



Executive Summary:

2002-2003 Evaluation Research about the National School and Community Corps

Prepared for
EducationWorks

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This executive summary highlights findings from evaluation research conducted for EducationWorks about the National School and Community Corps. The evaluation consisted of the following activities and methods:

1. Individual and group discussions with ten NSCC administrative personnel regarding strengths, challenges, training, goals, and visions for the future;
2. In 14 NSCC high schools, middle schools, and elementary schools:
 - Individual interviews with principals (or assistant/vice principals) and two teachers¹ from each of the 14 schools;
 - Individual interviews with each of the team leaders assigned to the 14 schools
 - A focus group with six of eight operations managers for the 14 schools;
3. A short survey taken by each interviewed principal, teacher, team leader, or operations manager regarding relationships between NSCC and the fourteen schools studied and programmatic strengths at each of the schools;
4. An End-of-Year member survey administered to 160 NSCC members (both team leaders and corpsmembers);
5. Two post-service Attitudes Inventories regarding civic responsibility and self-worth administered to 141 NSCC corpsmembers; and
6. Attendance data compiled from 2001-2002 and 2002-2003 data for students identified by team leaders as having participated in NSCC programs. Attendance data were analyzed for 4,592 students.

This executive summary is organized into the following sections: Impact on Student Attendance; Impact of NSCC Service on corpsmembers; NSCC Success and Impact in Schools; Challenges for NSCC in Schools; Communication Between NSCC Staff and Members and School Staff; NSCC Training Program; Future Directions for NSCC; Recommendations and Issues for Further Consideration.

A. Impact on Student Attendance

Analysis compared student attendance in 2001-2002 with attendance in 2002-2003 for students participating in NSCC programs. Results echoed previous similar attendance studies for NSCC. The strongest impact of NSCC participation on attendance was found among children from the two poorest attending subgroups. Of the 196 students who were in the poorest attending group, with less than 70% attendance, 78% of them improved their attendance in the 2002-2003 academic school year, and 64% of the second group improved. In other words, of the 562 students who were in the two poorest attending sub-groups, with less than 80% attendance, 69% of the students improved their attendance. Table 1 below presents the change in attendance for five sub-groups of students who participated in NSCC programs.

¹ Teachers or SLC leaders interviewed were chosen by NSCC team leaders or by school principals. Team leaders were instructed to choose one teacher who had, "significant experience with and knowledge of NSCC programs," and another who had, "a weak or perhaps conflicted relationship with NSCC and the various programs."

Table 1
Change in Attendance 2002-2003 Compared to 2001-2002
In Relation to Percent of Attendance 2001-2002

Percent Attendance 01-02	N	<u>Percent Whose Attendance Changed as Indicated</u> (based on Average Daily Attendance)		
		<i>Improved</i>	<i>No Change</i>	<i>Worsened</i>
Less than 70%	196	78%	0%	22%
70% to 79%	366	64%	0%	36%
80% to 89%	1085	56%	0%	43%
90% to 94%	900	52%	0%	48%
95% or More	1494	28%	3%	69%
TOTAL	4041			

B. Impact of NSCC Service on Corpsmembers

Overall, corpsmembers and team leaders surveyed reported that they were highly satisfied with their NSCC experience. Eighty-six percent reported being either “fully” or “generally” satisfied. The sections below detail more specific findings from the End-of-Year member survey and attitude inventories.

1. Impact on Corpsmembers’ Sense of Self-Worth and Sense of Civic/Personal Responsibility

Overall, corpsmembers reported on the self-worth inventory that the year of service had a strong positive effect on their sense of self-worth. At least 53% or more of the corpsmembers reported that the year made them feel “some” or “a lot” better about each of the 11 dimensions in the attitude inventory regarding self worth. For five of the dimensions, at least 75% of the corpsmembers reported that they felt better.

For six of the 11 dimensions, at least 50% of corpsmembers gave answers with the highest possible positive impact, saying that the year of service “made me feel a lot better.” The areas of strongest reported impact were:

- “I feel that I have a number of good qualities” – 58% feel a lot better
- “I am able to do things as well as most other people” – 58% feel a lot better
- “On the whole, I am satisfied with myself” – 59% feel a lot better

On the eight item civic responsibility inventory, corpsmembers reported that the year of service left them with a stronger sense of civic and personal responsibility. The four positive-reflection items on the attitude inventory were answered with high percentages of corpsmembers selecting that, following their year of service, they agreed either “somewhat” or “a lot” more with each of the items (81%, 82%, 70%, and 73%, respectively). Half of the eight items on the inventory presented negative statements about civic/personal responsibility. In these cases, increased disagreement represented increased civic/personal responsibility. These items may have been somewhat more confusing for corpsmembers to respond to. Nonetheless,

significant percentages of corpsmembers (47%, 50%, 57% and 69%) disagreed “somewhat” or “a lot” more with the items.

