5-2011

A Case Study of the Full Service Community School Model: School Level Benefits in an Urban, Southern Elementary School

Elisa Cooper Luna
eluna@utk.edu

To the Graduate Council:

I am submitting herewith a dissertation written by Elisa Cooper Luna entitled "A Case Study of the Full Service Community School Model: School Level Benefits in an Urban, Southern Elementary School." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

<div align="right">Robert Kronick, Major Professor</div>

We have read this dissertation and recommend its acceptance:

Vincent Anfara, Gerald Ubben, Robert Cunningham

<div align="right">Accepted for the Council:

<u>Dixie L. Thompson</u>

Vice Provost and Dean of the Graduate School</div>

(Original signatures are on file with official student records.)

A Case Study of the Full Service Community School Model: School
Level Benefits in an Urban, Southern Elementary School

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Elisa Cooper Luna
May 2011

DEDICATION

To Boog (Barry Price Luna): You have been by my side through good and bad times since I was thirteen years old. During the last year, you have shown others through your example, how to actually make marriage vows come to life. Through sickness and in health, you have rallied with me and for me when I could not do it myself. The care, concern, love and support you have given me is indescribable. Because of you, I am on the way to being healthy again. My goal is to stand in your arms, with my feet on yours, and dance in our kitchen as you sing to me. That will only be possible because of the patience you given me through the most difficult year of our marriage. You are the best person I know; the best person I have ever known or ever will. You sacrificed so much to ensure my goal of completing four college degrees was reached. I am the luckiest girl in the world to have you as my best friend and husband. Every breath I take in this life, I will love you.

To My Mom (Melinda Moore Cooper): Thank you for raising me to be a strong woman; one who grew up believing I could be and do anything I could dream. Supporting me during all my degrees, all my accomplishments and being my biggest cheerleader during these times, was a major contributor of completing this research study. Through all the phone calls home, when I was either ecstatically happy or so beat down that I thought I could go no further, you listened intently and knew the exact words I needed to hear. There are also no words I could write to thank you for sitting with me every day and night when I was in the hospital fighting for my life. Barry nor I could have made it without you during that time. You put your life on hold for me to ensure I

was going to make it through the nightmare we all lived for so long. I am so blessed to

call you my momma.

ACKNOWLEDGMENTS

I would like to thank the members of my committee separately because each of them has contributed significantly to my growth not only as a student and educator but also as a person. To Dr. Kronick, you are so much more than a professor to me. You have been my support in Knox County for many, many years. You are a mentor, a friend, a guide. You have taught me how to educate, how to advocate for students that have no voice. Your imprint on my life is immeasurable. To Dr. Anfara, you forced me out of my comfort zones on many, many occasions. You are the person that kept my feet to the fire. You expected a lot from me and at times I never thought I could live up to your expectations. However, you made me such a better student, principal, person and researcher. Thank you for knowing I needed that from you. To Dr. Cunningham, you are the person that never let me forget I was part of the process; that my learning superseded any other goal set by others for me. Your compassion, wisdom and calm nature helped me more than you will ever know. To Dr. Ubben who had to put up with me through two degrees. Bless your sweet heart. You are the person who was there my first years of a principal. I was treading on new territory but through your assignments, my reflections with you and your lectures, I became a stronger instructional leader in inner city schools. For that I will always be grateful.

I would also like to thank my family and friends. Through his example, my dad, Jerry Wayne Cooper, showed me how to put my stamp on life and to make a name for myself which could only be accomplished through years of hard work and determination. My Poppop, Clarence Aubry Moore, was the one who jerked me off the wrong path I was on in life, sat me down on the blue chair in his room which no family member wanted to

sit in, and got me back in school. This degree, or the three previous degrees, would not have been possible without my Poppop. Saying thank you to Amy Louise Brace is definitely not sufficient. She literally saved my life. Since that moment she has tirelessly been my, doctor, nurse, counselor and family. Through all the texts, phone calls, doctor appointments, physical therapy sessions and talks, Amy never gave up on me. She will be part of my heart, my true friend, for all the days of my life.   Thank you to Jessica Birdsong who took my paper in a worn out envelope and edited my paper several times for me when I physically or mentally could not do so myself. Jess also will be part of my life forever because she was there for Amy and me on the day we needed her the most. She is so brave and courageous. Thank you to Jill Montgomery who took me in her arms and would not let me leave this world on the scariest day of my life. She loved me until others could take over and help me. I can never say thank you enough for her act of love.

Lastly, I have to thank my staff at Inskip Elementary. I began the PhD program the same year I became the principal of the school. They have supported me when I was tired and exhausted. They cheered and celebrated every semester I completed because they knew the closer I got to completion, the more time and energy I could devote to them. During the hardest year of my life, they understood when I could not be the principal I was to them in the past. They continued implementing the high expectations I set in place when I began so many years ago. They continued implementing the highest educational program any student could receive even in my absence. I am honored and humbled to be the principal of Inskip Elementary.

Abstract

The purpose of this exploratory, qualitative single case study was to explore the Full Service Community Schools model in one, urban elementary school. More specifically, the study sought to understand the impact this model had on students and teachers at one particular research site. This study was also intended to examine the impact the Full Service Community School model had on the role of school administrators. The research questions that guided this study were:

(1) How does the Full Service Community School model impact students?

(2) How does the Full Service Community School model impact teachers?

(3) What impact does the Full Service Community School model have on the role of school administrators?

The study found students who were struggling academically were assigned a volunteer that served as a tutor and provided individualized instruction to the students. These students were found to complete their classwork and homework when working with tutors while practicing academic skills they had not mastered. Findings also suggested students formed relationships with their tutors which prompted personal dialogues to occur. Students would talk to their tutors about problems they were facing at home and school. In addition, this study also found aggressive and defiant students were provided a volunteer who served as a mentor. These students would work on social, emotional and behavioral skills. Mentors would motivate the students to behave appropriately in school and reward them when this was accomplished. Lastly, the after school component of the Full Service Community Schools model was found to impact

students because it gave students a safe and structured environment to attend when the regular school day had ended.

The findings of the study found the Full Service Community Schools model impacted teachers in several ways. Volunteers serving as mentors and tutors worked with the most challenging students. This gave teachers more instructional time to work with other students. When volunteers listened to students' problems, teachers were freed up to continue teaching. Also, teachers were able to relinquish responsibilities to the volunteers who worked with students. The volunteers gave teachers an extra set of hands in the classroom.

Lastly, this study found the Full Service Community School model impacted the role of administrators the least. The model put extra responsibilities on principals due to having extra individuals in the building during and after the school day. Administrators also had to coordinate the schedules of these individuals. On a positive note, volunteers working with disruptive students did assist administrators because these students were less likely to visit the office.

Table of Contents

List of Figures

List of Tables

Chapter One

Introduction

With the increased demands for accountability from federal, state and local governments, schools today are faced with the complex task of determining how to educate children who are facing obstacles past generations have not faced, in addition to making "Adequate Yearly Progress" (AYP). Because of the additional mandates from such laws as *No child left behind* passed by President Bush in 2001 ultimately labeling schools as "passing" or "failing," schools are fumbling to adopt new models, programs and practices in attempts to attain all the requirements set forth by legislators and school officials. The result of these mandates and adoptions created the ultimate problem for schools "fragmentation and overload" (Fullan, 2001, p. 21). These mandates have made the job of students, teachers and school administrators more difficult.

The Full Service Community School addresses the needs of students and communities and which ultimately facilitated accomplishing the requirements set forth by the new wave of school accountability. Even though the history of community schools can be traced back to the early 20th century when Dewey advocated for bringing the community into the school and also by Addams's settlement houses that brought health and recreation into schools, the Full Service Community Schools model has seen increased adoption movement since the 1980s (Coalition for Community Schools, 2003; Dryfoos, 1994; Kronick 2000; Kronick 2005). Schools are held accountable for educating all children regardless of the baggage they bring with them (Dryfoos, 1994; Kronick, 2000; Kronick, 2005). Full Service Community Schools address the considerable

1

proportion of students who suffer from mental, physical and academic problems Despite

the fact that Full Service Community School models do assist schools in meeting

standards and mandates, empirical research has been insufficient. Further research is

needed to assess the educational benefits of Full Service Community Schools and to

determine how this model assists schools in meeting local, state and federal mandates

such as those imposed by *No child left behind.*

Statement of the Problem

The Full Service Community Schools model has lacked rigorous research

regarding the impact of this model on students, teachers, families and school

administrators. Local initiatives have produced some evaluation findings. However,

solid and sound research processes employing rationales for research designs or

theoretical frameworks to guide the evaluations are non existent in the body of literature

on Full Service Community Schools. In addition, at the present time, no known

dissertations have been submitted discussing Full Service Community Schools. Dryfoos

(1994) described the lack of literature base by stating:

> Research on full service schools is definitely underway; but in most places,
>
> the work is still in the early phases of data gathering. It is not easy to keep
>
> track of all that is going on across the nation. So much of the development
>
> of school-based services is the product of local activity, often at the school
>
> building level, producing programs that do not appear in the press or the
>
> literature (p. vi).

A thesis written by Walker (2006) at the University of Tennessee evaluated a local, Full

Service Community School stated, "Although the idea of full service community schools

has existed for over a century, the empirical research base is scant" (p. 1). For example, Walker's (2006) research is the only one in existence for the schools in Knox County even though the model was implemented 12 years ago, in 1997.

Purpose of the Study

The purpose of this exploratory, qualitative single case study was to explore the Full Service Community Schools model in one, urban elementary school. More specifically, the study sought to understand the impact this model had on students and teachers at one particular research site. This study was also intended to examine the impact the Full Service Community School model had on the role of school administrators.

Research Questions

The following research questions were developed to direct the focus of this exploratory, qualitative, single case study:

(1) How does the Full Service Community School model impact students?

(2) How does the Full Service Community School model impact teachers?

(3) What impact does the Full Service Community School model have on the role of school administrators?

Definitions

The following section defines one term that is pertinent for this study. This was included to assist the reader in obtaining clarity of the term and concept that has significant meaning to this study.

Full Service Community School: "…a community-based vehicle for organization and delivery of educational, social, and health services (providing) an excellent

framework for community planning and action to address the health and educational needs of young people who are highly distressed and engaged in serious health-compromising behavior" (Dryfoos, 1994, p. v).

Limitations and Delimitations

Limitations.

The study was limited by two factors. First, a qualitative, case study approach was used, therefore the ability to generalize findings will be limited (Herriott & Firestone, 1983; Yin, 2003). Second, the study was limited to the geographic location of the researcher. This bound the study to research sites located within driving distance of the researcher's residence.

Delimitations.

Two issues confronted this study in terms of delimitations. The first delimitation was only one elementary Full Service Community School was analyzed in the Knox County School District. There were no middle or high schools implementing the model in the district at the time. Second, two stakeholder groups were excluded from this study. Neither parents nor community members were included. The study focused on students, teachers and administrators. Directing the focus at the school level will allow for a deeper understanding of the Full Service Community Schools model among these populations.

Significance of the Study

Numerous programs and models are constantly being implemented in schools across the nation in attempts to meet local, state and national standards. A number of

these programs will be successfully integrated in schools and make a difference in the lives of students; others will not. Some information regarding Full Service Community Schools exists which addresses the needs of students and families (Coalition of Community Schools, 2000b; Dryfoos,1993; Dryfoos, 2004; Dryfoos, Quinn, & Barkin, 2005; Kronick, 2000; Kronick, 2005). However, empirical research is needed to determine the benefits of the Full Service Community Schools model in a particular school (Conwilll & Parks, 2007). This could potentially give school administrators and teachers a guide for analyzing the Full Service Schools model in other school districts. In addition, this study could also contribute to the research base by exploring the Full Service Community School model at the school level in an urban, elementary school located in the southeastern United States.

Organization of the Study

Chapter one of this study begins by introducing the Full Service Community Schools model and issues surrounding schools across the nation in terms of meeting *No child left behind* mandates. This chapter also discusses the statement of the problem, purpose of the study and guiding research questions. Definitions, limitations as well as delimitations can also be found in Chapter one. This chapter concludes with the significance and organization of the study.

In Chapter two literature is reviewed that focused on Full Service Community Schools. Specifically the history of community schools, characteristics of the Full Service Community Schools model, rationales for using this model and relevant research on it were also included. Chapter two offers a summary of social learning theory, which was the theoretical framework that guides this study.

5

Chapter three describes the research methods as well as assumptions and rationales for using a qualitative, exploratory, single case study. The research site and participants of the study as well as the role of the researcher are also found in this chapter. The data collection procedures includes qualitative interviews, observations and documents. This chapter concluded with the procedures for qualitative data analysis and analyses as well as the methods for data verification.

Chapter four reviews the research findings. The chapter concludes with a summary and interpretation of those findings.

Chapter five summarizes of the purpose of the study, the questions and theoretical framework guiding the study and links how current literature to the findings. This chapter concludes with implications and recommendations for further research.

Chapter Two

Review of Literature and Research

The review of literature will address six areas. It will address the history of community schools, the Full Service Community Schools model, rationales for the development of Full Service Community Schools and results of Full Service Community Schools research. Examples of Full Service Community Schools will also be dicsussed. Lastly, the theoretical framework guiding this study will be explained.

Full Service Community Schools

History of community schools.

The integration of community in schools is not a novel initiative in the 21st century. Involving children's neighborhoods, local surroundings and community, is laced throughout the history of American education. Legendary historical educators and their brilliance adopted the mindset of an African saying, "It takes a village to raise a child" and implemented it into American schools which ultimately manifested as a community educating children and school educating the community.

The first example of community schools are documented from the first inhabitants of America. Native Americans in the precolonial era realized boys and girls must be submerged in learning tasks that allowed them to be successful in everyday life. This meant acquiring survival skills. Urban and Wagoner (2000) stated:

> Native American children learned the essentials of life by being exposed
> from infancy to the shared wisdom and heritage of their group. Down the
> generations, children were surrounded by concentric groups of people who
> served as teachers. The immediate family was most important, but members

7

of the extended family and the entire tribe also played significant roles in perpetuating traditions and directing the footsteps of youth along the proper path. Education was not something special or separate from life; it was integral to life itself. (p. 4)

Characteristics of Native American community schools are evident in community schools of the 21st century. Some examples include recognizing the importance of involving parents and community members in the educational process as well as linking learning to real life situations.

Few accounts were documented regarding community schools after the precolonial era until the creation of the Hull House during the late 1890s. A social reformist and one of the creators of the Hull House , Jane Addams (1860-1935), realized that education must focus on survival skills such as vocational skills and citizenship instruction. Hull House was established in Chicago where a new wave of immigrants created a crisis for the city. Hull House was therefore opened in the heart of the city where problems erupted on a daily basis. Addams (1910) believed education must be brought to children and adults in a way which would ultimately allow social problems to be solved by the very people they involved. Adams (1910) wrote:

> [Residents] must be content to live quietly side by side with their neighbors, until they grow into a sense of relationship and mutual interests. Their neighbors are held apart by differences of race and language which the residents can more easily overcome. They are bound to see the needs of their neighborhood as a whole, to furnish data for legislation, and to use their influence to secure it. (p. 127)

Community schools and education were synonymous to Jane Addams.

A supporter of Jane Addams and her work at the Hull House, John Dewey (1859-1952) shared her vision for linking the delivery of education with the community. Like Addams, Dewey was an educational reformist whose philosophical views shaped American education for years to come. Dewey (1897) wrote about his philosophy of education:

> I believe that the school is primarily a social institution. Education being a
> social process, the school simply that form of community life in which all
> those agencies are concentrated that will be most effective in bringing
> the child to share in the inherited resources of the race, and to use his
> own powers for social ends. I believe that school must represent present
> life-life as real and vital to the child as that which he carries on in the home,
> in the neighborhood, or on the playground. (p. 7)

Dewey believed in a real life curriculum for students that brought local agencies into schools so that they might be organized as "social institutions" (Urban & Wagoner, 2000 p. 222). His beliefs, which have shaped Full Service Community Schools in the 21st century, demanded the notion of community emergence in schools and ultimately community schools. Dewey (1909) wrote, "…the school is an embryonic typical community life, moral training and must be partly pathological and partly formal" (p. 15). With this fundamental knowledge, John Dewey "orchestrated the most productive blending of the two [schools and communities]" (Urban & Wagoner, 2000 p. 222).

One of Dewey's students, Elsie Ripley Clapp (1879-1964), shared his beliefs regarding community schools. During the depression years, Clapp accepted a position

9

with Eleanor Roosevelt to implement a project which targeted an area in West Virginia plagued by extreme poverty, disease and violence. This project was titled Arthurdale (Stack, 1999). Clapp (1939) utilized the school to bring about and shape a community life that was needed during this dire time in the United States. It was her dream to employ a cooperative venture between community members, parents, students and school personnel. Activities implemented at Arthurdale Schools focused on empowering all stakeholders of the school in the learning process in order to address the societal problems brought about by the depression. Clapp's (1939; 1952) experiences and advocacy of community schools illuminated the power schools could have on social reform.

Despite such advocates such as Adams, Clapp and Dewey, community schools were not visible through the 1950s to 1970s. However, during the 1980s, education in America was under fire. With the direction of President Ronald Reagan, *A nation at risk: The imperative for educational reform* (1983) was published outlining the failure of public education. It was during this time that community schools, or full service schools, arose to once again permeate education in America.

Full Service Community Schools model.

Many definitions exist for Full Service Community Schools. Leading scholars on this model including Dryfoos and Kronick as well as organizations such as the Coalition for Community Schools offer numerous explanations and insights as to what this model of education represents. Therefore, to give the reader an in depth illustration of Full Service Community Schools, definitions from both Dryfoos and Kronick are provided and outlined in more detail.

Dryfoos, an independent educational researcher from the Carnegie Corporation, is often credited for her work on Full Service Community Schools. With several books and articles, Dryfoos offers clarity as to what exactly characterizes a school as a Full Service Community School. Dryfoos (1994) described, a Full-Service Community School is,

> a community-based vehicle for organization and delivery of educational, social, and health service (providing) and excellent framework for community planning and action to address the health and educational needs of young people who are highly distressed and engaged in serious health-compromising behavior. (p. v)

Dryfoos believes a school must address all needs of children, not just academic needs.

Kronick, a professor of counselor education at the University of Tennessee with over a decade of experience creating and sustaining Full Service Community Schools, shares his beliefs of this model with Dryfoos. Kronick (2003) elaborated on Dryfoos' explanation by stating that, "The full service school, by working to meet the ecological and total needs of the child, begin prevention and intervention at an early age and seeks to see that inequities between the haves and have-nots are diminished" (p. 13). Both researchers envision these types of schools that offer to meet every need of the child and parent within school buildings.

Full Service Community Schools are begun with the intent to become the "hubs" of communities (Calfee et al., 1998; Coalition for Community Schools, 2003; Dryfoos, 2003; Kronick, 2000). This ultimately means that all resources and services are housed within schools. Due to the plethora of services needed for youth,

> families have to visit many different places to get the services they need and fill out many forms to find out if they are eligible. Some needs are not ever met,

11

particularly in the area of mental health. Disadvantaged families do not know

how to access them or are ashamed to be seen entering such facilities. (Dryfoos,

2003, p. 2003)

In addition, often times schools have to compete with other service organizations for

resources needed by students also due to the fragmentation of the current services

available (Harris & Hoover, 2003; Kronick, 2000; Kronick, 2005). The Full Service

Community Schools model attempts to rectify the problem of fragmentation of services

by integrating resources and services for children and families in a place they regularly

attend (Dryfoos, 2003; Harris & Hoover, 2003; Kronick, 2000; Kronick, 2005).

Community members and groups such as "educators, families, volunteers and social

service agencies, family support groups, youth development organizations, institutions of

higher education, community organizations, businesses and civic faith-based factions"

organize themselves in schools so that accessibility and availability coincide (Coalition

for Community Schools, 2003, p. 2).

The connotation of the Full Service Community Schools model are schools that

ultimately support students' successes (Calfee et al., 1998; Dryfoos, 1995; Dryfoos,

2003). Determining the type of support needed in each school is a determinant not

prescribed by one Full Service Community School model for each school is unique. This

model is not a cookie cutter approach to education. The Coalition for Community

Schools (2000) explained, Full Service Community Schools are:

jointly operated between the school system and one or more community agencies.

Families, youth, principals, teachers and neighborhood residents help design and

implement activities that promote high educational achievement and positive youth

development. (p. 5)

Even though many definitions exist for the Full Service Community Schools model,

several key characteristics arise from each. The need to involve community in the

educational process, to offer services that will make students successful and to have these

services within the school building are all critical aspects of the model (Dryfoos, 1994,

Dryfoos et. al, 2005; Kronick, 2000; Kronick, 2005).

Rationale for Full Service Community Schools.

Students today enter school buildings with a myriad of problems. Problems such

as exposure to alcohol and drug abuse, violent crimes, depression, poverty, living in

single family homes, the escalating cost of health insurance and care are only a few

obstacles that educators must tackle before academic work can be addressed (Dryfoos,

1994; Kronick, 2000; Swerdlik et. al, 1999). In addition to focusing on issues that hinder

students from excelling in our nation's schools, there are many other rationales for

implementing the Full Service Community Schools model. The Coalition for

Community Schools' (2003) report entitled, *Making the difference: Research and*

practice in community schools, outlined seven reasons why schools should adopt this

model. These reasons are as follows: Full Service Community Schools improve student

learning, promote family engagement with students and schools, add vitality to

communities, help schools function more effectively, garner more resources for the

school and reduce the demands on school staff, provide learning opportunities that

develop both academic and nonacademic competencies and offer young people, their

families and community residents opportunities to build social capital (Coalition of Community Schools, 2003).

The first rationale for creating Full Service Community Schools is the improvement of student learning. When schools adopt new paradigms and teach to the whole child and not just the academic child, student learning is increased (Abrams and Gibbs, 2000; Coalition for Community Schools, 2003; Dryfoos,2003; Kronick, 2000; Walker, 2006). Kronick (2000) wrote, "…you must meet the most basic needs of the student before moving up the hierarchy of needs" (p. 17). When schools address students' basic needs such as clothing, food and safety, students are then freed from the impediments of learning and are therefore able to concentrate on local and stated performance indicators necessary for school success. In addition, when schools meet students' most basic needs such as bringing in health care and mental health providers or tutors and mentors who allow students to receive the individualized instruction needed, student learning is also improved.

The second rationale for implementing the Full Service Community Schools model as outlined by the Coalition for Community Schools (2003) is the promotion of family engagement with students and schools. In all preparation courses for educators, involving families was a key component. However, actually getting families through the doors of schools buildings is often difficult. The Full Service Community Schools model recognizes the importance of families in the academic and nonacademic successes of children (Donahue & Hackman, 1999; Dryfoos, 1994; Dryfoos et al., 2005; Kronick, 2000; Tyson, 1999). Because every Full Service Community School is unique, different measures are taken to promote family engagement in the educational process. Full

14

Service Community Schools offer parent resource centers, the availability of doctors, dentists and mental health workers, as well as parenting classes to name only a few. These schools go beyond Parent Teacher Organization meetings or music programs to entice parents into schools.

The next rationale of Full Service Community Schools is adding vitality to communities. This rationale centered on the philosophy of Dewey and Addams. Harkavy (1998) wrote about this notion explaining, "Although no direct connection exists between the two, they [schools and communities] share a core proposition that successful community building and genuine education reform are intrinsically linked. You simply can't have one without the other" (p. 3). When community leaders, universities and local businesses join schools to tackle issues indigenous of individual communities, societal vitality is the prize (Addams, 1910; Clapp, 1939; Dewey, 1897; Harkavy, 1998).

Helping schools function more effectively is the fourth underlying justification of Full Service Community Schools. Schools are in the business of educating minds, opening doors to rewarding futures and imagining ways to make the impossible possible. When students bring physical, social, emotional and behavioral problems into the classrooms that are not addressed, learning is hindered and is often times ceased for some students (Kronick, 2000; Swerdlik et al, 1999). With partnerships and collaboration, schools can effectively focus on student learning and achievement (Black, 2004; Tyson, 1999).

The fifth rationale for Full Service Community Schools is to garner more resources for the school and reduce the demands on school staff. Often times school administrators are struggling to find monies to fund all the initiatives mandated by

15

federal, state and local governments as well as in house programs. Teachers are

constantly trying to teach the mandated curriculum as well as act as nurse, parent, dentist

and psychologist. However, with the involvement of the community is woven into the

foundation of these schools, educators are no longer alone in the pursuit of providing

quality education to America's students (Dryfoos et al, 2005; Swerdlik et. al., 1999;

Tyson, 1999;). Resources offered in Full Service Schools consist of health screening and

services, dental services, mental health counseling and child care (Bundy, 2005; Dryfoos,

1994; Kronick, 2000; Tyson, 1999). When these resources are engrained in the

community school, educators are able to do their jobs and educate, which at the end of

the day, reduces the demands placed on them.

The sixth rationalization for implementing a Full Service Community Schools

model is learning opportunities are provided to develop both academic and nonacademic

competencies for students. The Coalition for Community Schools (2003) stated,

> These schools support the intellectual, physical, psychoemotional and social
>
> development of young people and understand that assets in one area reinforce
>
> development in another. Abundant opportunities for learning and exploration in
>
> school, after school and in the community help students mature in all areas. (p. 6)

Of course community schools also provide students with opportunities to develop

academic competencies. Educators are armed with curriculum guides, activity books,

teacher's editions for all content areas, student texts and the list goes on to implement the

intended set of performance indicators students must master. However, Full Service

Community Schools offer students opportunities to participate in service learning projects

or clubs that take place after regular schools hours such as the Boy and Girl Scouts which

16

teaches social responsibility and teamwork (Dryfoos, 2005; Kronick, 2000; Kronick, 2005). As seen throughout this literature review, the Full Service Community School model realizes the whole child must be acknowledged, celebrated and encouraged to learn not only academic facts but also nonacademic skills.

The final rationale of Full Service Community Schools is that opportunities are provided to families and community members to build social capital. Once again, the philosophy of Dewy permeates through this model. Addams' Hull House is a prime example of this rationale as well. Rallying educators, students, community members and families allows societal problems to be addressed by those directly involved (Addams, 1910; Clapp, 1939; Dewey, 1897; Harkavy, 1998). All of the stakeholders participating in the American educational process have opportunities to have their voices heard and observe action being taken. Strong collaborative partnerships are developed which creates a sense of synergy, with the essential product being that of communal wealth.

As stated, numerous rationales exist for the implementation of Full Service Community Schools. Research has shown that student learning, not only academic but nonacademic, is enhanced in schools that implement the model. Families are more involved in schools due to the resources provided as well as the partnerships developed with educators. Communities surrounding Full Service Community Schools are strengthened due to the new resources coming in as well as the improved mental and physical health of community members. In addition, vitality is also added when students, families and community members become more educated and when educational opportunities are provided in Full Service Community Schools. As a result of this community vitality, social capital increases. Lastly, this model reduces the demands

placed on school administrators and teachers. Other providers step in and address the non-educational issues therefore allowing educators to focus on student learning and achievement.

Examples of Full Service Community Schools.

Many models of community schools, or Full Service Community Schools, exist across the country. As mentioned previously, no two Full Service Community Schools are identical. Each school develops programs and acquires resources that address individual student, parent and community needs. A few examples of Full Service Community Schools will be explored to give the reader a rich description of not only the characteristics and rationales for the model, but also a chance to experience how these schools break the boundaries of traditional education, ultimately teaching the whole community.

Molly Stark School, located in Bennington, Vermont is not known for its big city life. The school has high poverty and minority rates that are typical of inner-city schools. Before implementing the Full Service Community School model, test scores and parental participation were low and staff members did not feel safe in the school. Additionally, problems in the community were encompassing the community surrounding the school (Dryfoos & Maguire, 2002; Kronick, 2000).

The Full Service Community Schools model was implemented at Molly Stark Elementary and staff members become more optimistic about their ability to educate the students. The school brought in an array of services included but not limited to: dental services, an extensive after school program, a family center, health and nutrition services, parenting classes, mentoring, tutoring and parent outreach services (Dryfoos & Maguire,

18

2002; Kronick, 2000). After four years of implementing the model, "the entire school climate was turned around, reading scores rose by a significant percentage, student behavioral escalations decreased and parental and community involvement increased" (Kronick, 2000, p. 101). The administrators and teachers at Molly Stark Elementary realized the traditional method of educating students was not working. By creating partnerships with all stakeholders, teaching to the whole child, obtaining needed services and housing theses services within the walls of the school, the entire community benefited, not merely the students.

Another prime example of a Full Service Community School is the Beacon schools in New York City. Beginning in the 1990s, school buildings in the city were used for after school centers for students. As most educators realize, students, especially in neighborhoods with high crime rate, need to stay safe after the regular school day so they are protected from the violence, drug and alcohol abuse that occurs on the streets. It is additionally critical that they continue their learning, both in academic and nonacademic areas (Dryfoos, 1994; Dryfoos et al, 2005; Kronick, 2000; Kronick, 2005). With the support of the Department of Youth, school-community partnerships were formed in New York City to create Beacons. After school activities that take place in these Full Service Community schools include but are not limited to, sport programs, theater groups, dance programs, parenting classes, exercise classes, counseling services as well as mentor and tutoring assistance (Dryfoos, 1994). Because of the model, students continue their learning and remain safe in these schools instead of going home in the afternoons.

Lastly, East Hartford High School in Connecticut began implementing components of the Full Service Community School model in 1991. The administrators, teachers, parents and local community members understood that the school must be restructured, "to address gang violence, drug abuse and racial tension among an increasingly diverse population" (Coalition for Community Schools, 2003, p. 93). Many changes were made in the way educators at East Hartford High School went about the business of student learning and achievement. Partnerships were developed between the school and the University of Connecticut, local hospitals, Department of Social Services, education associations, health centers as well as local and stated governments which provided funding (Coalition of Community Schools, 2003). On-site health and case management were provided for students, parents and community members. Team-teaching approaches were implemented which allowed students to work in small, school communities throughout the day. A student assistance center was also created that housed many programs and services that were tailored to the student population. Community forums were also held at the school to address societal issues plaguing their neighborhoods. With the implementation of this model, dropout rates decreased, a record number of students graduated and went on to college and fights and suspensions declined (Coalition for Community Schools, 2003).

The Full Service Community Schools discussed also give a glimpse of what type of services are prominently found. Many more schools could have been discussed such as Woodmere Elementary School in Portland, Oregon or Elliott Elementary in Lincoln, Nebraska. If one compiled a comprehensive list of all the Full Service Community schools in the nation, most likely every state would be represented. Today's school

administrators are acknowledging that addressing the issues students have when they walk through school doors on a daily basis, as well as meeting state and federal mandates such as those imposed by *No child left behind,* a different approach to education is needed such as the Full Service Community Schools model.

Results of Full Service Community School research.

A major flaw of the Full Service Community Schools, as previously discussed, is the lack of empirical research and findings. However, Walker (2006) did conduct a research study on the model in the same geographic location in which this study was conducted.

Walker (2006) studied students' academic and social progress in the after school program in a Full Service Community School. For her research, experimental and control groups were formed. Dependent variables consisted of math and reading grades as well as attendance and tardiness data. The independent variable was participation in the after school program of the Full Service Community Schools model. Walker (2006) found the students who participated in this program showed a statistically significant difference between mean reading grades, T 1 M=2.58, T 2 M= 1.96, t (8)= 2.944, p = .019. However, this group of students only showed a marginally significant difference between mean math grades, T 1 M=2.69, T 2 M= 1.66, t (8)= 2.165, p = .062. In addition, a Mann Whitney U test was performed on attendance and tardiness data. This measure found no statistical significant differences between the mean absences of the experimental and control groups, Z = -.881, p = .412 nor with the days tardy, Z = -.466, p = .656. Overall, this study found the Full Service Community School model increased

reading scores from the students who participated in the study but did not find the same results regarding math, attendance or tardies.

Empirical data on the Full Service Community School model is scarce. However, the Coalition of Community Schools (2003) published a report on data collected regarding community schools, though not specifically termed Full Service Community Schools. Local school initiatives were examined in this report outlining school characteristics, programs and services implemented as well as outcomes. What the report failed to include were the research processes. For example, North Middle School in Aurora, Colorado reported that after implementing the community school model, suspensions decreased by 47% and students who participated in the after school program and summer academies had higher attendance rates (p. 96). Another example in this report was Marquette Elementary School in Chicago, Illinois. This community school had a 34% increase in reading scores and 38% increase in math after the first year of implementation. The school also reported a 6% increase in attendance rates and a 19% decrease in mobility rates (p. 88). Many other schools' successes were documented in the report by the Coalition for Community Schools.

As stated by Dryfoos (1994) and Walker (2006) research on Full Service Community Schools is meager. More studies are needed that follow the research processes as outlined by key researchers in the fields of quantitative, qualitative and mixed methods research include Creswell (2005), Merriam (1998) and Yin (2003). Additional studies would also add validity to the model as well as creating a systematic database which could be used to influence local, state and national policymakers.

Theoretical Framework

Theoretical frameworks guide every facet of research studies. Anfara and Mertz (2006) define theoretical frameworks as "any empirical theory of social and/or psychological processes, at a variety of levels that can be applied to the understanding of phenomena" (p. xxvii). These frameworks allow researchers to structure studies so that data is organized and meaningful. Maxwell (1996) explained that theoretical frameworks assist researchers in "assessing purposes, developing and selecting realistic and relevant research questions and methods and identifying potential validity threats to the conclusions" (p. 25). Lastly, Merriam (1998) qualified theoretical frameworks as the "lens in which you view the world" (p. 45).

The lens, or theoretical framework, that guided this research study was Bandura's (1969, 1971, 1977, 1986, 1995, 2004) social learning theory. Social learning theory was chosen for this study because the Full Service Community School model ultimately implements this theory on a daily basis. The purpose Full Service Community Schools is to ensure that students are successful academically. It is well known that without the interventions and preventive measures which are provided in Full Service Community Schools, many students who are plagued with societal issues such as poverty and abuse will not excel (Dryfoos, 1994; Kronick, 2005; Walsh & Murphy 2003). Therefore, examining Bandura's (1971) social learning theory at one Full Service Community School would allow a deeper understanding of this theory in relation to the model under investigation.

The pathway to Bandura's social learning theory.

To properly analyze data through the theoretical framework of this study, it was

necessary to prove information pertaining to the origins of social learning theory. The

hypothesis that humans learn through modeling and observations began with theories of

imitation. Early research on imitation began with Morgan and his studies in animal

sciences (1900, 1903).   Morgan found learning certain behaviors was instinctual in some

animals. Young animals imitated behaviors because it was innate to do so. Morgan's

findings counteract Bandura's social learning theory where behaviors are learned through

observations and modeling from others.

In addition to Morgan's (1900, 1903) studies on imitation in Tarde (1903), a

criminal sociologist, explored the innate nature of behaviors. In his book *The laws of*

imitation, Tarde (1903) concluded that children who are born to parents who engage in

criminal activities will grow up to imitate these same behaviors. McDougall (1910)

obtained similar findings in his psychological research and concluded that the imitation

of certain behavior was instinctual. As McDougall (1910) explained imitation of

behaviors are,

> an inherited or innate psycho-physical disposition which determines
>
> its possessor to perceive, and to pay attention to, objects of a certain class,
>
> to experience an emotional excitement of a particular quality upon perceiving
>
> such an object, and to act in regard to it in a particular manner, or, at least to
>
> experience an impulse to such action. (p. 29)

Morgan (1900, 1903), Tarde (1903) and McDougall (1910) all considered imitation

instinctual. However, researchers such as Freud (1923), Piaget (1952) and Bandura

(1971) expanded on the imitation and modeling hypotheses to conclude that behaviors and actions were learned through social interactions.

Social learning theory.

Bandura's (1971, 1977, 1986) social learning theory expands on the concept of a child's acquisition of knowledge through modeling and observations. Many well known behavioral researchers have also studied this concept (e.g. Freud, 1923; Piaget, 1952; Skinner, 1953). From birth, children observe actions from others which in turn shape their attitudes and behaviors. When children are raised in impoverished environments, it is common that many of the interactions they observe and models by are undesirable. It is because of these negative stimuli that Full Service Community Schools must implement interventions that focus on providing positive models for students. This ensures their behavior is such that allows them to make appropriate decisions about their academic careers.

Four processes comprise Bandura's social learning theory including attentional, retention, motoric reproduction and reinforcement motivational. Bandura (1971) stated,

> Social learning theory assumes that modeling influences operate principally through informative functions, and that observers acquire mainly symbolic representations of modeled events rather than specific stimulus-response associations. In this formulation, modeling phenomena are governed by subprocesses. (p. 16)

The first process of social learning theory, attentional, concluded that exposing children to appropriate models did not guarantee appropriate behaviors would be acquired. To match behaviors displayed by models, children must "attend to, recognize

and differentiate the distinctive features of the model's responses" meaning children must have adequate time with positive role models (Bandura, p. 17). In Full Service Community Schools, numerous volunteers work in the schools with individual students and serve as mentors and tutors. The volunteers provide the appropriate modeling of behaviors which is so desperately needed for the students. However, solely modeling appropriate behaviors and interactions solely does not ensure children will discriminate between acceptable and non-acceptable actions. This is why in Full Service Community Schools volunteers form relationships with individual students so that personal dialogues take place on a consistent basis between students and their mentors/tutors (Dryfoos, 1994; Dryfoos et. Al; 2005; Kronick, 2000; Kronick, 2005). It is during these interpersonal interactions that children repeatedly observe and learn to differentiate between right and wrong behaviors (Bandura, 1969, 1971, 1977).

The second facet of Bandura's social learning theory is retention processes. Children must be provided repeated exposures to models who provide socially acceptable behaviors and interactions. Retention of socially acceptable behaviors takes place only after children have had the proper time to rehearse and practice these behaviors (Bandura, 1971, 1986, 1995). Bandura (1971) wrote retention processes

> in the social learning theory, observers function as active agents who transform, classify and organize modeling stimuli into easily remembered schemes rather than as quiescent cameras or tape recorders that simply store isomorphic representations of modeled events. (p. 21)

In Full Service Community Schools, interventions such as providing individual mentors and tutors, as well as implementing after school programs that keeps students off the

27

streets during crime peak hours, allows students to consistently have the exposure of appropriate modeling (Dryfoos & Maguire, 2002; Kronick, 2000).

Motoric reproduction processes, the third component of Bandura's social learning theory, states children must be guided to "follow an externally depicted pattern, or directed through a series of instructions to enact novel response sequences" (p. 22). Educators are cognizant of the fact that many lessons must be taught on a single curriculum objective before student mastery occurs. The same is true for behavioral, social and emotional skills. If students are not provided suitable models in the home or the community, schools must make certain adequate time is scheduled for students to be "directed through a series of instructions" that allows them to develop the cognitive skills to make right decisions (Bandura, 1971, 2004). Examples of this include implementing social and behavioral curricula during and after the school day for students who are at risk (Kronick & Hargis, 1990).

The last component of Bandura's social learning theory is that of reinforcement and motivational processes. Educators are masters of reinforcing appropriate behaviors. Classroom and schoolwide behavior assistance plans can be found in schools throughout the nation that focus on motivating and reinforcing acceptable behaviors which ultimately allows students to learn between right and wrong. Bandura (1971) stated,

> A model who repeatedly demonstrates desired responses, instructs others to reproduce them, manually prompts the behaviors when it fails to occur, and offers valued rewards for correct imitations, will eventually elicit matching responses in most people. (p. 23)

Once again, the Full Service Community School model attempts to expose students to supportive adults who motivate them to adopt appropriate behaviors which will allow them to develop stable relationships. Walker, Kronick, and Diambra (2007) state Full Service Community Schools, "introduce students to a culture of achievement through positive modeling, teaching effective study habits, reinforcing desirable behavior and helping students increase self efficacy" (p. 21). This is the heart of Bandura's social learning theory.

The four processes of the social learning theory guided the methods, analyses and conclusions of this study. Themes were developed based on the relationship between the Full Service Community Schools model and Bandura's social learning theory at one urban, elementary school in which the research took place. This will provide a deeper understanding of theory in practice.

Conclusion

In this literature review, I have familiarized the reader with information on community schools and the Full Service Community Schools model. Rationales and research were also cited on this model. Bandura's (1971) social learning theory, the theoretical framework of the research study, was included in this chapter as well. Lastly, the Full Service Community School model was explored through the lens of Bandura's social learning theory to focus the data collection and findings which will be discussed in the following chapter.

Chapter Three

Methods

The purpose of this qualitative, single case study was to explore the Full Service Community Schools model in an urban, elementary school. This study was also designed to determine the impact of this model in regards to students and teachers. Lastly, this study is intended to determine the impact the Full Service Community Schools model has on the role of the administrators. Qualitative research methods will be employed in this study and data will be triangulated to increase validity and reliability. This study seeks to answer the following questions:

(1) How does the Full Service Community School model impact students?

(2) How does the Full Service Community School model impact teachers?

(3) What impact does the Full Service Community School model have on the role of school administrators?

In this chapter the assumptions and rationale for use of a case study, the type of research design, the site and participants, data collection and analyses procedures as well as verification methods was explained. Methods and data procedures were submitted to the University of Tennessee's Institutional Review Board for approval before any research took place. The research process of this study can be found in Figure 1.

```
                  ┌─────────────────────────────┐
                  │      Pre-Research Process    │
                  │      1. Identify problem     │
                  │      2. Identify purpose     │
                  │      3. Develop questions    │
                  │      4. Identify theoretical │
                  │             framework        │
                  │      5. Review literature    │
                  │      6. Select site and      │
                  │             participants     │
                  └─────────────────────────────┘
                               │
                               ▼
                  ┌─────────────────────────────┐
                  │         Collect Data         │
                  │      1.  interviews          │
                  │      2.  observations        │
                  │      3.  documents           │
                  └─────────────────────────────┘
                               │
                               ▼
                  ┌─────────────────────────────┐
                  │         Analyze Data         │
                  │   1.  Use framework to create│
                  │ categories from qualitative data │
                  │   2.   Code all qualitative data in │
                  │   Ethnograph 5.0 according to│
                  │             categories       │
                  │   3.  Initiate code mapping  │
                  │   4.  Create three tier iterations │
                  └─────────────────────────────┘
                               │
                               ▼
                  ┌─────────────────────────────┐
                  │    Present Findings and      │
                  │      Draw Conclusions        │
                  └─────────────────────────────┘
```

Figure 1: Research process**.**
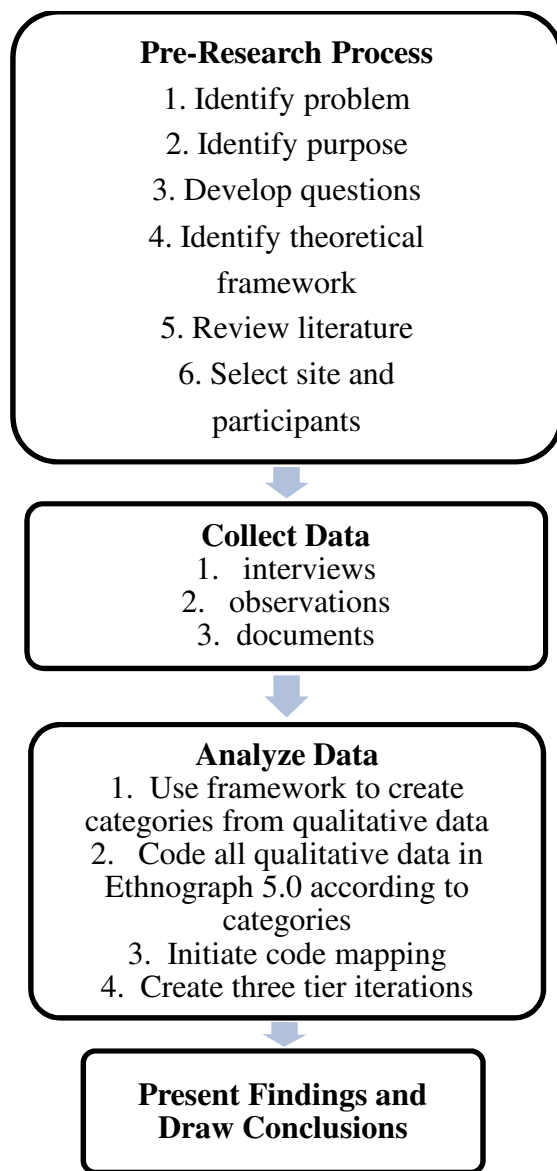
Assumptions and Rationale for a Qualitative Study

This research study employed an exploratory, case study research design,

implementing qualitative measures. The rationale for this decision was based on the need

to gain personal insights from school level stakeholders about the Full Service

Community Schools model to add to the limited amount of empirical research on the Full

Service Community School model. Acquiring an in-deep understanding of this model at a particular urban, school required qualitative methods and analyses to ensure the voices of those involved with the model on a daily basis in the school were heard. Creswell (2005) described qualitative research as investigations that "rely on the views of participants, collects data consisting largely on text from participants, describes and analyzes these words for themes" (p. 39). Words and themes paint a picture so others have a greater awareness and comprehension of the research topic.

Numerous strengths are cited on qualitative research. Johnson and Onwuegbuzie (2004) write strengths for this methodology include "providing a rich description of phenomena, dynamic processes are studied, cross-case comparisons and analysis are provided and can be responsive to stakeholders' needs" (p. 20). Weaknesses include the amount of time qualitative data collection and analysis requires, results can be easily biased, findings may not generalize to other populations and is difficult to test theory (Johnson & Onwuegbuzie, p. 20). The areas of weakness were addressed through triangulation and saturation of data.

Assumptions and Rationale for a Case Study Design

Within the boundaries of a qualitative research approach, a case study design was employed for this study. A case study "is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit" (Merriam, p. 27). The purpose and research questions of this study lent themselves to a case study. Creswell (2005) stated a case study "may be selected for the study because it is unusual and has merit in and of itself" (p. 439). The Full Service Community School model is a unique model in many schools across the nation. Therefore, further investigation of the model and the impact on

teachers and students, as well as the role of school administrators has merit (Coalition for Community Schools, 2003; Kronick, 2005; Walker, 2006).

Several rationales exist for utilizing the case study design approach. Merriam (1998) stated case study designs offer researchers "a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon" (p. 41). Other rationales assert that case studies provide rich data about the unit of study, uncover real-life events and bring about understanding of problems and issues that could possibly improve educational situations. With an emphasis of quantitative data in the past, educators now understand the power behind qualitative data. Because of the new acceptance of qualitative data in the educational field, the case study approach has gained validity over the years as an effective research tool (Yin, 2003).

Like any type of research, the case study approach has many strengths, however its limitations also must be noted. Yin (2003) found three biases toward this type of research. Yin stated case studies have a "tendency to not report all evidence findings, offer little foundation for generalizability and can become an extremely laborious process" (pp. 10-11). Merriam (1998) found another limitation of case studies is the presence of biases. Each limitation of case studies will be addressed to add validity to this study.

The first limitation of case studies, the difficulty of reporting all findings, was addressed by "making the research process more public" (Anfara et al., 2002). Many figures and themes are included which documented processes used such as interview question analysis, code mapping and triangulation of data. Member checks were also included in this study in addition to including the interview protocols in the appendices

which again made the research process of the study more transparent for the reader (Anfara et al., 2002). Documentation tables such as coding mapping and a matrix of findings were included in this study to ensure all of the evidence were made public (Anfara et al., 2002).

Difficulty generalizing from case studies was the second limitation of case studies (Herriott, & Firestone, 1993; Kennedy, 1979; Merriam, 1998; Yin, 2003). Merrriam (1998) stated generalizability "involves leaving the extent to which a study's findings apply to other situations up to the people in those situations" (p.211). Merriam (1998) further commented, "the researcher has an obligation to provide enough detailed description of the study's context to enable readers to compare the fit with their situations" (p. 211). To address this limitation, a rich, thick description of the Full Service Community Schools model was given. Interviews, observations and review of documents were employed in this study and therefore an abundance of data was reported (Maxwell, 1996; Merriam, 1998). Maxwell (1996) also suggested addressing generalizations in case studies meaning that researchers must include "data that are detailed and complete enough that they provide a full and revealing picture of what is going on" (p. 95). Direct quotes from stakeholder interviews as well as holistic, detailed observational notes were provided. Reliability and validity factors also play a role in generalizing from case studies which will be discussed later in this chapter.

Herriott and Firestone (1993) explain the laborious process of case studies occurs because researchers must be cognizant of the time, money and personnel involved to ensure there is not a decrease in the intensive concentration of the study (p. 15). To address these issues, only a single case study was employed which focused on one school

in the area in which the researcher lived and worked. A transcriptionist was hired to compile all field notes which increased the time available to the researcher to spend for data analysis and code mapping.

The last weakness of case studies is allowing personal biases to penetrate the study. Several researchers have addressed the problem of biases in the case study approach (Delamont, 2002; Maxwell, 1996; Merriam, 1998; Yin, 2003). Steps were taken to minimize personal biases in the study. The steps included triangulation of data, utilizing member checks, as well as documenting information on audio recorders and in written form.

Type of Design: Exploratory, Single Case Study

Yin (2003) stated the circumstances and rationale behind utilizing a single case study approach was, "to confirm, challenge, or extend the theory." Further Yin (2008) explained a single case may meet all of the conditions for testing the theory" (p. 40). This study focused on extending Bandura's (1977) social learning theory with a concentration on the Full Service Community School model. The study also sought to "represent a significant contribution to knowledge and theory building" for future researchers (Yin 2008, p. 40). In addition, single case studies are appropriate when a single site is characterized as being *extreme* or *unique* (Yin, 2003). The research site was unique because it implemented the Full Service Community Schools model which was not commonplace for schools within the district.

This single case study was also exploratory in nature. Yin (2003) defined exploratory, case studies as those guided by "what" or "how" questions. In addition, Yin (2003) stated that exploratory case studies "should state the purpose as well as the criteria

35

by which an exploration will be judged successfully" (p. 22). The purpose of this study, to explore the Full Service Community Schools model at the school level was stated in Chapters One and Three. In addition, data collection procedures and analysis as well as methods for verification were discussed in Chapter Three. Lastly, Yin (2003) advised the goal of exploratory case studies to be that of developing hypotheses and propositions for further inquiry. Hypotheses were not defined for this study in an attempt to gain greater insight without preconceived notions. However, after data were synthesized, areas of potential studies were addressed in Chapter Five.

To ensure the Full Service Community Schools model was fully explored at the school level, transcripts from all interviews as well as observational, field notes were coded and analyzed for the prevalent themes of the Full Service Community School model in relation to Bandura's social learning theory. All data was triangulated to strengthen the study and to gain an enhanced picture of the phenomenon under investigation. By analyzing data from several data sources including interviews, direction observations and review of documents triangulation was achieved. Member checking and code mapping was also employed to further increase the reliability and validity of data. The methods of verification for this study was explained in detail later in Chapter Three.

Site and Participants

The targeted site for this study consisted of one elementary school implementing the Full Service Community School model in a southeastern metropolitan school system. The selection of this school relied on what Creswell (2005) termed critical sampling. Creswell (2005) concluded cases analyzed through critical sampling processes, "are exceptional cases and the researcher can learn much about the phenomena" (p. 206).

Three criteria were utilized to select the research site. First, the school had to be located within the county in which the researcher resided which was a limitation of this study. Given this criterion, four sites could have been chosen. The second criterion utilized was the condition that the school must have been implementing a Full Service Community School model for more than five years. Using this criterion, again, three schools could have been chosen as research sites. Third, the school had to be a school at which the researcher was not employed to reduce biases from affecting the research collection and analysis. Two schools could have been chosen when using the first three criteria. The final criterion utilized was the willingness of the participants to allow a researcher to access to the study site. Principals at the two remaining schools were contacted explaining the purpose of the study as well as the questions asked and the data collection procedures. One principal stated that the Full Service Community Schools model could not be studied at her school. The other principal responded favorably and seemed excited about the school being studied for a doctoral dissertation. Finally, only one school met all four qualifying criteria. Sarah Moore Greene Magnet Technology Academy was the site in which this qualitative, exploratory, single case study approach took place.

Sarah Moore Green Magnet Technology Academy is located in the third largest school district in a southeastern US state. The school serves 587 students in grades K-5th grade in which 14.3% of the student population is white, 83.1% African American, 2.2% Hispanic, 0.2% Asian and 0.2% Native American. Two administrators, 39 classroom teachers, 25 teaching assistants, a librarian, music teacher, two physical education teachers, five special education teachers, two secretaries, a school psychologists and guidance counselor, five custodians and eight cafeteria workers make up the staff at the

school. Sarah Moore Greene Magnet Technology Academy has a poverty rate of 95.5%. The school is in good standing within regards to *No child left behind.* The attendance rate for the school population, which serves students in kindergarten through the fifth grade, is 96.1% and the promotion rate 97.9% (Tennessee Department of Education, 2007). Lastly, this school implements the Full Service Community Schools model.

Interviewees at the selected site included a past administrator who began the implementation of the model as well as present administrators. Teachers and students were also interviewed. Observations took place including University of Tennessee mentors and students working at the selected site as well as during the after school component of the model.

Permission to conduct this research was requested from the coordinator of research and evaluation from the school system. In addition, permission was also obtained from The University of Tennessee Institutional Review Board. Letters from both organizations are included in the appendices (Appendix A and B).

Role of Researcher

I, the researcher, am currently a principal in the school district in which the study will take place. I have held this position for four years. Previously I worked as a special education teacher, curriculum and instruction facilitator and assistant principal in this district over the past twelve years. During this time, I was involved in the creation and sustainability of the Full Service Community Schools model which allowed me to develop professional and personal relationships within the district as well as in the research site. Because of this, biases may exist. Maxwell (1996) supported personal biases in studies by commenting, "Traditionally, what you bring to the research from

your background and identity has been treated as bias, something whose influence needs to be eliminated from the design, rather than a valuable component of it" (p. 27). Therefore, in attempt to temper this narrow view of biases, triangulation of data occurred in addition to member checks and the use of rich data (Creswell, 2005; Maxwell, 1996). Even though the school in which I am employed is considered a Full Service Community School, it was not chosen as the research site because of my role as the principal.

Merriam (1998) wrote "the researcher must be aware of any personal biases and how they may influence the investigation" (p. 21). Therefore, before conducting any research, biases were listed regarding the Full Service Schools model at the research site. Steps were taken to make certain these biases did not affect any aspect of the research study including implementing a qualitative, exploratory, single case study design as well as member checks in relation to interview and observational analyses. In addition, auditory and written records were gathered. Code mapping through data analysis and iterations of analysis was also employed to diminish personal biases (Anfara et al., 2002). These precautions in addition to being open and honest about personal biases regarding the research topic as well as implementing rigorous data collection and analysis procedures should curtail the biases of this study.

Data Collection Procedures

Table 1 illustrates the data sources employed for each of the research questions. Each research question was analyzed carefully in relation to data collection sources (Anfara et al., 2002). As shown in Table 1, a variety of qualitative sources are utilized to triangulate the data.

Table 1

Research Questions in Relation to Data Sources

Questions	*Interviews*	*Observations*	*Documents*
How does the Full Service Community School model benefit students?	Administrators, Teachers, Students, Mentors	Students with tutor and mentors, After school program	Minutes from Full Service Community School committee meetings
How does the Full Service Community School model benefit teachers?	Administrators, Teachers, Students, Mentors	Students with tutors and mentors, After school program	Minutes from Full Service Community School committee meetings
What impact does the Full Service Community School model have on the role of the administrator?	Administrators, Teachers, Students, Mentors	Students with tutors and mentors, After school program	Minutes from Full Service Community School committee meetings

Qualitative methods.

Qualitative data was collected in the form of interviews, observations and a review of documents. A description of these data sources follows.

Interviews.

One qualitative data source for this study consisted of interviewing several stakeholders at the school level. According to Kvale (1996) research interviews,

> attempt to understand the world from the subjects' point of view, to unfold
>
> the meaning of people's experiences, to uncover their lived world prior
>
> to scientific explanations. An interview is literally an *inter view*, an inter
>
> change of views between two persons conversing about a theme of mutual
>
> interest. (pp. 1-2)

For the purpose of this study, prominent stakeholders at the school level were interviewed. The stakeholders included past and present administrators, teachers and

students. Because the intentions of this study was to explore how the Full Service

Community Schools model impacted students and teachers as well as the role of school

administrators, semi-structured interviews were conducted. Merriam (1998) explained

that semi-structured interviews,

> are guided by a list of questions or issues to be explored, and neither the exact
>
> wording nor the order of the questions is determined ahead of time. This format
>
> allows the researcher to respond to the situation at hand, to the emerging
>
> worldview of the respondent, and to new ideas on the topic. (p. 74)

Interview protocols were designed for this study for each stakeholder group including

administrators and teachers (see Appendix A) and students (see Appendix B). Interview

questions were carefully chosen to directly correspond to the research questions of this

study. As defined by Merriam (1998) and Patton (2002), an interview question analysis

was conducted for each stakeholder interview protocol (see Tables 2 and 3). Maxwell

(1996) explained, "Your research questions identify the things you want to understand;

your interview questions provide the data that you need to understand these things" (p.

53). Data was sought on how the Full Service Community School model impacted

teachers, students and the role of administers which drove the interview question

analysis.

The results of the interview question analysis for the administrator and teacher

protocol, as explained in Table 2, showed questions were asked in eight out of the ten

categories outlined by Merriam (1998) and Patton (2002). A majority of the questions

asked on this protocol were from four types of interview questions: experience/behavior,

knowledge, opinion/value categories and interpretive. Questions were also asked from

41

the categories of feeling, background/demographics, devil's advocate, ideal situation and interpretive. As shown in Table 2 and also in Appendix A, containing the administrator and teacher interview protocol, a diverse set of questions were developed that would ultimately provide the needed data to answer the research questions guiding this study. Lastly, two categories as shown in Table 2 were included, even though questions were not asked for these categories. The categories were added to show the wide range of questions that could have been included in this study. There was no significant reason to add questions for the categories of sensory or hypothetical since the concepts did not directly relate to the study under investigation.

Table 2

*Administrator and Teacher Interview Question Analysi*s

Type of interview question	Stakeholder interview protocol	Total
Experience/behavior	1, 6	2
Opinion/value	2, 3	2
Feeling	5	1
Knowledge	4, 7, 8	3
Sensory	**	0
Background/demographics	14	1
Hypothetical	**	0
Devil's advocate	12	1
Ideal position	13	1
Interpretive	9, 10, 11	3

The last question analysis was conducted on the elementary student interview protocol (see Appendix B). The results of this analysis found questions were asked in nine out of the ten categories outlined by Merriam (1998) and Patton (2002). One or two questions were asked from each of these nine categories (see Table 3). The hypothetical category was not present on the elementary student interview protocol. It is felt that

42

asking students hypothetical questions did not directly deal with the research questions

nor purposes of this study.

Table 3

Elementary Student Interview Question Analysis

Type of interview question	Stakeholder interview protocol	Total
Experience/behavior	5	1
Opinion/value	7, 8	2
Feeling	3, 4	2
Knowledge	1, 6	2
Sensory	12	1
Background/demographics	13, 14	2
Hypothetical	**	0
Devil's advocate	10, 11	2
Ideal position	9	1
Interpretive	2	1

Observations.

Direct observations took place at Sarah Moore Green Technology Academy

(SMG). The process of observation in research studies allows firsthand information to be

gained about the topic under investigation (Creswell 2005; Merriam, 1998; Yin 2003).

Eleven field visits occurred that consisted of observing University of Tennessee mentors

working one-on-one with students from SMG as well as the after-school program. In

addition, direct observations (Yin, 2003) also took place in the form of walk abouts in

which the researcher walked through the school to gather information about the Full

Service Community Schools model. Field notes were taken which focused the

observations on the research questions of this study. Scripting also took place during the

observations which allowed code mapping to occur (Anfara et al., 2002). This ensured all

of the questions guiding this study were focused and the observations allowed pertinent information to be gained.

Merriam (1998) suggests employing a checklist when conducting observations. The checklist encompassed "the physical setting, participants, activities and interactions, conversation, subtle factors and the role of the observer" (pp. 97-98). The physical setting took place at SMG. The participants consisted of school staff, students and University of Tennessee students. The activities, interactions and conversations recorded were the after-school programs as well UT students working directly with SMG students during the school day. Subtle factors were defined and recorded in a field journal as they occurred (Creswell, 2005). These were coded at a later date after the observations took place. My role during the observations was that of a nonparticipant observer (Creswell, 2005). Creswell stated this type of observer "is an observer who visits a site and records notes without becoming involved in the activities of the participants" (p. 212). The nonparticipant observer role was chosen due to the number of disadvantages of utilizing participant-observation such as being highly subjective and the risk of personal biases of entering the data (Creswell, 2005; Merriam 1998).

Several advantages exist for utilizing research observations. For example, conducting observations allows information to be triangulated with other obtained findings such as interviews and reviewed documents (Maxwell, 1996; Merriam, 1998; Yin, 2003). Other advantages of observations consist of being able to record information as it occurs in the natural setting as well as studying participants who are not comfortable in interview situations (Creswell, 2005). Disadvantages of observations do exist. Training must occur to become a skilled observer (Merriam, 1998, p. 95). Merriam

(1998) suggested that to become a skilled observer one could conduct observations in their places of work or social settings. As a principal, I have completed four years of observing teachers. Observations consist of scripting all conversations in classrooms, taking notes of the physical environment, collecting work samples from both teachers and students as well notations on non-verbal gestures. The researcher completed the *Tennessee evaluation process for principals* conducted by Knox County Schools in addition to taking a course on evaluating teachers from the University of Tennessee which directly focused on observations. This training and experience increased the reliability of the observations (Merriam, 1998; Yin, 2003).

Documents.

Documents were included in this case study for several reasons. Creswell (2005) explained that "documents consist of public and private records that qualitative researchers obtain about a site or participants in a study and can include newspapers, minutes of meetings, personal journals and letters" (p. 219). First, this type of information was sought to triangulate the data findings to the research questions of this study (Creswell, 2005; Maxwell, 1996; Merriam, 1998; Yin, 2003). Secondly, documents were analyzed because this data source did not intrude on the research site or participants like interviews and observations do, nor does collecting documents depend on the cooperation of specific individuals (Merriam, 1998, p. 112). In addition, documents are "easily accessible, free and contain information that would take an investigator enormous time and effort to gather otherwise" (Merriam, 1998, p. 125). Finally, documents were used that ultimately led back to the research questions and validated the study (Anfara et al., 2002)

45

Strengths and weaknesses exist when collecting information from documents for a research study. Yin (2003) pointed out the strengths of documents are, "unobtrusive, stable, have an exact and broad coverage" (p. 86). The weaknesses of utilizing documents included low retrievability, selective bias if the collection is incomplete, reporting bias and lack of access (Yin, 2003, p. 86). These weaknesses were taken into consideration in order to increase the creditability of this study.

Minutes from the Full Service Community Schools committee meetings were the first document analyzed. This documentation was provided by the director of the committee in the form of a notebook. To ensure personal biases did not come into play when analyzing the Full Service Community Schools minutes, member checking occurred (Creswell, 2005). As Creswell (2005) explained,

> Member checking is a process in which the researcher asks one or more
> participants in the study to check the accuracy of the account. This check
> involves taking the findings back to participants and asking them (in writing
> or in an interview) about the accuracy of the report. (p. 252)

After the minutes from the meetings were analyzed, the director of Full Service Community Schools as well as one other member from the committee were asked to study the analyses of the accounts to ensure accuracy and decrease personal biases (Creswell, 2005; Merriam, 1998).

Qualitative data analysis procedures.

The data from the stakeholder interviews, observations made at the research site, and a review of documents consisting of the Full Service Community Schools committee

meetings were analyzed utilizing Merriam's (1998) constant comparative method. Merriam (1998) clarified,

> The constant comparative method involves comparing one segment of data with another to determine similarities and differences. Data are grouped together on a similar dimension. This dimension is tentatively given a name; it then becomes a category. The overall object of this analysis is to seek patterns. (p. 18)

Evaluation of this method produced themes and issues from the three qualitative measures (Maxwell, 1996). Bandura's (1977) research on social learning theory was also utilized to develop themes which directly related to the theoretical framework of this study. In addition, data was constantly reevaluated to develop new insights into the phenomena under investigation and also to ensure "not to lose the original context" of the data (Maxwell, p. 79).

Data from the interviews, observations and document reviews was loaded into the software program called QDA Miner for initial coding. Creswell (2005) defined qualitative coding as "a process in which the researcher makes sense out of the data, divides it into text or image segments, labels the segments, examines codes for overlap and redundancy, and collapse these codes into themes" (p. 589). Themes of the study centered on the Full Service Community Schools model and Bandura's social learning theory.

Three iterations were conducted on the qualitative procedures to make the research more public as well as add credibility to the study (Anfara et al., 2002). The first iteration consisted of listing the initial codes that emerged from interviews, observations and document reviews. The second iteration was comprised of developing categories

from the codes and once again reverting back to the theoretical framework of Bandrura's (1977) social learning theory. As stated in the previous chapter, The Full Service Community Schools model integrated this theory in schools by ensuring students were successful academically by providing positive modeling through reinforcement of behavior. The last iteration was that of analyzing theory development. Once these iterations were developed, iteration development was completed (see Table 4), to again present the data analyses processes to readers and future researchers.

Table 4

Code Mapping Iteration of Analyses

(Third Iteration: Application to Data Set)
Code Mapping for A Case Study of the Full Service Community School Model:

1) How does the Full Service Community School model impact students?
   Themes: 1a, 1b, 1c 1d
2) How does the Full Service Community School model impact teachers?
   Themes: 1a, 1b, 1c, 1d
3) How does the Full Service Community School model impact the role of administrators?
   Themes: 1b, 1c, 1d

(Second Iteration: Pattern Variables)

1a. Attentional Processes
1b.Retentional Processes
1c. Motoric Reproduction Processes
1d. Reinforcement and Motivational Processes

(First Iteration: Initial Codes/Surface Content Analysis)

1a. Modeling	1b. Time	
1a. Relationships	1b. During and After school	
1a. Personal dialogues	1b. Tutors and mentors	
1a. Voluteers		
1c. Homework assistance	1d. One on one help	
1c. Instruction	1d. Assistance with problems	
1c. Social and emotional assistance	1d. Appropriate and inappropriate behaviors	
Data: Interviews	Data: Observations	Data: Documents

The qualitative analyses allowed data to be triangulated and provided a clear picture of a Full Service Community School in relation to school level stakeholders. These analyses ensured the purpose of the research to materialize. In addition, triangulation also added data to address the research questions of this study.

Methods for Verification

Several practices were utilized to ensure maximum validity for the study. These practices ultimately triangulated data. Maxwell (1996) explained triangulation as collecting information from a diverse range of data sources. This study utilized sources from interviews with stakeholders, direct observations at the research site and a review of Full Service Community School committee minutes (see Figure 2). The results from the interviews were compared to observations and a review of documents data to check for uniformity among themes, codes and issues (Maxwell, 1996). Table 4 showed the map that guided the development of themes, pattern variables and application to data. This process "ordered and structured" data, ultimately increasing credibility to the study (Anfara et al., p. 31).
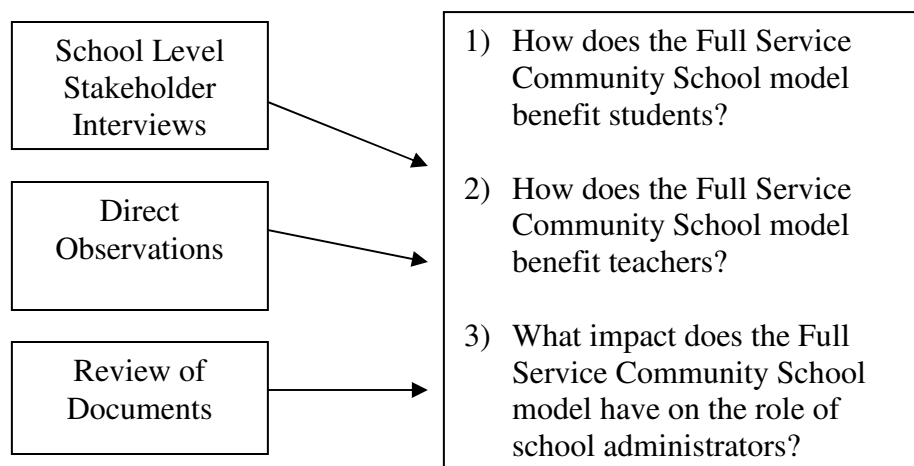

Figure 2: Triangluation utilizing multiple data collection techniques

Findings were entered into a matrix (see Table 5) which illustrated the triangulation of data, once again opening this process up to the public (Anfara et al., 2002).

Table 5

Matrix of Findings and Sources for Data Triangulation

Major finding	Source of data		
	I	D	Q
Theme 1: Attentional Processes			
1. Modeling			x
2. Relationships	x		x
3. Personal dialogues	x		x
4. Volunteers	x	x	x
Theme 2: Retention Processes			
5. Time	x	x	x
6. After school program	x	x	x
7. Tutors and mentors	x	x	x
Theme 3: Motoric Reproduction Processes			
8. Homework assistance	x	x	x
9. Instruction	x		x
10. Social and emotional assistance	x	x	x
Theme 4: Reinforcement and Motivational Processes			
11. One on one assistance	x	x	x
12. Assistance with problems	x	x	x
13. Appropriate and inappropriate behaviors	x	x	x

Note. I=Interview, O=Observation, D=Documents

50

The type of comparison and employment of numerous data collections, procedures and

analyses, reliability and internal reliability were strengthened because of the triangulation

of data (Merriam, 1998). Information was also gathered from many stakeholders to

ensure a holistic picture was gained about Full Service Community School model in

relation to the impact on students, teachers and the role of school administrators (see

Figure 3).
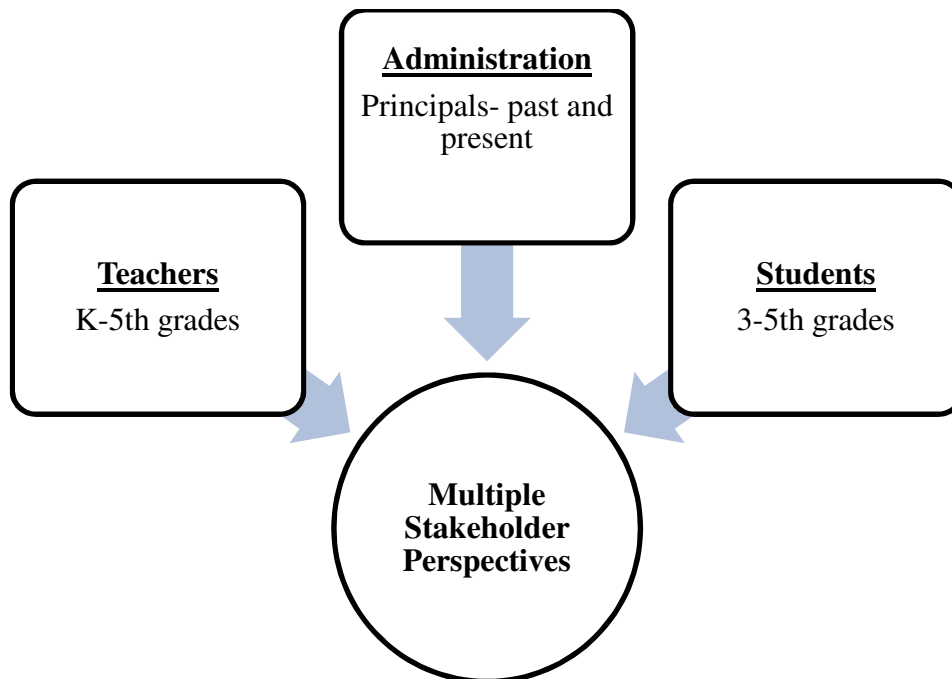
Figure 3: Use of multiple stakeholders to verify findings

  The purpose behind using stakeholder interviews, direct observations and a review

of documents was to enrich the qualitative findings (Creswell, 2005). Results from the

qualitative analysis were constantly evaluated to provide a rich, think description of an

urban, elementary Full Service Community School (Merriam, 1998).

   Member checking was also employed as a method of verification. Creswell

(2005) wrote, "Member checking is a process in which the researcher asks one or more

participants in the study to check the accuracy of the account" (p. 252). After the

analysis component was completed, stakeholders were contacted to review the findings to ensure consistency and honesty before data were made public. This allowed for a greater understanding of the research problem and data obtained before final reflections took place.

In addition, in verifying data, validity was addressed. Maxwell (1996) and Merriam (1998) suggested the use of triangulation and member checks, which were discussed above to address internal validity of studies. In addition, Maxwell (1996) suggested "soliciting feedback" and providing rich data that "require verbatim transcripts" (pp. 94-95). Feedback was solicited after the stakeholder interviews and direct observations were completed which allowed more "rich data" to be obtained addressing external validity and transferability (Anfara et al., 2002).   In addition to suggestions from Maxwell (1996) to address threats to validity, Wolcott (1994) also has written on the subject of seeking validity in qualitative data. Nine points were suggested by Wolcott (1994), "talk little, listen a lot; record accurately; begin writing early; let readers see for themselves; report fully; be candid; seek feedback; try to achieve balance and write accurately" (pp. 348-356). Interview data and direct observations were recorded on an audio recorder for accuracy. A transcriptionist was hired to transcribe all recorded data and to once again ensure the information was recorded accurately as well increase the accuracy of writing and reduce bias. Verbatim language from research participants was included in the findings and analysis chapters of this study. Additionally, during interviews and observations, listening and seeking feedback dominated the sessions.

Conclusion

This study employed an exploratory, qualitative, single case study design for triangulation purposes (Tashakkori & Teddie, 1998). The utilization of many data sources were embedded throughout the methods chapter of this study. Making use of many data sources also allowed the purpose of the study, which was to explore the impact on teachers and students of the Full Service Community Schools model in addition to exploring the impact this model has on the role of school administrators. Also, qualitative procedures were deemed necessary to fully answer the guiding research questions. The theoretical framework of social learning theory (Bandura, 1977), funneled information gained from the method procedures and analyses for a deeper understanding of the Full Service Community Schools model (Dryfoos, 1993; Dryfoos, 2004; Kronick, 2000; Kronick, 2005). The qualitative data was triangulated from stakeholder interviews, observations at the research site and a review of documents. The data analyses was made transparent and public through the creation of tables and figures that specifically laid out how codes, patterns and themes were developed, ultimately adding trustworthiness and validity to the study (Anfara et al., 2002).

Chapter Four

Findings

This chapter was organized to answer the research questions of the single case study: (1) How does the Full Service Community School model impact students; (2) How does the Full Service Community School model impact teachers; and (3)What impact does the Full Service Community School model have on the role of school administrators? The case study was exploratory and qualitative in nature. I begin with a description of the context in which the study took place, then I discuss the findings resulting from the study as woven through the theoretical framework and end with conclusions and closing remarks based on the findings.

Context

Sarah Moore Greene (SMG) Magnet Technology Academy is situated in a high poverty neighborhood. Sarah Moore Green Magnet Technology Academy is located in the third largest school district in Tennessee. The school serves 587 students in grades K-5th grade in which 14.3% of the student population is white, 83.1% African American, 2.2% Hispanic, 0.2% Asian and 0.2% Native American. Two administrators, 39 classroom teachers, 25 teaching assistants, a librarian, music teacher, two physical education teachers, five special education teachers, two secretaries, a school psychologist and guidance counselor, five custodians and eight cafeteria workers make up the staff at the school. It should be noted the principal of the school was a second generation Full Service Community School administrator meaning the decision to bring the model into the school was not made by her but by the previous principal.

Sarah Moore Greene Magnet Technology Academy has a poverty rate of 95.5%. The school is in good standing within regards to *No child left behind.* The attendance rate for the school population, which serves students in kindergarten through the fifth grade, is 96.1% and the promotion rate 97.9% (Tennessee Department of Education, 2007). Lastly, this school implements the Full Service Community Schools model. During the three months of study, construction took place at the school. A new awning was being constructed in the front of the building. Workmen, building materials, dumpsters and yellow tape covered the area in front of the school building. Signs on the doors leading into the school read, "Premises under video surveillance." Just inside the front doors was a banner of President Barack Obama, the 44th president.

The building is divided into grade level specific wings and pods. The fourth grade wing has a word wall displayed in the hallway of vocabulary words from all content areas. Students in first through third grades have pod areas. Six classrooms make up each pod with a common area in the middle. There is also a teacher workroom in each of the first, second and third grade pods. Student work and paintings are found in all areas of the building.

Other areas of the school included murals but no posters or students' work. A courtyard in the center of the school is filled with weeds. The health clinic has a television, a full-time nurse who at the time was working with four students, drawings created by students displayed on a nearby bulletin board highlighted the importance of clean hands. Right beside the clinic was a classroom used for in school suspension. The school also houses a room for teachers to checkout guided reading books, a library, a

large gym, several technology labs and an office area for the administrators and secretaries.

Bulletin boards are found throughout the school covering such materials as "Test Talk" in which students had posted pictures with sayings on how to do well on tests. There was a Golden Eagle Award bulletin board highlighting those students who had been recognized for academic, social or behavioral accomplishments. African American history projects created by the students are up in one of the pod areas. Motivational posters are also displayed throughout the school. Examples included, "Today is a great day to learn something new" and "Good teaching comes not from behind the desk but the heart."

Because SMG follows the Full Service Community School model, it offers after-school activities on Mondays, Tuesdays and Thursdays until 5:00 PM. Three of the 11 observations of this study were conducted during the after-school program at the school. When arriving for the afternoon observations, the front doors of the school were locked by 2:40 PM. A security guard provided entrance in the school.

Students moved to various parts of the school (e.g., cafeteria and gym-Prime Time, technology lab-lego league, classrooms for tutoring in math and reading, theater-stage, hallway for yoga). Several school personnel stayed with the students who were car and bus riders outside in the loading areas. School personnel also assisted in directing students to their after school activity within the building.

Students are tutored in reading and math in different classrooms throughout the school building. All students seem engaged in every classroom. The lego league was held in the technology lab. Students, either in small groups or pairs, were building

structures out of legos. This activity seemed to follow a progression model because students were discussing what they did in the previous classes as well as what their final structure would look like. The students were engaged in their various projects which included ferriswheels, cars and dump trucks.

Students in Prime Time, the after-school on-site day care, provided adult supervision for students in kindergarten through the fifth grade. It did not appear to have a specific structure. Some students were working on homework while other students were playing games or walking around.

The theater group was on the stage in the gym practicing lines from Wolfe. The assistant principal and a UT mentor assisted the students. All students appeared on task and engaged with the activity.

Students who attended the yoga class were waiting in the front foyer for approximately 45 minutes. The UT yoga students did not show up. A school staff member started calling their parents and informing them that yoga had been cancelled. The students seemed upset. A teacher took the group in her classroom and let them get on the computers until their parents arrived to pick them up early.

Qualitative Findings

Data were collected from stakeholder and student interviews, observations and review of documents. A total of 32 interviews took place which included 17 stakeholders and 15 students. The stakeholder interviews included the principal of SMG, a former school administrator, two Full Service Community School committee members, eight classroom teachers and five University of Tennessee students who served as either

57

mentors or tutors at the research site. Fourteen stakeholder interviews took place at the

school in classrooms or offices. The other three stakeholder interviews occurred off

campus. Student observations all were done at the school. Eleven observations were

conducted over a two month period. Mentors and tutors were observed working with

students. Observations were also conducted of the after-school program.

Data collected from the interviews, observations and a review of documents

explored how the Full Service Community School model and all of its components

impacted students, teachers and the role of administrators at the research site. The

following section presents data collected from the three data collection strategies

previously explained in order to determine how this model influences students. All data

collected were filtered through Bandura's (1969) social learning theory, which was the

theoretical framework. See Chapter 2 for further information on the theoretical

framework.

Attentional processes.

The first process of social learning theory, attentional, finds that exposing

children to appropriate models and giving them opportunities to adequately interact with

these models help children develop appropriate behaviors (Bandura, 1961). The Full

Service Community School model attempts to intervene when appropriate models are not

available in the students' lives.

When analyzing the interview data, concentrating on the first process of

Bandura's social learning theory, four initial themes emerged: modeling, relationships,

personal dialogues and volunteers all of which address the first research question, "What

impact does the Full Service Community model have on students?" Two of these themes,

personal dialogues, and volunteers, addressed the second research question, "What impact does the Full Service Community School model have on teachers?" One theme, volunteers, surfaced in relation to the third research question, "What impact does the Full Service Community School model have on the role of school administrators?" The following sections detail data gathered from the data as they relate to the research questions.

Relationships.

Relationships was the first theme to emerge from the data under the attentional theme. This theme was prominent throughout observations and stakeholder interviews. As Bandura's (1969) social learning theory indicates, children will not learn to discriminate between appropriate and inappropriate behaviors modeled for them unless trust and relationships exists between the child and the role model. The Full Service Community School model focuses on providing role models for students who were at risk of failure so bonds can be created between the mentors and students.

More than half of the interviews conducted with stakeholders mentioned the importance of fostering relationships with students. A majority of these stakeholders were university students who mentor or tutor students. One teacher brought up the need for relationships in her interview. Administrators nor Full Service Community School committee members discussed relationships between mentor/tutors and students, committee members and students or students and teachers. Analysis of data shows that in the Full Service Community School model used in the school in which the research took place, relationships between mentors/tutors and the students existed. Stakeholder 16, a university student who tutored students each week commented,

59

The kids that I have seen over and over, the ones that know me now. Coming in

and saying my name when I come in is the best thing. They remember me from

week to week.

This stakeholder was observed (observation 1) working with students in a third grade

classroom on math skills. She appeared to know all of the students' names. The students

also called out the tutor's name when they needed assistance with their work and

appeared at ease with the tutor as indicated by the smiles on their faces when working

with her. In addition, during this observation, the teacher and tutor conversed easily and

appeared to have a relationship that allowed them to work together with the students.

The tutor moved about the classroom easily. During student interview 29, the student

stated he wished the tutor would come more often saying, "When she comes to help us,

she is nice to us." The type of relationship between the teacher and university student was

also documented in observation 10. The teacher and tutor gave the impression of a solid

working relationship as evidenced by the flow of the class and the ease between students

and tutor and how students and the teacher accepted him as part of the class.

Other observations verified that relationships existed between the university and

elementary students. During an after school observation (observation 5) of the art club,

the university students, once again, knew all the elementary students' names. Smiles on

everyone's face and the respect they all showed each other were evidence of established

relationships. One of the university tutors who led the art club stated,

First of all it's hard in our program that we do after school. We tried to start off

the class with just 4th and 5th grade girls. But the other kids saw us and asked

what we were doing so we let other students join the art club. It is amazing

because they all just open up to us every week we work with them. We all enjoy

working together. One of the kids saw me in the hall before class and ran up to me

and hugged me.

Statements of this nature verified relationships existed between students and volunteers.

During observation 9, which occurred during the school day, one tutor was

working with two students in the hallway. Once again, the effortlessness of interactions

between this group pointed to established solid relationships. One student lay on the

floor close to the tutor as he worked on a math worksheet. The other student sat right

beside the tutor. Their arms were touching. They shared the same pencils. Smiles and

laughs were recorded throughout the entire observation. During stakeholder interview 13,

the University of Tennessee student who tutored the students just described noted,

I came in thinking I would have more influence on academics and I wound up

having more of a personal impact and a personal relationship with the kids. It's

kind of like you have a relationship and you don't know if you're making a

difference but it's still nice. You've made that relationship if nothing else

because they are talking to you. Some of the students really need it. You have to

build the relationships so they will respect you and work for you.

There is no doubt that children, as well as adults, need healthy relationships in

their lives. Today's teachers are highly focused on meeting local, state and national

benchmarks such as NCLB. Nonetheless, when university students come to tutor

students in schools, focus can be given to both academics and relationships because they

are working one on one or in small groups with students.

On the other hand, teachers are working with an entire classroom of students. Working one-on-one with students is difficult. However, because students are at various academic skill levels and have different emotional and behavioral needs, working one-on-one with students is beneficial. This was documented both by observations and interviews. During observation 2, the teacher handed the tutor reading materials consisting of a teacher's manual, student workbooks and two small reading books. The tutor and two students stepped out of the classroom, reading materials in hand, and worked in a small office space in the school. The tutor passed out the student workbooks, opened the teacher's edition and began the lesson. The tutor and students completed activities on vocabulary, phonics, fluency and comprehension in 25 minutes. The lesson flowed smoothly. There was no loss of instructional time. The students were on task throughout the entire lesson. All activities sent by the teacher were completed. The tutor brought the game Candy Land with him. After the reading activities were completed, the three played this game for approximately 10 minutes. They were calling each other by name. They were all smiling throughout the activities and during the game. One student even patted the tutor on the hand when he lost the game. The other student hugged him as they were walking back to class. It was evident the university student had a relationship with the elementary students due to the behaviors displayed during that observation. During stakeholder interview 4, this tutor commented, "The kids interact well with me. We have a good relationship."

As stated above, out of the 17 stakeholder interviews, only one teacher commented on relationships. Stakeholder 10, who was a teacher at the research site,

stated, "These kids need love. The relationships developed with the university students will take them so much further."

In addition, data were not evident about relationships from the review of documents regarding teachers or students. However, documentation was evident of relationships between administrators and other Full Service Community School committee members. Many of the same members who were in attendance nine years ago were still attending these meetings which were documented on sign-in sheets and meeting agendas. One would assume relationships had been built between the administrators at the research site and other committee members. However, data through interviews nor through observations of this assumption was not evidenced. Therefore triangulation of data on relationships cannot be noted to impact teachers or have an impact on the role of the administrator of the Full Service Community School.

Even though the questions of this research did not deal specifically with the impact the Full Service Community model has on mentors and tutors coming into the schools, this type of dynamic between university student and elementary student allows both to grow academically. The elementary student learns how to effectively deal with issues as well as how to develop appropriate relationships and behaviors. The university student grows due to the hands-on learning in the real world which is facilitated by the Full Service Community School model. It is a win-win situation for all students involved.

Personal dialogues.

The second theme data revealed under the attentional theme was personal dialogues. Bandura's (1969) social learning theory asserts that before children develop appropriate behaviors and skills, interactions with appropriate role models must be

evident in their lives. The Full Service Community School model provides mentors and

tutors for students who are exhibiting poor relationships with others in the school or at-

risk for academic failure. As stated in the above sections, developing relationships is

essential in children's growth. But before relationships are established and fruitful,

personal dialogues must occur.

Personal dialogues were documented in stakeholder and student interviews as

well as observations. These data were not apparent in the review of documents.

Additionally, this theme addressed research question one and two which asks what

impact the Full Service Community model has on students and teachers. This theme does

not address research questions numbers two or three which deal with the impact of the

model on teachers or the role of the administrator.

In Full Service Community Schools, it is evident as one walks through the doors

that interactions and personal dialogues are occurring with students. However, it is not

apparent to the casual observer the relationship between the people involved in the

conversation nor the types of dialogue that are occurring. This study allowed that type of

information to be gathered.

During stakeholder interviews, many teachers discussed the need and importance

of having someone to come in and have personal dialogues with the students.

Stakeholder 10, who is a teacher at the research site, stated,

> My class this year is much needier than they were last year. They just want
>
> someone to talk to. Plus when you have someone else working with them from
>
> the outside, they can find out about this particular child that we don't have time

to or they don't feel comfortable telling us. It goes back to getting someone in

from the outside to help.

Another teacher, Stakeholder 6, reiterated the same need as stakeholder 10. She

commented, "Maybe they can come back and say we think this kid needs this or point out

some things to us that maybe the kid said that we don't always get to hear." Not only are

the students being impacted by having personal conversations with mentors and tutors but

as data showed, the teachers are also being impacted because others are helping them

with the students' problems. Teachers are not having to stop instructing all students

when one or two are having issues. The students are able to talk about their issues with

individuals coming in from the outside to assist in the educational process.

During other stakeholder interviews, university students serving as mentors and

tutors for students in the school also commented on the personal dialogues. Stakeholder

13 stated, "I had one girl who told me how her family was arguing a lot. She didn't really

like that. We really just talked through that one." Stakeholder 14, also a university

student, commented,

We are getting to talk to the kids. I think that is a big component of what we do.

We have our little projects but in the end, I think we can just talk to them for a

minute.

Two of the Full Service Community Schools committee members also

commented on the importance of personal dialogues with students. Stakeholder 1

discussed university students and other volunteers coming into the schools to work with

the elementary students. He stated, "They are able to talk to the kids. Kids just need

someone special to talk to at times." This sentiment supports statements made by teachers

65

at the school which was discussed above. Another Full Service Community School committee member, who is a professor at the university (Stakeholder 2), stated that he instructs the students going into the schools to "examine a child and know how to get their story". Stakeholder 4, a university student serving as a mentor in the schools, commented,

> We go and just talk. Some of the kids seem to be from not comfortable family lives. So they come here and are made fun of but if they have one guy or one girl coming like me and sits and talks to them, they know not everyone is bad. One little girl I work with opens up when I work with her. It's very satisfying. She stays clear of talking about her home which is odd. She talks about problems she is having at school. She likes to talk.

Students also discussed issues they told their mentors and tutors. Student 33 commented, "I told my mentor about my brothers and me and how we like to fight a lot. He always talks to me about what's bothering me." Student 34 stated, "We could talk about our feelings and our anger. Instead of talking to the teacher while the other kids are around, we can talk to our mentor." This shows once again, that students as well as teachers are impacted by individuals coming in and having personal conversations with students who are struggling. Students are able to speak to other people about difficulties they are facing that may take their focus off their classwork. Teachers are able to continue teaching instead of stopping instruction to talk with upset students.

Personal dialogues with students were also documented during observations made at the school both during and after school. Throughout observation 5, which was an after school art club, students talked among themselves while working on their art pieces.

66

Students do not have the opportunity to converse with students who are not in their grade level. The after school program at the research site allows this type of dialogue to occur which enriches students' development. Observation 8 also took place after school during a yoga class for students. Students came in, put their backpacks and other belongings in an area and took off their shoes. The university students who led the yoga class did the same. The group sat together in a circle and talked about what they did in school that day. All students participated eagerly. Topics discussed by students included what they ate for lunch, what occurred on the playground, skills they were learning in class and issues they were having with other students in school. One student stated, "My mom is in the hospital with my aunt. She got sick. My mom was up all night and came home late. I'm worried about them." The university student shared a similar experience about being worried about her mom and how she handled the situation. Both had smiles on their faces before they began the yoga exercises.

As stated, personal dialogues were documented in student and stakeholder interviews as well as during observations made at the research site. However, personal dialogues were not found in the review of documents. In addition, this theme under the attentional process, did not address the impact the Full Service Community School has on the role of the administrator. Both of these issues will further be discussed in Chapter 5.

Volunteers.

The third theme that materialized under the attentional process was volunteers. Modeling, relationships and personal dialogues could not occur unless volunteers were brought into the school. The Full Service Community School model focuses on bringing in as many individuals as possible from as many areas as possible to serve as role models,

tutors and mentors for at-risk students. Volunteers provide appropriate modeling of behavior, are able to listen attentively to students and have the personal dialogues that are so desperately needed for these students. Volunteers are also able to meet other needs of the school.

During stakeholder interviews, a majority of these individuals spoke about the significance of providing volunteers for the students as well as for the school. Stakeholder 1, who is a member of the Full Service Community School committee, spoke about why he thought volunteers were the most crucial component of the model. He commented,

> Seeing the amount of volunteers that have been able to help out has been good. These services are free. There are no taxes. It is all volunteer work. These services would cost money if the Full Service Community School model didn't provide them. We have 400 volunteers in the clinic serving four schools. We have around 25 grief facilitators. We have three mental health counselors and 44 undergraduates coming in as tutors and mentors. So that's why having all the volunteers in the schools, serving as positive agents of socialization, can do a lot more for students' education.

Stakeholder 3, a teacher at the school, agreed with Stakeholder 1's belief when she stated the most helpful part of the Full Service Community School model was, "the extra people coming in volunteering. Their services are free." In addition, the principal (Stakeholder 3) of the school said,

The Full Service model helps meet the needs of the students that the schools are

not ready to handle. Having extra resources such as volunteers serving as extra

hands, means a lot to urban principals.

Because students in schools with high rates of poverty face so many issues on a

daily basis (e.g., effects of physical abuse and the lack of education in the homes), it is

unrealistic to believe that teachers alone can provide an adequate and well-rounded

education and environment for students. As Stakeholder 1 mentioned, volunteers are

brought in through the Full Service Community Schools model to address the issues

students are dealing with so they may be successful in their educational journeys.

Stakeholder 10, a teacher at the research site, commented on two different types of

volunteers who worked in her classroom. One volunteer was a personal friend of the

teacher. As the teacher explained,

My friend has been here several times to work with the students. She brings them

little treats every time she comes. The students beg to work with her. When she

walks in the door, they are running and hugging her. So it's really been an eye

opener that we really need someone to love on these kids.

This teacher recognized the students in her class needed both emotional and academic

assistance. The other volunteer in the classroom was a university student serving as a

tutor. She commented, "When he comes in to work with the students, they get extra

attention. They also get extra practice with the skills. "During stakeholder interview 16,

the university student remarked about the volunteers at the other research site. She

stated, "I see the volunteer[s]… walking around everywhere here. If the students are

failing or have behavior problems, volunteers are brought in to work with them."

Benefits of the Full Service Community School model were discussed during stakeholder interviews as well as areas to improve. One teacher who was interviewed for the study pointed out that having volunteers in the classroom can be beneficial but can also cause extra work for teachers. Stakeholder 9 stated, "I think it can be challenging to find the best way to use your volunteers. Sometimes we have to coax the people that come in and work with the students. This can interrupt the learning time." This was the only area of concern that was verbalized during interviews which may need to be addressed by the Full Service Community Schools committee. However, Stakeholder 8, also a teacher at the school, stated, "We are asked if we want volunteers in the class to help us so we do have a choice." This issue will be further discussed in Chapter 5.

When reviewing documents for this study, numerous volunteer agencies were brought in to the schools over a 10 year period which can be viewed in Table 6. As seen in the Table, university students were only one of twenty volunteer services available at the school. Observations for this study only documented university students, as an outsider coming into the school would have no knowledge of exactly who was working with students. It would only be evident that many different individuals were at the school instructing students at any given time.

Table 6

Volunteer Services by Full Service Community Schools 1999-2009

Government Involvement	Local Agencies	Community Organizations	Other Volunteer Groups
Child and Family Services	Community Wellness Center	Helen Ross McNab Mental Health	Local Churches
Center for Disease Control and Prevention	University of Tennessee	Community Prevention Center	School of Promise
Children's Defense Fund	Knox County Health Department	Emerald Avenue Youth Association	Parent Teacher Association
Department of Children Services	Knoxville Development Corporation	YMCA	Asha for Education
Mayor's Office	Legal Aid Society	Cherokee Health	Baker Center

After analyzing the data themed for volunteers in the school, they became apparent that it addressed research question one, how the Full Service Community School model impacts students. Data showed providing volunteers allowed students to receive more individualized instruction for specific concerns. The data also demonstrated volunteers worked with students who were at risk of failure. When analyzing the data in terms of question two of this study, which dealt with the impact this model has on teachers, it becomes apparent volunteers provide extra academic, emotional and behavioral assistance to students. Nonetheless, having volunteers in the classroom may at times have decreased the amount of instructional time given by the teacher due to the need to model and explain the type of assistance students were in need of in the classrooms. Data were gathered about how volunteers in the Full Service Community School impacted the role of the administrator.

Modeling.

The last theme to emerge from the attentional theme was modeling. In Full Service Community Schools, many individuals are brought in to work with students who are struggling and considered at-risk for academic failure. These individuals in turn model appropriate behaviors, language and problem solving situations for students. Bandura stated, children must "attend to, recognize and differentiate the distinctive feature of the model's responses" (1971, p. 17). Individuals serving as mentors and tutors (i.e. role models) come to the school on a consistent basis to work with students.

Modeling was the least evident theme of the study. It was documented in stakeholder interviews. Modeling did address how the model impacts students. It did not however address how the modeling impacted teachers or the role of administrators.

Students who attend SMG face a variety of issues associated with poverty such as drug and alcohol abuse and inadequate housing. Therefore, modeling appropriate behaviors is essential for some of these students to address this delinquent factor. It makes sense that the Full Service Community School model would concentrate heavily on the modeling aspect for students. In all observations conducted for the study, individuals were engaged with students, having interactions and discussions. In addition, all students were on task and behaving appropriately with their mentors and tutors. During one observation, a University of Tennessee tutor was working with two fourth grade students on a project about states. The university tutor sat with the two students at a computer. He modeled how to search for sites on the computer and how to determine if the sites were reliable. After the tutor searched for sites, he had each student practice the

skill independently. The students were able to observe and model the behaviors and skills demonstrated by the tutor and practice them with assistance.

Modeling was also addressed by stakeholders during the structured interviews. Stakeholder 12, a University of Tennessee tutor, spoke about modeling skills and behaviors for students each week. She commented,

> When I come to the school each week, I usually read to the kids. The love when I read to them. Once I finish reading, I try to get the kids to read to me but they don't always like that. Sometimes they get off task so I talk to them about how to complete activities they don't like and still have positive attitudes.

The statement from Stakeholder 12 speaks to a common occurrence in schools; students having behavior problems with non-preferred activities or activities that may be above their instructional levels. Therefore, having extra models for these students in schools is crucial.

Data indicating the importance of modeling also surfaced during three other stakeholder interviews, two from teachers at the research site and one from a Full Service Community Schools committee member. Both teachers spoke about the need for volunteers who come to the school who model appropriate behaviors for students who are struggling with inappropriate behaviors in school which hinders their academic progress. As Stakeholder 9 stated,

> They get a mentor that is kind of just a friend to them. The mentor spends time with the students because maybe the students' parents don't have the time to spend with them. When mentors work with the students they discuss and model how to deal with situations that make them upset or angry. As a teacher, I don't

have the time to model specific behavioral skills because I am focused on the

curriculum.

Too often, teachers have to stop instruction to address inappropriate behaviors from the

students. As mentioned by the previous stakeholder, teachers concentrate on academic

curriculum. In addition, the school day does not include time in which a behavioral

curriculum can be implemented. This was eluded to in the interview with Stakeholder

12. This respondent commented,

> There's the challenge of dealing with kids who are upset at school because they
>
> have hard home lives. Then there's behavior problems that you don't know where
>
> that's coming from. I could go on. Having university students coming to the
>
> school to work with students who are struggling with behavior issues and
>
> providing them a proper model of how they should be acting and behaving in
>
> school, is exactly what is needed. My students who work with mentors and tutors
>
> are more well behaved in the classroom. I have seen this over the years since this
>
> model was implemented.

Stakeholder 1 also mentioned the need for models in schools. He stated, "Role models

are needed in our Full Service Community Schools to be positive agents of social control

for the children." Having individuals model skills does have an impact on students as the

data demonstrated. It does not however have an impact on teachers or the role of

administrators.

Retention processes.

The second process of Bandrua's (1969) social learning theory is retention

processes which concludes children need more than positive role models in their lives to

develop appropriate behaviors. They must be provided repeated exposures to these models before information is cognitively organized and retained. The Full Service Community School model attempts to provide students at risk of academic failure reliable and dependable individuals to work with them in schools. This gives students the opportunity to practice and have feedback about appropriate behaviors and skills gained over time from the same individual.

Data from interviews, observations and a review of documents revealed five themes under the retention process including time, during-school assistance, after- school assistance, consistency, and tutors and mentors. However, after further analyses of the data, it was apparent the consistency theme should be grouped with the tutors and mentors theme because information attained from that theme dealt specifically with the individuals coming into the school offering assistance to the students. Additionally, data collected aligning with the during-school assistance theme focused on motoric reproduction processes than with retention processes. Therefore, this theme will be discussed under the motoric reproduction process found later in this chapter.

Time.

The first theme that became apparent under the retention process was time. Students facing the issues of poverty typically live in environments where crime and violence are prevalent. If interventions are not provided to these students, maladaptive attitudes and beliefs will be engrained that foster a generational cycle of delinquent behaviors. Therefore, repeated contacts with individuals who can curtail the effects of such experiences as these students face daily in their neighborhoods is essential. During stakeholder interviews, individuals discussed how students need time with appropriate

role models who are provided by the Full Service Community School model. As a teacher at the school stated during interview 10, "The parents don't have the time to spend with kids and help them. They don't have the energy. They have their own issues." When students were provided time to work with a volunteer, a positive role model, individual needs were addressed.

Interview, observations and a review of documents rendered information about the need to make volunteers available for students who are struggling in schools. Other issues of time were also portrayed through the data analysis which included the time school was open and a lack of time the university students could spend in the schools. These issues will be discussed in this section.

Throughout a majority of the observations, students were receiving time with volunteers serving as mentors or tutors, usually one-on-one or in a small group setting. For example, during observation two, a university student worked with two students at the school on reading and social skills for over an hour. In observation three, a university student was in the hallway working with students one-on-one with their math assignment. One student (student interview 29) who worked with this same tutor was asked how he felt about having someone come in and work with him at the school. The student commented, "Good, because she comes and takes her time with us." Another example of time being offered to individual and small groups of students occurred during observation nine. Again, a university student was in the hallway working with two fourth grade students on math skills. The students were behind grade level in math as they did not know their multiplication facts, which is a third grade skill. The tutor was able to provide extra time needed to work on these skills with the students. In observation 10, another

university student was in the classroom assisting students in groups of two with their social studies research projects while the teacher worked with a group of students at a small reading table. The students in this class were receiving more individualized support and feedback due to the tutor's presence in the classroom. During student interview 34, a student in from this classroom stated about the tutor, "He doesn't mind taking me when it's someone else's turn. He spends time with me because I need help." Both students discussed the positive aspects when time was provided to work with volunteers.

Providing dependable tutors and mentors is a documented goal in the Full Service Community School committee meeting agendas from 2000 to 2009. University students from several departments such as political science, counselor education, engineering and art serve in these roles. Other organizations in the community also provide individuals to work in schools with the students, which can be seen in Table 6. As data illustrated from the review of documents, a large majority of the committees meetings focused on ensuring dependable individuals were in schools volunteering, providing the necessary time students needed to be successful in school. This was also mentioned during stakeholder interviews. A teacher at the school (stakeholder interview 6) commented, "Someone coming in and taking just 20 minutes with a student is so beneficial. The extra time the student receives is wonderful." This study documented the goal of providing consistent volunteers for students was reached.

As previously stated, another dimension of the time theme was discovered during data analysis. During stakeholder interviews, many eluded to the fact that the school should be open more hours. Stakeholder two commented, "We need to stay open later

and I hope that one thing, if nothing else, that we do. People have to come into the building other than eight to three." Agreeing, Stakeholder 14 stated,

> I was in Boston at a conference at Harvard. We were going to see the Thomas Gardner School but our plane was delayed. I know that school has more extended hours. I think they are open everyday until 6:00 or later. We need to increase the time we are offering services to these kids at this school.

A teacher at the school (stakeholder interview 12), shared the same sentiment. She remarked, "I think we need to be open most of the time." Additionally and specifically, stakeholder three added, "I think the clinic would be available to parents and community members and stay open later at the school." These stakeholders spoke about the need to ensure the building and available services were extended throughout the day and into the evening at the school. During several interviews, stakeholders mentioned that students and parents could have all their needs met during the traditional time frame of typical schools. This means needs such as medical and dental would be offered during the hours of 8 am to 3 pm.

Walking through the doors of the school after the regular day is over, it would appear that instruction never stopped. In traditional schools, most buildings would be absent of students by 3:00 pm. In this particular school, students could be seen in all areas of the building after hours as well as many adults. Students were in the cafeteria for the after school day care activities. They were in the gym for theatre. Teachers and students were in classrooms throughout the building working in small groups on reading and math. University students were instructing children in art and yoga in different pod areas of the school. Parents could be seen picking up their students at 5:00 pm. Students

78

continue their learning after most school bells are done ringing throughout the county. They are also off the streets during peak crime hours, which is a goal of the model.

The last dimension of time was mentioned once again from stakeholder interviews. This dimension was also evidenced during the review of documents, specifically during the Full Service Community School committee documents. Even though this study did not focus on university mentors and tutors, they were included in stakeholder interviews. These individuals worked closely with the elementary students at the research site and were a crucial component of the model. Their perceptions of the Full Service Community School model were deemed vitally important. During two interviews with the university students, both mentioned time issues. Stakeholder 13 spoke about the issue of time in regards to scheduling students she worked with at the school. She stated,

> I work with four students at the school in a small group. I have to have her back earlier than some of the others because it wasn't set up right. It wasn't set up so she can stay completely until 2:30. So I think it's kind of a shuffle for them [teachers] to make sure they know where their students are going.

When individuals are coming into the schools to volunteer, teachers have to adjust the time periods the students are receiving certain instruction. The students may be taken out of social studies or science to work with a tutor in another part of the building on math for example. This impacts not only the university and elementary students but also the teachers.

Another university student (Stakeholder 16) spoke about an obstacle related to time and the Full Service Community School model. This stakeholder stated "I know it's

79

like harder to implement because it takes more work from everyone, especially the principals." This is one way this model impacts the role of administrators. Stakeholder 16 continued her discussion about the element of time by commenting on a different aspect,

> I know there are some kids who dropped out of the class on the first day when they had to do outside class work. They're like I don't have time for that. I wish it didn't have to be a requirement to get people to do it but I feel it almost need to be in a university setting to get students to realize they do have the time and it is worth their while and they would enjoy something that would influence their career choice. There is so much like in college that is just like a bubble. You are learning all this information and not getting the application. We need a real world application like this.

This stakeholder spoke to the reason why people do not come to schools and volunteer in the Full Service Community School from university students. Even though numerous university students did embark on this challenge, it appears the reason some do not was because of time.

Data analysis of interviews, observations and a review of documents proved that the time theme addressed all research questions. The Full Service Community School model impacted students because more individualized time was given to students who are at risk of academic failure. It also impacted teachers because they are in need of extra help in the classrooms and having another individual to take time with the students, takes some of the pressure off of them. Lastly, the Full Service Community School model

does impact the role of the administrator as seen in from the data. It requires more time

to implement which is added to an all ready full schedule of the principal.

   After-school.

   The second theme categorized under the retention processes theme, after-school

assistance, was the most prominent theme of the entire study. The after-school

component was mentioned throughout stakeholder and student interviews, documented in

numerous observations and was also present in the review of documents. The after-

school component of the Full Service Community School model is therefore viewed as

one of the most essential means of providing students a consistent, structured atmosphere.

   To begin, numerous after-school activities have been implemented after the

regular school day has ended at the research site. Specific activities were documented

during two stakeholder and six student interviews as well as during five observations.

These activities were lead by school staff, community members and university students.

Funds provided from the county were used to pay teachers to instruct small groups of

students in math and/or reading. Some classes are run by university students, in addition

to after school activities that are taught by the staff. The activities held at the school on

Mondays, Tuesdays and Thursdays until 5:00 included: dance, Spanish, Girl Scouts, story

telling, poetry, unicycles, behavior support, diabetes assistance, theatre, yoga, Boy Scouts

and the lego league. Clubs were also held after school such as the greenhouse, recreation,

building and Good News Club. These classes do all not occur over one year. The classes

mentioned have been offered at the school over the past ten years which was when the

Full Service Community School model was first implemented in the county. The school

implements approximately seven to ten different activities each semester for students in

grades one through five. After school activities observed during the observations of this study included art (observations 5 and 7), after school day care (observations 5 and 6), lego league (observations 5 and 6), tutoring in math (observations 5 and 6), tutoring in reading (observations 5 and 6), theatre (observation 5) and yoga (observations 5 and 8) More students stay after school in grades three through five to get them extra instruction on assessed state objectives in reading and math. The school was accountable for making No Child Left Behind (NCLB) standards in these grades for the two content areas mentioned.

In addition to providing students with the activities cited above, the school has an on-site daycare. The day care is open from 1:00 until 6:00 Monday to Friday. It is operated by a local day care agency in the county. Parents pay a small fee to have their children attend the on-site day care. If they qualify, the fee can be waived. This day care serves students in kindergarten through fifth grades. The after-school day care at the site was mentioned in a stakeholder interview. Stakeholder 13, who was a university student stated,

> This was the first time I have been exposed to after school day care in an
> elementary school. Where I'm from, they don't have it. We have day cares but
> they are not run through the school. I just think it's really good. Plus they get to
> stay with their friends. I know a lot of day cares you get moved around and you
> don't get to stay with this group. I was surprised when I came in and all the kids
> knew each other. Like the kids I work with could tell me where other students
> were.

Most of the responses about the after-school theme came from three questions asked during the interviews: (1) Describe the Full Service Community School model at this school, (2) Describe the activities in place for students at this school as a result of the Full Service Community School model, (3) What is your most satisfying experience with the Full Service Community Schools model? With respect to the benefits of the after-school program, Stakeholder 1 commented,

> With the after-school program, you get to apply what the children learn in class. They are doing the exact same thing at the exact same time. They are providing them with a safe environment, enriching their educational experiences after school.

Stakeholder 14 discussed another benefit of the after-school component. This individual commented,

> The after-school component is the only one of its kind in the country. I think it alleviates a lot of the problems in the classroom. It alleviates a lot of the problems they might have to deal with in the classroom if it is being dealt with after school. A lot of the kids that got picked for the after-school program were picked because they [had concerning] behaviors.

The two stakeholders just cited spoke about teaching the same skills the students are learning during the school day in the after-school classes which allows students extra time to retain and practice these skills congruent with Bandura's (1969) social learning theory. In addition, not only were the academic benefits of the after-school program mentioned but also the behavioral and social benefits for students. In addition, a teacher at the school commented during stakeholder interview 8 about the after-school art club

that was implemented during the spring 2009 semester. She stated, "Two of my students go to that and love it because they get to be creative. We don't have a lot of time for that during the school day." There also seems to be intrinsic benefits of the after school component of the Full Service Community School model for students as well.

A couple of stakeholders discussed issues dealing with the role of administrators in Full Service Community Schools. Stakeholder 3 mentioned the time it took principals to coordinate the after-school programs by saying,

Having so many after school activities puts extra responsibility on the administrators. When most administrators have time once the students are gone in the afternoons, their day continues. They must ensure all individuals are safe and on task. They must also create a much larger master schedule for their school than most in their fields.

As Stakeholder 5 stated, "It provides principals with extra hands but it also puts extra legality issues in their hands as well." Issues could arise when more people are in the building such as an increase in accidents. In addition, when the school day is extended for students, more materials and supplies are being consumed. This means principals must ensure money is available to order more materials and supplies so that students and teachers have the necessary tools for learning. However, when after-school activities are implemented, students are continuing in the learning process which benefits all stakeholders of the school. These were the only data found relating to question 3 and the after-school theme of this study which asks what impact the Full Service Community School has on administrators.

Student interview data correlated with stakeholder data regarding the benefits of the after-school program. Student 26 stated, "It helps you get your grades up. It helps you learn more. It helps you get better." Grades were also discussed by student 23. He commented, "I like doing math after school. It helps get my grades up." Student 30 also mentioned receiving extra assistance. He said people helped him in the art club. Grades were also discussed by student 25. This student stated,

Staying after school helps me make better grades. At first I had a U in math and I brought it up to an A. I want to stay after school. I don't want to go home because I have to do chores like clean my room and do the dishes. When I stay after school, I get to continue learning. When you learn stuff after school, you learn more stuff than your homeroom teacher teaches you.

Student 31 also spoke about the benefits of the after-school program during the interview. This student stated,

We should stay in school longer so we can learn more. My sister got kicked out of tutoring because she was acting up. My sister doesn't like to read or listen. My mom was mad at her and is going to make her go to summer school. I'd rather stay at school instead of go home because my parents don't help me at home. At school they help me.

Learning more after school was echoed by student 21 as well. This student commented, "You need to stay after school because you might learn more. If you don't get a good education, you might not get a job you like." And as student 21 elaborated,

I'm happy when I stay after school because I don't have to go home. I get bored at home. I would feel bad if I couldn't stay after school. I get to meet new people

after school in different grades. Staying after school helps me with my TCAPs
too.

All these statements were summarized by student 21 who said, "If you want to learn you
can stay here and if you don't want to learn you can go home."

Most of these students talked about the academic benefits of the after-school
program. However, students also mentioned the social benefits of staying after school to
attend activities. The previously mentioned student talked about meeting students in
different grades other than her own. Student 20 also discussed the social benefits by
stating, "I like to stay after school so I can have friends." Additionally, student 22
commented on the health benefits of staying after school by saying,

I like yoga the best. We get to do exercises that we haven't done before like the
tree and half moon pose. If I didn't stay for yoga, I wouldn't know the exercises.

Data showed students enjoyed staying after school not only to increase their academic
attainment but to also to meet friends and socialize.

Benefits of the after-school program were mentioned by many stakeholders.
However, a few stakeholders also discussed extending and improving this component of
the Full Service Community School model even further. Stakeholder 2 acknowledged,
"The after-school program needs the most work. We really need to find some money for
after-school coordinators." Stakeholder 3 commented that "Parent classes and
community organizations should meet in the afternoons and evenings at the school." In
addition, Stakeholder 17 talked about the need to have more students stay after the school
day ended but realized transportation was an issue. This stakeholder made the suggestion
of getting "a bunch of parents to car pool."

Students also discussed what improvements they would like to see in the after-school program. Adding more enrichment classes was cited by nine students (students 21, 23, 24, 25, 26, 27, 30, 31 and 32) during interviews. Classes such as dance, cosmetology, home economics, swimming, art and music were mentioned by the students. Basketball, football and cheerleading were also among the list of activities students wanted to see added to the after-school program.

In addition to the classes and activities the students would like to see incorporated in the after-school program at the school, some also discussed parts they currently do not enjoy. Student 21 stated, "I don't like to sit there and listen to people teach me after school. I like hands-on learning." Student 24 also made a similar comment. She stated, "I didn't like to sit there and listen. I was bored." Sitting down learning and listening to teachers or other adults instruct them was also disliked by student 25. She commented,

I didn't like the hard math sheets she gave us and I didn't like to sit there when she was teaching us math. I like yoga the best because it's not boring. You can do more stuff in yoga than in math. This year we had low scores so we just focus on reading and math. I was tired of doing that.

Another student stated that she liked staying after school but commented, "I was tired." Student 26 stayed after school three days a week. She stated, "Sometimes I want to go home after school and sometimes I want to stay at school." A major component of the Full Service Community School model is providing students with consistent engagement in learning. If students sign up for the after school program at the school they must attend regularly. Students do not have the choice on whether they would like go home or stay after-school once they are in the program. Based on students' comments they realize

staying after-school was important to their learning, however, they would like to have additional opportunities offered such as participatory and hands-on learning. It may also need to be taken into consideration the amount of time elementary students are at the school and what was being asked of them during this time period. This will be discussed further in Chapter 5.

To conclude, data analyses relating to the after-school component of the Full Service Community School model addressed all of the research questions. This model impacted the students because it enabled them to continue learning while simultaneously raising their grades. Students suggested different activities the school could implement such as sports, design and music classes. One student also discussed being tired when she stayed after school. These are issues the committee needs to address in order to make the program maximally beneficial to students. The after-school component was also found to impact teachers at the school. Students were able to get the academic, social, health and behavioral interventions *after* school which lessened problems teachers would have had to address during the school day. The role of principals in Full Service Community Schools was also impacted by the after-school program. Responsibilities for principals continued after the traditional school day. It also meant they worked with many more individuals, institutions and organizations in order to create a schedule for during and after school hours. Concisely, the after-school program of the Full Service Community School model impacts students and teachers as well as the role of administrators.

Tutors and mentors.

The third prevalent theme that emerged under the retention processes theme was tutors and mentors. University students as well as community members serve as tutors and mentors at the school during and after the school day. Students at risk of academic failure are assigned a tutor who works either one on one with students or in a small group. Students who exhibit bold behaviors such as getting into fights or being defiant to adults are often assigned a mentor. In addition, those students with low self-esteem issues or those who do not make friends easily also work with a mentor at the school. In most instances, these students are with a mentor one on one. Stakeholder 4, a university student working on her degree in educational counseling, cited she worked with four or five kids individually at the school. Group sessions are also held with mentors on occasion to work on social skills. A needs survey completed by administrators in 2002 and again in 2008 found that at least 90-100 tutors and mentors are needed at the school each semester to work with students. It was also discovered that in every Full Service Community School committee meeting from 2000-2009, tutors and mentors were on all agendas illustrating the importance of this component of the model.

Tutors and mentors were documented in all observations of this study indicating the integral role tutors and mentors play in the daily workings of the school. For example, in observation 1, a university student was serving as a tutor in the class. The teacher was working with a small group of students. The university student assisted students one-on-one with their math worksheets. In observation 2, a university student was working with two students on a reading invention program. Observation three documented a university student working with a student in the hallway, one-on-one on

89

mathematics objectives with a white board. Throughout all 11 observations, university students were working with students one-on-one or in a small group for math, reading, behavior and social skill instruction. The university students were also leading groups of students in yoga and art.   Most tutors and mentors at this school were students from the University of Tennessee. The students were required to work in the schools for at least one hour a week and came from numerous departments at the university: counselor education, psychology, education, political science, law, engineering, art and Clinic Vols.

Tutor and mentor impact was documented in interviews, observations and a review of documents from Full Service Community School meetings over the past decade. Stakeholders told stories about having mentors and tutors in the schools, the benefits of having other individuals work with the students and even the reluctance of some university students serving in these roles.

Stakeholder 2 began his interview with a story about a university student who worked in the school years ago serving as a mentor and the impact the experience made on his life. The stakeholder commented,

 I think my favorite story is about Billy. Billy was an engineering student. He was working in a second grade class of 18 black boys which I think you have to visualize how could that happen. Billy came in one day to do his service learning project and the sub said "Are you staying?" He said, "Yeah." She said, "I'm not," and she walked out. Billy didn't have anyone to turn to so he said ok boys, outside. He ran their butts off and he sat down. They sat down and read in a circle and read until the end of the day. Now Billy changed his major and he is now the head of the student life program at Mississippi State. Billy also came back in May

after our semester was over. He was really special. I don't think the school ever

forgot Billy and I certainly know Billy never forgot the school.

Many other stakeholders commented on how helpful the university students have been in

the school. In Stakeholder 10, a teacher at the school, noted,

The UT students volunteer a couple hours a week. My UT student works with two

of the low students and works with them on basic skills. We are ready to move on

but they have not grasped the information. That's been very helpful to me. With

him coming to work with them, they get the extra attention plus they are getting

extra practice with the skills.

This was reinforced by another teacher who made the comment, "Urban schools need

extra resources like UT students coming in to help our students." Having extra people

helping students such as individuals serving as mentors and tutors is a key component of

the Full Service Community School model which was documented by the stakeholders

above.

Furthermore, during interview 9, the teacher spoke about the university students

coming in working in her classroom wo were from different departments and the benefits,

in her opinion, of this support. She pointed out,

I have UT students coming in [who] aren't from the educational field. I think it's

nice to have people who are here [who] aren't here to learn anything. They are

here to just serve. It's not that our education volunteers don't serve a great

purpose but when somebody just comes in to help out, it gives a different

perspective. I think it's really good for these students to see people from different

walks of life.

The Full Service Community School model brought in engineering and law students who worked with students at risk of academic failure. That is atypical of other school programs which focus on prevention and intervention. The stakeholders of the school verbalized the need and importance of having volunteers, such as university students, helping them educate children.

In addition to stakeholders talking about mentors and tutors during their interviews, students also commented on this theme of the study. Student 29 stated,

She [the tutor] doesn't have to leave early and she's nice to us. Everybody wants to work with her. Everybody raises their hand to work with her. They want to work with her so they can get the grades faster. It's fun working with her. It's exciting!

These same sentiments were repeated by student 32 who commented about her tutor,

I want him to come and help me. Everybody wanted to work with him. I felt shy at first when he started coming because I've never worked with anyone but teachers. I'm new to this school. But he made me feel happy. Before he came, I made Cs, Ds and Us on my report card. Now I make As and Bs. My teacher showed my tutor what to do with us. When he kept coming, he knew what do to. He's fun.

Both students discussed having fun in school when they worked with their tutor. They also talked about making better in grades in school when they had the opportunity to work with someone other than the teacher.

University students who served as tutors and mentors were also included in the stakeholder interviews of this study. This group made comments about their

responsibilities at the school and their experiences. However, these comments did not deal specifically with the research questions of this study. Remarks were made about difficulties they faced making time to get to the school, having different expectations than those of the teachers and students and the eye opening experiences they had while working at the school. As stated, those remarks do not address the topic of this study but may need to be analyzed by the Full Service Community School committee or in a future study. This issue will be further discussed in Chapter 5.

In summary, data found the tutors and mentor theme addressed the first two questions of the study. Tutors and mentors impact students because they provide extra assistance, especially in a one on one and small group setting. The students are able to have individuals focusing on their skill deficits or areas of concern. Teachers are also impacted by tutors and mentors assisting in classroom and providing after school activities. Tutors and mentors take some of the burdens off teachers by the assistance they offer to students. The extra attention students receive allows teachers the ability to teach without stopping instruction to deal with problems, either academically or behaviorally in the classrooms. Tutors and mentors did not deal specially with how the Full Service Community School model impacted the role of administrators as it did not with many of the themes found through data analysis.

Motoric reproduction processes.

The third theme of the study which came from the Bandura's (1969) social learning theory is that of motoric reproduction processes. As stated in Chapter 2, if students are not provided suitable models in the home or the community, schools must allow adequate time for students to be "directed through a series of instructions" allowing

them to develop cognitive skills to make right decisions (Bandura 1971, 2004). The need

for directed instruction holds true for academic skills as well as behavioral, social and

emotional skills. The Full Service Community School model attempts to provide

intervention in these areas for students at risk for failure in schools. The following

section will discuss the themes that were ascertained during data analysis of this study

which were classroom and homework help, instruction, and social and emotional

assistance.

Classroom and homework help.

The first theme under the motoric reproduction processes is titled classroom and

homework help. Most of the classroom help provided occurred during the school day

while homework help took place after school. Homework help is discussed in this

section due to the fact that this type of assistance dealt specifically with teaching skills

instead of retention of skills.

Classroom and homework help was found in all data sources: interviews,

observations and the review of documents. At every Full Service Community School

meeting, discussions were held on how to best support students who were falling behind

in reading and math as well as struggling with behavioral or social issues. Review of

documents also showed university students as well as community members coming into

the school to serve as tutors and mentors. This was documented on meeting agendas

from 2000-2009.

Because the school was accountable for increasing reading and math scores to

meet NCLB standards, mentors and tutors were assigned to work students struggling in

these areas. Five stakeholders agreed that students needed to receive extra instruction in reading and math during the school day. For instance, stakeholder 2 commented,

> Yesterday for instance, I had one of my students come in dealing with a fourth grader that can't read. Well if you can't read by fourth grade, you're toast. We should have got it by third grade. And so, I have this student who really wants to and willing to put in the time with this child. So we're really going to try. I said you read Harry Potter to him and let him read if it's a first grade book what he can read and we'll bring him up. We might get him to grade level by the end of the year.

This stakeholder pointed out that students need additional individuals at school to provide further assistance, more than what teachers can offer. Many students in urban schools are below grade level in reading and math (Kronick & Hargie, 1990). It is not uncommon in a fourth grade class to have students reading on four or five different reading levels. Students are expected to be on grade level in reading by the end of every school year. This concept was brought by Stakeholder14 who stated, "I think there is an emphasis on individual students and their individual instructional levels." Without assistance from others, it is an impossible task for teachers to instruct all students on too many varying levels in reading, mathematics, social studies, science, writing and health *and* make the necessary needed gains in urban schools. A teacher at the school (Stakeholder 7) commented,

> The UT students come in and do tutoring with my students. I've got a UT student that comes in and tutors my low students in math. I really needed that help this

year because a lot of my students are struggling in math. He can work with the

low students while I continue teaching the rest of the class.

Stakeholder 9, also a teacher at the school, made a similar comment about reading. She

said, "I need volunteers in my class this year to come in and read with the kids and listen

to them read. I have many students below grade level in reading." Stakeholders 6 and

12, also teachers at the school, echoed the last statement by saying they too were grateful

to have volunteers coming in the school helping students with their reading.

Individual students talked about their experiences receiving classroom and

homework help, documented also during observations at the school. Student 22 stated,

"My tutor helps me learn stuff we are learning in class. She helped me learn a lot about

math. She works with two kids now. It's helpful because it's like studying."   Six

additional students echoed the feelings expressed by student 22.

As stated earlier, observations also documented students receiving help with their

classroom assignments which was consistent with the review of documents and

interviews. For instance, during observation 1, a university student helped students one-

on-one in the classroom with math problems while the teacher was instructing a small

group of students. During observation 3, a university student assisted a student with the

concept of multiplication on a white board in the hallway.   Another illustration of

students receiving extra support with their classroom work was observation nine. The

tutor was listening to the student read aloud, correcting her on unfamiliar words.

Observation 10 documented a tutor helping students read facts about states on the

computer. The tutor would read information aloud to students and help them summarize

this on their worksheets. During observation 10, hands from many students were raised to work independently with the tutor.

Homework assistance was also provided to students through the Full Service Community School model which was found through data analysis. Stakeholder 6, a teacher at the school, stated "Their homework is not getting done at home. Parents are not helping them." Stakeholder two commented, "The enrichment we've done after school with the kids, along with tutoring and homework help has been real plusses." Students commented on receiving help with their homework from tutors after school. Student 21 stated, "We do our homework then we do yoga. Everybody gets help with their homework if they need it." Student 24 also commented, "I do my homework at school then I go to lego league." Observations additionally documented students did receive assistance with their assignments after school from volunteers and teachers.

In summary, help for students with class assignments and homework was documented throughout the interviews, observations and the review of documents. This theme addressed the first two research questions which focused on what impact the Full Service Community School model had on teachers and students. Providing students assistance with their work during class and with their homework assignments outside of it helped them become better students and increased their skills and knowledge base. This type of assistance also impacted teachers because they were able to continue instructing the entire class or small groups of students when volunteers were working with other students who needed remedial assistance. Data were not found as to how providing classroom and homework help to students impacted the role of administrators in Full Service Community Schools.

97

Instruction.

The second theme under the motoric reproduction processes was instruction. Once again, this theme was documented in all modes of data collection. Through these data sources, instruction was defined as giving students specific lessons on an individual or small group basis by someone other than a teacher. It was apparent by descriptions obtained during observations people serving as tutors were working with students before and after school on their class assignments as well as skills the students had not yet mastered.

A few of the university students serving as tutors in the school discussed instruction in classrooms. Two of these students in particular commented on the obstacles that could be faced by students when individuals other than teachers are implementing instruction. Stakeholder 16 stated,

> If she's teaching the class a different method than what I'm teaching the kids I work with, that could become a problem. I came across that when I was teaching math. I worked with the teacher and she showed me how she taught them and how she was showing them. I went back and taught them like that the next time. I guess we need to make sure everything is the same between the people coming in the classroom and the teacher.

This same issue may have been evident with teachers and people working in their classrooms before, but it was not found in agendas or information that was analyzed from the review of documents with contained a decade of Full Service Community School meetings. Another university student mentioned the same obstacle as he worked in the classroom for a semester. He stated,

What I see as a distraction in the classroom are the group activities. I know that

group activities are a good idea but I think when she [the teacher] has to stop to

go to the reading intervention group, she is kind of rushed. I think this hinders

learning. I'm not sure how you would fix this but maybe go do the intervention at

the end of the day or something like that.

This stakeholder verbalized his perception of educational instruction in the classroom in which he had worked for four months.

Group activities and intervention groups were typical instructional strategies implemented by teachers on a daily basis. Considering the responses from these two stakeholders, it appeared communication was needed between teachers and the volunteers who were supporting their instruction. However, this type of communication about instruction *was* evident during observations. For instance, in observation one, a tutor was helping students in the classroom with a math worksheet. The teacher was at a small table with a group of students. The tutor walked over to the teacher and asked a question about the worksheet. The teacher explained the problem to the tutor. The tutor then returned to working with the students who had their hands raised. In observation two, the tutor walked into the classroom and picked up a stack of reading materials. He then went and spoke to the teacher. The teacher pointed out the lessons that needed to be covered in the reading teacher's edition as well as the students' reading books. He and the students who worked with him left and went to a room in the office. He told the two students (one male, one female) to pick even or odd. The female student picked odd. She started reading a list of vocabulary words in her reading book. Tutors and teachers communicated with ease, as was evident in most observations of the study.

Two other university students who participated in the study, and were tutors for students, shared their views about instruction. During stakeholder interview 5, the tutor stated, "The teacher likes to do two different groups. He works with one while I teach the other group." Stakeholder 13 commented, "The teachers don't have to stop instructing the class and like work backwards and lose kids on different levels." Each of these stakeholders learned the instructional strategies the teachers utilized and tailored their assistance to those strategies in order to ensure all students were on task and engaged in learning.

Lastly, instruction was documented during Full Service Community School meetings. Though specific skills were not discussed, how to maximize instruction in the school was almost always discussed. It was noticeable by how engaged students were throughout the observations, teachers and volunteers during the observations, communication between the prominent stakeholders of this model had occurred.

When analyzing the theme of instruction under Bandura's (1969) motoric reproduction processes in relation to the questions of this study, once again, no relation was found as to how instruction impacted the role of the administrators in Full Service Community Schools. It did, however, impact teachers and students. Instruction given by volunteers who were assisting in the classrooms impacted students by helping them to master skills. However, when students were misinstructed by volunteers in the classroom, this hindered their learning process (observation 6). This issue will be discussed further in Chapter 5. Teachers were impacted by having volunteers instruct their students because they were able to work with more students on an individual or small group basis.

They also did not have to stop instruction when a couple of students had not mastered the required objectives.

Social and behavioral assistance.

Social and behavioral assistance was the last theme under the motoric reproduction processes. As stated in Chapter 2, educators are cognizant of the fact that students must have multiple exposures to state academic performance indicators before mastery occurs. The same is true for behavioral, social and emotional skills. If students are not provided with suitable models in the home or the community, schools must make certain adequate time is scheduled. Students should be "directed through a series of instructions" that allows them the cognitive skills to make right decisions (Bandura, 1971, 2004). An example of this includes implementing social and behavioral curriculum during and after the school day for students (Kronick & Hargis, 1990).

The social and behavioral assistance theme is found throughout all data sources. It is common for students who exhibit behavior problems in the classroom to be positioned next to those who do not. Teachers find it difficult to manage their academic requirements in addition to addressing behavioral and social concerns from students as well. The Full Service Community School model attempts to personell to take advantage of teachable moments. This means taking a couple of students who have behavioral or social issues out of the classrooms to work with a mentor will allow the teacher to continue teaching. As one teacher (Stakeholder 10) stated,

> We as teachers are working on educating kids. We are working on getting them
>
> the skills we are required to teach them. But the one thing we don't have time to
>
> do is given them the love they need because they're not getting it at home.

Another stakeholder made remarks on the model's ability to offer help to students having behavior problems in the school. During the interview, Stakeholder 7 commented,

> We have very good counseling services at the school for students. I think the Full Service model is meeting more of the community and students' needs than just educational needs. Students who have behavior problems or have trouble making friends gets help in these areas.

Students walk into classrooms everyday with baggage from home. Teachers need assistance with some of these students so learning can continue to occur.

Students themselves also voiced the benefits of having behavioral and social assistance. Student 20 who had a university student assigned to her as a mentor stated during her interview,

> People were calling me names. People call me fatty and stuff. She [tutor] helped me feel better. Sometimes I would cry in class. She also helped me with my work. Every time she came, I felt better. She made me feel happy. I got my madness away when I talked to her. I miss her.

If a student is crying and taken out of the classroom by a mentor, teachers are able to continue the educational process. Other students are not disrupted because of the student who is upset. During observation nine, a student, while working on a math sheet, was talking to her mentor in the hallway about being sad. The student stated, "I don't like my dad's girlfriend. I want him to be with my mom." The mentor and student talked for approximately five minutes about how that felt. At the end of the conversation, the student smiled and began working on her math assignment again. This type of social

assistance might not have been available if she had not had a mentor visiting her each week at the school.

Students also face other social and behavioral concerns when they go to school. Student 21 spoke about having anger problems in class and with working with her mentor. She stated, "When I have an anger issue, I talk it out with my mentor and find a relaxing way to deal with it. Then I am more relaxed in class." A similiar response was given by student 34 who commented,

Well, he [tutor] helped me with my anger a lot. It made me really happy when I worked with him because I could have somebody to spend time with and not be all clumped up in my room. Like not being around everyone when I'm angry. The teachers need extra help because sometimes there's a really bad kid that can't control their self and kind of can't just stay in the same classroom. They get out and just have some space with somebody else like my mentor and get their anger out.

Teachers are stopping instruction to deal with behavior problems such as students having anger issues or a student who is crying because she is being called fatty. When mentors deal with non academic issues for teachers, learning is not hindered for students not displaying behavior problems.

The Full Service Community School committee sought numerous resources and implemented many strategies at the school to address the social and behavioral issues the students were displaying. This was discovered through a review of documents for. As previously mentioned, university students are paired with students at the school who have been identified by their teachers, administrators and guidance counselor as needing social

and/or behavioral assistance which occurred every semester at the school from 2000-2009. In addition, outside agencies were consulted by the committee such as the Helen Ross McNabb and Cherokee Health Center. Lastly, The Full Service Community School committee also reached out to local churches who also sent volunteers to the school to become mentors for the students in need.

When analyzing the data, it became clear that providing certain students with mentors in order to curtail social and behavioral problems in the classrooms addressed all three of the research questions of the study. First, the Full Service Community School model impacted students because they were provided with mentors who offered them assistance with their behavioral and social problems. Providing students with mentors also impacted teachers because they were given more teachable opportunities when disruptive students were removed from the classroom. Lastly, the role of the administrator was impacted when students received social and behavioral support because fewer students were sent to the principal's office because they were disturbing the learning of others.

Reinforcement and motivational processes.

The fourth and last process of Bandura's (1969) social learning theory and theme of this study is reinforcement and motivational processes. Children must be provided models who teach and reinforce desired skills and behaviors. The Full Service Community School model attempts to expose students to supportive adults who can motivate them to adopt the appropriate behaviors and allow them to develop stable relationships. Walker, Kronick and Diambra (2007) stated that Full Service Community Schools, "introduce students to a culture of achievement through positive modeling,

104

teaching effective study habits, reinforcing desirable behavior and helping students increase self efficacy" (p. 21). Three themes were found through the data analysis under the reinforcement and motivational processes theme including reinforcement, one on one assistance, assistance with problems and appropriate and inappropriate behaviors.

One-on-one.

Providing students who are struggling in school, whether that be academically or behaviorally, with one-on-one assistance is the first theme under the reinforcement and motivational process. At times, students are not able to grasp skills or appropriate behaviors in a large group setting from teachers. In typical classrooms, there are approximately 18-25 students. Providing individualized instruction and support to students is difficult for teachers. The Full Service Community School model recognizes this fact and attempts to offer interventions such as one on one assistance to students in need. Stakeholder three, a member of the Full Service Community School committee stated,

> We have UT students coming in working with the at-risk students. The teachers
>
> identify students who are struggling academically as well as socially or
>
> behaviorally.

The UT students then work one-on-one in small groups with these students.

Eight stakeholders commented on select students in the school who received one on one instruction as well as the benefits of this intervention. Stakeholder 10, a teacher at the school, said the most valuable component of the Full Service Community School model was the "one on one tutoring and help" for her students. Another teacher, stakeholder 8 stated, "She [tutor] takes one student at a time who needs help. They love

105

it! It helps me because I can't give those students the extra time they need." A Full Service Community School committee member who actually began the model in Knox County in 2000, stated,

> I think the teachers really began to find that you could take a kid out and tutor them in math and reading and quiet some things down. That really made life a lot easier for them.

The concept of making "life a lot easier" for teachers is not one that is common but apparent with the Full Service Community School model. For example, during observation 1, a university student worked one on one with students on math. In observation two, another university student who was serving as a tutor was working one on one with a student in the classroom, trying to sound out and spell unknown words. The elementary student stated, "I can't spell." The university student said, "You are an amazing speller. Just try your best." The elementary student got the word correct which in turn led the university student to exclaim, "Great job!" Smiles could be seen on both of the students' faces. Other examples of providing one on one attention could be viewed in a large majority of the observations conducted by this study.

University students serving as mentors at the school echoed the sentiments of the teachers and committee members regarding one on one instruction. Stakeholder 3 said during his interview,

> The teachers get extra help for some of their most challenging students. This is extra time spent with students that the teachers would not be able to provide such one on one assistance.

Stakeholder 5, another university student serving as a mentor in the school, commented, "It definitely helps the teachers because I can get with one or two students that need extra help." This same university stated that her friend who had not volunteered at the school before was intending on starting a writing and reading program at the school during the following school year to focus on individual student needs. Lastly, Stakeholder 4 also mentioned working with students in a one on one setting. She stated,

Some of the children the teachers need to work one on one with. Now they have that help because of volunteers coming in to the classrooms. One of the students I work on with math. The other student I help with reading. The last student I work with has temper problems so we work on that. I work with all the students by themselves.

The topic of working one on one with students who are failing was also found in the review of documents. Even though individual students were not named during the Full Service Community School meetings, members of the participating Full Service Community Schools discussed the need to have volunteers working with some of their lowest students academically and behaviorally issues in the schools. This information was documented on meeting agendas as well as the minutes of these meetings.

In summary, the one on one theme under the reinforcement and motivational process was found in all data sources: interviews, observations and review of documents. This theme, as many others, only addressed the first two research questions which focused on how the Full Service Community School model impacted teachers and students. Providing one on one assistance by volunteers allowed students to be rewarded when academic skills were mastered and when appropriate behaviors were displayed.

107

This type of assistance impacted teachers because students were being motivated by other individuals than themselves which gave them more instructional time. It also impacted teachers due to the fact that students were mastering academic and behavioral skills which contributed to the overall classroom environment. Data were not collected on how one on one instruction impacted the role of the administrator.

Assistance with problems.

The second theme under the reinforcement and motivational process is assistance with problems. Students in urban schools face an array of issues such as living in poverty, being raised by single parents or grandparents who are uneducated and/or suffering the effects of abuse. As one teacher from the school stated (Stakeholder 10), "The kids are kind of in survival mode. When they come here, it's their safe haven." Because of these obstacles, students entering urban schools have different needs and issues. The Full Service Community School model attempts to tackle the problems impoverished students have so that learning and growth take place for every individual student. Data were not found from the Full Service Community School committee meetings that dealt specifically with reinforcing students' appropriate behaviors or motivating them not to exhibit inappropriate behaviors in schools. This topic *was* found through stakeholder and student interviews as well as during observations conducted at the school.

Providing assistance with problems was accomplished using a variety of methods. Providing mentors and tutors to individual students was discussed in the retention processes section of this paper and was also relevant with reinforcement and motivational processes. Even though the intervention strategy of providing volunteers in the mentor

and tutor capacities to work with students was the same between the two processes, the activities were different. There was a different focus. With one the focus was retention of skills. The other was that of reinforcing and motivating students as the skills and behaviors were learned.

Motivating students at the school and providing them assistance with their problems was evident from the data sources, especially from the interviews and observations. Stakeholder 5, a university student serving as a mentor at the school, stated,

> One teacher has a student who has family problems. One day last week, I took her out of the room and tried to get to know her. This week when I came back, she opened up to me about the problems she was having at home. She had a smile on her face when I took her back to class.

Allowing students to openly discuss problems they are experiencing at home or at school with a caring adult is beneficial for both students and teachers. As Stakeholder 16 commented, "The kids get the attention they need and get their problems out. The teachers can do their normal jobs." Stakeholder 10, a teacher had the same thoughts when she said in her interview, "We only have one guidance counselor three days a week. We need a full time guidance counselor plus another one to help the students with their problems." It obvious teachers want to teach the curriculum and realize that in order to do so they must motivate and reinforce students in the learning process. However, teachers realize they need extra help in dealing with the students' problems. As another teacher (Stakeholder 10) at the school stated, "We need as much help from the outside as we can get."

Students also brought up that they talked their mentors and tutors about their problems. Student 34 commented,

> I talk about my problems with my mentor. He gave me a book I can write into that nobody can see. I can write into it. He let me take it home and bring it back. Then we would read it together and decide what I need to do.

Having this student write down the problems she was having and discussing the tools she had to solve those problems is at the heart of Bandura's reinforcement and motivational process of the social learning theory as well as the Full Service Community School model. As stakeholder 16 said during the interview, "I think the students are given more motivation and incentive in this model." Continuing comments from students regarding receiving assistance with their problems, student 20 acknowledged "When we get mad or sad or need help with our work, we can talk to our mentor instead of our teacher. Sometimes she doesn't have time to listen to us." Still another student (34) at the school stated about working with her mentor, "UT students are really good here because they can help us with our problems. They know more about kid problems than the teachers because they're students too." Stakeholder 3 commented,

> We have UT students coming in working with our at risk students who have problems academically as well as socially and behaviorally. These students are provided support for their individual problems. They get the extra motivation they need from the UT students.

One university student who served as a mentor at the school stated, "Give the students a little motivation and incentive and they will work for you."

Observations also documented students often being motivated and reinforced by mentors and tutors. Often times, praising students for work well done motivated them to continue performing the desired behaviors. For example, throughout observation three, where a tutor was working with a struggling student in math, the tutor said, "I like the way you worked that problem" and "Good job." The student completed the math worksheet with a smile on her face. In observation two, a student was struggling to spell words. The tutor told her to take her time and sound out the words. After each word was spelled correctly, the tutor exclaimed, "Good job." The student completed her spelling assignment. In observation seven, a student commented that she couldn't draw or write pretty. The university student said, "You say that but everything you draw is really cool." The student smiled and continued drawing. Words alone can help students overcome their fears.

Other problems besides academic, behavioral and social were documented through the data findings. Because the school is a Title I school and has a high poverty rate, many students do not have adequate health care and often times come to school hungry. Stakeholder two discussed this issue. He stated, "You're not going to teach a hungry child." Review of documents of the Full Service Community School meetings found that the school sent home backpacks of food each Friday with the students who were in need. When dealing with health issues, the Full Service Community School model implemented a full time school clinic. Clinic Vols staffed the clinic with students from the medical field, along with one full time nurse. Stakeholder 10, a teacher at the school, commented about the students' illnesses and the school clinic. She said,

111

Our nurse and the Clinic Vol students are wonderful. They are patient with the

kids. Medical problems are addressed at this school. I send kids to the clinic.

Some of the kids don't get to the doctors. A lot of our kids, their sicknesses are

due to allergies. They are living in homes that are not the best. There is a lot of

mold growing in these homes. It's just bad air. They come to school and they

have these runny noses and it never stops.

Stakeholder two also commented on the school's health clinic by stating, "I think we've done a good job with things like the clinic. We take care of them when they're sick. On a primitive level, we do pretty well." During observation 11, the school health clinic was visited. The clinic had students' drawings displayed, a bulletin board about clean hands and a TV. The school nurse was working with four different students. One was laying on a cot. Another student was sitting in a chair next to her while his temperature was being taken. The other two students were waiting in chairs reading a book.

In addition to providing a health clinic at the school that was staffed full time, other resources were also implemented to address students' health problems. For example, the health department came to the school and conducted free dental screenings and provided free teeth sealants to students in need of such services. Local churches provided free school supplies to those students whose families could not afford to send the supplies their children would need to be successful in school. The Full Service Community School committee also worked with the county's coordinated health program for the school system so that information was provided to school staff members, parents and students about healthy living, living with diabetes and eating healthy foods. This information was found through the review of documents for the study.

112

In summary, providing students assistance with problems through the Full Service Community School model addresses all three research questions of this study. First, helping students with their individual problems, whatever those may be, provided students with the care they deserve. When basic needs are met such as providing food and health care, students are able to focus on what school is really about, which is learning and growing. Secondly, the Full Service Community School model impacted teachers because it provided an extra hand to help them deal with the plethora of problems students were facing. Teachers cannot be expected to be teachers, mothers, fathers, nurses and counselors to every student. They need support as this model provided. Lastly, providing students assistance with their problems impacted the role of the administrator because principals were usually the ones to whom the students are sent to when they had problems. With this model, some of that burden was taken off administrators.

Appropriate and inappropriate behaviors.

Dealing with students who are disruptive and defiant stops the flow of learning for all students and prevents teachers from delivering instruction. As Stakeholder 11, a teacher at the school cited, "We are dealing with violent and aggressive behavior problems from students. We can't teach when these are occurring in our classrooms." Throughout interviews, teachers said dealing with inappropriate behaviors from students in one of the major hindrances in classrooms

Addressing students inappropriate behaviors and reinforcing and motivating students to develop appropriate behaviors is the third theme under the Bandura's (1969) reinforcement and motivational processes theme. Social and behavioral assistance was

113

discussed in the early section under motoric reproduction processes. In that section,

information was presented that dealt with providing suitable volunteers as positive role

models. In this process, students are being reinforced and motivated to display

appropriate behaviors. As Stakeholder 16 stated, "The university students reinforce

appropriate behaviors from our students by listening to them and talking to them about

how they should conduct themselves in school so they can be successful."

Many students who worked with mentors commented about how they behaved in

school. One teacher pointed out students who were assigned a mentor every semester

were the ones who displayed inappropriate behavior. This teacher, Stakeholder 6, stated,

> The students that work with the mentors are the ones where their behavior folders
>
> aren't signed. That goes hand in hand. The students whose behavior folders
>
> never get signed from day to day are usually the ones that have behavioral issues.

Student 21, a student who was assigned a mentor because he was very aggressive

throughout the school, stated, "Working with my mentor helps me not get in fights and

stuff. She helps me get better grades in behavior and not get in trouble as much." Student

24 commented during her interview,

> My behavior is not bad. If somebody talks about me though, I'm going to talk
>
> about them. I have an attitude sometimes. Sometimes I get in fights if they mess
>
> with me. My mentor comes in and works with me every week on my attitude. At
>
> the beginning of the year I got Us in behavior. Now I get Bs and Cs so I guess
>
> I'm doing better.

Having someone consistently coming into the schools and teaching students how to act

appropriately by discussing specific problems and solutions reinforces correct behaviors

and motivates students to do better in school and within the community. Student 34 also

discussed the behavior issues he was displaying in his classroom. He stated,

> My behavior is better than the beginning of the year. It was really bad but now
>
> it's better. Working with my mentor helped me not to say something back to
>
> people when I shouldn't.

Students openly admitting they exhibit inappropriate behaviors in school is half of the

battle. Having a consistent adult to work with these students, reinforcing appropriate

behaviors and motivating them to do better, is the other half of the battle.

During a few observations, inappropriate behaviors were documented. What was

also documented was the reinforcement students received when they displayed

appropriate behaviors. For example, during observation number two, the mentor was

playing Candy Land with the students after their reading activities had been completed.

One student became upset because she lost the game. She put her arms around her chest

and sat back in her seat. The mentor told the two students they had time to play one more

time if they wanted. The female student refused to talk to the mentor. The mentor then

said,

> I know you're upset. I know it's not fun to lose. But, you have won games in the
>
> past and no one got upset. We kept playing. I know you're not going to give up
>
> because you lost. You're better than that. The only thing being mad is going to
>
> do is stop us from having fun. If you're a good sport when you lose game, you
>
> will always have more fun sometime. It may not be then, but it will be sometime
>
> soon.

115

She started smiling, uncrossed her arms and said, "Ok. I'm sorry." The three began playing Candy Land again.

Another observation documented a student acting inappropriately while a mentor reinforced her positive behavior and motivated her to do better. During observation eight during the after school art class, a student was being rude to one of the mentors by talking back and arguing with her. The mentor asked the student to sit at a table by herself. The student moved to the table with a frown on her face. The student went up to the mentor after ten minutes and apologized for being disrespectful. The art student hugged her and said,

> Thank you for saying you're sorry. That means a lot to me. My mom always taught me to be nice to everyone and that's what I try to do. You're such a pretty girl. You shouldn't be mean to people and I know you won't be again.

The student said, "I promise to try to be nice from now on." The student then joined the rest of the art class and completed her project.

During the same observation, students were sitting on the floor, coloring on a large piece of burlap. They were making their "future neighborhood" where they all one day would live. One student yelled, "She's coloring on my spot!" One of the art students replied to the upset girl and to the group,

> Team work and communication. We need team work and communication in our future neighborhood and in this class. If we are going to work together and live together, we must talk to each other in a respectful way. Use your words to solve your problems, not create more.

116

The student who yelled out asked the student beside her, "Do you care to scoot over? That way you don't color on my driveway." The other student moved over. The art student said to the group, "Perfection. We openly talked about a problem with kind words and the problem was solved. Bravo!" This was another perfect example of students who have inappropriate behaviors in school receiving feedback and incentive to act appropriately.

Finally another example of mentors motivating students was documented in observation eight. This observation took place after school. The students were coming in to the pod area for yoga class. They were putting up their backpacks and belongings in one area. A student yelled, "Get off of my backpack. You stepped on it!" The other student stepped back and apparently had not realized she had stepped on the other student's backpack. One of the yoga instructors came over to the group and asked what was wrong. The upset student, in a loud voice, preceded to tell the yoga instructor the other student meant to step on her backpack. At that point the yoga instructor asked for everyone to come and sit in a circle. All the students, including the one who was upset, joined the circle. The yoga instructor spoke to the group about having feelings that made them upset or mad and that yoga exercises could help people calm down and focus. She then lead the group through exercises. At first the upset student did not participate in the exercises. After approximately five minutes she began trying the yoga poses. At the end of the class, the yoga teacher said how she liked how the upset student tried something new like exercising to calm herself down. The student smiled and class was dismissed.

The theme of inappropriate and appropriate behaviors under the reinforcement and motivational process addressed all three of the research questions in this study.

117

Providing interventions to students who display inappropriate behaviors in the classroom, giving them incentive and motivation from a mentor impacts the role of the administrator. As stated in previous sections, students who misbehave or have problems in the classrooms are more than likely sent to the principal's office. When students are reinforced on a consistent basis for exhibiting appropriate behaviors in schools by mentors, this gives an extra hand in disciplining and working with these students. This also impacts the teachers in the same positive way. The teachers are given extra assistance by volunteers getting to know their aggressive and defiant students and helping them curtail outbursts and other interruptions that interfere with their ability to teach. Lastly, motivating students and reinforcing appropriate behaviors impacted students because it taught them life skills. This allowed them to hopefully spend more time on task, learning and progressing through the curriculum.

Conclusion of Findings

Data collected for this case study were gained through qualitative measures: stakeholder and student interviews, observations, and a review of documents. Bandura's (1969) social learning theory guided the analysis of data as this was the theoretical framework which steered the study. The objective of this study was to research the Full Service Community School model in one urban, elementary school. Chapter 4 was structured to answer the three questions of this study: (1) How does the Full Service Community School model impact students; (2) How does the Full Service Community School model impact teachers; and (3) What impact does the Full Service Community School model have on the role of school administrators?

Findings on attentional processes.

As stated above, information was grouped into four themes under the attentional process: modeling, relationships, personal dialogues and volunteers. When all data were compiled and evaluated, it became clear this process only addressed the first two questions of the research study. Attentional processes showed that the Full Service Community School impacted teachers and students. However, information was not found to answer the third research question of the study which asked what impact the Full Service Community School model had on administrators.

It was found that having individuals model skills does have an impact on students and teachers. When individuals come into the school and work with students on a small group or individual basis, students were able to observe and model behaviors and skills from the individual and practice these newly learned skills with assistance. Teachers were impacted because they were not having to stop instruction to work with students who are struggling academically and or behaviorally.

Relationships between students and the volunteers provided through the Full Service Community School model also particularly impact students. When students were exposed to a consistent adult coming in and working on-on-one with them each week, they began to open up and form bonds with the adults. As information was themed on developing relationships, data were not found that addressed the research question on the impact the Full Service Community School model had on teachers or the role of administrators.

When examining information themed for the third theme, personal dialogues, under the attentional processes, it was found that as the modeling theme, personal

119

dialogues did not address research questions dealing with the role of administrators. This data did nevertheless address the research question focusing on the impact the Full Service Community model had on students and teachers. As seen through interview and observation transcripts, when individuals sit down and talk with students who are struggling in school, they are able to have someone actively listen. The students are able to talk about their personal issues that may be taking their focus off their classwork. In addition, when other individuals are taking the time to sit down and listen to a child who is upset or mad, teachers are able to continue teaching the students who are not having behavioral problems.

The last theme under the attentional process was volunteers. Numerous volunteers were found to work at the school each semester from various institutions, organizations and local community agencies and businesses as part of the Full Service Community School model. Volunteers were assigned to students who were at risk of failure in school due to academic, behavior or social concerns. In addition, it was found that students working with a volunteer each week received more individualized instruction for specific needs. Two issues were raised through the data in relation to the impact the model had on teachers. It was discovered, having volunteers in the classroom may stop instruction at times because teachers were explaining or assisting the volunteers with the individual or small group of students. However, on the positive side, having volunteers in the classroom allowed struggling students to receive the interventions they need. Having extra hands in the classroom permitted teachers to focus on the curriculum while the volunteer focused on skills or behavioral gaps with struggling students.

Findings on retentional processes.

Data were clustered together into three themes in stemming from Bandura's (1969) retention processes: time, after school, and tutors and mentors. The first theme, time, addressed all of the research questions. The Full Service Community School model impacted students because more individualized time was given to students who were at risk of academic failure. It also impacted teachers because they were in need of extra help in the classrooms and having another individual to take time with the students, takes some of the pressure off of them. Lastly, the Full Service Community School model does impact the role of the administrator as seen from the data. It required more time to implement, which was added to the already full schedule of the principal.

The second theme, the after-school component of the Full Service Community School, addressed all three research questions of the study. First, this model impacted students because it enabled them to continue their learning while hopefully enhancing their education. The Walker (2006) study conducted at the same school indicated a significant student impact. The after-school program offered students another benefit besides the academic, social, behavioral and intrinsic rewards: it also helped with attendance and tardies (Walker, 2006). For a further discussion of this study, see Chapter 2. The after-school program was found to impact teachers at the school because students were able to receive academic, social, health and behavioral interventions after school which alleviated problems the teachers would have to address during the school day. The role of principals in Full Service Community Schools was also impacted by the after school program. Responsibilities for principals continued after the traditional school day

was over. It also meant they worked with many more individuals, institutions and organizations to create a schedule for during and after school hours.

The third and last theme under the retention process was mentors and tutors which only addressed the first two questions of the study. Tutors and mentors impacted students because they provided extra assistance, especially in one-on-one and small group settings. The students were able to have individuals focused on their skill deficits or areas of concern. Teachers were also impacted by tutors and mentors assisting in the classroom and providing after school activities. Tutors and mentors took some of the burden off teachers by the assistance they offer to students. The extra attention students received allowed teachers the ability to teach without stopping instruction to deal with problems. Tutors and mentors did not deal specially with how the Full Service Community School model impacted the role of administrators.

Findings on motoric reproduction processes.

Data analyzed utilizing the motoric reproduction process from Bandura's (1969) social learning theory were grouped together in three themes which were classroom and homework help, instruction, and social and emotional assistance. The first of these themes, providing students with classroom and homework help, as many themes of this study, only addressed the first two questions. It did not uncover data concerning the impact the Full Service Community School had on the role of the administrator. Providing help with classroom assignments and homework did however impact teachers and students. Helping students with their work in class and with their homework helped them become better students, increasing their skills and knowledge base. This type of assistance also impacted teachers because they were able to continue instructing the

entire class or a small group of students when volunteers were working with other

students who needed remedial assistance.

The second theme under the retention processes theme was that of instruction.

Instruction was defined by giving students specific lessons on an individual basis or in a

small group setting by someone other than teachers which is one of the goals of the Full

Service Community School. Once again, no relation was found on how instruction

impacted the role of administrators. Students as well as teachers were positively

impacted by extra instruction given to struggling students. Instruction impacted students

due to the fact that when students received extra instruction, they were more likely to

master skills. However, when students were misinstructed by volunteers in the classroom,

it may have hindered their learning process. Teachers were impacted by having

volunteers instructing their students through the curriculum because they were able to

work with more students on an individual or small group basis. They also did not have to

stop instruction to the whole group when a couple of students had not mastered the

required objectives. A volunteer could work with those students while the teacher

continued teaching. This not only improved instruction for the low students but also the

rest of the class because there was no break in instruction.

Social and behavioral assistance for students was the third theme under the

motoric and reproduction processes. Data found regarding the offering of help to

students with their social and behavioral problems addressed all three questions of the

study. First, it impacted students because they were provided with mentors who offered

them assistance with their specific problems. Providing students with mentors to work on

specific problems also impacted teachers because they were given teachable moments

123

when disruptive students were removed from the classroom. Lastly, the role of the administrator in a Full Service Community School was impacted because when students received social and behavioral support fewer students were sent to the principal's office.

Findings on reinforcement and motivational processes.

The last process of the study was reinforcement and motivational. Data were grouped together and broken down into three themes. These themes were one-on-one assistance, assistance with problems and appropriate and inappropriate behaviors. As seen and discussed above, the process as the other processes, mainly address the first two questions of the study. Minimal data were gained regarding the impact the Full Service Community School model had on the role of the administrator in this regard.

The first theme under this theme was one on one assistance. Students who were struggling in school were provided a mentor or tutor who worked with one on one with them. This impacted the students who were not able to grasp objectives in a large group setting or were behind a grade level academically. This type of strategy also impacted teachers because providing the needed one on one assistance to some students was very difficult due to the overcrowded schedule they must adhere to daily. It literally gave them the extra hands to assist with the educational process in the school. As a common thread of this research study, data were not gleaned on the impact the model makes on role of administrators, focusing specifically on presenting struggling students with one on one assistance.

Assistance with problems was the second theme under the reinforcement and motivational processes theme. Unlike many other themes of this study, this theme did answer all three research questions. First, helping students with their individual

124

problems, whatever those may be, allows students the care they deserved. When basic needs were met such as providing food and health care, students were able to focus on what school was really about which was learning and growing. Secondly, the Full Service Community School model impacted teachers because it provided additional human support to help address the needs of students that fall outside the realm of instruction. As stated, teachers could not be expected to be teachers, mothers, fathers, nurses and counselors to every student alone. They needed support as the Full Service Community model provided. Lastly, providing students assistance with their problems impacted the role of the administrator because principals were usually the ones students were sent to when they had problems. With this model, some of that burden was relieved.

The last theme under the reinforcement and motivational processes theme was appropriate and inappropriate behaviors. Teachers deal with many inappropriate behaviors in classrooms today. One of the objectives of the Full Service Community School was to reinforce and motivate students to act appropriately in schools. Students were impacted when they were reinforced for displaying appropriate behaviors in school by an adult because it taught them life skills. The students were able to have a consistent adult who worked with them on their inappropriate behaviors and motivates them to learn more acceptable behaviors. This in turn helped them so they were not interrupting instruction and distracting themselves as well as other students while teachers were teaching. Working on appropriate and inappropriate behaviors also impacted teachers with extra assistance from volunteers who got to know the students with aggressive and defiant behaviors, supporting them by motivating and reinforcing appropriate behaviors.

This allowed teachers to continue teaching other students in the classroom. Lastly, students who exhibited inappropriate behaviors in schools turned administrators from instructional leaders to disciplinarians. When students were reinforced on a consistent basis for having appropriate behavior in school, this gave an extra hand in disciplining and teaching these students.

Examining the Full Service Community School model in one urban, elementary school illuminated many ways this model impacted students, teachers and the role of administrators. Although the strategies and interventions cannot be generalized because this was a single case study, these findings can lead to some important conclusions about the Full Service Community School model. These conclusions will be discussed in the concluding chapter.

Chapter Five

Conclusions, Implications, and Recommendations

This study explored the Full Service Community Schools model in one, urban elementary school. More specifically, this study sought to understand the impact this model had on students, teachers, and administrators.

I began this study for very distinct reasons. First, I wanted to add to the limited body of research on the Full Service Community Schools model. As discussed in Chapters 1 and 2, this concept and model began in the 1980s. However, there has been a lack of comprehensive data gathered to determine its effectiveness. As Dryfoos (1994) stated,

> Research on full service schools is definitely underway; but in most places, the
>
> work is still in the early phases of data gathering. It is not easy to keep track of all
>
> that is going on across the nation. So much of the development of school-based
>
> services is the product of local activity, often at the school building level,
>
> producing programs that do not appear in the press or the literature. (p. vi)

Secondly, my motivation for studying this particular topic was to add knowledge about this program in one school district that has implemented the Full Service Community School model since 1997 with only limited research. Lastly, I wanted to take the Full Service Community School model through a concentrated and stringent process of examination through the lens of a theoretical framework, that of Bandura's (1969, 1971, 1977, 1986, 1995, 2004) social learning theory, so that precise answers and data would be obtained.

Research Question 1

Research question one examined what impact the Full Service Community School model had on students. Several answers were found in the analysis of this question through the four processes of Bandura's social learning theory: attentional, retention, motoric reproduction and reinforcement and motivational. One of the first findings of this study was that most data obtained on the impact of the Full Service Community School related to students, more so than to teachers and administrators. As data was siphoned through Bandura's (1969) social learning theory, the majority of the discoveries were related to the model's impact on students.

Attentional processes.

An examination of the data from interviews, observations, and documents focusing specifically on attentional processes and the impact on students resulted in the conclusion that the Full Service Community School model impacted students in numerous ways and to varying degrees. It was found that providing volunteers to students who were at risk of failure in school allowed those students to receive more individualized instruction for their own specific academic and behavioral concerns. Having individuals model academic, behavioral, and social skills allowed students to practice these skills with the assistance of an adult. Though meaningful data were obtained, this was the least supported theme documented in this study. This will be discussed later in this chapter. More strongly supported, it was found that when individuals came into the school and became mentors and/or tutors for specific students, relationships were formed which positively impacted the students. The students learned how to effectively deal with issues they were having at home or at school as well as how

to develop appropriate relationships and behaviors with their mentors. The personal

dialogues resulting from these relationships with mentors and tutors were also found to

positively impact students. Through the many interviews and observations, it was

apparent that students discussed issues that were bothering them with the individuals who

came in to work with them every week. Students were able to speak to other people

about the difficulties they were facing instead of those issues taking their focus away

from their classwork and learning.

Retentional processes.

Analyzing the impact the Full Service Community School model had on students

through Bandura's (1969) retentional processes elicited several results. First, students

were positively impacted by this model because more time was devoted to those who

were struggling academically, behaviorally and/or socially. More individualized

instruction and practice were given to these students which allowed them a chance to be

successful. While more affluent counterparts could afford tutoring or perhaps counseling

after school, these students were offered such services for free during and after school by

the Full Service Community School model.

The after-school component, which was the most prominent finding of the entire

study, showed the model positively impacted the students in many ways. Providing

students a structured and safe environment in which to attend enabled them to continue

their learning as well as address precise areas of concern. The after-school component

also affected students because it allowed them to socialize with students in other grades.

Despite the positive aspects of the after-school component, students voiced a desire to

have more control over the topics covered. Several suggested such courses as sports,

cheerleading, music, art, and design classes. One finding that emerged during the interviews which negatively impacted students was the length of the after-school component. It was discussed that some students felt tired after school when they were participating in the classes after a long day in school. This issue will be addressed in the recommendations section of this chapter.

Finally, it was found that when exploring the impact this model had on students in relation to Bandura's (1969) retention processes, providing struggling students with adults to serve as mentors and tutors from the university and other community agencies permitted them to have the extra assistance they needed to be successful. Pairing adults with these struggling students within the school gave students the opportunity to work on an individual basis or in a small group setting which was crucial for interventions to work successfully.

Motoric reproduction processes.

In examining the data from interviews, observations and documents through Bandura's (1969) process of motoric reproduction as it relates to the student impact, findings were centered around academic support, followed by social and behavioral support by mentors and/or tutors. Students were positively impacted by the Full Service Community School model because they were provided with help in their classwork during school and homework after school. Students in this study were given assistance with their homework which was provided in an individual or small group setting. The students were able to complete their homework while increasing their skill and knowledge base. When students had a volunteer working side by side with them during

130

the school day on their classwork, providing extra, individualized instruction, they were able to receive the extra guidance they needed to master the grade level expectations.

The last findings from Bandura's (1969) motoric reproduction processes in relation to the impact the Full Service Community School model had on students dealt with social and emotional assistance from volunteers serving as mentors. Students who displayed disruptive or defiant behaviors in the school, as well as students who had social issues, worked with mentors on a one on one basis every week. The findings showed these students were able to have someone take the time to listen and work through problems they were having at home and school.

Reinforcement and motivational processes.

Finally, exploring the impact the Full Service Community School model has on students when utilizing Bandura's (1969) reinforcement and motivational processes, findings resulted in the following themes: one-on-one assistance, assistance with problems, and dealing with appropriate and inappropriate behaviors from students. Students in this study were chosen to receive a mentor or tutor due to low academic skills and because they displayed inappropriate behaviors in school. Because of those deficit skills, academic growth was hindered for the students in the study as well as the other students in the classroom. Often times students who were at risk of failing academically in elementary schools needed more instruction and attention from adults to ensure their skill gaps were being addressed as well as problems they were experiencing were dealt with appropriately.

Data, which were collected and analyzed, supported the finding that students who were struggling in schools often worked with a mentor or tutors provided from the Full

131

Service Community School model on an individual basis. Once again, this allowed students to receive the additional support they needed. As discussed in several interviews, when the lowest students were taken out of the classrooms, and instruction by teachers was not interrupted in order to help the students not grasping the objectives of lessons. Instructional time was not lost for additional academic support.

Analysis of the data also resulted in the finding that instructional time was preserved while students received additional social and behavioral support. As stated in Chapter 4, students come to school on a daily basis with a myriad of problems. In most schools participating in the Full Service Community School model, students' problems frequently result from issues of poverty such as lack of consistent health care, hostile home environments and/or dealing with parents who are uneducated or incarcerated. Further data analysis indicated that the students in this study were provided a staffed school clinic which addressed the health issues throughout the school day that may have prevented them from focusing in class. In addition, backpacks of food were also sent home with students who the school thought may miss a meal on the weekends. The local health department came to the school and administered free dental screenings on all the students and provided free sealants when needed. Basic needs were addressed at the school by this model which was viewed from all data sources.

Findings also revealed students who were experiencing behavioral issues as well as other problems, were provided a mentor to actively listen to their specific problems and motivate them to succeed. Throughout most observations, students who worked with mentors and tutors were given constant praise which reinforced their gains. When students were able to work through the problems causing them to act inappropriately in

132

school and were motivated and reinforced, they were able to learn life lessons such as controlling anger, completing non preferred tasks and following rules. This in turn hopefully allowed these students to spend more time on task and progress through grade level curriculum.

Research Question 2

Research question two examined what impact the Full Service Community School model had on teachers. Similar to question one, several answers were found when analyzing this through the four processes of Bandura's social learning theory. Although more findings materialized around the impact this model had on students, many significant answers were found when examining the impact on teachers.

An analysis of the data from student and stakeholder interviews, on-site observations and a review of the Full Service Community School committee meeting minutes resulted in the findings that this model positively impacted teachers at the school. Data from these sources were analyzed utilizing Bandura's (1969) four processes from the social learning theory. As stated in the findings for question one, four themes were found when studying question two which related specifically to the attentional theme: modeling, relationships, personal dialogues and volunteers.

Attentional processes.

Positive relationships between teachers and volunteers were apparent through an analysis of the data gathered during the observations and interviews. Teachers reviewed information and materials with the volunteers and also discussed the students the volunteers worked with each week. This was found to positively impact teachers because it allowed them to relinquish some of the responsibilities of the learning process to

others. Students were able to observe the relationship between the teacher and volunteers which allowed students to request assistance from both adults, not just the teacher in the classroom.

Personal dialogues between students and their mentors and/or tutors also impacted teachers at the site. As stated by several teachers, when their students opened up to the volunteer working with them, teachers did not have to stop instructing all students because one or two are having issues. The students were able to talk to the volunteers about their problems instead of the teacher. This allowed the teachers to teach instead of counsel and consol students.

The last theme under Bandura's (1969) attentional process of the learning theory, providing volunteers to students struggling in school either academically, socially, behaviorally or emotionally had both a positive and negative impact on teachers. Having volunteers working with students in Full Service Community Schools was beneficial because extra assistance was provided to the students with the most areas of concern. Again, this provided spare hands in the classroom so teachers did not have to have the sole responsibility of educating the children. On the other hand, when teachers had to stop instruction to guide the volunteers, instructional time is lost. Whether this time was gained back due to the extra assistance in the classroom was not answered by this study. In addition, when volunteers taught the wrong content, teachers had to go back and reteach the information correctly. This will be further discussed in the recommendations section of this chapter.

Retentional processes.

When analyzing the themes found during this study relating to Bandura's (1969) retention processes which were time, after school assistance and tutors and mentors, measured positive impact that the Full Service Community School model had on teachers emerged. An examination of observations, interviews and a review of documents found providing students who were struggling academically as well as socially and behaviorally extra time to work on skill gaps with volunteers took some of the pressure off teachers. Teachers were expected to meet all of the needs of their students. Typically in inner city schools, students start the school year below grade level in many subject areas. Teachers are often hindered because of the enormity of the task of teaching not only grade level objectives, but also the skills not yet gained that are necessary to master these objectives. Often, there is not simply enough time in the school day to accomplish the task of addressing each child's deficits. The Full Service Community School model assisted teachers with this task because people were coming into the classrooms and providing the time to individual students that teachers did not have in their busy daily schedules.

The next theme relating to the retention processes of this study discovered that providing an after school program positively impacted the teachers because students were able to continue their learning. When students received help with academic and behavioral skills after school, many problems were alleviated during the school day which cut down on the number of issues teachers dealt with in their classrooms. Keeping students in the learning process when the typical school day ended helped to reinforce skills and objectives teachers taught. This type of reteaching procedure decreased the time teachers had to go back during the school day to reteach skills to their students.

Lastly, providing students tutors and mentors, the third theme under the retentional processes theme, positively impacted teachers. When volunteers came into the classrooms and served as mentors and tutors to students, teachers were provided an extra hand with difficult and struggling students. This in turn allowed teachers to continue teaching instead of stopping instruction to address issues brought up by these students.

Motoric processes.

Turning to the next theme of the study, Bandura's (1969) motoric processes, three themes were discovered during analysis and triangulation. Providing students classwork and homework assistance, instruction, and social and emotional assistance were the identified themes for this process. Each will now be discussed in relation to the second research question which asked what impact the Full Service Community School has on teachers.

Providing students extra assistance with classwork and homework positively impacted teachers. As stated previously, when extra time was spent with students in danger of failing, helping them with their assignments, teachers were able to continue with a larger group of students. This theme was found to differ from the concept of time in the fact that it focused on providing students homework assistance as well. When volunteers were in the classroom assisting individual students in certain areas of the curriculum then providing additional help after school with homework, teachers once again were not charged with the sole responsibility of educating the students.

The next theme, providing students extra instruction, was also found to positively impact teachers. When students worked with their mentors or tutors, teachers were able

to continue teaching the whole group or their own small group of students. In most instances, the students who worked with a mentor or tutor were receiving below grade level instruction. Teachers conversely instructed and implemented activities with the other students on grade level. This allowed differentiated instruction to occur within the classrooms but with the assistance from volunteers offered by the Full Service Community School model.

Social and emotional support given by mentors and tutors to students who struggled with such issues was found to positively impact teachers. Students who live with the effects of poverty such as drug abuse, being raised in single family homes and/or lack of proper health care often come to school and display inappropriate behaviors. These behaviors are often defined as defiant, disruptive and aggressive. The Full Service Community School model provided mentors to the students in the school who exhibited those types of behaviors. This positively impacted teachers because they were given more teachable moments, meaning the flow of learning was more at ease when disruptive students were removed from the classroom. In addition, when mentors worked in the classroom with these students and a problem arose, teachers could continue instructing while the mentor focused on the student having behavioral or social issues. Teachers could focus on their role as educators, not parent, police officer, or counselor.

Reinforcement and motivational processes.

The last process of the study, that of Badura's reinforcement and motivational processes, was explored in connection with how the Full Service Community School model impacted teachers. Three themes surfaced which were providing students one-on-one help, assisting with individual problems, and dealing with appropriate and

137

inappropriate behaviors. This process demonstrated that when students were motivated to excel and were reinforced for the gains made in the curriculum or through demonstrating appropriate behaviors in school, teachers were positively affected.

When examining the first theme, providing one-on-one assistance to certain students who were identified as needing help with issues, positively impacted teachers. Teachers had extra help with students who needed multiple reteachings of certain objectives. They had support with their most challenging students. Students receiving one on one assistance from volunteers decreased the amount of off-task behavior displayed by students waiting for additional assistance. This also allowed teachers to continue instructing students while not fearing for outbursts from certain students who were not grasping the material.

The second theme, assisting students with problems, was also found to positively impact teachers at the school. Students at the school were provided extra academic and behavioral assistance, medical and dental attention, as well as clothing and food through the Full Service Community School model. Teachers did not have to stop instruction to deal with hungry or sick students. The learning process was not hindered because students had a tooth ache or were wearing the same clothes everyday to school. Students were being motivated to come to school because their basic needs were being met which in turn positively impacted teachers. Teachers were able to teach students who were able to focus in the classrooms.

To finish the analysis of the reinforcement and motivational process, data were triangulated in relation to the appropriate and inappropriate behaviors theme and the impact this made on teachers. While students were provided volunteers to teach them

how to deal with their inappropriate behaviors and were motivated and reinforced to display appropriate behaviors in class, teachers were continuing to instruct the other students. Teachers were not having to teach social, behavioral and emotional skills which were not part of the state or local curriculum. However, time is spent, especially in inner city school, on stopping academic instruction to address skill gaps in behavioral, emotional and social areas. Again, teachers were able to do what they were hired to do, which is teach a body of knowledge and concepts. Volunteers provided by the Full Service Community School who addressed appropriate and inappropriate behaviors from students allowed teachers to educate, inspire and lead because the environment in the classrooms were one in which learning could take place without distraction.

Research Question 3

The third and last research question of the study examined what impact the Full Service Community School model had on the role of administrators. Very little relevant data were found relating to the role or the impact this model has on administrators. One of the themes of the study, Bandura's (1969) attentional processes, did not address the impact this model has on administrators at the school. In addition, of the 13 themes of the study, only three related with this research question. The conclusion and connections among these will now be discussed.

The only theme which produced relevant data connected to Bandura's (1969) retentional processes and the impact the Full Service Community School model had on the role of administrators was the after-school component of the model. As previously mentioned, a majority of the ways in which the model impacted students and teachers were positive. When examining data regarding administrators at the Full Service

Community School where the study took place, it was found that the after-school component of the model created extra responsibilities for the administrators. Because the school was open longer, the principals often put in longer hours at the school. They were responsible for the students, teachers *and* volunteers. When most principals in the county were catching-up on paperwork or conducting meetings, these principals were still operating as if the school day had not ended. In addition, data analysis supported the fact that the administrators had to coordinate with many more individuals, agencies and institutes than traditional principals to ensure the after school program ran effectively. The after-school component was found to be an extra burden on Full Service Community School principals but one that made a positive impact on students and teachers.

A different message was conveyed when analyzing the data from Bandura's (1969) motoric processes in relation to the impact of the model on principals. As above, only one theme related with this research question which was providing students with social and emotional assistance. Students who had difficulty in the classrooms were typically sent to the principal's office because they were disruptive to the learning environment. When volunteers were in the school working individually with these students, the principals were able to work uninterrupted on other administrative tasks. Though this study did not deal with the quantitative aspects of the Full Service Community School model, future studies could examine the number of office referrals from the students who worked with mentors in comparison to those who did not.

The last process of the study, reinforcement and motivational processes was found to impact the role of administrators in two areas: providing students assistance with problems as well as appropriate and inappropriate behaviors. With the same concept as

140

stated above, students who experienced problems in classrooms most likely ended up in the principal's office. However, in the Full Service Community School, mentors and tutors were brought in to work with these students, on the specific problems they faced. They were reinforced, motivated and taught skills so that they could behave in and attend class. This impacted the principals because people other than themselves were working with the students. Some of the burden was taken off principals in regards to student discipline which was a enormous task of principals in inner city schools.

Because there were not relevant findings on how the Full Service Community School model impacted administrators, further studies should focus on this area. Other theoretical frameworks, different questions and methodologies may allow more information to be gathered regarding administrators in Full Service Community Schools.

Implications for Future Research

Because of the lack of empirical studies on the Full Service Community School model, there is a plethora of research opportunities which need to take place to give validity to this current effort. Quantitative research could consist of investigating the academic achievement of students who attend the after-school program or work with a mentor or tutor. