to 46%), but 25% to 36% saw "little" or "no" impact.

Table 14

Perceptions of Impact on NSCC on Parents, by Respondent, in Percent

Respondent	No.	Percent Rating Impact As:					Negative
		Enormous	Major	Some	Little	None	
1. Principals	32	7	21	36	29	7	
2. Team Leaders	33	8	20	44	24	4	
3. Teachers	100	3	27	46	20	5	

B. Ratings and comments by principals

Impact on parents and parental involvement was seen to have been modest by the Principals. While more than a fourth (28%) saw "enormous" (7%) or "major" (21%) impact, the majority (65%) saw only "some" (36%) or a "little" (29%) impact. Two (7%) of the Principals saw no impact on parent involvement.

In explaining their somewhat reserved assessments regarding the NSCC's impact on parents, several Principals indicated that the parents are "tough to reach", consistently "uninvolved", and a "challenge to get involved." According to one Principal, "Some parents resent the young NSCC members getting involved in disciplining their children", though this was not a recurring complaint from the overall parent population who responded. When corpsmembers had been successful in engaging parents, it seems to have come from specific

program initiatives (6), including the after-school program, Even Start, Summer camp, the Family Center, and various special school programs. Other successes came when parents noticed the benefits received when their children worked with corpsmembers. One Principal commented, "Work with students is appreciated by parents. A few parents have become involved in the school [because of the NSCC]." Another Principal felt that the "parents liked the way the NSCC handled their children."

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 more mixed with nearly half (44%) of team leaders agreeing with Principals that the program had only "some" impact on this dimension of school life. Twenty-percent of the team leaders felt that the program's impact on parents had been "major", while only two (8%) saw more impact, classifying the impact as "enormous". Six team leaders felt there had been "little" impact (24%), while one team leader reported "no" impact (4%). In some cases, parents were able to participate in special events at the school such as Martin Luther King Day programs, Global Outreach Day, and Family Night. Many team leaders concurred that the parents had noticed the presence of the NSCC because of the team's impact on their children and were "grateful" and "appreciative" for the corpsmembers' efforts. According to one team leader, "Parents now come to the school. They are interested in their children and their learning environment." Other team leaders summarized some of the challenges they were up against, noting "the difficulty in getting parents involved in programs" (6), "minimal parent response", and the unavailability of parents because of work obligations. As a result, some team leaders felt that the parents did "not appear to have much interest in the programming offered by the NSCC". Team leaders seemed to widely share the sentiment that "more involvement would be appreciated" and that they would like to see "more parents participate."

However, programs at certain locations appear to have made a real impression on the parents. Team leaders reported that "parents realize that CMs are serving as mentors", that "the NSCC has gained the trust of parents", and that "parents see the gains being made through NSCC programs". According to one team leader, "The parents now encourage their children to participate in the programs being offered, and they volunteer for NSCC programs." Another team leader provided similar commentary: "Parents work with the NSCC and support it all they can. They trust the NSCC [at our school]." One team leader felt that some parents appreciated the corpsmembers "because CMs help the children with problems, which they are unable or unwilling to talk with their parents [about]". Addressing the indirect impact on parents, one team leader commented, "We indirectly have an effect on parents by helping their children."

D. Ratings and comments by teachers

Teacher evaluations of the NSCC's impact on parents and parent involvement in the school were also more modest and limited by the fact that only half of the teachers interviewed felt comfortable making this rating. Of those who did, one third (30%) did perceive a broad impact, indicating the impact had been either "enormous" (3%) or "major" (27%). However, for close to half of the teachers (46%) the program was seen to have had "some" impact on parents, whereas a quarter of the teachers saw "little" (20%) or "no" (5%) impact in their schools.

In schools where a significant impact was felt, most teachers commented on specific instances of parental involvement that they had witnessed. Parents were seen to be involved with Reach for Reading and the 100 Book Challenge. One teacher noted that "more parents come in for performances and service programs" since the NSCC has been at the school. Parents also participated in a few special events facilitated by the NSCC, such as the talent and fashion shows. At one school, a teacher reported, "The NSCC sponsored a parent activity in which the students gave the parents facials, etc. The parents really enjoyed this." As far as ongoing school programs, many teachers received compliments from parents regarding the Homework Club and the after-school program. According to one teacher, "The parents really support the after-school program because it provides the parents with extra academic support for the children."

Some teachers addressed the positive relationships that were formed between the parents and corpsmembers. According to one teacher, "The NSCC staff gets to know the parents and, consequently, the parents feel more safe and comfortable about the treatment the kids receive in the school environment." Another teacher commented, "The CMs report to parents on their children's behavior. This adds another perspective and serves to support/enhance the teacher's credibility." Corpsmembers also "talked with parents of at-risk students", thus serving as "mediators between parents and staff", and were seen to have been "always available to parents, especially after school." In general, teachers reported that the NSCC "had sparked the parents' interests. Parents are looking to get more involved."

In many cases, teachers reported observing limited parental involvement. In instances where there were details provided, it seemed that the lack of involvement had more to do with a lack of interest on the part of the parents than a lack of effort on the part of the NSCC. For example, one teacher mentioned, "The school council can't get off the ground because parents are not involved in the education process." Another teacher concurred, "Parents didn't always follow through." Still another teacher remarked, "Parents are not very active."

E. Ratings and comments by parents

The forty-three parents' sense of programs for children were discussed in the previous chapter. Here, we shall consider their sense of programs for adults and the community.

Twenty-six (60%) of the parents were aware of existing NSCC programs for adults or the community. The parents who were not aware of existing outreach programs (40%) 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. They had numerous suggestions, covering academic, remedial, and enrichment ideas, in addition to community service projects. Specifically, their suggestions included the following: parenting skills workshops (8); computer classes (4); literacy programs; GED classes; arts and crafts activities; cooking classes; exercise classes or recreational programs; Big Brother/Sister clubs; and community clean-up projects or more Global Outreach Days (2). One parent also suggested opening a "community center to keep kids off the streets, and to help provide inoculations and health screenings". Another parent asked for "more parent-teacher communication and workshops. The format could be a Family Night with food and entertainment as well."

Those parents who were already involved in NSCC adult programs were asked to identify other programs that the NSCC could provide which would have been of interest to them or the community, and while some were the same programs those unaware parents had suggested, others

were different, including sewing classes, College Prep. courses, and a Summer/Evening program for children. Obviously, some of these suggestions overlap with programs that are already underway, highlighting the need for improved promotion, communication, and public relations.

When asked for their final thoughts about the NSCC, some parents took the opportunity to express their gratitude and praise for the program once again. One parent commented, "I hope they return next year", while another admonished, "Don't take them out of [this school]". A few parents offered some final suggestions, feeling that the "administration needs to pull back [some of its control]", that the schools needed "more corpsmembers", and that the NSCC should be less restrictive with well-behaved kids. For the most part, parents seemed enthusiastic with the NSCC presence, with some expressing an interest in getting "more involved in the next year". In summarizing their general good impression of the program, one parent concluded, "The service is good and the NSCC is providing/serving to the best of their abilities".

Chapter VI

Respondents' Perceptions of Impact on Community

I. Introduction

The database for the evaluation of the impact of the NSCC's outreach efforts to the communities surrounding the 33 participating schools has three elements. First, it includes the analyses and ratings of the Observers who each spent a day in the Spring of 2000 visiting 24 of these communities. The other nine were not visited based on the team leader's statement that there had not been sufficient outreach to provide for a reasonable evaluation visit. Moreover, in four of the visits which were attempted not enough data were available for a valid evaluation, in two instances because the Observer felt there was no outreach and in two cases because only one or three interviews were completed. Thus, the database for observational visits is 20 visits.

Second, it includes the ratings provided by Principals, team leaders and teachers of their sense of the impact on the communities. As was true for rating the impact on parents, some teachers felt unable to make this rating, and for the community impact this was two-in-five (40%).

Third, the Observers interviewed 67 community members and, as noted above, 43 parents during their visits, and their perceptions conclude this chapter.

II. Findings

A. Perceptions of Community Observers

On their year-end visits, community observers were asked to discuss the extent to which outreach was implemented in the 20 sites as well as to provide ratings of the overall quality and impact of the community outreach programs as they had seen them develop during the year. The ratings for quality and impact appear in Tables 15 and 16.

1. Implementation

For the most part, feelings regarding the extent of program implementation were fairly modest, with the majority of respondents feeling that "only a little" implementation was achieved. Citing successful efforts at implementation, two Observers mentioned the MLK Day activities. Other successful outreach initiatives included the Park Restoration program, the Service Learning projects, Clean Up Day, National Youth Services Global Outreach Day, and programs held at local recreation centers. Those Observers who felt there was "only a little" success at implementation cited several factors which might have impeded NSCC efforts, including a lack of corpsmembers and staff (2); new sites, team leaders, and programs that faced "many obstacles individually, and collectively"; and high staff turnover or failure to "plan and follow through [with activities] in a timely fashion." Other respondents did not feel as if many community outreach programs were initiated or followed through with, but did not indicate why they felt there was such a lack of initiative.

Figure 9 presents their comments on implementation.

Figure 9

Community Observers' Explanations for Ratings of Program Implementation

<u>Rating</u>	<u>Comment</u>
<u>I. Generally</u>	1. Programs are operating well within the school. Community outreach is limited.
<u>II. About halfway</u>	1. According to the Director, programs held at the local recreation center were successful. Attempts to perform projects in the area were not successful. According to the president of the Civic Association, the NSCC was cooperative but community members were not helpful. 2. The MLK Day and Park Restoration Programs are one extension from last year. It appears they have improved and expanded. However, my overall rating for the implementation of their community programs is 50/50 because no new partnerships have been added.
<u>III. Only Partially</u>	1. This is a new team leader who has worked hard but focused energy on in-school programs. However, there have been community one-time events that she has recognized (MLK Celebration) as community efforts. She is also currently involved in a Service Learning project with a local elementary school. 2. This group is implementing what they can, however, due to the lack of support from the school, and the already developed Family Center programs their only resource is to follow through with the design in place.
<u>IV. Only a Little</u>	1. This is a new site and this group (NSCC) has had many obstacles individually, and collectively. While they have made little impact on the community, their presence was well respected. 2. There is not a visionary aspect to this program. The group is merely trying to do its best, but in reality, there are not "enough" corpsmembers, or foresight. 3. With the exception of the After School Program, there is very limited interaction with the community. There was a "Clean Up Day", but that is a one-day event. There will be a summer camp but several weeks away. 4. The program was actually developed by a teacher in the school who also serves as the Community Service Leader. NSCC actually assists the program. 5. The only program involving the community was the National Youth Services Global Outreach Day. The Clean-up program was partially community but there was hardly any community participation. Of 85 only a handful were community. 6. No programs were implemented. A shelter was planned but not implemented at request of the principal.

7. Due to constraints placed on the NSCC Team Leader it is virtually impossible to implement community involvement.

8. The school is in a very low socio-economic neighborhood. The crime rate is very high as well as drug abuse. Two people were murdered across the street. People are basically trying to survive from day to day. Many have no interest in involvement. However, the kids are receptive to NSCC and have benefited greatly from the after-school program and summer camp.

9. There was no indication that attempts were made to develop any community outreach program. The explanation given dwelled on a number of Corps people at Bartram (6) and an apathetic community. From what I was told this community is experiencing a cultural change with a resultant "white flight". Surely there must be needs that go unmet. Perhaps a more thorough analysis of present NSCC program at this site and its surrounding community is in order. The administration also needs to set purpose and goals.

V. Not at All

1. The Team Leader stated that the corpsmembers who were responsible for community related activities failed to plan and follow through in a timely fashion. The dismissal/withdrawal of three team members also hindered implementation of community programs. This site does not have a local base. The children come from all over the city.

2. Quality of outreach

The ratings in Table 15 reflect low Observer evaluation of community outreach. Only five of the 20 programs (25%) were rated as "good" or better, with one each "excellent" or "very good" (5% each) and three considered "good" (15%). The Observer who used the "excellent" rating commented, "These are some of the best programs I have ever observed." Another Observer who felt the quality of the community program was "good" praised the NSCC's involvement with the PTO and the NSCC's initiative in helping "several needy families."

In six sites (30%), Observers used the overall rating of "balanced" noting both good and bad aspects and in another eight (40%) they considered the community programs to be "poor"(30%) or "very poor" (10%). One observer considered the program observed to have been "dreadful" (5%).

The Observers who gave less enthusiastic ratings mentioned some of the same problems they cited for program implementation, such as a lack of corpsmembers (2), lack of participation or lack of planning (3), and a minimal outreach effort (5). At two sites, Observers felt that there was neither time nor personnel to focus on a community dimension because the schools themselves demanded so much attention. Observers also felt that if the goals of the NSCC were communicated to the community more clearly, initiatives and involvement might improve.

In their appraisal of impact on the community, one observer indicated "enormous" impact (5%) while six (30%) used the rating of "good". Remaining programs were assessed on more modest terms, with six programs (30%) considered "balanced" between good and bad impact, four "limited" (20%) and the other six programs (30%) seen as having had only a "slight" impact on the community.

Table 15

**Community Observers' Rating of Overall Quality
of NSCC Community Outreach Programs in Number and Percent**

Rating	Number	Percent
Excellent	1	5
Very Good	1	5
Good	3	15
Balanced	6	30
Poor	6	30
Very Poor	2	10
Dreadful	1	5

The reasons Observers gave for their ratings of quality appear in Figure 10.

Figure 10

**Community Observers' Explanations of Rating for
Quality of Community Programs**

Rating	Comment
<u>I. Excellent</u>	1. Overall, I believe these are some of the best programs I have ever observed. They are well thought out, planned, and implemented. The children, parents, and school staff work together as a family. There is cohesiveness within the NSCC, school members, students and parents; which is rare. There may be a "slim" margin for improvement, but it is working now!
<u>II. Very Good</u>	1. Intergenerational Program is bringing students to the Philadelphia Nursing Home to visit with residents. Students provide comfort and enjoyment to these older citizens through periodic visits on Saturdays and holidays. They do arts/crafts, sing songs, and socialize. The Share Program is assisting needy families with food packages. Recipients are very grateful for this service. It appears to be having a very positive impact on those being served.
<u>III. Good</u>	1. The Director of the Family Center Agency described the NSCC by claiming "last year the program (NSCC) plateaued." However, this year, with the new leadership, there have been increased programs for community and assistance and partnering. The team leader is competent, accessible and works primarily in the school. 2. It is a great program, however, NSCC members don't actually have to extend themselves in "actively" developing an outreach effort. They are more "participants" than "developers".
<u>IV. Balanced: Good/Bad</u>	1. Recreational program went well. Community service projects were a failure partially due to lack of participation and lack of planning and follow through on the part of the corpsmembers.

2. They did not have enough time or corpsmembers to direct themselves towards community outreach. Corpsmembers were not showing up on time. Some didn't come at all. Several resigned and the first team leader resigned as well. People are aware of NSCC presence and felt good about their mission.
3. This group is trying to fulfill all of its obligations, but to be fair and honest there is just not enough personnel.
4. The effort is here. But, how beneficial is it to the goals and objectives of NSCC? It is good because the NSCC group is making connections (outreach) but I believe this group is limited in what they are actually able to do.
5. The community is not responsive as to what goes on in the school. There is a local church and community center but they are not at all involved in the school. Community resources are limited. The area itself is a bad area. The community is not really accessible to AmeriCorps.

V. Poor

1. The NSCC staff is very limited. Parent and community involvement are discouraged. More parent participation in after-school program would be very valuable. Many parents weren't aware of NSCC availability to them and their children. The NSCC is not welcomed at this site. Any efforts the NSCC makes are basically undermined by administration.
2. Little was planned or implemented. There were few outside agencies, only a few neighborhood visits planned and no parents available to interview.
3. Once again the community aspect of the NSCC is weak. There is precious little time to develop and devote to any actual activity outside of the school. There is such a great need for what the NSCC is doing within the building that the community component is often neglected. Since this is the first year of the NSCC program here, perhaps we'll see more community involvement in the future.
4. Operating in an unstable environment is time consuming and provides little incentive to look outside of the school environment. The team leader is good, but she does not have the skills and instincts of the former team leader. Thus she was unable to handle some situations effectively.
5. Only one outreach program and very little community participation.

VI. Very Poor

1. There is no community outreach effort occurring at this school. I did get a feeling that the team would like to make the effort, but are unable to do so because of the inability to establish a positive working relationship with the Principal.
2. Even though the need does exist, there has been little, if any, attempt at community outreach program.

VII. Dreadful

1. There was no evidence of any outreach. The individuals interviewed had little or no knowledge of NSCC programs. They saw corpsmembers as a part of the school staff.
2. Programs are being well executed in school. No community programs are being implemented.

3. Impact of outreach

The data in Table 16 indicate that in their appraisal of impact on the community the Community Observers obviously were as restrained in their enthusiasm as they had been in evaluating quality of the programs. Only one observer indicated "enormous" impact (5%), none

used the "major" rating and six (30%) used the rating of "good". Of the 13 remaining programs six (30%) were considered "balanced" between good and bad impact, four (20%) "limited" in impact and the other six programs (30%) seen as having had only a "slight" impact on the community.

Table 16

**Community Observers' Rating of Overall Impact
of NSCC Community Outreach Programs in Number and Percent**

Rating	Number	Percent
Enormous	1	5
Major	0	0
Good	3	15
Balanced	6	30
Limited	4	20
Slight	6	30

In almost every situation where there was an interaction between the NSCC and the community, no matter how slight, the Observers felt there was at least "slight" impact. Community efforts by the NSCC were determined to be "beneficial", "positive", "well-received", and "successful". However, the majority of respondents implied that more such efforts should be initiated in order to increase the reach of the NSCC on the community. Because of the narrow scope of the community efforts in the majority of the programs, many respondents felt the impact was either "limited" (4) or "slight" (5). Some Observers felt that while community-wide initiatives were minimal, the effect of the NSCC program on the children should not be overlooked or neglected, especially since those children affected positively by the program will, in turn, affect the larger community. Suggestions for improving impact included increasing communication with the community through "local newspapers, newsletters and in-school publications" and building upon or extending initiatives established by previous NSCC teams in past years.

The reasons Observers gave for their ratings of impact appear in Figure 11.

Figure 11

**Community Observers' Explanations of Rating
for Impact of Community Programs**

<u>Rating</u>	<u>Comment</u>
<u>I. Enormous</u>	
	1. The NSCC has made quite an impression on the community. The NSCC remaining here will result in tremendous benefits for the school.

II. Good

1. Efforts being made are well received by community members. More could be done to better acquaint the community with the service being provided. More communication through local newspapers, newsletters and in-school publications would be valuable.

III. Balanced: Good/Bad

1. Their partnership with the local Park Commission is very good. The community beautification projects are catching on. As a result, adults have formed a committee to continue the beautification and restoration efforts in the community. The partnership with the local church minister is good. He is a good role model and very effective with the young boys. Unfortunately they have not attempted to reach beyond last year's partnerships.