The strongest areas of reported impact (with at least 50% of corpsmembers rating the highest possible positive impact) for this inventory are as follows:

- “Every person should give some of his time for the good of his town or country” – 53% agreed much more.
- “It is the duty of each person to do his job the very best he or she can” – 69% agreed much more.
- “People would be a lot better off if they could live far away from other people and never have to do anything for them” – 54% disagreed much more.

Members’ responses to the End-of-Year survey support the findings from the attitude inventories. For example:

- 91% of members said that their NSCC experience had a totally or generally positive impact on their self-concept.
- 93% of members said that their NSCC experience had a totally or generally positive impact on their feeling of making a contribution to children and youth.
- 88% of members said that their NSCC experience had a totally or generally positive impact on their sense of civic responsibility.
- 88% of members said that their NSCC experience had a totally or generally positive impact on their feeling of making a contribution to community.
- 75% of members said that their NSCC experience had a totally or generally positive impact on their feelings of being involved in American social-political process.

2. Impact on Member Learning and Professional Growth

The vast majority of corpsmembers reported that their year of service had either a “generally” or “totally” positive impact on their learning (94%).

Sixty-five percent of survey respondents reported acquiring important new skills or knowledge during their term of service with NSCC. They listed the following kinds of skills and knowledge gained:

Management/Leadership	33%
Job Skills	18%
Communication	13%
Tolerance	13%
Education/Teaching	11%
Special Education	7%
Personal Drive	7%
Youth Role Modeling	3%

3. Impact on Member Career Goals

The vast majority of corpsmembers also reported that their year of service had either a “generally” or “totally” positive impact on their career plans (91%).

Sixty-three percent of members indicated that their career goals had changed during their NSCC service. Of this group, 80% indicated that their NSCC service had played at least some role. Over half (53%) of respondents said their service influenced the change either “a great deal” or “totally.”

Eighteen percent of all corpsmembers reported changing their career goals to encompass an educational focus or work with children. Teaching predominated in these changed goals but they also included goals such as operating a day care facility and becoming a guidance counselor.

C. NSCC Success and Impact in Schools

When contrasting their expectations for NSCC and the reality of NSCC's work in their school, the majority of both principals and teachers assessed NSCC's work positively. Three-quarters of principals said that their expectations of NSCC had been partially or fully met. Half of teachers said their expectations had been fully or partially met. An additional 30% of the teachers said they had had no prior expectations for NSCC and corpsmembers; however all of these teachers voiced positive assessments of NSCC's presence in their school and/or of the particular corpsmember they worked with.

All staff at non-charter schools said that there was good fit between NSCC and the school culture – at least with corpsmembers who stayed for the whole year. Principals and teachers defined a good fit in the following ways:

- Racial/ethnic similarity between corpsmembers and the school population,
- Corpsmembers coming from the school community and/or with an understanding of community issues,
- Corpsmembers exhibiting good relationships with kids,
- Corpsmembers exhibiting good relationships with staff,
- Corpsmembers exhibiting certain qualities of the school culture (for example, qualities of the school climate such as being “laid back,” able to take initiative, and family-oriented).

Corpsmembers confirmed school staff's assessment of a good fit between NSCC members and school culture. Most corpsmembers reported that they felt well-integrated into their school; in the survey, 77% of members answered that they felt “completely” or “mostly” part of their school.

Four areas of NSCC work come up again and again in the data as successful and effective: (1) tutoring and in-class assistance, (2) after-school programs, (3) building relationships with and mentoring children, and (4) socialized recess. These key areas are named across school sites and by representatives from all of the different groups involved in the research. In addition, the following areas of impact and effectiveness also come up multiple times: supporting school staff, especially teachers, and corpsmembers' ability to help schools deal with emergencies, as well as special programs and events.

