

Summary: Center for National Policy Square Table Discussion

Re-building the Basics for Inner-City Families: The Case for Community Schools

June 12, 1997 / Hyatt Regency on Capitol Hill

Purpose of the Discussion:

The discussion generally focused on describing what elements make community schools successful and ways to promote the creation of more community schools. There were few references to the Administration or any of the President's proposals. There was no criticism of the White House and the general attitude seemed to be that if they could figure out a good strategy for promoting community schools, they felt the White House would be open to discussion.

Carolyn Denham: Forham University's National Center for Schools and Communities

She feels it is very important to begin as many community schools as possible in the inner-city. Her reasoning is that the people who live in the inner-cities have the greatest need for the assistance and improvement that community schools can provide.

She described five dimensions needed for successful Community Schools:

- 1) Opening schools for more hours including evenings, weekends, summers, and holidays.
- 2) Schools should provide additional services that are directly and indirectly related to the educational mission.
- 3) Community schools don't work without parental involvement.
- 4) Involve the entire community.
- 5) Give the school a sense of community that is built in respect of the community rather than as a response to the needs of the community.

Ira Harkavy: University of Pennsylvania's Center for Community Partnerships

- He sees Community Schools as centers of the neighborhood and continued learning
- Community Schools should be the primary problem solving entity in the neighborhood. This means that it is the place where people go to solve their health, social, and work problems. People go to the school to learn ways to find solutions to their problems.
- Unless the curriculum focuses deeply on the community, it won't be successful.
- To help develop Community Schools you really need to have an institution that is locally rooted. The perfect choice is the local University. Universities are a key partner to promote the success of community schools. They set the training and standards for those entering teaching.
- It is important to make the neighborhood not just the receivers of service, but the deliverers of it also.

Philip Coltoff: The Children's Aid Society, New York City

- The four Community Schools he watches over serve 7,000 students and 5,000 adults. They are both elementary and middle schools.
- He says there are five fundamental elements to successful Community Schools.
 - 1) Accept the fact that it is a school and people perceive it that way. It is going to take work to help the community see it as a place that is there for their assistance too.
 - 2) Remember that we are talking about bringing people together that might not have ever been together before. That can make for a very difficult situation.
 - 3) The primary objective must be to help schools succeed as schools
 - 4) We want to see the school as a community institution. The public doesn't see the school as any part of them.
 - 5) This could and should be a positive institution for change. The school could become a place of lifelong learning, a place where everyone is welcome to contribute and learn.

Joy Dryfoos: author of Full-Service Schools

- Now is the time to push for a major federal initiative that will put the concept of community schools on the national agenda.
- Community schools integrate the delivery of quality education with whatever health and social services are required in that community.
- We need them because "school reform will not succeed without addressing human problems and human problems cannot be solved without upgrading the quality of education."
- According to Title I more than 22,000 schools have a large number of disadvantaged children. For each of these schools to become a full-fledged community school it would cost about \$250,000 per year for non-academic expenses. This means it would take about \$5.5 billion to transform these schools to community schools.
- She outlined three strategies to move community schools from demonstration programs to large scale replications. She didn't recommend any one of the three as most effective.
 - 1) Identify existing federal structures which have the capacity to administer a substantial community schools program.
 - Title I, Safe & Drug Free Schools, 21st Century Schools, Charter Schools, Maternal and Child Health Block Grants, Medicaid, Family Preservation and Support Services, and Americorps are all being used to support partnership programs in schools. However, the activity is fragmented and disorganized.
 - 2) New Legislation
 - Establish a commission on Community Schools (something like NASA or the Corporation for Public Service)
 - Before this is done, we need to make sure that this is an effective mechanism
 - She proposes the Safe Passage Act
 - This Act would ensure the development of new kinds of institutions that integrate the most effective means of education youth
 - This Act would also create the Safe Passage Commission
 - Commission would be appointed jointly by the President & Congress
 - Made of prominent citizens who would serve 5 year terms

- Commission would be an independent agency with emergency powers. Possibly modeled after the Corporation for Community Service
 - This Act would also create the Safe Passage Cabinet
 - This would include Secretaries of Health, Agriculture, Education, Labor, Justice, HUD, and other related agencies
 - It would be responsible for pooling categorical funds and revising policies to ensure the communities greater access to comprehensive services
- 3) Stimulating further development of voluntary sector by the creation of a strong coalition, clearinghouses, and whatever else is necessary. (This would be a push from the communities up)

'Full Service' Schools Broaden Definition of Education Reform

By Philip Coltoff

PRESIDENT Clinton wants a non-partisan commitment to education as "one of the critical national security issues" of our future. But higher standards, more choice, and better teacher training may not be enough to ensure that our children will learn.

With every new survey, the conclusion becomes clearer: The school reform movement has not succeeded in meeting the needs of poor urban children – children who come to school hungry or sick, who live in violent neighborhoods, in overcrowded apartments, with overstressed families.

Why, then, in all the "post-game analysis" of these reports, do we hear only more calls for raising standards, reforming curriculum, changing governance structures, developing new test instruments, training teachers differently, or holding schools more accountable – as if the problem is strictly within the school, and has nothing to do with children's lives outside it?

It doesn't take an expert to know that education doesn't exist in isolation from all of the other areas of a child's life. Yet we continue to treat it as a separate com-

ponent. We see educational achievement as the route to greater socio-economic opportunity, yet fail to see how current socio-economic conditions hamper achievement in the first place. We view schools as a cure-all for our social ills but don't equip them to deal with the social ills they face daily.

Partisanship is not the problem; our view of education is. Until we take a more comprehensive view, even the best re-

forms will fail. We need to change our concept of what school reform entails – to create models that enhance academic performance by recognizing the realities that keep children from learning.

This is the strategy behind a "community schools" project that the Children's Aid Society implemented five years ago, in partnership with the New York City

Board of Education, in four public schools in Washington Heights. These schools offer the full range of programs and services that children and families need, including on-site health care, counseling, tutoring, recreation, adult education, and cultural programs. Before- and after-school programs tie directly to the children's classroom experience. In the summer, the schools become camps for community children of all ages. Some of the schools offer Head Start programs, early childhood classes, and day care. All of the schools are open from 7 a.m. to 10 p.m., six days a week, 12 months a year.

Academic achievement has improved in these schools, despite the fact that fully half of these children are Limited English Proficient and all qualify for the federal free school lunch. At P.S. 5, a grade school that opened in 1993, third-graders who were reading at grade level increased from 10 percent in grade 3 to 16 percent in grade 4 to 35 percent in grade 5. At I.S. 218, a middle school that opened in 1992, math performance rose from 37 percent at grade level in 1994 to 44 percent in 1995 and 51 percent in 1996.

Scores still aren't as high as in schools with a selected student body or in high-income areas, yet performance is im-

proving each year and the general needs of youth and families are being met.

This is only one model. Other "full service" schools are opening in rural, suburban, and urban areas, finding advantages – including cost efficiencies – in providing critical supports through the school. In New York, the model costs about \$850 per youngster per year – a small increment when taxpayers are paying almost \$7,000 per youngster now for schools that are not performing. And much of this cost could be covered by existing funding – Medicaid, drug-free schools, Goals 2000, or others – if we consolidated those funds in the public school. It's the location of services in the school – and the coordination among them – that is the biggest change, and challenge.

To espouse full-service or community schools doesn't mean we turn our backs on school reform, only that we broaden our definition of it. By bringing a panoply of new resources into a school, lightening the burden of teachers and students, we create an environment in which the best reforms have every chance at success – and, more important, so do the children.

■ Philip Coltoff is executive director of the Children's Aid Society in New York.

October 30, 1996

Note to Mike

Per my e-mail from Monday, here is the report on community schools that is going to be released in conjunction with the President's speech tomorrow. Michelle C. has been involved with this, I believe. Tanya is also looking at.

Again, just wanted to make sure you were aware of this.

-- Bill

Bill & Michelle

We need to get some potential users
of the to review it!!

mt

Keeping Schools Open As Neighborhood Learning Centers:

**Extending Learning in a Safe, Drug-Free Environment
Before and After School**

October 1996

Prepared by

**The National Community Education Association
The U.S. Department of Education
Policy Studies Associates
The American Bar Association, Division of Public Education**

“Increasingly, our schools are critical to bringing our communities together. We want them to serve the public not just during school hours but after hours: to function as vital community centers; places for recreation and learning, positive places where children can be when they can’t be at home and school is no longer going on; gathering places for young people and adults alike. Bringing our schools into the 21st century is a national challenge that deserves a national commitment.”

**-- William Jefferson Clinton
President of the United States**

Richard W. Riley
U.S. Secretary of Education

Marshall Smith
Acting U.S. Deputy Secretary of Education

Terry K. Peterson
Counselor to the Secretary

Alan Ginsburg
Planning and Evaluation Service

This booklet represents the work of many people. The idea for the book came from the community leadership group of the Partnership for Family Involvement in Education. This group includes such organizations as the National Community Education Association, the Boys and Girls Clubs of America, ASPIRA, United Way, National Coalition for Parent Involvement in Education, Girl Scouts of the USA, National Association of Partners in Education, YMCA of the USA, National Urban League, Big Brothers, Big Sisters, Rotary, Parents for Public Schools, Children's Defense Fund, Organizations Concerned About Rural Education, and the National Coalition of Title I/Chapter 1 Parents. For more information on the Partnership for Family Involvement in Education, call 1-800-USA-LEARN.

Many educators and community representatives on the front lines of extending learning in a safe, drug-free environment also shared information on their programs.

Primary authors for this report were:

- Valerie Romney, National Community Education Association
- Leila Fiester, Policy Studies Associates
- Andrew Lauand, U.S. Department of Education

Adriana de Kanter from the U.S. Department of Education edited the manuscript. Other contributors to the document included Starla Jewell-Kelly from the National Community Education Association, and Janie Funkhouser, David Goldstein, and Sara Nathanson from Policy Studies Associates.

Special appreciation to Terry Peterson, Michele Cavataio, Val Plisko, Joanne Wiggins, Jennifer Ballen, and Sarah Howes of the U.S. Department of Education and the American Bar Association's Anita Richardson who reviewed the manuscript's drafts. Brenda Long from the U.S. Department of Education formatted the document.

Table of Contents

	<u>Page</u>
The Benefits of Schools as Neighborhood Learning Centers	1
Extending Learning Time: Creating Safe Havens for Learning	3
Financing a Community Learning Center	5
How to Open Schools for Extended Learning and Safety After Hours and During the Summer	9
Measuring Success: How to Assess a Program's Accomplishments	18
Resources for Organizations	20
Resource activities at the U.S. Department of Education	21
Conclusion	22
Appendix:	
A What Are Typical Costs?	23
B A Neighborhood Learning Center Budget Worksheet	24
C Build Consensus and Partnerships	26
D Conduct a Community Assessment	27
E Design an Effective Program	28
F Consider Logistical Issues	30
G Obtain Qualified Staff	32
H The Assessment Process	33
References	36

The Benefits of Schools As Neighborhood Learning Centers

"My friends, it's time to get serious. The dumbing down of American education must end. If children need extra help to measure up, they should get it. Let's provide tutors, and call in the families, or keep the schools open late and open in the summer, too, if we must. But whatever we do, let's end this tyranny of low expectations once and for all."

—Richard W. Riley, U.S. Secretary of Education

The need for increased opportunities for children to learn and develop in safe and drug-free environments outside of regular school hours is clear. Without affordable, high-quality after-school care available to parents who work, many children must care for themselves or be supervised by older siblings — responsibilities that distract them from school work. Lacking constructive community activities to engage them after school, children are vulnerable to drug use and gang involvement outside of school hours. In communities without libraries, many children do not have access to information resources or adults who can help with challenging homework; as a result, some of these students may not learn the skills they need to become productive citizens.

Research shows the importance of after-school and summer neighborhood learning centers:

- **Few opportunities exist for young people.** Relatively few organized, extended learning opportunities exist. Extended learning programs in schools are even more scarce, especially for older children and youth. As recently as 1991, only 600,000 children in grades K-8—just 2 percent of the eligible population—were enrolled in 13,500 before- or after-school programs at public schools. Three-quarters of these children were in third grade or younger. And few programs operated later than 6 p.m.
- **Youth are at greatest risk of violence after the regular school day.** According to the Federal Bureau of Investigation, youth between age 12 and 17 are most at risk of violence around 3 p.m.— the end of the regular school day.
- **Organized activities help children resist unsafe behaviors and enhance learning.** After-school and summer programs can offer the support and supervision children need in order to learn and to resist the influences of unsafe or violent behaviors. Children under adult supervision in formal programs demonstrate higher academic achievement and better attitudes toward school than children left alone or under the care of siblings. Neighborhood public school facilities can offer the venue for such programs, for otherwise from the last bell of the school day to the first bell of the

next day--16 hours each day--one of the community's largest capital investments sits vacant.

- **Children who spend more time in learning activities and organized extracurricular activities learn more.** Children learn more when they are given more time to learn. This is especially true for reading. Also, students who are involved in extracurricular activities such as academic clubs, sports, student government, band, and special lessons show greater achievement in reading.
- **Children want and need organized after-school activities.** Children left to themselves or under the care of siblings after school experience greater fear of accidents and crimes and are more bored than other children. They also are more likely to engage in drug and alcohol use and are more often the victims of accidents and abuse.

By offering a safe learning environment before- and after-school and during the summer, schools can become *neighborhood learning centers* that help children learn more and avoid destructive or dangerous activities. The programs can be simple, focused on a single goal, and funded by reallocating existing resources. Or they can address an array of conditions, involve many community partners, and attract support from many sources. In both cases, after-school and summer learning opportunities in a safe, drug-free environment can make a profound difference in children's lives.

Key Elements of Effective Drug Prevention Education

Drug-prevention programs should:

- Involve the family and community
- Teach that using drugs, alcohol, and tobacco are not the norm among teenagers, even if students think that "everyone is doing it"
- Help students recognize anxiety, stress, peer attitudes, and advertising that influence them to use alcohol, tobacco, and drugs
- Develop personal, social, and refusal skills to resist these pressures
- Provide developmentally appropriate material and activities, including information about the short-term effects and long-term consequences of alcohol, tobacco, and drugs
- Use interactive teaching techniques
- Cover necessary prevention elements in multiple sessions
- Include teacher training and support
- Contain material that is easy for teachers to implement and culturally relevant for students

Extending Learning Time: Creating Safe Havens for Learning

"I believe that we have to work together to continue to make our schools safe and our students held to a reasonable standard of conduct.... [From] 3 p.m. to 6 p.m. are the peak hours for juvenile crime, and all that comes back into the schools.... A lot of these schools do not have the resources today to stay open longer hours, but they would if they could."

— President Bill Clinton

This guide gives concrete steps that educators, parents, and communities can use to extend learning time in their local schools in ways that support safety and increase opportunities for children and adults to acquire needed skills. It discusses the major strategies and issues involved in financing, developing, implementing, and evaluating after-school and summer programs. It offers practical, flexible guidance and real-life models that readers can use to develop their own strategies.