2. They have responded very positively to NSCC program as well as the staff. The After-School program and Summer Camp have been very successful. At the beginning of the school year 80 kids attended the After-School and many of them continue to come. Many children and parents are looking forward to summer camp. The site also has a Girl Scout Program. On National Youth Service Day the NSCC members and students cleaned up and park within their community. The kids have also been taken on many field trips and historical Philadelphia trips.

IV. Limited

1. There have not been long term community programs established by NSCC at this site. Instead there have been special one-day events where parents and community members have been invited to attend. Currently the team leader is devoting much of her time to setting up a Service Learning Project and Summer Camp that will further NSCC connections to the community.

2. School leader and NSCC team leader do not make community outreach a part of their programming.

3. The Socialized Recess and After School programs have helped the community look more favorably upon the school. The time factor as well as the limited human resources has had a negative effect upon the ability to do this.

V. Slight

1. Because though they only had time for one outreach program I cannot discount the positive effect the Corps has had on the children at the school.

2. Program impact on community comes through the kids, not directly on the community.

3. The team leader has only been with the program since March. She has implemented several great programs. She is limited however because she and the NSCC are not supported by the administration or staff. A corpsmember reported that the Principal plans to terminate NSCC involvement after this school year.

4. The help provided to children during the school day has to have a positive impact on the community. However, other than helping to plan and conduct Family Night, which was a school effort to help parents help their children, there has been no attempt to reach out to the community.

VI. None at All

1. Based on the reaction of the interviewers, there was no meaningful interaction between NSCC and the community.

4. Process

When asked what helped the implementation of the NSCC program, Observers highlighted the skills and efforts of team leaders (6); collaborative relationships between the corpsmembers, school administration, and faculty; cooperation of local agencies; and ties between corpsmembers and students.

When asked what factors hindered implementation, Observers mentioned strains on communication between the corpsmembers and the school administration; a lack of skill or role clarification on the part of the corpsmembers; and limits in personnel due to absenteeism, turnover and short staffing. Often, they mentioned that the community outreach aspect was seen as a competing priority to in-school efforts in a resource constrained environment. In a few cases, the lack of leadership by the team leader in this dimension was also mentioned.

Their specific comments on these factors which helped and hindered appear in Figure 12.

Figure 12

**Community Observer Comments on Factors Which
Helped and Hindered Outreach**

Dynamic	Factor
<u>I. Helped implementation</u>	
	1. The team leader is conscientious, skilled, and uses the office facilities (phone and computer) of the agency that serves as the basis of the interviews. This daily interaction has built a strong relationship of mutual assistance.
	2. The good rapport between members and students.
	3. Outreach (Individual and Collective) and Communication.
	4. The partners at the local Park Commission and Ministries.
	5. The determination and professionalism of the team leader and NSCC corpsmembers. They continue to make programs work.
	6. Complete cooperation and support of the school's administration staff and other school personnel.
	7. Good rapport at recreational center and enthusiasm on part of corpsmembers.
<u>II. Hindered implementation</u>	
	1. Lack of planning and initiative on the part of corpsmembers. Apparently some corpsmembers did not possess the skills or knowledge necessary to implement community programs.
	2. Some communication problems between the principal and NSCC team hindered what the team was able to do. Also, the initial problems of turnover/instability delayed implementation of community outreach.
	3. Learning the role behaviors associated with team leader. Dealing with paperwork computer problems.
	4. The absenteeism of corpsmembers.
	5. Limited personnel.

6. Not knowing the role of the corpsmembers, and corpsmembers not being visible.
7. Little planned, little accomplished.
8. Lack of a clear mandate to make community involvement a top priority. Limited time and personnel.
9. Not enough time to do more follow-up and networking within the community.
10. The team leader's learning curve and the turmoil in the school impede implementation.
11. The role of team leader was in the air for so long due to former team leader's health problems. Staff leaving severely limited this site from being consistent and doing more.
12. Lack of support from administration and other personnel.
13. I feel that no effort has been put forth by the team leader. The school itself appears to be in the midst of change with an almost yearly principal turnover occurring. The school itself is in need of an organizational plan to properly channel everyone's energies.
14. The Corps was spread too thin and lacked clear direction about how to proceed with community outreach.
15. An apparent conflict between the Principal and the team leader.

5. Integration into the community

When asked to consider how the Corps involved, and related to, community agencies, clergy, businesses and community groups, and how the community was kept abreast of Corps activities and plans, some Observers reported that a positive relationship had developed with a specific area agency or center or a family center at the school or in the community.

Most Observers, however, indicated that "no relationship" had developed between the NSCC and community groups.

Observers offered some suggestions for improving the situation. One remarked, "Certainly, a newsletter would help to alleviate this problem" while another suggested, "perhaps the NSCC could meet with the local church and community center and discuss what can be done to integrate their programs to avoid duplication of the same types of programs."

In addition to rating the quality and impact of the NSCC community outreach programs, the Community Observers were asked to comment on whether they saw "evidence of an improved or developing school-community sub-culture". In eight of the twenty sites, (40%) the Community Observer said "no" they saw no such evidence, and in another four (20%) the Observer felt there were only the "bare beginnings of one". Seven (35%) felt they had seen "some" evidence of new, or increased, relationships with community agencies and residents and one (5%) saw evidence of "good" development. Those who saw "some" or "good" development commented:

- Through working with a few parents and volunteering at several area daycare programs.
- Adults in the community have begun to work with the school on the community beautification and restoration program.

-Parents have attended the After-School activities NSCC Corpsmembers have made home visits to help students. Outside agencies, ClayMobile, N. East Treatment Center also came into the school.

-Volunteer work done at women's shelter, National Youth Community Service, Day pictures in school, Posters advertising in the community, After-school program and summer camp.

Observers were then asked for their final thoughts regarding the NSCC program. Many noted their sense that community engagement was not seen as clear goal of the NSCC program and that a greater priority of this dimension had to be made in order to encourage its expansion at most sites.

Their comments appear in Figure 13

Figure 13

Community Observers' Final Comments

Comment

1. While the NSCC had a positive impact in the school, their community efforts left a lot to be desired. This lack of implementation is influenced in part by the Principal. He feels that corpsmembers' time is better spent in direct support of the in-house instructional program.
2. Neither the school leadership nor the NSCC team leader appears to see community outreach as a goal of the program. Programs are working well due to the team leader's efforts.
3. Given that this is the last year for this program at Lamberton, I have no final thoughts to offer.
4. Valuable programs are being provided in school where good leadership exists from school administrators and team leaders.
5. This school was not prepared for my community visit. I wonder when I am told there are no interested parents to be interviewed and no police liaison.
6. I am puzzled that the problem the team was experiencing with the Principal was not identified and mediated in some way.
7. There is a great team at this site. However, they cannot implement many of their plans because the administration and school personnel really don't want them there.
8. In numerous cases they offered recommendations for moving forward.
9. More effort should be made by the organizational structure above the position to emphasize the importance of community involvement. Maybe every site should be looked at individually to determine its needs and priorities. It might be that the limitation of time and personnel preclude meaningful community involvement. I would also like to suggest that the Operations Manager ensure that each team leader be cognizant of the importance of these visits and ensure that they are prepared. This site only had one connection to a social agency and it was like "pulling teeth" to get people to interview.
10. There appears a need for additional training on reaching out to the community.
11. Community outreach is limited to a few programs in most schools observed. I would suggest if there is to be a priority, it must be more well defined and conveyed to school and NSCC staff at these sites.

12. Have more dependable people who keep appointments and get things done on the agreed date and time.
13. Please help corpsmembers and team leaders distinguish between "types" of community involvement you encourage.
14. There seems to be very little emphasis placed on community involvement. If this is to be a priority it must be clearly stated to the NSCC teams. Additional time and personnel must be allocated. Supervision must be in place to ensure that this component of the NSCC program is implemented.
-

B. Ratings by Principals, team leaders and teachers

1. Overview

Table 17 summarizes the ratings by Principals, team leaders and teachers of the impact of the NSCC on the communities surrounding the school, a rating 40% of the teachers said they could not make. Only a few (3% to 22%) rated the impact as "enormous", and no more than a third (19% to 32%) rated it as "major". Thus, for more than half of the three groups of respondents community impact was "some" "little" or "none" (57% to 71%), with team leaders the least positive of the three groups.

Table 17

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

Respondent	N	Percent Rating Impact As:					Negative	Can't Rate
		Enormous	Major, V y gd	Some, blcd	Little, poor	None		
1. Principals	33	3	29	58	10			
2. Team Leaders	33	11	19	30	22	19		
3. Teachers	62	11	32	47	5	5	0 (40)	

2. Ratings and comments by Principals

Evaluations of the program's impact on the community and school-community relationships were again somewhat conservative, with a third of the Principals seeing significant (32%) outcomes of the NSCC, rating the impact as either "enormous" (3%) or "major" (29%). The others saw the impact on community to be "some" (58%) or "little" (10%).

For those Principals who thought that the program enhanced their school's relationship with the community, the Corps were seen to have been actively out in the community through numerous initiatives including "Service Day", "Town Watch", anti-drug programs and activities, "Grandma's Kids", "the Family Center", "the Book Drive", "MLK day", and visits to shelters or elderly homes. Some Principals at new sites felt that there was "difficulty getting more community involvement", but added that as the NSCC program became further integrated into the school, more attention could be focused on developing a community partnership. Two Principals felt that "the corpsmembers didn't have time to work on the community" because

"they have been establishing themselves in the school". One Principal indicated that they would rather have the "Corps dealing directly with the students" and not the community. A Principal from an old site indicated, "We are still building the network between school and community."

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 varied across the entire scale, but were predominantly low. For a third (30%), the program had an "enormous" (11%) or "major" impact (19%), but for another third there was only "some" impact" and the others reported only a "little" impact (22%), with five respondents (19%) considering their outreach program to have had "no" impact on the community.