When corpsmembers, team leaders, teachers and principals were asked to identify NSCC's greatest contributions to *students*, all highlighted learning supports (including in-class assistance and tutoring), mentoring/relationships, and after school programs. When they discussed contributions to the *school*, they emphasized overlapping but slightly different areas, including supporting school staff and providing extra resources or programming that the school otherwise wouldn't have. The most frequently cited contribution to students and schools cited by corpsmembers was the category of general help, e.g. being available to help in whatever way is needed. School staff and team leaders also emphasized the importance of the availability of corpsmembers to help with emergencies and special needs/programs.²

NSCC members – both team leaders and corpsmembers – are more likely than members of the school staff to mention the effectiveness of NSCC-designed programs. Often these programs were not mentioned by school staff in interviews and it was not always clear whether school staff were aware of all that NSCC was doing in their school. In the End-of-Year member survey, 13% of corpsmembers named organizing an event or program as their most successful experience. These events and programs included a talent show, after-school clubs, and a school play.

School staff members were appreciative of programs that would not have existed without NSCC or their support. Often these were high-profile programs related to discipline and climate such as socialized recess and accommodation rooms. At some schools, staff named NSCC-generated programs that were visible and perceived by multiple informants as successful, such as an after-school program or an art program run during the school day.

² Other areas of impact mentioned by relatively small numbers (i.e. 5 or less) of corpsmembers included: service days and projects, Youthworks, help with computers, offering safety and preventing fights, providing educational tools and recreational equipment to the school.

Corpsmembers are especially gratified when they see changes in children, either academic or behavioral, which they feel are due to their efforts. Operations managers and other NSCC administrative staff emphasize the importance of corpsmembers being able to work in ways that enable them to see measurable change.

Teachers, principals, team leaders, and operations managers identified some specific ways they think that NSCC work positively affects student behavior and learning. For example, mentoring and role model relationships can help students feel better about themselves and have a stronger desire to learn and excel in class. In-class assistance and tutoring can improve behavior, support learning, and increase confidence. After-school programs can support student achievement, give students an incentive to work hard in class, provide students with extra-curricular opportunities they wouldn't otherwise have, and teach teamwork.

D. Challenges for NSCC in Schools

When principals' expectations were not met or were partially met, the reasons most often had to do with disappointment with NSCC-organized socialized recess and with corpsmembers' work ethic and dependability. The teachers who said their expectations had not been met expressed a wider array of reasons.

Fit between NSCC and school culture was more of a concern at 2 of the 3 charter schools. Charters may pose particular challenges with fit because they may have more specific missions and/or particular approaches to curriculum, pedagogy and discipline.

The challenge named most frequently by principals, teachers and team leaders interviewed was dissatisfaction with corpsmember reliability and quality. This issue was named by 35% of the interviewees.

In the End-of-Year member survey, members were asked to name their biggest frustration or disappointment. Twelve percent of corpsmembers said that nothing had disappointed or frustrated them.³ Corpsmembers highlighted the following areas in response to this question.

- Twenty-six percent of corpsmembers named team issues as their biggest frustration or disappointment. Some of these issues echoed the challenges named by school staff. They included not having enough team members, conflict with a team leader or corpsmember and the complaint that other corpsmembers were not responsible.
- Nineteen percent of corpsmembers named challenges working with children, including children's difficult behavior and disrespect. Other corpsmembers were frustrated by not being able to get through to or to help a child.
- Eleven percent of corpsmembers cited lack of support from or conflict with administrators or teachers.
- Nine percent of corpsmembers named taking on roles that were really NTA duties or that involved a great deal of focus on discipline.
- Eight percent of corpsmembers named socialized recess as very frustrating. This perception of socialized recess is further supported by both the quantitative and qualitative data. In a different survey question, members were asked to name their most successful experience as an NSCC member and only 1 out of 160 respondents named socialized recess.

³ The percentages given below are for corpsmembers who answered the question. They do not include those who answered none (12%) or who did not answer the question (6%). They also do not include those whose responses were classified as Other (16%). Other responses were difficult to interpret or represented issues named by only one or two people.

E. Communication Between NSCC Staff and Members and School Staff

1. General Communication Issues

Eleven of 14 principals described good communication with their school's team leader. For some principals this involved regularly scheduled, often weekly, meetings. Other principals described regular, though less structured, interaction. Teachers, principals and team leaders described principal involvement and the relationship between principal and team leader as key to effective communication. Principals who described strong communication with team leaders also spoke positively about their team leaders.