A Safe Haven for Children

The city of Madison, Wisconsin operates a Safe Haven after-school program for more than 200 children at three elementary schools in neighborhoods with high crime and poverty rates. Program activities include homework help, academic enrichment, arts and crafts, supervised games and physical education, and field trips. Each school also incorporates its own approach to conflict resolution into the program by linking after-school activities to in-school strategies such as peer mediation and the DARE program, a drug prevention intervention.

The school district's community recreation department, which staffs the programs, works with the city's child care unit to train staff in conflict management, active listening, and other techniques to help students solve conflicts. As the program enters its third year, Safe Haven schools report improved attendance and reduced conflicts during after-school hours. Children in the program also show greater interest in completing their homework.

Schools have a practical interest in becoming a neighborhood learning center: to provide increased services for their traditional school-age clients while garnering neighborhood and community support. Programs that extend school hours link teachers, parents, volunteers, tutors, local businesses and colleges, and other stakeholders in a collaborative partnership. The programs create a safe haven for children and involve them in positive, productive activities.

Extending school hours to provide learning, enrichment, and safe and drug-free environments uses resources more effectively, as well, by allowing communities to take advantage of their largest capital investment, which otherwise is left unused for up to 65 percent of the time.

Residents of all ages gain easy access to a wider variety of organizations, which in turn can stretch their budgets further and increase services by saving on rent for facilities.

The assortment of programs and activities which a neighborhood learning center offers will vary with its need to respond to local conditions. Throughout this guide, examples of two of the most important types of extended learning opportunities are showcased: **academic enrichment programs**, including tutoring and mentoring, and **drug-prevention or safety programs** for children and youth.

TWO EXAMPLES OF SAFE AND DRUG FREE LEARNING PROGRAMS

The Lighted School Program. Since 1994, the Lighted School Program has kept middle schools in Waco, Texas open after school until 6:30 or 7 p.m., Monday through Thursday, to provide activities and services to approximately 200 students who attend regularly.

Nineteen local organizations provide activities and services. Baylor University contributes 115 college students as mentors; each works with one child, two hours a week, for a full school year. The college students receive two hours of course credit for serving as one-on-one mentors. Four graduate students receive tuition remission for supervising the program and serving as instructors for the 115 mentors. Staff from the city's recreation department lead supervised sports, field trips, and games. The Council on Alcoholism and Drugs implements the Straight Talk curriculum once a week at each site, and the Teen Pregnancy Prevention Council runs a weekly club geared toward preventing early pregnancy and fatherhood. Two art centers send instructors to the schools to lead hands-on activities, and library staff help children read and act out mystery stories.

Funding comes from local and national foundations, the city of Waco, the Governor's Office of Juvenile Delinquency, and the U.S. Department of Health and Human Services.

Children who participate in Lighted Schools say they appreciate having a safe place to go after school, that it keeps them off the streets, and that it is more fun than sitting at home in front of the television. Several say that if the program did not exist they would probably be in trouble.

Camp Offers Healthy Activities. Sixty students who live in a neighborhood plagued by crime and drugs attend a summer camp operated by Chandler Elementary School, businesses, and community organizations in Charlestown, West Virginia.

The school employs eight college students as counselors, tutors, mentors, and role models. The students are paid for their service through a grant from the mayor's office and Title I funds. A local transit company provides a bus and driver to transport children to the local recreation center, where campers take weekly tennis lessons. Campers also work in the school's computer lab and strengthen their reading and math skills with teachers and tutors. Other activities include hayrides, arts and crafts, swimming, and field trips.

A six-week curriculum includes a drug prevention component that encourages children to talk about the impact of drugs and violence on their community. Teachers and counselors help campers find ways to resist drugs and make healthy choices.

Financing a Community Learning Center

While some schools and communities may recognize the benefits of extending learning through neighborhood learning centers, they may think that such an enterprise is too costly or too complicated. This is not necessarily so.

Summer Learning Fills a Gap

When a state tax-cutting initiative reduced summer school funding, parents in San Diego established their own summer enrichment program for students in grades 1-12. The Gateways program, which enrolls 2,000 students, offers challenging educational opportunities for students who have mastered basic courses.

Gateways offers two three-week sessions every summer; students can register for up to four classes a day. Most classes focus on science and the arts, although topics include stained glass design, how to get published, and fencing, in addition to physics, computer programming, and rocketry.

A core group of teachers participates in Gateways every year—to them, the program is a chance to work with highly motivated students and develop courses on topics not typically offered during the school year. Students see the program as a chance to experiment with academically challenging topics without fear, because they do not receive grades for the summer courses.

The program rents 55 classrooms from the school district; most students pay \$75 per class, although scholarships and work-study arrangements are available. Teachers earn \$386 per class, and 66 student assistants earn \$6 an hour. Gateways spends about \$30,000 a year on supplies.

Costs for after-school and summer programs vary widely, based on the type of activities and services offered, the times that the program operates, the experience level of the staff, and whether transportation and materials are required. The extensive variation in circumstances makes it difficult to establish "typical" program costs, but the experience of some programs can serve as a guide (See "Sample Costs and Funding for Three Successful Programs" on the next page).

Programs have many options to meet costs. Many charge minimal fees to offset some costs, and some use a sliding-fee scale based on income. Programs usually rely on a mix of local, state, and federal government funding (including Title I of the Elementary and Secondary

Education Act, and funds from the Safe and Drug Free Schools and Communities Act) and often are able to acquire competitive public or private grants by providing specific services. Some form partnerships with youth organizations (e.g., Boys and Girls Clubs, Junior Achievement, and Girl Scouts). Some encourage parents to volunteer their time in a cooperative arrangement; some give families a discount for free after-school sessions in proportion to the time they volunteer to help with the after-school or summer program (See Appendix A and B for more details on program costs and financing neighborhood learning centers).

Sample Costs and Funding for Three Successful Programs

St. Louis Public Schools (MO)	Murfreesboro Schools (TN)	Beacon Schools (NY)
<i>Serves:</i> 16 school-based Community Education Centers serve 44,000 residents each year. An average sites serves 1,500 kids per year, and an average of 70-90 kids each day	<i>Serves:</i> 9 elementary schools, with a total enrollment of 5,400 (K-8). 80% of the kids participate during the year; 500-600 of Cason Lane's 950 kids participate every day	<i>Serves:</i> 41 Beacon schools, at least one in every school district. Each site serves an average of 120-150 kids per day
<i>Offers:</i> Tutoring, arts and recreation, adult classes, drug-prevention programs	<i>Offers:</i> Optional full-day schedule, enrichment, arts and recreation	<i>Offers:</i> Academics, arts and recreation, comprehensive social services
<i>Costs:</i> \$29,250 custodial; \$41,000 site director; AmeriCorps volunteers	<i>Costs:</i> \$6.00/hr. for college students; regular staff on flextime	<i>Costs:</i> \$50,000 custodial; other costs vary
<i>Funding:</i> Fees for adult classes; HUD block grant; school board supplement	<i>Funding:</i> Regular budget + grants + fees of \$1.25/hour plus materials	<i>Funding:</i> \$500,000 from city plus grants
<i>Year Total:</i> \$102,250 per site	<i>Year Total:</i> \$200,000 at Cason Lane	<i>Year Total:</i> \$1 million per Beacon School

HOW ONE NEIGHBORHOOD LEARNING CENTER FUNDS ITS PROGRAM

Ankeny Community Schools, IA

The Community Education Department serves 5,000 students (K-12) and a community of 25,000. Programs are offered for all ages in nine Ankeny public schools and one community resource center. The estimated budget profile for the community learning center at Westwood Elementary School is as follows:

1. Part-time Community Education Coordinator: salary	\$20,000
fringe	\$5,500
2. School Age Child Care Program (100% funded by user fees)	\$68,000
3. After School Enrichment Program (100% funded by PTA and registration fees)	\$17,000
4. Adult Education Classes (100% funded by registration fees)	\$7,500
5. Ankeny Substance Abuse Project: Prevention presentations, staff/student/family direct client services; 25% funded by Safe and Drug Free Schools and Communities Act, 75% funded by local voluntary contributions (No fees are charged to participants)	\$8,000
6. Ankeny Family Advocacy Project Attendance and truancy program; juvenile court liaison, in-home family counseling services, prevention program to reduce tobacco use, absenteeism, poor parenting, crime, violence, interaction with gangs (No fees are charged to participants)	\$8,000
7. City Leisure Service Youth and adult recreation programs during evenings and weekends; 15% funded by city, 10% by schools, 75% by fees	\$14,000
8. Community use of Westwood facilities YMCA, Scout groups and youth serving organizations, Adult-Church-Community-Business requests for local, non-profit purposes, private use reservations, 50% funded by schools, 50% funded by rental fees	\$22,000
9. Other programs unique to Westwood each year	<u>\$3,000</u>
Total Program and administrative budget each year	\$173,000

Stretching Dollars: The Alabama Model for State and Federal Funds as Seed Money

Alabama's community education system uses a combination of federal and state funds to hire coordinators who implement extended-learning programs in public schools. During the 1994-95 school year, Alabama spent \$1 million in state and federal funds (a \$200,000 federal Dependent Care Grant) to pay salary supplements of approximately \$13,000 each to 65 school staff members to serve as community education coordinators.

Each of these staff members oversees an average of five school-based programs and is responsible for generating funds through fees and grants. In the 1994-95 school year, the coordinators generated \$9 million in additional funding while providing extended-day opportunities, tutoring, and programs for children and youth at risk as well as training and involvement programs for parents.

There are several funding and cost saving strategies that neighborhood learning centers can undertake to make the most out of limited resources.

- **Link Existing Programs** Some programs, such as youth and sports leagues, may already exist in the community. Linking these programs to a neighborhood learning center benefits both partners. The learning center expands the services it offers, and the program acquires meeting and practice space, improved access to its participants, and eliminates transportation costs.
- **Run a Program Eligible for Previously Set-Aside Funding** Funding that is set aside for services not directly related to schooling can be acquired to run programs on school grounds at lower costs, making existing funding go farther. For example, some schools have been awarded funding based on meeting criteria for running day care programs.
- **Reallocate Funds** Funding can be reallocated from areas where it is no longer needed. For example, schools in Murfreesboro have been able to reallocate transportation funding which is no longer needed when the child's school day matches the parent's work day.
- **Rent Out Unutilized Areas** Some spaces can be rented out to community groups.
- **Shift Staff Hours** Rather than hiring entirely new personnel or extending existing hours, staff hours can be shifted and lower cost support personnel brought in so that expert personnel are available during extended hours.

How to Open Schools For Extended Learning and Safety After Hours and During the Summer

Extending learning time at a school or creating a drug-prevention program may require collaboration among diverse partners: not only parents and educators, but also neighborhood residents, service providers and public officials may need, and want, to be involved in the process. Programs should keep in mind the goal of drawing upon all of the community's available resources, while addressing the concerns of all who are affected.

Collaboration often requires changes in traditional roles, responsibilities, expectations, relationships, and schedules. These changes can frustrate even the best efforts if the people who implement the new program don't share common goals, a vision for what the neighborhood learning center can accomplish, and an understanding of the populations and conditions the program will address and the strategies to be used. But before partners can agree on these details, they must first agree that schools have an important role to play in providing extended learning and safety through after-school and summer programs.

Learning Opportunities All the Time Cason Lane Academy Murfreesboro, TN

The Murfreesboro City Schools have developed a remarkable strategy for offering extended learning to students. Five days a week, year-round, Murfreesboro's nine elementary schools are open from 6am to 7pm. College students from a local university are instrumental as staff to these programs. At Cason Lane Academy (K-8), each day is divided into three distinct parts: traditional academics, (no pull-outs allowed), until 11am; contemporary education, with small group-work, individualized instruction, music and art classes for every student, 11am to 3pm; and "increased opportunities," where parents may choose academics taught by regular Cason Lane teachers, art, recreation, or life skills classes for their kids, 3pm to 5pm.

Each day 500 to 600 of Cason Lane's 950 students stay for the afternoon session; during the year, 90% of the kids participate at some time. No one is turned away, and 10% receive scholarships. Cason Lane uses flex-time scheduling to make certified teachers available to teach academics after regular school hours. Mid-day assistants, usually college students, relieve teachers and supervise lunch; ancillary staff, coaches, and music teachers, work from 11am to 5pm. Through creative use of its resources and minimal fees (\$1.25 per hour and materials cost), Cason Lane estimates it provides 66% more educational time than traditional schools.

**A checklist for building consensus and
Soliciting input from diverse stakeholders:**

- | | |
|---|--|
| ☐ parents, grandparents | ☐ teachers |
| ☐ principals | ☐ employers |
| ☐ students | ☐ service providers |
| ☐ active volunteers | ☐ clergy |
| ☐ parent-teacher organizations | |
| ☐ leaders of community groups | |
| ☐ school district administrators | |
| ☐ school board members | |
| ☐ higher education leaders | |

The Steps to a Successful Program. Schools can become successful after-school and summer learning centers when parent, school, and community leaders:

1. **Build consensus and partnerships** among key stakeholders to convey the importance of becoming a neighborhood learning center and involve them in its planning and implementation (See Appendix C for more details).
2. **Assess school and community circumstances, resources, and opportunities** to operate a before and after school learning center (See Appendix D for more details).
3. **Design a program** that helps children and families learn at school and within the community (See Appendix E for more details).
4. **Address logistical issues**, including the use and maintenance of facilities, legal and liability concerns, and institutional policies (See Appendix F for more details).
5. **Obtain qualified staff** and define their roles and responsibilities (See Appendix G for more details).

An Extended Program Offers Non-stop Learning

Carmen Park Elementary School in Flint, Michigan serves 280 students in grades 4-6. Because many students are at risk of dropping out of school, the principal, teachers, and parents on the school's management council created an after-school and summer program that emphasizes healthy, educational opportunities for all students.

The extended learning program is aligned with the standards and benchmarks of the state's core curriculum. During the school year, the computer lab opens an hour before classes begin and remains open until 5 p.m. (8 p.m. on Thursdays). A tutor supervises as students use the lab for computer assisted instruction (CAI). During the summer, between 20 and 45 students work individually with tutors in the media center for four hours, once a week; twice a week, the computer teacher and a technician supervise students using the lab for CAI activities.

A series of activities known as Jumpstart enables students to maintain connections to school during the summer and avoid difficult transitions each fall. From 8 a.m. to 12:30 p.m., 60 students attend workshops in science, math, reading, and social studies led by a certified teacher, a Title I assistant, the principal, parent volunteers. Title I teachers also offer a hands-on, tutorial program for Title I students from Carmen Park and its feeder school.

Funding for the programs comes from the federal Title I program, a state program for at-risk students, and the school district's general fund. Local businesses donate snacks. Carmen Park students score near the 80th percentile on math, reading, science, and writing tests in the state assessment. The principal attributes student success to year-round participation in education activities and by the program's ability to provide adult role models who value education.

Focus Groups Highlight Need for a Drug-Prevention Program

The Red Hook Community Center at PS 15 in Brooklyn, New York offers evening, Saturday, and summer learning and recreational activities for more than 1,000 children, youth, and adults. Activities include discussions, skill building, and problem solving related to drug involvement and violence.

Adolescents (ages 16-20) in a "Youth on the Move" group learn leadership, community assessment, and outreach skills. The group has held focus groups and surveyed peers about the needs and risk factors associated with drugs and violence. Responding to feedback, the group counteracts the influence of drug dealers by providing role modeling and outreach to children before they begin using drugs. Another group of adolescents, "STOP the Violence," serves as mentors and conducts drug- and violence-prevention workshops.

Adolescents (ages 12-16) in the "Pathfinders Program" meet for four hours a week to plan and perform community service projects, solve community problems, and engage in peer discussions and support exercises. Twenty-five pre-teens in the "Challengers Program" participate in community service and enrichment activities for eight hours a week.

There is no prescription for the perfect after-school or summer program. The list of services and activities that schools can offer to promote learning and safety will depend on the resources they possess and the planners' goals and vision for a better school and a better community—their decisions about *who* should be served, *when*, *how often*, *where*, and *in what way*.

Depending on community conditions, programs may include:

- Tutoring and mentoring in basic skills
- Drug- and violence-prevention curricula and counseling
- Youth-focused activities (e.g., Boys and Girls Clubs, Junior Achievement, Scouts of America, academic clubs)
- Supervised recreation and athletic programs and events
- Day care, preschool, and/or nursery programs
- Homework centers
- Enrichment in the arts and cultural events
- Computer instruction
- Language instruction, including English as a second language
- Employment preparation or training
- Adult education and skill development
- Activities linked to law enforcement

I.S. 218 in Washington Heights, New York provides learning opportunities and social services before and after school and on weekends for 600 children a day in collaboration with the Children's Aid Society, Boys and Girls Clubs of America. One thousand parents also participate every week by taking classes in literacy, citizenship, English as a Second Language, entrepreneurship, and other topics, and by serving as volunteers. Along with educational opportunities, I.S. 218 offers a full range of medical and mental health services. The program's education and enrichment classes cost approximately \$450 per family per year; families pay an annual fee of \$35 a year. Total program funding is about \$1.2 million per year. Attendance at I.S. 218 is the highest in the city for comparable neighborhoods, and students' math and reading scores are improving steadily.

**Questions to Consider in Planning
A Neighborhood Learning Center**

What school needs could be satisfied through links with community partners?

- ☐ Added learning experiences
- ☐ Volunteers and other resource staff
- ☐ Cost sharing

What are the major barriers to creating the neighborhood learning center?

- ☐ Staff endorsement
- ☐ Program interrelationships and boundaries
- ☐ Arrangements for sharing space and equipment
- ☐ Administrative control
- ☐ Managerial arrangements
- ☐ Legal, liability, or financial requirements

Would public education programs be helped by:

- ☐ Closer relationships between educators and the public
- ☐ Expanded learning opportunities
- ☐ Improved communication with other segments of the community
- ☐ Use of the school for community purposes
- ☐ Conservation of limited education funding

— Adapted from Ringers & Decker (1995), pp. 27-28

Programs that use schools beyond regular hours for academic enrichment and drug and violence prevention may be initiated and administered by a single public school system, in partnership with a non-school organization or local business, or as part of a broader community development initiative.

Supplemental Curricula Build Students' Business Skills

More than 2 million elementary, middle, and high school students in 3,300 communities participate in Junior Achievement, an extended learning program that educates and inspires children "to value free enterprise, understand business and economics, and be workforce ready." At all levels, the program provides sequential and integrated courses that link students with trained volunteer role models from the community; experience-based learning; and a network of staffs and advisors.

Elementary school students learn the relevance of education to the workplace and the importance of lifelong learning through discussions and activities that emphasize decision making.

Middle school students meet weekly with local business volunteers to (1) learn about the economics of households, businesses, and the world marketplace; (2) explore careers; (3) learn about trade connections between people and cultures around the world; and (4) explore the personal and societal impact of leaving school.

High school students participate in a one-semester economics course, taught by school staff in partnership with a community business leader. In an after-school component, students organize a corporation with guidance from community volunteers. During the school year and summer, students also create and manage a company, develop and sell a product or service, participate in workshops on career planning and leadership development, and work with a business mentor in a local firm.

Whatever the model, experienced practitioners report that non-traditional school efforts, such as extended learning centers, benefit from a combination of **informal management** systems that give staff autonomy and **formal oversight** systems that ensure accountability and generate support from top administrators. According to the National Community Education Association, responsibility for maintaining the facilities used by school/community programs typically lies with a manager or coordinator, who answers to the principal and often to the school board, the staff of organizations that provide services at the school, or both. Advisory committees, which often continue past the program planning stage, can help coordinate programs and mobilize changes in the program or in relationships among collaborators. Partners also may establish accountability procedures for their own staff who participate in the school program.

Anticipating Legal Concerns. Extended school programs that involve recreation, field trips, and similar activities may raise liability issues. Administrators from each partner agency or institution should examine the potential for liability problems, make sure that the program's insurance coverage is adequate, and establish a process for addressing liability concerns.

The National Community Education Association advises planners to recognize that some local laws encourage joint ventures, such as neighborhood learning centers that provide an array of services, while others may appear to prevent interagency programs. Additional laws simply regulate services. Planners should understand the differences among these laws. In some cases, laws can be changed to make school-community collaboration easier. For example, a Virginia law cited in an NCEA handbook by Ringers and Decker (1996; pp. 53-54) provides for joint exercise of powers across state lines, which "appears to enable and encourage joint ventures such as interagency programs and school community centers."

Negotiating Institutional Policies. Institutional policies protect personal and professional privacy, define roles, and establish guidelines for practice. Policies usually are designed to make things run smoothly, but if they aren't flexible enough to accommodate the changes required by an after-school and summer education program, they can create turf issues and bureaucratic red tape.

Tips for Working with the School

- Involve teachers in planning and needs assessment from the beginning
 - Establish expectations for what and how materials will be shared
 - Where possible, integrate regular staff with extended learning staff
 - Coordinate with teachers so that the program fills their needs and frees them to do more with their own class time
 - Establish a system for on-going dialogue between regular and extended learning staff, to facilitate assessment, innovation, and the quick airing of grievances
-

Minimal Fees Support a Child Care Program Before and After School

When a survey revealed that 1,600 parents in a Philadelphia suburb wanted a child care program for their school-age children, the North Penn School District established a fee-based program using district facilities and a private child-care provider. Today, the before- and after-school program (BASE) serves 800 children—12 percent of the students in the district.

Parents pay approximately \$5 for morning sessions, \$6.70 for afternoon care, or \$8.80 for both sessions. The fees cover the cost of staff, liability insurance, snacks, school maintenance, and program overhead.

BASE uses the gymnasiums and cafeterias of 13 elementary schools, often sharing space with other community youth groups. Activities include homework help, supervised science and cooking experiments, games, art activities, and sports.

The staff consists of certified teachers, teacher assistants from local colleges, and adults with experience in youth organizations. Twelve college students work on a part-time basis supervising project activities (along with certified teachers). They also assist participating students with their homework.

To avoid barriers caused by institutional policies, programs can:

- Encourage partners to discuss boundary issues and resolve them in ways that satisfy all collaborators
- Define decision-making roles clearly
- Identify and address core policy issues during the early stages of program planning

High School Students Become Tutors At a "Saturday School"

A tutoring program for 130 students in grades 1-12 in Silver Spring, Maryland operates every Saturday morning during the school year. Volunteer tutors offer instruction in math, science, and English to increase the number of Hispanics graduating from high school prepared to pursue careers in these fields. Tutors also build students' leadership through Total Quality Management (TQM). Although this program focuses on helping Hispanic students, tutoring benefits all students with limited English proficiency.

The tutors include high school students, college students, and local professionals. Seventy percent are Hispanic, and half are bilingual. Tutors must maintain a B average in the subjects they teach. A certified teacher joins the tutors each Saturday to facilitate activities. Tutors are trained in ESL strategies, math instruction, the objectives of the state math test, and issues affecting Hispanic academic achievement.

Twenty-five college tutors and mentors receive tuition remission in exchange for their service.

The Beacon Program

The Beacon Program at Countee Cullen Community Center/P.S. 194 in New York City operates from 8 a.m. to 11 p.m. every day of the week. The center offers educational programs, supervised recreation, and social services and encourages teenagers to become more involved in restoring their community. An after-school program and summer day camp serves 150 youth, and a Teen Youth Council has launched a community beautification effort, sponsored workshops on job readiness and pre-employment skills, and organized a peer mediation program to help prevent youth violence. Other services include collaboration with Narcotics Anonymous and the Boy Scouts, a meal program, cultural studies, and supervised sports.

A grant from the Children's Welfare Administration funds the center's Family Development Program, a prevention program that helps troubled families stay together. Case managers work with parents and children to keep children out of the foster care system, help students with remedial academics, and empower parents to be the primary educators of their sons or daughters.

The Beacon Program has increased youths' access to vocational arenas, therapeutic counseling, and academic enrichment. Student performance on standardized reading tests have improved, and police report fewer juvenile felonies in the community.

Measuring Success: How to Assess a Program's Accomplishments

Neighborhood learning center programs are by nature complex, and no matter how well designed, must learn from experience. Continuous monitoring of the progress of a program—in addition to a shared understanding of the program's goals—can help leaders and staff maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes. Continuous monitoring allows a program's director to assess whether its key features are working as intended, and sets the standard to do better than before.

Principles of Good Evaluations

Good evaluations:

- Are done *by* and *with* families and partners—not *to* them
- Gather information continuously to assess progress, measure how strategies are working, and determine whether efforts are achieving desired results
- Engage the school, community, and other stakeholders
- Reflect an understanding of school and community context
- Use varied perspectives to examine programs and activities
- Gather several types of information
- Stay flexible

Evaluation involves five basic stages (See Appendix H for more details):

1. Focusing on goals and objectives for program strategies and using them as a guide for continuous assessment
2. Clarifying assumptions about the processes by which the program should work
3. Selecting indicators of success
4. Collecting information
5. Analyzing and using information for continuous program improvement

Selecting Indicators of Success

Has there been improvement in:

- Attendance
- Graduation rates
- Teacher evaluations of: Motivation
 Progress
 Discipline
- Drug-use
- Grades and test scores
- Parental satisfaction with: Safety
 Progress
 Increased opportunities

Has the following occurred:

- All program components are in place and function as intended
 - There is a free flow of information
 - There is a clear system of accountability
 - All participants are satisfied with processes, or review and revision is taking place
 - There is a proper outlet for new ideas and for criticism
-

Resource Organizations

The organizations listed below are involved in extended learning time programs and can serve as a resource in your efforts.

National Community Education Association
3929 Old Lee Highway
Suite 91-A
Fairfax, VA 22030
(703) 359-8973

ASPIRA Association, Inc.
1112 16th Street, NW
Suite 340
Washington, DC 20036
(202) 835-3600

Association of Junior Leagues International
660 First Avenue
New York, NY 10016
(212) 683-1515

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000

Boys and Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 815-5765

Boy Scouts of America
1325 West Walnut Hill Lane
Box 152079
Irving, TX 75015-2079
(972) 580-2000

Campfire Girls and Boys
4601 Madison Avenue
Kansas City, Missouri 64112
(800) 668-6884

Girl Scouts of America
420 Fifth Avenue
New York, NY 10018-2702
(800) 247-8319

Junior Achievement
One Education Way
Colorado Springs, CO 80906
(719) 540-8000

Resource Activities at the U. S. Department of Education

- ☆ **Partnership for Family Involvement in Education**
600 Independence Avenue, S.W.
Washington, DC 20202-8173
- ☆ **Extending Learning in the Basics -- Title I**
Contact your State Department of Education or the
U.S. Department of Education at 202-260-0826
- ☆ **Making Schools Safe and Drug Free.**
The Safe and Drug-Free Schools and Communities Act provides funding through the
U.S. Department of Education to help schools build local partnerships to reduce violence
and drug use, install metal detectors and hire security guards, and train teachers to
prevent problems. The act offers school districts the flexibility to design their own
comprehensive school safety programs and coordinate them with community agencies.
For information, call 202-260-3954.

Publications From the U.S. Department of Education

The following publications can be ordered free of charge from the U.S. Department of Education by calling 1-800-USA-LEARN.

- *Strong Families, Strong Schools: Building Community Partnerships for Learning*
- *America Goes Back to School Partners' Activity Guide*
- *Employers, Families and Education: Promoting Family Involvement in Learning*
- *Reaching All Families*
- *Team up for Kids! How Schools Can Support Family Involvement in Education*
- *Be Family-Friendly: It's Good Business!*
- *Join Together for Kids! How Communities Can Support Family Involvement in Education*
- *Summer Home Learning Recipes*
- *Learning Partners Series (Reading, Math, Homework, and others)*

The following are available free of charge from the U.S. Department of Education by calling 1-800-624-0100:

- *Creating Safe Schools: A Resource Collection for Planning and Action*
- *Manual on School Uniforms*
- *Growing Up Drug Free: A Parent's Guide to Prevention*
- *READY SET GO*
- *School Administrators' Violence Prevention Resource Anthology*
- *Success Stories '94: A Guide to Safe, Disciplined, & Drug-Free Schools*

Conclusion

Creating neighborhood learning centers gets us “back to basics,” back to active community involvement in raising and educating all of our children. The positive social impact on children of re-establishing the tie between home, school, and community has been widely recognized. As the Carnegie Foundation for the Advancement of Teaching points out, collaboration between home and the school is essential both to the family function and to school success. Drugs, violence, lack of supervision—these are the realities of many children today. A neighborhood learning center housed in the neighborhood school can be a safe haven for children, a place of caring and friendship removed from the violence outside.

Appendix A

What Are Typical Costs?

The major costs most programs incur are for utilities and rent, maintenance and custodial services, administration and planning, staff, and materials.

Utilities and rent: Most school-based programs are not charged for use of the building. To allow for custodial work, most schools typically stay open, lighted, and heated or air conditioned during the hours immediately after school.

Maintenance and custodial service: Most programs pay custodians for extra hours of work. Depending on local rates and the need to pay overtime, a program might pay between \$15 and \$20 per hour for each custodian. On a yearly basis, these costs could range up to \$25,000 for a large program.

Administration and planning: Depending on the extent of the program, a full- or part-time coordinator may be needed. Existing staff members may receive \$20 per hour for their extra time, while the salary for a new full-time staff member may be between \$30,000 and \$60,000 per year.

Support and instructional staff: The cost of instructional staff varies greatly according to experience. On average, a college student might earn \$6.50 per hour while a regular teacher might earn between \$12 and \$20 per hour, depending on experience. Principals and administrative staff may require salary supplements to become full-year staff.