On the positive end of the spectrum, team leaders, as would be expected, cited some of the same programs as the Principals had with some additions: beautification projects, help at the Library, recreational programs and special events such as Make a Difference Day or the National Youth Service Day all helped to build community relations and programmatic visibility. As one team leader stated, "The NSCC has made it a point to get to know the existing relationships. There are many. The NSCC plays a supporting role. This school is heavily invested in working with community organizations." At other sites, team leaders reported that the NSCC had "developed partnerships with many organizations who came out to help in the school regularly" and that "several community projects were done by the NSCC members."

However, for the most part, team leaders indicated that it was difficult to get the community involved for various reasons (11). For some team leaders, it was a lack of participation or interest on the part of the community that was seen to be the problem. According to one team leader, "The community did not respond to NSCC projects." Another team leader offered similar comments: "The community businesses will give donations, but they don't want to be involved in our programs. The people who live in the community do not participate in school activities." Other team leaders did not offer specific reasons explaining why the community relationship was not fostered, but simply stated, "It was difficult to connect to the community."

At other locations, the community dimension of the program was not yet developed, but was planned on being developed in the future. One team leader commented, "We have not established a community program as of yet. We will be focusing on this next year." Another team leader offered, "Building community partnerships has not been the focus of the team. We have been focusing on establishing ourselves in the school, which has been particularly challenging because it is a new school." Other team leaders also felt that the schools' needs were their top priority, feeling like they had enough responsibility "because the school demands so much from us".

On their end-of-year survey the team leaders were asked to identify their sense of the most important contribution the NSCC made to the community. The 22 respondents listed the dynamics in Figure 14.

Figure 14

**Team Leaders' Description of Most Important
Contribution to Community**

Focus and Area	Contribution
I. Public relations to community	<ol style="list-style-type: none"> 1. Letting the community know that we are here to help in any way we can. 2. When we handed out flyers to the neighborhood to verify info to the children for different activities. 3. The corpsmembers being out in the school yard and vicinity after the crossing guards' tour of duty was over for the day.
II. Community event	<ol style="list-style-type: none"> 1. Putting on a community festival. 2. Restored a lot on Naster Street.
III. Interpersonal relationships	<ol style="list-style-type: none"> 1. New productive relationships. 2. The NSCC put a group of dedicated individuals in a school community that needed our support. We created bonds and friendships with both the students and teachers. 3. The seniors don't look at the kids anymore like they're demon seeds.
IV. School event with impact on community	<ol style="list-style-type: none"> 1. After-school activities. (2) 2. School beautification. (2) 3. Summer camp introduced the NSCC to the community. 4. The greatest contribution was just our time and effort with the children in the school. 5. Assistance in the First Annual Save the Children Day.
V. Parents' relationships, programs	<ol style="list-style-type: none"> 1. All parents cooperated. 2. Some parents got their GED.
VI. Working with community agencies	<ol style="list-style-type: none"> 1. Assisting the Family Life Center.

The eleven suggestions to improve community integration were also interaction or public relations oriented, with eight suggesting attending "a block meeting to speak extensively about the NSCC" (2), developing "partnerships with churches, recreational centers and other community organizations" (3), "a community walk and orientation session", "recruitment booths, posters or NSCC sponsored events" or "a community workshop". One each suggested "parent involvement", "giving "more time", and "recruiting corpsmembers to work in their own community".

4. Ratings and comments by teachers

Evaluations were more positive when those teachers who felt comfortable making this rating rated the NSCC's impact on the community and school-community relationships. Nearly half (41%) reported a strong impact, rating it either "enormous" (9%) or "major" (32%). The

majority (57%) chose a mid-range evaluation, indicating the impact had been "some". Thus, only a very small percentage selected "little" (2%) impact.

Among the contributions to the community mentioned by the teachers was work with the area populations that were in high need, such as the elderly, the homeless in local shelters, and patients in the Mercy Hospice. Service initiatives such as the "neighborhood beautification efforts", Service Day, and the Safe Corridors program were eagerly commended and cited as extremely important. Teachers also indicated that additional programs sponsored by the NSCC were beneficial such as "Summer Camp" and the "Service Learning program" because they "helped foster a more positive attitude in the community", in addition to making "the children more aware of the school as a community, as well as the community outside of the school". In some cases, the "NSCC worked to support the already existing community relationships."

At some schools, the teachers reported, the corpsmembers were able to have a broader impact on the community because they were community members themselves. This connection allowed the school to have a greater rapport with the community, and CMs were able to initiate a closer relationship with the community. For example, one teacher reported, "The corpsmember from the neighborhood adds a lot. This CM [was able to foster connections] between area businesses, museums, and other facilities". Other teachers shared similar comments regarding the importance of certain corpsmembers acting as a link between the school and the community. According to one teacher, "[Corpsmembers] from the community. . . are instrumental in bringing people from the community into the school." At one school, a team leader was able to bring in "a lot of different community groups, leaders, experts (library, poison center, etc.)", and at another school, a "lot of [corpsmembers] are community people."

Some teachers also commented about the positive impressions various communities had of the NSCC. One teacher remarked, "Community service groups recognize the NSCC's positive interaction with the community. These community service groups have been introduced to [our school] with a positive and welcoming attitude". Another teacher was quoted, "The community saw the NSCC showing interest in the kids. This helped draw people into the school." More generally, one teacher summarized, "Anything done for kids has a positive impact on the community

C. Ratings and comments by community members

Sixty-seven interviews were conducted with community members by the Community Observers of the NSCC, during the end-of-the-year visits. Of the community interviews, six were with business people, twenty-seven with staff members of neighborhood social agencies, six with clergymen, nine with police officers, and nineteen with adults who were not parents. The twenty-seven agency staff interviewed came from a variety of private and public agencies, including several community service agencies (family resource, center, community service center, health education center), ethnic neighborhood groups representing the African-American and Hispanic communities, and a senior citizen center. The business persons interviewed were proprietors or salespersons in neighborhood shops. Community respondents were asked to contemplate the overall NSCC program, the impact the program and corpsmembers had on the community, how well they fit into the community, and how they involved the community.

Of the 67 respondents, more than half (55%) indicated that they had been involved in a Corps program, either as a participant, sponsor or presenter. When asked to elaborate on how they heard about the program and how they got involved, respondents mentioned various methods, including having children who participated in NSCC programs, word-of-mouth, working with student and corpsmember volunteers, and being approached by NSCC members. Regarding which programs they felt to be most successful, community members seemed particularly excited about various community clean-up initiatives, MLK Day activities, and park restoration projects. The majority of community members (65%) were not aware of any other programs or services the NSCC has provided for the community, other than the activities already mentioned.

When asked to provide their general impressions regarding reasons for the level of success achieved by the NSCC this school year, several respondents commented on the importance of teamwork and cooperation. One respondent stated simply, "It is successful because people work together to help each other." Other community members noted the strength of the corpsmembers themselves, feeling that they were "dedicated", "amazing", "interactive", "approachable", and "involved". Another respondent offered, "Success has been reached because [corpsmembers] focus on the children's needs."

Respondents were asked to assess how well the Corps publicized its community programs. For the majority, people seemed to know something about the NSCC, with 96% feeling as if the range of "everyone" to "a few" people knew about the program. Suggestions for increasing knowledge and awareness about the program including distributing flyers, having a formal introduction from the administration, or writing an article about the NSCC in local publications.

In considering the impact of the NSCC presence at various school and community sites throughout the year, community members were asked to reflect on six dynamics: whether there had been any change in community climate, in perception of the school, in adolescent crime, how well corpsmembers fit into the community, if they brought people together, and, finally, overall impact.

When community respondents were asked if there had been any "change in community climate, for example people feeling more or less hopeful, more optimistic about the future", 68% felt able to make a rating. They were provided with a seven-point scale with three positive and three negative levels of change around a "no-change" midpoint. Forty-five percent of respondents felt there had been either "a lot" or "some" change this year. These respondents felt that the "attitude is positive and supportive", "people are encouraged by things the children are doing", and "there is a sense of hope and relief". Also contributing to the change in community climate was a "reduction in crime" and a "reduction of racial incidents", as well as the initiation of programs "to better people's lives, such as G.E.D. and Family Literacy." There was also a very strong sense amongst respondents that the NSCC program was a positive aspect in the lives of the children of the community and that they were both "responding to what they are learning" and "benefiting from the program".

On the opposite end of the spectrum, fifteen respondents felt there had been "a little", "some", or "a lot" of negative change. The reasons behind these sentiments were diverse, but a significant amount of responses addressed issues with violence or drugs in various communities.

One community member who felt there was "some" negative change in the climate responded, "Nothing is changing; actually it is getting worse. Young people don't care about anything anymore. They have no goals. The school system doesn't care." Another respondent was more specific: "Business has gone down. People are afraid to open doors in the morning because of drug problems with kids." Still another person commented sadly, "It seems people have lost all hope."

When asked, in a separate question, if "the NSCC had anything to do with the change they saw", an overwhelming majority of respondents (75%) felt that the NSCC had contributed varying degrees to the positive change, whether it was "some", "most", or "all".

Fifty-three people felt able to comment on a "change in feelings towards the school, or towards education in general", and two-thirds (63%) saw positive change, with ratings of "enormous" (11%), "a lot" (21%), "some" (29%), or "a little" (2%). They attributed this improvement to the positive impact on children involved in NSCC programs (e.g., "children are reading more books, doing more positive things", "NSCC gave the kids positive reinforcement"), the extra attention provided and time allowed as a result of the NSCC, and the addition of better and more programs. The NSCC was seen to have "done good work", and "provided help and support" (3), while parents were "happy with the extra programs being offered to the children" and "anxious for their children to participate in NSCC sponsored activities."