When asked to describe their "ideal" corpsmembers, one of the most frequent responses from team leaders, principals, and teachers was that corpsmembers should have good communication skills.

When school staff talked about the strengths that corpsmembers and team leaders can bring to communicating with students, staff mentioned that some corpsmembers have roots in the school community, some are closer to the students' age than school staff, and that they are not in an "official" teacher role and so can relate to the children differently.

Many team leaders see communication as central to their job. They talk about the importance of their role as communicators and liaisons, e.g. between and among school, corpsmembers and the NSCC main office.

Principals tended to speak positively about their relationships with NSCC staff members based outside of their school. The principals appreciated their accessibility and their intervention in problem situations. Some, however, wanted more contact and access. The same principals who reported little communication with their team leader were also dissatisfied with the degree of communication with the NSCC office.

In the End-of-Year member survey, corpsmembers gave high marks to teachers' communication with them and theirs with teachers.⁴ More than 85% of corpsmembers reported that the nature of their communication with teachers involved either "a lot of" or "some" feedback between teachers and corpsmembers. An additional piece of survey data confirms the idea that corpsmembers felt largely positive about the teachers they worked with. When asked to rate the "quality of your relationship with teachers with NSCC involvement," 80% of corpsmembers rated those relationships as either totally (44%) or generally (38%) positive.

2. Communication related to NSCC Entry into Schools

At all types of schools, even those with previously developed relationships with NSCC, teachers and administrators requested more or different kinds of communication and information. They expressed a lack of understanding about NSCC goals and mission and about what corpsmembers can and can't do. Thus, teachers often were not sure what to expect from corpsmembers in their schools or classrooms. This sometimes made corpsmembers entry into schools and classrooms, as well as the development of collaborative relationships with school staff, more challenging.

When they discussed NSCC's entry into the school at the beginning of the year, principals, teachers, and team leaders at the fourteen schools all identified the need to form better systems for communication and feedback at an early stage; to present clear NSCC goals, roles, and expectations to school staff in writing; and to focus on building School-NSCC team strength and more collaborative efforts.

⁴ This finding seems somewhat contradictory given the concerns some teachers had about communication with corpsmembers. It is important to remember, however, that half of the teachers we interviewed were chosen because they had weak relationships with NSCC. This finding may indicate that corpsmembers felt confident about their working relationships and communication with the teachers they worked with closely or interacted with regularly.

Some team leaders described an initial lack of understanding of NSCC at some new schools as a barrier to entry. In most cases, team leaders reported that, by the end of the year, the situation had evolved to enable improved relationships with school staff. In several cases, they attributed this change to increased communication with school staff and efforts to educate them about NSCC.

F. NSCC Training Program

1. Assessments of Current Training

Both NSCC personnel and school staff recognized NSCC's many strengths, including its responsiveness to the needs of schools and NSCC members, as well as its training program. Half of the team leaders, all of the operations managers and most of NSCC administrative staff specifically commented on these points. Eight teachers and principals mentioned that they had complete faith in their team leaders' and individual team members' ability to address any training gaps that might arise throughout the school year.

Members were asked to assess how effectively their NSCC pre-service trainings (PST) provided them with a sense of what their member experience would be like – 63% responded either “generally” or “totally.”

Members were asked to assess how effectively their NSCC pre-service trainings (PST) prepared them to be ready to begin work in schools – 71% responded either “mostly” or “totally.”

Members were asked to assess the effectiveness of their NSCC trainings in helping them function as corpsmembers in schools – 79% responded that the training was either “important” or “essential.”

Members were asked to assess the effectiveness of their NSCC Arts, Literacy, and Service trainings, as well as their personal and professional development sessions – 78% and 79% of those who responded felt that these were “important” or “essential” trainings (not directly comparable as N varies).

In the End-of-Year survey, NSCC members rated some tasks and responsibilities as more appropriate to their role and as more satisfying. Of respondents who indicated having done certain tasks, 100% of the members within each of the following categories found the task “appropriate” given their abilities and skills: Summer Camp, Reading/Literacy, Outside/School-Based Programs, YouthWorks, Parent/Community Outreach, and In-Class/Classroom Assistance (99%). Although not statistically comparable, it is interesting to note that over 90% of the respondents within the following tasks found them either “substantially” or “enormously” satisfying: Tutoring, Summer Camp, Reading/Literacy, Mentoring/Counseling Students, Parent/Community Outreach, and Homework Help.