Materials: These costs are the most variable because of the range of possible offerings. Participants typically pay for materials at cost for art and recreation programs. Tutoring programs are very inexpensive and may not require any additional materials. A modern computer lab could create a one-time cost of more than \$40,000.

Transportation: Many programs report paying little additional costs for transportation: some parents are able to pick up their children after school when the school day is extended to match the parent's work day, or in heavily populated urban areas, students may already walk to and from school. Programs which do provide transportation report that costs vary according to how many kids participate and how geographically dispersed they are. Typical transportation costs are around \$25 per hour for bus drivers and a \$1.00 per mile (which includes fuel and maintenance). School buses usually accommodate 45-60 elementary age children. If, for example, a bus covers a 30 mile area and drives for an hour, the per child cost would be about a dollar.

Appendix B

A Neighborhood Learning Center Budget Worksheet

The budget worksheet on the following page can provide a useful guide to financing a program. The top half of the worksheet provides an itemized list of common expenses associated with establishing and operating a program. Space is provided for listing potential resources; some items and services can be donated, while others may have no cost. For example, a local company may donate printing services, and focus groups may not generate any cost if they are run by parents and the school. The bottom section of the worksheet allows for source-by-source accounting of funding.

Budget Worksheet

Major items to consider:

Estimated cost:

Potential resources:

Planning and Development

Community needs assessments
 Focus groups
 Public opinion polls

Staff time
 Printing/Publicity
 Building/modifying space
 Recruiting and developing staff
 Sub-Total: Start-up Costs

Operation

Office supplies
 Program materials
 Salaries—Instructional staff
 Salaries—Administrative staff
 Custodial services
 Transportation
 Utilities
 Telephones and Fax machines
 Computer systems
 Insurance
 Sub-Total: Operating Costs

TOTAL COST:

Potential funding sources:

Local government
 School district
 State grants
 Federal grants
 Foundations
 Parent/teacher organizations
 Local civic and service clubs
 Local businesses
 Tuition and user fees
 Other

TOTAL REVENUES:

Estimated Contribution:

Appendix C

Build Consensus and Partnerships

Leaders of successful programs offer the following tips:

- **Seek reactions from diverse members of the school and community.** Ask how an extended school program might help their children and families. What mutual goals could be addressed? Would the program affect their responsibilities? What role could they play? Who has concerns about the program, and how can they be resolved? For each partner, consider how the agency would interact with school staff and children; how staff would coordinate efforts between and among the school and collaborating agencies; and what hours or days each service could be offered.
- **Use existing data to communicate the need for an after-school or summer program.** Focus on statistics from unbiased sources: school absence, dropout, and graduation rates; student scores on standardized tests; numbers of students with limited English proficiency or poor literacy skills who could use extra learning opportunities; tobacco, alcohol, and drug use by students; rates of suicide and violence among students; and the availability of community resources.
- **Bridge the communication gap between stakeholders from different communities.** The terms people use for activities and program participants often reveal their goals and programmatic emphasis. Make sure that educators, service providers, volunteers, and other partners understand these terms. For example, to many private service providers the term "client" refers to an individual child; to many members of the school staff, the word includes parents, other family members, and community residents as well as students.
- **Form partnerships with other groups and organizations.** Make your stakeholders your partners. Businesses, church and community groups, and non-profit organizations have much to offer, and in many cases are already serving some of the same populations. Both partners benefit: the school adds to its resources and services, and the partner can use its resources more cost-effectively.

Appendix D

Conduct a Community Assessment to Inform the Selection of Education Programs

A community assessment helps a partnership turn a shared vision for continuous learning and safety into strategies that use resources efficiently to address local conditions. A community assessment will help reveal the context in which children live and learn, identify resources to use or develop, and indicate effective programs and strategies.

Assessment information can come from interviews, surveys, focus groups, and community forums. Try to include all stakeholders in the assessment process so that your resulting strategies address real concerns, and consider all possible resources. For example, is there a local college nearby which could provide work-study students or volunteers, or low-cost teaching assistants? Do parents feel that their children do not receive enough exposure to the arts?

It may also prove useful to find out what other community groups or partnerships have learned about how to improve the learning and safety of local children through their assessments. Compare information from several sources. Take inventory of which individuals, informal community associations, and formal institutions could help extend learning opportunities by providing funding, skills, or other assets.

Sources for Information on Communities

Education data: State and local education agencies

Economic data: Bureau of the Census (301-457-4608); Bureau of Labor Statistics (202-606-7828); U.S. Department of Housing and Urban Development (202-708-1422); annual reports prepared by cities, counties, and states

Health data and vital statistics: State and local departments of health and human services

Child welfare and juvenile justice data: U.S. Department of Justice (202-307-0765), local police and human service departments, state juvenile and criminal justice agencies

Information on children and youth: The Annie E. Casey Foundation (410-547-6600), the Children's Defense Fund (202-628-8787), the National Center for Children in Poverty (212-927-8793), county and local agencies

Appendix E

Design an Effective Program

Successful partnerships have concluded that every school and community must choose its own combination of opportunities to address local conditions and concerns. Nevertheless, to be effective, every program needs to address the following issues:

1. Establish vision and focus

- Set clear goals and objectives goal statements provide an overall framework for a program; objectives for long-term results enable partners and participants to measure progress toward goals. Goal setting involves: (1) identifying the population that the program will serve, (2) setting the scope of program strategies, (3) writing goal statements that express consensus among partners, and (4) aligning program goals with the goals of other local efforts.

Objectives should build on the information collected by your community assessment. For each goal, consider the following types of questions:

- Where are we now in relation to where we want to be?
- What are our priority concerns?
- What are the consequences of being where we are?
- What assets can we use to move toward our goals?

2. Address needs in an appropriate manner

- Help children and families learn in many ways as part of a comprehensive strategy to enhance learning—at school, within the community, through formal schooling, through experience, and with an understanding that learning never ends. As the Carnegie Corporation has noted, programs should never consider themselves as “holding tanks.” Programs can address neighborhood needs, such as providing tutoring in reading and access to computers; creating safe, drug-free havens; providing enrichment in the arts and languages; providing mentoring that helps students get into college or obtain a job; and aggressively teaching anti-drug and anti-violence approaches.
- Focus on the needs of individual children. Given appropriate training, staffs should be able to give individual children help with homework and to guide them in practicing important skills.

3. Coordinate efforts

- Connect with the regular school program by complementing the curriculum, making students ready and able to learn, and making the school a safe environment. Programs should proactively use the resources available in the school, including computer labs and recreational equipment.
- Collaborate with partners and provide education programs and services that meet real needs. By involving parents, neighbors, businesses, community members, law enforcement officials, and cultural institutions in the planning and operation of after-school programs, children can be guaranteed a much richer learning program.

4. Establish a system of accountability from the beginning

- Include a system for accountability and continuous evaluation to support program improvement. Continuous monitoring can provide rationales for program effects on children's learning and the need for collaboration, as well as provide guidance for management and ensure parent and participant satisfaction with the center.
- Use a governance structure that combines hands-on, site-based management with regular oversight and accountability to all partners. A system must be in place that allows school personnel and learning center administrators to have an easy back-and-forth relationship with accountability for actions and results.

Appendix F

Consider Logistical Issues: How to Go from Design to Implementation

Although the excitement of collaboration and the immediacy of children's needs naturally draw attention to curricula, services, and programmatic concerns, don't forget to address the logistical issues involved in building a partnership and implementing new approaches, including governance and management and the sharing of facilities.

Governance and Management Features

These include:

- **Strong leadership**—on-site and within the collaboration, to keep activities connected to goals, motivate staff, and generate continuing resources
- **Collaborative decision making**—through committees, hearings, task forces, workshops, and public forums, to ensure that activities match local needs and to build the investment of all stakeholders
- **Clear understanding of management and organization procedures**— including agreement on which partners hold legal responsibility and which partners are accountable for each element of the program
- **Well-managed, mutually accepted arrangements for sharing space and costs**—carefully plan and discuss responsibilities and payment structures, making sure that all parties are heard; everyone must accept, and have the same understanding of the final arrangements
- **A system for communication and problem resolution among partners**—from the start, establish a system of accountability and handling grievances about all of issues above

Sharing Facilities

All programs need easy access for disabled students, adequate space for activities and staff, a safe and drug-free environment, and an inviting atmosphere that attracts program participants. Since extending schools hours means using the school at night, ensure that there are adequate, safely lighted parking areas. Programs that offer recreation need access

to indoor and outdoor play areas; programs that provide day care or preschool need areas where young children can be protected and supervised.

After-school and summer enrichment programs often must share space that serves other purposes during regular school hours. Licensing requirements also can influence the type of school space that a program needs. These factors create possibilities for conflicts among school and after-school program staff about the size, management, and scheduling of program facilities.

Formal agreements among partners can reduce or eliminate conflicts, especially regarding classrooms, parking areas, entrances, administration and reception areas, lounges and restrooms, and storage and staff work areas. Remember that priorities, needs, and patterns of use change daily and over the life of a program. Keep the agreements flexible enough to adapt to these changes.

Continual, deliberate efforts to coordinate activities, communicate about small problems, and negotiate solutions can avert major disagreements over shared space. A building manager or coordinator, responsible for maintaining and scheduling space, can serve as a liaison among partners and ensure that the spaces are maintained and shared without disrupting any programs.

Appendix G

Obtain Qualified Staff

Staffing arrangements vary according to a program's size, management structure, and goals. But all programs need staff who are qualified and committed, have appropriate experience and realistic expectations, and can interact productively with regular school staff.

Staff for after-school or summer learning, drug prevention, and safety programs can come from the school, a partner agency, or the community. Paid professionals and student teachers can be supplemented with volunteers, parents, AmeriCorps participants, work-study students and volunteers from local colleges or universities, community members, and business representatives.

To help staff coordinate their efforts, experienced program leaders:

- (1) invite key stakeholders to participate in interviewing and hiring;
- (2) select staff carefully, based on their motivation and commitment, experience, knowledge of the community, ability to adapt to change, and sense of accountability;
- (3) define staff roles and responsibilities clearly;
- (4) provide orientation to new goals, practices, and systems; and
- (5) foster a team spirit.

Appendix H

The Assessment Process

(1) Focus on Program Goals and Objectives as a Guide for Assessment

Indicators of success should be built around the original goals and specific objectives that the program was designed to achieve. Based on the purposes of this guide, goals define the desired results from extending learning time and undertaking drug and violence prevention practices. Performance assessment should focus on the following questions:

- Is the program adhering to its mission and design, and taking steps to reach its objectives?
- Is the program fulfilling the role it was intended to play in the community?

(2) Clarify Assumptions about Program Processes

Think about the assumptions your program is making about what management structures and processes will work in your community. Does information flow clearly? Is there a clear understanding of responsibilities and a system of accountability? These assumptions should drive program activities—and an evaluation will test the accuracy of the assumptions. If results do not improve, either the assumptions were wrong or an anticipated event did not take place.

(3) Select Indicators of Success

Indicators of success must be established for all aspects of a program. Programs will need to assess whether they are achieving the goals they have set for meeting their students' needs by examining student performance, drug use and violence reduction, parental satisfaction, and impact on the community. Programmatic and management issues will need to be assessed by an appropriate set of indicators measuring the smoothness of operation, whether services are provided at the level of quality intended, the flow of information, and the system of accountability.

Effective evaluations use several types of information to measure results. It is essential to establish short-term indicators of success to introduce the practice of continuous improvement in a program. Information on rates of attendance, disruptive incidents, or teacher evaluations, may provide a short-term means of assessing a program's progress towards its goals. Short-term indicators of program processes could include surveys of all levels of staff about their understanding of their responsibilities and their satisfaction with the system of accountability.

After-school Enrichment Programs Build on Regular School Curricula

Chicago Public Schools collaborate with the national ASPIRA program to offer afternoon enrichment opportunities to 100 Hispanic students at three middle schools. The activities coincide with students' classroom curricula, emphasizing hands-on participation in science and math. In addition, 600 middle- and high-school students participate in 17 ASPIRA clubs in Chicago, where they build leadership skills and a commitment to their communities.

Students can obtain individual tutoring on weekday afternoons and Saturday mornings at the ASPIRA central office, which also houses a resource center with information on preparing for college entrance exams. Forty middle-school students at risk of academic failure participate in ASPIRA's six-week summer school and receive follow-up sessions during the fall semester.

Volunteers and successful ASPIRA graduates work with paid teachers to manage programs and provide tutoring. Of approximately 450 high school seniors participating in various components of ASPIRA Chicago in 1995-96, 329 were accepted for postsecondary education.

An ASPIRA program in Chicago serving 30 students costs \$25,000. Funding comes from federal grants and the national ASPIRA Association.

Recognizing the importance of evaluating the project, Northwestern University is developing a longitudinal study of the Chicago after-school and summer programs that will monitor student grades, academic progress, dropout rates, and enrollment in postsecondary education.

(4) Collect Information on Results

Evaluations collect information on children and families, activities and services, staff and other resources, collaborative partners, and community perceptions. Sources of information include:

- Focus groups and community forums
- Surveys

- Registration or intake forms
- Staff activity logs
- Comparison groups that match similar groups, one with a program and one without
- Demographic databases that reveal trends in the general population
- Self-comparisons over time

(5) Analyze and Use Information for Continuous Improvement

Evaluation creates tools for improving strategies or services and refining goals and objectives. An evaluation can show whether a program has reached its objectives and whether the failure to meet an objective was caused by inadequate implementation or flawed assumptions. This knowledge helps programs fine-tune approaches and set goals, creating a continuous loop of useful feedback.

Resources for Additional Information

- Children's Aid Society. (1993). *Building a community school: A revolutionary design in public education*. New York: Author.
- Decker, L.E., and Romney, V.A. (1990). *Community education across America*. Charlottesville, VA: University of Virginia Mid-Atlantic Center for Community Education, National Community Education Association.
- Dryfoos, J. (1994). *Full-service schools*. San Francisco: Jossey-Bass Publishers.
- Edwards, P. and Biocchi, K. (1996). *Community Schools Across America*. Alexandria, VA: National Community Education Association.
- Fiester, L., and Marzke, C. (1996). *Linking community health centers with schools serving low-income children: An idea book*. Washington, DC: U.S. Department of Health and Human Services.
- Funkhouser, J., Fiester, L., O'Brien, E., and Weiner, L. (1995). *Extending learning time for disadvantaged students*. Washington, DC: U.S. Department of Education.
- Funkhouser, J., Humphrey, D., Panton, K., and Rosenthal, E. (1992). *Educational uses of time*. Washington, DC: Policy Studies Associates.
- Ringers, J., Jr., & Decker, L. E. (1995). *School community centers: Guidelines for interagency planners*. Charlottesville, VA: University of Virginia Mid Atlantic Center for Community Education, National Community Education Association.
- Seppahen, P., Love, J., deVries, D. and Bernstein, L. (1993). *National Study of Before- and After-School Programs*. Washington, DC: U.S. Department of Education.
- U.S. Department of Education. (1996). *Putting the pieces together: Comprehensive school-linked strategies for children and families*. Washington, DC: Author.