Community respondents who felt negatively about the school and education in general complained that "parents are not involved enough", "there is too much violence in the school", "the school is outdated and many of the staff members are tired", and that "children don't seem to get needed attention". One community member responded, "There were negative feelings as a result of the problems with the temporary principals." As is made obvious by these comments, the NSCC was not seen to have much to do with the negative change in community feeling about the school. Generally, 75% of the respondents indicated that the Corps did have "some", "most" or "all" to do with the overall positive changes.

Fifty respondents felt comfortable rating the impact the Corps had on the community this year, with forty-six (92%) seeing either "some" (30%), "important" (28%), "major" (22%) or "enormous" (12%) impact, while four (8%) felt there was only "a little" impact. No respondents felt as if there was any negative overall impact as a result of the NSCC presence at their respective sites.

After sharing their sense of the impact, respondents were asked to explain their rating and, if possible, provide a specific example or event which most accurately illustrated the reason for their rating. By and large, comments were both positive and encouraging and voiced recognition of the merits of the program and the importance of the program for children especially. Many respondents also commented on and commended various community initiatives. Community respondents' responses follow in Figure 15.

Figure 15

Community Members' Responses Regarding the Impact the Corps had on the Community

Rating

Reason

I. Enormous

1. Because it can be seen by the way children behave, the tone of the school, the role models.
2. It's a good program that is needed by the community and the school.
3. People are beginning to feel different about the school and are more willing to support it.
4. Training program, movies.
5. People like what they (NSCC) are doing with the children.
6. Because of the outreach work they do in the community.

II. Major

1. They bring morals to the children.
2. Unity of purpose community and faith based organizations are more involved in the school.
3. Kids have responded positively to the NSCC.
4. If the NSCC were not at this school, the level of activity would drop.

III. Important

1. More support given to school which transfers to kids and community.
2. It's only the first year and I already know that the kids' reading skills have improved.
3. For the community at large, I'm not so sure, but for the school and community kids, they have had considerable impact.
4. Family Night was significant for this community; the assistance provided to the teachers and staff.
5. By providing activities for kids after school, it keeps them out of trouble.
6. NSCC gives children an opportunity to prosper.
7. Behavior among students is better.
8. Children are happy to be in their presence.
9. Their presence in the community is genuine and needed.
10. Brought diverse groups of parents and students together.
11. Their presence is important.
12. They always seem busy. I know they worked well with our children.

IV. Some

1. Impact most on children. Children are now opening up to adults.
2. By keeping kids away from negative aspects of community (i.e. drugs, killing).
3. It's a work in progress. Just having additional bodies in the school, they have role models for the kids. They provide mentoring/tutoring which helps enhance the learning process.
4. Showed the community that someone out there cares.
5. Could do more outside of school.
6. Community knows NSCC is in the school and understands the work.
7. It takes time for this community to get used to people.
8. They are active in programs that connect with community groups.
9. The existence of the charter school and the NSCC involvement has an impact.
10. They've allowed parents to get more involved and really seemed to help people feel good about the school.

V. A little

1. Team members have put forth a valiant effort.
 2. Community/businesses are not receptive.
 3. Need more people volunteering.
-

When asked what the NSCC could do to increase its impact on the community, the community respondents made a range of suggestions, primarily focusing on planning and offering more community activities, after school programs, and community service projects, adding tutors and workers, and increasing publicity and/or public relations activities. Five respondents felt there was "nothing more" the NSCC could do.

One additional specific impact that was discussed with the community respondents was their sense of any change in the "youth crime rate". Only 27 felt comfortable making the rating, and 23 (85%) of them felt there had been a reduction, with three (11%) sensing "no" change and one (4%) believing it had increased. Those who saw a reduction rated the reduction as "a lot" (11%), "some" (59%), or "a little" (15%). (See Table 16)

The fifty-two respondents who felt able to rate how well the Corps and corpsmembers "fit into the community" indicated that the fit was excellent, as 32 (62%) said it was "thorough" and another 13 (25%) felt it was "moderate". Those who provided explanations for their ratings most frequently spoke about the "helpfulness" of the Corps, their "positive attitudes", and "the diversity" of the Corps' members, which proved to be an asset in diverse communities. Supporting comments included: "They help people who need help"; "Because they are pleasant and cooperative"; "Everyone likes them and what they're doing"; "Because they were always willing to be a part of the community"; "They approached people in a friendly manner and were well-received"; and "They are culturally mixed which enables them to see the needs of the community and be role models". One respondent's succinct remarks were especially poignant: "They fit right in. No separateness. Like family."

When respondents were asked whether they felt the NSCC could have fit in better, 57% of the community members reported "yes". In explanation of this response, respondents made remarks such as, "There were some glitches with scheduling"; "their participation was once in a while"; "they were not welcomed into the school"; and "there was not enough support or guidance from the school administration". (See Figure 16)

Figure 16

**Community Members' Responses Regarding How Well the Corps
and Corpsmembers Fit into the Community**

<u>Rating</u>	<u>Reason</u>
<u>I. Thoroughly</u>	
1.	The relationship with parents seems to be more positive.
2.	Great teacher and class. Children were also well behaved.
3.	Seem to have a lot of different members in the community to come out. Diverse group enjoyed activities.
4.	Because they were always willing to be a part of the community.
5.	They approached people in a friendly manner and were well received.

6. They fit right in. No separateness. Like family.
7. Program is better now than when it first started in 1992.
8. Makes for positive activities for kids.
9. A lot of Corps people live in the community.
10. Community needs programs to help kids and adults.
11. Community likes the way the NSCC interacts with kids.
12. Very well received in school community.
13. Most of their programs are geared toward youth.
14. Saw members of the community working on weekends dealing with problem children.
15. They are culturally mixed which enables them to see the needs of the community and be role models.
16. Women were very receptive and enjoyed having the people around.

II. Moderately

1. We have not been able to do the extensive networking with them because they have extensive in-school obligations.
2. Used the space as needed
3. Some glitches with scheduling
4. Everyone likes them and what they're doing.
5. Corpsmembers engaged in activities that helped in classrooms and school yard.
6. They were not welcomed into the school.
7. Not enough support or guidance from the school administration.
8. This was our first project, however, I see the desire they have to work with the community.

III. Some

1. Was asked to donate items
2. Anything that helps members of the community is good for the community.
3. They help people who need help.
4. Because they are pleasant and cooperative.

IV. A little

1. Their participation was once in a while; when they do come they are very helpful.

Allied to the question on how the Corps "fit" into the community was the question as to whether the respondent was aware of the effort by their Corps team to "bring different groups in the community together". The respondents were split down the middle regarding this question, with half feeling there were "no" efforts made by the NSCC and half that the NSCC had made either "some" or "a lot" of efforts. Half also noted their sense that the Corps had done all it could, for they saw "no other ways for the NSCC to bring people together".

When agency staff, police, clergy and business people were asked to indicate "how extensive their interaction with the NSCC had been this year", three-in-five (62%) indicated that their interactions had been either "extensive" (45%) or "moderate" (17%). The remaining respondents indicated "some" (17%), "only a little" (15%), or "no" (6%) interaction. As a follow up to this question, community members were asked to rate the quality of those interactions. Ninety percent rated the interactions positively, either "totally" (55%) or "generally" (45%) positive. The remaining 10% felt their interactions were mixed, with positive and negative elements.

Positive comments focused on the "friendliness" and "helpfulness" of the corpsmembers themselves, the "effective cooperation" between the agency or group and the NSCC, and the corpsmembers' "skills with children". Comments included: "They are helpful, really nice professionals"; "They are a tremendous asset"; "Very helpful and open minded, very interested in helping the children and receptive to recommendations". A clergy person noted, "Cooperation between the NSCC and the church has been excellent." One police respondent went as far as to say, "The school has become a family; everyone supports each other." Only one respondent felt negatively about their interaction, commenting, "I do not feel that they are very professional and have little skills controlling kids." Another respondent from an agency while not negative, noted, "The NSCC people do not have a thorough understanding of this Agency's responsibility to children and the policies which govern them."

When asked to rate the extent to which the NSCC had an impact on their access to, or interactions with, the local school, almost all (84%) felt the interactions were helpful, ranging from "enormously" (61%), through "a lot" (17%) to "some" (6%). Regarding how the Corps might better serve their needs in the future, community members had a wide range of ideas and recommendations. Some respondents mentioned that the NSCC simply needed more corpsmembers and more activities. Others encouraged them to keep doing what was already being done, continuing "being a part of activities", continuing "programs while bringing in more staff", continuing "their presence in the community", and continuing, "providing a liaison between organization and the school". Respondents also felt that "better communication", "more publicity time", "more long-term planning", and "more adult educational programs" would be helpful to the community and the NSCC.

Finally, when asked to provide any other comments regarding the NSCC, respondents concluded with the following thoughts: "It's a good program"; "Helps to get children off the streets and allows community involvement"; "It was a pleasure to interact with Corps personnel"; "NSCC is very helpful to teachers"; "NSCC is a needed resource for all of the community"; "I admire the program and its participants"; "The CMs are nice people"; and "NSCC members are very adaptable, dedicated, caring people."

1. 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.

For the most part, when asked if there had been a change in the general feeling of the community this year, parents did not report any marked change. One parent who did report a change felt that the NSCC helped with feelings of safety, commenting, "There is now less concern about the safety of kids. We know the kids have more people to turn to." Another parent felt that there had been "a decrease in violence in the area," while another felt the "increase in library hours" had helped lower the crime rate.