2. Interviewee Recommendations for Training Program

Two-thirds of the teachers, principals, and team leaders interviewed (37 individuals) stated that NSCC should increase the emphasis in member training on professionalism, teamwork, relationship building, child development, conflict resolution, and leadership.

Interviewees were asked to identify what an “ideal corpsmember” looked like. The most frequently noted qualities focused on qualities (e.g. good communication skills, working well with others, flexibility, independence) that could be enhanced during member training through components of training sessions that are already in existence.

Twenty teachers, principals, and team leaders (over one-third of those interviewed) felt that communication regarding training between schools and NSCC should be strengthened and that trainings should be more closely aligned with the site-specific needs of individual schools.

Twelve teachers and principals, along with one team leader, felt that training should focus more on helping members learn what “good” education and “good” pedagogy look like. They felt that training should

include comprehension of curricula, e.g. the District's new reading and math curricula, and attendance at school-based professional development sessions.

G. Future Directions for NSCC

This section summarizes principal, teacher and NSCC team leader perspectives on what they would like to see NSCC doing in the future, new areas for greater contribution, and how NSCC can be most useful to schools. It is important to note that there was consistency in responses across interviewees representing a range of positions (i.e. teachers and principals alike) and from multiple schools.

Many of the requests for the future affirmed what NSCC is currently doing:

- Eleven interviewees wanted to see more NSCC members working in schools, in order to increase the number of children who benefit from NSCC programming. Currently the demand is greater than NSCC can accommodate.
- Approximately half of all teachers and principals interviewed, along with four team leaders, voiced the desire to see NSCC continue and/or enhance their focus on academic-based programming and in-class support. These teachers and principals represented all but two of the schools, however interviewees from the remaining two schools did mention the importance of academic programming elsewhere in their interviews.
- Over half of the NSCC team leaders interviewed, along with fifteen teachers and principals, also wanted to see an increase in the number of after-school and extra-curricular (non-academic) programs made available through NSCC. Ten of these interviewees specifically mentioned socialized recess as an NSCC program that they would either like to see continue, be implemented, and/or be strengthened. It is particularly interesting here that nearly all of the team leaders interviewed specifically mentioned the desire to see more NSCC-driven programming in the future.

Thirteen interviewees requested that NSCC teams be made up of reliable and consistent members. Strong and reliable teams foster greater school faith in NSCC programming and help NSCC to form solid relationships with schools. Half of the principals interviewed made this request.

Twelve teachers, principals, and team leaders recommended that NSCC place a greater emphasis on conflict resolution and discipline in member training and programmatic work with students.

Ten interviewees (4 principals and 6 teachers) mentioned the desire to see an increase in communication between NSCC and schools and greater integration of NSCC into the school community. About half of the ten interviewees mentioned that regular meetings between NSCC team leaders and principals and/or teachers could help flag problems, clarify goals and programs, and keep the school informed about team integrity (such as members leaving, having personal issues, etc.) so that the school and NSCC could work as a team. The other half mentioned that increased 'physical' visibility in schools (such as being seen in the hallways and at school meetings) would help to strengthen school and NSCC partnerships.

One of NSCC's goals is to assist schools in forming strong partnerships with parents and with the local community. Although this has not been a strong area of implementation for NSCC, data shows that members see it as an appropriate area for NSCC activity and feel that work in this area can be satisfying to individual members. Six interviewees suggested that NSCC focus on neighborhood and parent outreach. This outreach request was mentioned at four schools; initial outreach implementation was particularly visible at one school and was greatly appreciated. In addition, of the ten members who stated that they had been involved in parent and community outreach on the End-of-Year member survey, 100% felt it was "appropriate" and felt either "substantial" or "enormous" satisfaction.

H. Evaluators' Recommendations and Issues for Further Consideration

The data indicate widespread support among school staff for NSCC's continued presence at their schools. Both the quantitative and qualitative data indicate that NSCC teams can positively impact students, teachers and schools as a whole and that serving on a team can foster corpsmembers' own growth and learning.

Below, we summarize recommendations and questions that grow out of this evaluation research.

- NSCC could use strong and effective teams to help other teams and schools learn how to strengthen their own NSCC program. At trainings for corpsmembers and at orientations for or meetings with school staff, corpsmembers and staff from such settings could provide examples of and/or discuss good collaboration between team leader and principal, effective teamwork between school staff and corpsmembers, and between the NSCC main office and school. This could also be an area for NSCC staff or RFA to explore further in order to identify some of the qualities and practices that make for strong programs – qualities and practices that can be replicated elsewhere.
- Since administrative support and strong relationships between team leaders and principals are key to an effective NSCC program, pursue strategies to deepen principal engagement and help produce effective collaborative relationships. For example, a half day principal retreat could provide administrators with examples of “best practices” in working with NSCC and time for team leaders and principals to meet and plan together. Emphasize the importance of regular meetings between the team leader and an administrator.
- Different staff within the same school sometimes have different perceptions about NSCC and about whether communication is adequate. Some variance in level of knowledge and degree of communication among school staff is normal and could reflect their level of involvement with NSCC program. However, some baseline level of communication and shared knowledge about NSCC and its purposes/roles would facilitate NSCC's work and there were strong requests for more communication across schools.
- At the start of the year, team leaders should make sure to distribute the following (in writing) to all school staff and/or post the information where staff can easily see it: corpsmember bios, NSCC mission statement/goals and how they fit with the school's mission statement, an NSCC-driven list of what corpsmembers can and cannot do, and how feedback/communication should take place. These documents should be distributed to all staff, even if they do not have any direct contact with the NSCC as it might help to establish lines of trust, credibility, open communication, and establish the team's place as an integral component of the school family. We recognize that the NSCC has spent much time preparing teams with many of the above recommendations, however we found that implementation did not always take place and teams regretted it.
- Encourage team leaders and corpsmembers to make the most of opportunities for building relationships with school staff, learning about school needs and team building. If a team is in place but does not yet have assigned roles in the school or if a team leader is waiting for some or all corpsmembers to arrive, the leader and/or corpsmembers could focus on these kinds of start-up activities to lay a solid foundation for the year.
- NSCC has a goal to assist schools in forming strong partnerships with the local community and parents, which should be pursued. Although this has not been a strong area of implementation for NSCC, data shows that members feel it is an appropriate area for NSCC to involvement and is also satisfying to individual members. In addition, teachers and principals at schools where parent and community involvement had been successful found this an important way to increase

the resources made available for their schools. NSCC's diverse membership, often involving Philadelphia natives, is in a good position to pursue this area of activity.

- Training prior to school entry, and during the PST, should focus more on enhancing teamwork, leadership skills, relationship building, communication strategies, and conflict resolution/peer mediation. Some of the programmatic training could be postponed until school assignments have been made in order to streamline training to address the actual work that NSCC teams will be doing in individual schools. By doing this, teams will be sent into schools with a stronger foundation of broad skills and individual members may be better prepared to juggle the many pressures and surprises that they will inevitably find upon school entry.
- NSCC should maintain a balance between academic and non-academic program offerings. Maintaining this balance is of particular importance within the context of state takeover of Philadelphia's public schools and No Child Left Behind pressures to raise standardized test scores. Many of the students in the schools that we researched are in need of academic *and* emotional support; which, if both are present, can result in incredible gains.
- School staff emphasize the value of the general and flexible help corpsmembers provide their school. Providing additional, willing hands to schools heightens schools' ability to respond to student, staff, and community needs as they arise. However, this same flexibility leaves corpsmembers subject to being moved around a lot as needed and it also heightens the likelihood that they will be asked to take on inappropriate tasks. How can NSCC maintain the flexibility that schools value but also protect corpsmembers and make it more likely that corpsmembers will have the kind of roles that they expect and for which they are trained?
- There is a gap between schools' need for socialized recess and the challenges of implementing it. School staff often mention socialized recess as important and indicate that without corpsmembers it would not happen at all. But socialized recess is also very challenging to implement well. The data indicate that it can be one of the least satisfying assignments for corpsmembers. NSCC is already aware of the complexity of socialized recess; the data underline the need to keep providing socialized recess while also continuing to explore ways to make it more satisfying for corpsmembers and more successful over all. For example, would increased training in conflict resolution also positively affect socialized recess? Or, could NSCC identify schools with more successful socialized recess in order to share best practices from those sites? Principals, team leaders, and/or corpsmembers from those sites could be good resources for other sites seeking to improve their programs.