Regarding a change towards the school or education in general, two-in-three parents (68%) who felt comfortable making this assessment felt as if there had been some positive change in the community's feelings, and, almost all of them attributed this change to the NSCC's presence. Parents commented that they "feel better about the school and what children are doing there", that the "children are learning a lot", and that "family activities have improved and strengthened relationships with the school." According to one parent, "People have a respect for the school and all of its programming." Another parent offered, "The children saw the NSCC as a source of help, and they helped improve the children's attitudes toward the school."

To follow up with this question, parents were asked to assess the overall impact of the NSCC program. Few parents responded, but those who did felt that the Corps had a positive impact on the school and surrounding community. The NSCC program was seen to "create a better feeling about the school", to help with "school violence and attendance", while corpsmembers were seen to "go out of their way to help children." Only one parent responded less positively, commenting, "It takes more than the NSCC to penetrate the issues/problems of this community." Suggestions for improving the impact ranged from improving communication and increasing the number of corpsmembers available at sites, to providing more programming for parents and implementing the program earlier in the year.

Finally, in response to whether the NSCC had been successful at bringing together different groups in the community, parents listed programs like Clean-up Day, Hope World, Safe Corridors, the Valentines Dance, and the Family Life program. When asked to provide suggestions on how the NSCC might do more to bring people together, parents suggested "inviting community groups to come into the school" and having "more activities like the Community Service Day." One parent concluded, "It has to start in the school. If it starts here, it will begin to build, reaching the families that kids come from."

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 16 and 17. 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

Provided with the list of the 12 aspects of their belief system listed in Table 16, team leaders were asked to evaluate the impact of the year on each aspect. Clearly that impact was positive, for at least 80%, for "decision to serve as team leader", and "feelings about the NSCC" and as many as 96%, for their "learning", rated the impact of the year as "totally" or "generally" positive. Only "feelings about urban education" for which 8% rated the impact as "generally" negative, elicited any fully negative feelings.

Table 18

**Team Leaders' Evaluation of Impact of Year of Service On Selected
Dynamics, in Percent
N = 22 or 24**

Dimension	Rating for Impact				
	None	Overall Pos. Total	Gen	Pos/Neg	Overall Neg. Gen Total
1. Your decision to serve as team leader	10	62	18	10	
2. Your learning	4	65	31		
3. Your self-concept	17	54	29		
4. Your feeling of making a contribution to children	4	66	21	9	
5. Your feeling of making a contribution to community	4	51	33	12	
6. Your feeling about value of volunteer service	8	59	29	4	
7. Your career plans	8	59	29	4	
8. Your feelings about NSCC	8	47	33	12	
9. Your feelings about urban ed.	4	50	29	8	8
10. Your feelings about AmeriCorps	8	38	42	12	
11. Your feelings about being involved in the American					

social-political process	13	39	44	4
12. Your sense of civic responsibility	9	61	30	

Asked to indicate what they were aware of "learning" and changing in their "self-concept", 19 indicated something learned and 9 an aspect of self-concept which changed. Learning was divided between learning "leadership", "Supervisory" or "management" skills or "program coordination" (10) or learning a specific personal skill (9), including two references each to "computer skills" and "making use of my time" and one each to "writing and speaking skills", becoming "visible", "learning about people" and "learning confidence" and "working with children".

The nine aspects of self-concept varied widely with two references each to "realizing what I have to contribute", improved ability to work "with people" or "children", developing a more "professional" sense of self and one each to improved "time management", "listening to the whole story" and "proving to my OM that she can trust me to get a good job done".

Team leaders were also asked about their educational and career goals "before" joining the NSCC" and "now". If there had been a change they were asked to rate the extent to which participation in the NSCC contributed to the change.

Twenty responded to the question about future educational plans. Two had none before joining the NSCC and still had none. Of the other eighteen, twelve had plans for an undergraduate or graduate degree, mostly (7) in education and those plans had not changed. Thus, six indicated a change in educational plans. All six planned for more extensive education, intending to obtain a Professional Certificate, Masters or Doctorate degree. All six felt the NSCC had influenced their change in plans, either "moderately" (1), "a great deal" (3) or "totally" (2).

Twenty-two provided career information. Ten had the same career goal they had before joining the NSCC, again with education the modal choice (6). Five had no clear career goal before joining and of the five two still had no clear goal, but three now intended to go into social work, a development they rated as "a great deal" attributable to their NSCC experience.

Seven indicated a change in their career goal. Five who had intended to teach now expressed the intent to "become an OM", "go into public relations", "go into administration" in education or social work (3). Four of these five used the "a great deal" and one the "totally" rating indicate the influence of their NSCC experience. The other two had intended to "work in a community setting" but now intended to "teach" or "go into computer programming". The one intending to teach saw no NSCC influence, but the computer program hopeful rated that influence as "a great deal".

Thus of the ten who rated the NSCC influence on their career goal, one felt there was none, eight felt their NSCC experience had "a great deal" of influence and one felt the change was "totally" attributable to that experience.

B. Corpsmembers' self-ratings of impact

1. On sense of self and belief system

The data in Table 19 indicate that 2000-2001 was a strong positive experience for a majority of the corpsmembers, for at least 64% rated the year as "totally" or "generally" positive for each of the 12 dynamics they were asked to consider. Moreover half to three-fifths (49% to 61%) used the "totally" positive rating for six of these 12 dynamics. Looking at the other end of the scale, a small, but consistent cluster of 4% to 12% indicated a negative impact for each dynamic, most often for feelings about "urban education" (12%).

Strongest positive impact, of course, was for the six which generated "totally" positive ratings from 49% or more. These were "making a contribution to children" (61%), their "learning" (60%) "self-concept" (58%), "career plans" (50%) the "value of volunteer service" (50%) and their "decision to serve as a corpsmember" (49%).

After making these ratings corpsmembers were asked to write in what they learned and what aspects of their self-concepts had improved. Seventy-five indicated something learned, with learning "to teach" mentioned most often (20 times). Others named by six or more were "organization and planning skills" (13), "understanding children and others" (7) and leadership (6). One to three mentioned learning "how to use computers", "parenting skills", "CPR", "arts and crafts", "observational skills", "effective communication" and "diplomacy". One said he or she learned "nothing".

Fewer, thirty, mentioned the aspect of self-concept they felt had improved. Twenty-three of the listings involved self-concept, but the other seven were skills learned. The 23 related to self-concept most often (10) mentioned improved "self-confidence". followed by "communication" (5) which had also been listed as something learned, "getting along with others" (4), "assertiveness" (3) and "humility" (1). The skills involved learning about "a future career" (3), "learning about the school system", "realizing the importance of money" and "management" (1 each)

Table 19

**Corpsmembers' Evaluation of Impact of Year of Service
On Selected Dynamics, in Percent
N = 87 - 90**

Dimension	Rating for Impact					
	None	Overall Pos.			Overall Neg.	
		Total	Gen	Pos/Neg	Total	Gen
1. Your decision to serve as corpsmember	5	49	28	11	3	3
2. Your learning	6	60	28	2	3	1
3. Your self-concept	11	58	20	5	5	1
4. Your feeling of making a contribution to children	6	67	17	5	5	0
5. Your feeling of making a contribution to community	12	34	34	13	4	3
6. Your feeling about value of volunteer service	10	50	26	7	6	2
7. Your career plans	12	50	29	4	4	0
8. Your feelings about NSCC	7	40	28	17	4	4

9. Your feelings about urban ed.	9	38	30	11	9	3
10. Your feelings about AmeriCorps	11	40	29	12	3	4
11. Your feelings about being involved in the American social-political process	12	36	28	15	7	2
12. Your sense of civic responsibility	8	42	34	11	2	2

2. On sense of self-worth

Item three in Table 19 shows that their year of service made almost every corpsmember feel better about him or herself, for three-in-four (78%) reported a "totally" (58%) or "generally" (20%) 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 20. As in previous years, corpsmembers began the year with a good sense of self, for in the Pre-2000 (in August 2000) a large majority of at least 83% 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 (Post 2001) for 10 items with one unchanged, and with a mean increase of 3.4%. This pattern of all 10 signed changes being positive is obviously statistically significant at the .01 level, using the binomial model.

3. 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 19 provide insight on two dynamics relevant to that goal and the data in Table 21, from the pre-post administration of an Inventory of Civic and Personal Responsibility, provide an additional insight.

Going back to Table 19, the data for item 12 indicate their year of service had a strong positive impact on corpsmembers' feelings about "civic responsibility", for 76% report a "totally" (42%) or "generally" (34%) positive impact. However, this was not a universally positive experience, because 8% reported "no impact" and 16% rated the impact as "mixed, positive negative" (12%) or "negative" (4%). 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 17), shows two-thirds (64%) indicating a "totally" (36%) or "generally" (28%) positive impact. However, the others (36%) reported either "no impact" (12%), the mixed reaction (15%) or a "negative" reaction. (9%)

Table 20
Corpsmembers' Perception of Self-Worth, in Percent

Dimension of Self	View	Percent Holding View	
		Pre 2000	Post 2001
1. Person of worth, equal with others	Agree	89	93
2. Have number of good qualities	Agree	93	95
3. All in all, feel a failure	Disagree	90	92
4. Able to do things well as most	Agree	87	91
5. Do not have much to be proud of	Disagree	90	92
6. A positive attitude toward myself	Agree	92	92
7. Satisfied with myself	Agree	84	91
8. Feel useless at times	Disagree	83	89
9. I wish could have more respect for myself	Disagree	87	90
10. At times, I think I am no good	Disagree	91	93
11. There is no way I can solve problems I have	Disagree	83	88
Number		117	89

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 21). Given that they all had volunteered to serve in the NSCC, it is hardly surprising that at the pre-program administration of this inventory (Pre 2000) large majorities of the corpsmembers, 78% to 94%, responded positively to each of the eight items on the inventory.

Table 21
**Corpsmembers' Perception of Civic and Personal Responsibility,
in Percent**

Aspect of Responsibility	View	Percent Holding View	
		Pre 2000	Post 2001
1. No use worrying about current events... can't do anything about them	Disagree	86	91
2. Everyone should give time for good of town or country	Agree	94	97
3. Country would be a lot better off if we didn't have so many elections	Disagree	83	87
4. Letting friends down not so bad... you can't do good all the time	Disagree	78	83
5. Duty of each person to do very best	Agree	94	94
6. People better off living far away from others	Disagree	89	91
7. At school usually volunteer for special projects	Agree	81	85
8. Feel very bad when have failed to finish a job promised to do	Agree	92	95
Number		115	89

Once again, 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 higher on the post-program administration for each of the eight items, and with a mean increase of 4.8% (Post 2001). The pattern of all eight signed changes being positive is statistically significant at the .01 level, using the binomial model.

4. On career plans

Corpsmembers were asked to indicate their career goal before joining the NSCC and their career goals 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. Eighty responded to this question. Five (%) didn't have a career goal before joining or at the end of the year and 49 (%) had the same goal, primarily the intent to teach (%) or to go into another humanities-oriented career such as social work or psychology (%).

Thus only 26 indicated a career change. Eighteen (69%) indicated a switch from not knowing what they wanted to do or from another profession such as law to teaching, with two (8%) reversing the switch, going from an intent to teach to law. The other six had no clear goal before joining the NSCC but at the end of the year one (4%) wanted to be involved in another social service field and the other five (19%) planned to go into business.

Of the 26 who changed, 22 (85%) felt that their NSCC experience had some impact on that career change, most often rating the influence as "a great deal" (50%) with the others rating the influence as "totally" (19%), "moderately" or "a little" (8% each).

Chapter VIII

Achievement of Program Objectives, Conclusions and Suggestions

I. Achievement of Program Objectives

The program proposal identified nine major objectives. Since several had two or three sub-parts, there were a total of 19 testable objectives. Of these, six were to be tested by data on program implementation to be collected by program staff and thirteen were to be tested by the data of this evaluation.

Data made available by program staff indicate that all of the six objectives for which they were responsible were fully achieved.

The evaluation data indicate that 12 of the 13 objectives tested by the evaluation data were fully achieved, while one was partially achieved.

A. Area I: Getting Things Done

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

Data: a) Almost all participating corpsmembers served as reading and math tutors for 3,879 elementary, middle and high school students. Thus, this first part of this objective was *fully achieved*.

b) Comparison of standardized tests scores from 1999-2000 to 2000-2001 indicates a statistically significant improvement for the Composite scores and all subtests except for the Mathematics Open-End. Thus, this second part of Objective 1 was met to a satisfying degree.

c) Since 91% of the children in NSCC programs were rated as improved academically by teachers, with 74% rated as having improved moderately or substantially, the third part of this objective was fully achieved, even exceeded.

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

Data: a) For students absent 10 days or more, there was an improvement of 18% rather than the hypothesized 20% (see Table 4). These percentages are not statistically different from the criterion percentage, and so these data indicate that the first part of Objective 2 was fully achieved, especially since this was the most difficult group of students in terms of their attendance.

b) Since 91% of the children in NSCC programs were rated as showing improved behavior by teachers, with 71% rated as having improved moderately or substantially, the second part of this objective was fully achieved, even exceeded.

With both aspects fully achieved, Objective 2 was fully achieved.

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

Data: a) Corpsmembers organized and implemented service learning activities weekly over a five month period, with a total of 3,322 students. Thus this aspect of Objective 3 was fully achieved.

b) Across participating sites, between 48% and 87% of the participants in service learning programs reported improved aspects of self and 54% to 76% reported increased commitment to civic responsibility and further service. These data exceed the criterion and so this objective was fully achieved.

Area II: Member Development

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

Data: Eighty-six percent of the corpsmembers reported learning a new skill, which exceeds the criterion. Thus, this objective was fully achieved.

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

Data: a) The pre-post administration of the self-concept inventory indicated larger proportions

with more positive perceptions on 10 of the 11 items, with no change for the eleventh. This reflects a statistically significant pattern of growth in self-concept.

b) The post-program self-ratings show that seventy-eight percent of the corpsmembers reported an improved sense of self and personal growth, which meets the criterion. Thus, this aspect or Objective 2 was fully achieved.

c) Seventy-six percent indicated that the year of service increased their sense of responsibility for volunteer service, and the same percentage indicated the year had a positive impact on their sense of civic responsibility. These percentages are not statistically different from the criterion percentage, and so these data indicate that the second part of Objective 2 was also fully achieved.

With all three parts fully achieved, Objective 2 was fully achieved.

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

Data: In addition, on the end-of-year survey, overall, 24 % of the corpsmembers indicated that the NSCC experience increased their interest in, and opportunity to gain employment in education and human service fields or enter an educational program in a similar field. This exceeds the criterion and so this objective was fully achieved.

This finding is actually stronger than this, for half of the corpsmembers completing the end-of-year survey indicated they had intended to enter teaching or a social/human service field before joining the NSCC. Thus, actually half (50%) of those who could have been influenced by their NSCC experience to enter teaching or a social/human service field responded positively to that influence.

Area III: Strengthening Communities

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

Data: 1,404 adult and student volunteers contributed 20,154 hours of service. This *exceeds* the criterion and so this aspect of the objective was fully achieved.

Objective 2: Quarterly, corpsmembers will conduct outreach activities to parents, community members and organizations to increase parental and neighborhood involvement in the school and

improved perceptions of the school. Based on interviews conducted by the NSCC's external evaluation observers, annually 75% of the parents and community members interviewed will report an improved perception of the school, and 15% of the parents and community members will report increased interaction with the school.

Data: a) Of the parents interviewed, 68% reported an improved perception of the school. This is not significantly different from the criterion of 75%, and so this aspect of the objective was achieved.

b) Sixty-three percent of the community members interviewed reported an improved perception of the school, which, while a majority, was lower than the criterion and so this aspect of the objective was only partially achieved.

c) Interviews with parents and community members indicate that 84% of parents reported that their children interacted and participated in an NSCC program and 55% of community members reported increased interactions with the school. These percentages exceed the criterion and so both parts of this aspect of Objective 2 were fully or partially achieved.

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

Data: a) 146 agencies and businesses contributed to NSCC programs. This *exceeds* the criterion and so this aspect of the objective was fully achieved.

b) Eighty-six percent of agency staff, business people and police interviewed reported that the NSCC has increased their interactions with the school, and a third (31%) rated that increase as "enormous". This exceeds the criterion, and so this aspect of the objective was fully achieved.

c) Ninety-three percent of agency staff, business people and police interviewed reported improved perceptions of the schools. This exceeds the criterion of and so this aspect of the objective was fully achieved.

With all three aspects fully achieved, Objective 3 was fully achieved.

II. Overall Conclusion

The overall conclusion of this evaluation is that the 2000-2001 program of the NSCC in Philadelphia achieved excellent and consistent success in the participating schools, but substantially less success in its outreach efforts to the communities surrounding these schools.

The overall gestalt of the school-based evaluation data make clear that the NSCC made a major difference in most participating schools. These evaluation data came from six groups of respondents: In-School Observers, team leaders, corpsmembers, Principals, teachers and parents.

A solid majority of every one of these groups evaluated the 2000-2001 NSCC program in Philadelphia as a quality program, achieving substantial success and having a major impact on the school as an institution and on its children, although with only limited impact on parents and parent involvement.

Of course, there was variation in level of success, for this conclusion applies differently to the several sites. Of the 33 sites given overall ratings by the in-school Observers, 15 were considered to be fully successful, achieving excellent or very good program quality and having enormous or major impact. Another six were generally successful with good or very good programs and good or major impact. Seven sites had mixed success with programs balanced in quality and with good or balanced impact and five were considered to have had good or balanced quality but with limited impact.

Similarly, within the other five groups of respondents, there was variation in perspective. In each group there was a minority who noted problems. For example, every one of the in-school groups (team leaders, Principals and teachers) was aware that there were problems within the Corps, particularly turnover which led to staff shortages which, in turn, impacted program implementation. There was concern about lack of communication, particularly about the vision of the Corps for its programs, but also about communication at different levels such as between teachers and corpsmembers and team leaders and principals.

In terms of community outreach, the respondent groups had less positive and more mixed perceptions. Of the 20 sites given overall ratings by the Community Observers, two were considered to be fully successful, achieving excellent or generally good program quality and having enormous or good impact. Another three were generally successful with good programs and good impact. Seven sites had mixed success with programs good or balanced in quality and balanced or limited in impact. The others had only limited success, rated poor, very poor or dreadful in quality with limited or no impact.

Principals, team leaders and teachers were also not sanguine about the impact of outreach, with teachers often unaware of Corps outreach efforts. On the other hand, community members, specifically agency staff, police, clergy, business persons and other adults who were not parents were generally enthused about these outreach efforts and felt they had had positive impacts on perception of the school and on overall community climate as well as on the youth crime rate and their interactions with the school.

But giving full recognition to the range of views and the problems detailed earlier in this report, and recognizing the need for improvement in member stability, the clear overall thrust of the data reviewed in this evaluation is of successful program achieving high levels of success and effective functioning in the participating schools during 2000-2001, and with the potential for positively impacting the surrounding communities.

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 three sources. First, they come from the many respondents interviewed in schools and communities. Second, they come from the In-school and Community Observers, as they completed their end-of-the-day summary at both the baseline, end-of-year and summer visits to the participating schools and communities. And third, they come from the Evaluators' overview of all of the data presented in this report. We also note, using italics, when a suggestion made in previous years has been effectively implemented.

A. Recruitment and Training

1. What can be said about attrition, turnover and staff shortages that hasn't already been said, and which is not fully understood by program staff? Probably nothing, except to note our sense that expressed concern with team leader turnover occurred more often in 2000-2001 than in previous years. Since the responses of Observers and Principals make vividly clear that an effective team leader is a critical element in successfully implementing the NSCC program in a school, turnover or limited skill in the position is a strong obstacle to success. Program staff should be particularly thorough in their evaluation of candidates for team leader who are rising up from the ranks of corpsmembers. Certainly, rigorous standards should be applied by staff throughout the Team Leader Academy to make certain that those promoted to the position have skills which give them a reasonable chance for successful leadership.

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.

One suggestion we repeat from previous years is that in recruitment materials, and throughout training, particularly in the session on Working in Schools, the impact on children when a corpsmember leaves during the year should be emphasized strongly. This emphasis should stress that the new corpsmember's commitment is not to begin the year, but is to complete the year and so meet that responsibility to the children.

2. One problem recruitment should address is the concern expressed by Principals, teachers and Observers that some corpsmembers lack the basic skills needed to function effectively as tutors. In a separate study of attrition in the NSCC, the Evaluators noted that diagnostic tests intended to identify skill deficits were not given to every applicant. They should be. We are realists enough to recognize that, given the problem with attrition and staff shortages, it is difficult to turn down a willing volunteer, but if he or she has literacy or numeric skill deficits, it is not serving the interests of children to place that volunteer in a setting where he or she is expected to tutor children. Minimally, if a volunteer with such deficits is identified,

those deficits should be considered in program assignments. i.e. assigning the corpsmember to programs which minimize the need for the skills involved.

3. Since training is on-going throughout the year, we note that pre-service trainings during the year are not residential and typically run for fewer days than the residential pre-service training in August. We suggest again that training staff identify what substantive and interpersonal opportunities are lost in the shorter, non-residential trainings. Once identified, these should be incorporated into a "make-up unit" put into the shorter trainings to provide, at least, some overview for the newly-recruited corpsmembers of what aspects were not fully covered.

4. The concern of some Principals and teachers that training during the year pulls corpsmembers from service to their school should be substantially eliminated with the training schedule for 2001-2002 which uses days when schools are closed for corps-wide training, and avoids pulling entire teams out or training on the same day. We continue to believe that Principals and teachers should receive a memorandum explaining the schedule and the substantive areas involved in training. Finally, corpsmembers who will be out during a school day should take individual responsibility to alert both teachers and children with whom they are working of their absence for training, at least a week in advance of that training.

5. We agree with the team leader who suggested that it would be wise to invite a sample of teachers as well as Principals to team leader and corpsmember training. We know some Principals already attend, but we are suggesting a broader base of participation, with the goal of increasing understanding by school staff of what training is provided to corpsmembers, as a way of helping generate realistic expectations for their roles in school. It could also increase teacher involvement in NSCC school programs.

6. In this same context it would be reasonable to invite selected community leaders and representatives from potential partner organizations to training, not only with the same goal of orienting them to the nature of corpsmember preparation, but also to establish relationships early on in the academic year.

7. Since at best even if Suggestions 5 above was implemented, relatively few administrators and teachers would actually attend a training day, we also suggest that the NSCC Training Department prepare a brochure which would provide an overview of the training provided to corpsmembers. This would enable all school staff to have available a sense of the nature and level of skill training provided.

8. The Training Department's introduction of specific training for working with middle and high school students was clearly successful in remedying a lack noted in the evaluation data of previous years, that corpsmembers did not have specific training for working with older students.

9. A few Principals in 2000-2001 raised again a concern a few have expressed each year: making certain younger corpsmembers fully understand the appropriate relationships and interactions for them to have with older students. One Principal defined the dynamic as helping the corpsmembers realize "the appropriate role for them is as an adult, not a friend". We realize that this is another difficult area in which to achieve closure, since all who know the NSCC agree that

one key to the success with children is the relationships corpsmembers establish with them. We also know this is covered in training, but the fact that it comes up each year in some sites suggests that team leaders and Operations Managers may not be monitoring student-corpsmember relationships rigorously enough.

We do not want this suggestion, in any way, to inhibit corpsmembers from developing the critically important relationships with the children they have so successfully done over the years. Thus, team leaders and Operations Managers must exercise tact and reason in responding to this concern Principals have raised.

B. Program Implementation and In-school Communication

1. We agree with the team leader who suggested that before the academic year begins it would be enormously advantageous for there to be joint planning between the Operations Manager, the team leader, the Principal and other members of the school's planning team. One In-School Observer, visiting a school where such early planning took place, attributed much of the year's smooth functioning to those planning sessions.

2. That Observers and Principals continue to note clashes in expectations for programs and corpsmember responsibilities, suggests that this issue has still not been fully resolved. The meetings above would go a long way to resolving that clash. We suggest that, in addition, the program staff of the NSCC clarify its mission in schools through a statement to be shared with Principals, and probably with teachers, so that all school staff understand what program staff see as appropriate responsibilities to expect of, and request from, team leaders and corpsmembers.

3. In part, we believe that the clash of expectations referred to above stems, in part from the lacks Observers noted in the communication process in schools. Communication gaps were mentioned between team leader and principal and between corpsmembers and teachers, and should be addressed. Possibly the Operations Managers should be alerted to the need to bridge these gaps.

4. In this context, it is good to note that many teams did follow earlier suggestions to hold an "open house" for teachers and other school staff at the beginning of the year at which the NSCC program is explained and teachers given the opportunity to express interest in serving as a program resource and/or corpsmember mentor.

5. We repeat a suggestion made over the years, that each team prepare a summary of the special skills and interests of the Corps at the specific site. This would enable a teacher who shared a particular interest to invite the corpsmember to join in special programming that would not only enrich student experience, but the Corps experience as well.

6. Fully using the resources represented by teachers and Principals has been discussed often in this Suggestions session, and has been happening, since the extent to which teachers feel that they have been sought out and asked to participate was substantial in 2000-2001.

However, there were still sites in which Principals and teachers expressed a sense that they could be of greater value to the Corps as resources for program development and as mentors for the corpsmembers. Program staff, City Directors and Operations Managers should establish a clear

set of policies and procedures for involving teachers. Such materials would be particularly useful in schools first beginning NSCC participation.

7. Principals continue, understandably, to be concerned with numbers. We recognize that there is a "defeatist" psychology should NSCC staff candidly inform Principals of schools new to the NSCC 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.

8. Of course, not all of the threatened program dimensions can be saved, so this reality, too, should be discussed with Principals by team leaders and Operations Managers so that an agreed upon plan is in place which will identify priority programs to retain when revising the site plan when necessary.

9. The evaluations of the Service Learning activities in 2000-2001 reflect continued growth in this dimension of the NSCC program. This growth was not only reflected in the variety of in-school and community services provided, but in clear indications in the data that the related reflection activities provided participating children with a strong commitment to service and, even more impressive, with a deepened understanding of what service means.

10. Explaining to corpsmembers the value of their involvement in Socialized Recess and lunchroom supervision has been successful in all but eliminating corpsmember expression of resentment about these assignments seen in the data in earlier years. While many do not treasure these assignments, they do recognize the value of their presence, particularly at Socialized Recess.

11. The frequent school visits of Educational Specialists and Operations Managers has also eliminated the concerns expressed in earlier years by Principals that WWNFF staff do not visit schools often enough.

12. Another concern expressed in previous years which seems to have been well addressed is the need to make clear to team leaders and corpsmembers that they are always on view, and that even legitimate moments of relaxation during the day, may look like wasted time to a teacher, parent or administrator passing by the place where the corpsmember is relaxing. This concern does not appear anywhere in the 2000-2001 data.

13. We note too successful implementation of earlier suggestions that the NSCC periodically bring several teams together to discuss shared problems, brainstorm solutions and, even more important, to share solutions developed by one or more teams. That these meetings have been regularly scheduled and that, in addition, training has been provided for the teams from three or four sites working together is an excellent notion.

14. *There continued to be improvement in the extent to which teachers with children in one or more NSCC programs were aware of that participation.* Nevertheless, there were still a few teachers who professed not to know, which, of course, also reflects the absence of any teacher-corpsmember interaction about those children. This can be simply avoided if each Corps would generate class lists of participants early in the year and distribute them to each teacher involved, and then "check-off" whenever a discussion has been held about each child.

Each team leader should be responsible for reviewing those lists periodically to make certain that at least one meeting has been held each academic semester with each teacher.

C. Outreach to Parents and Community

1. Running throughout the comments of the Community Observers is a concern expressed consistently in recent years: the lack of support by Principals of community outreach. One Community Observer went even further and noted what he considered "constraints" upon these efforts. We agree with the Community Observer who suggested that the program staff of the NSCC clarify in its own mind this aspect of its mission. Once clarified, the type and level of community involvement, which is part of that mission, should be spelled out in advance to any Principal whose school is receiving NSCC services.

2. The difficulties in achieving consistent parental involvement are too well documented to need elaboration here. What is disturbing in the 2000-2001 data is a sense that some team leaders have "given up the fight", accepting that nothing substantial can be done.

3. The strong positive responses of parents and community members to the NSCC services provided to schools and communities strengthens the need to continue, and improve, these efforts.

4. One disturbing finding is the high proportion of parents who told Observers that they were unaware of any Corps programs for adults or the community. This need should be addressed, possibly by each team leader preparing a flyer for distribution in the community detailing the programs and services available.

5. The continued lack of teacher awareness of programs for parents and community suggests that this same flyer should be distributed to teachers.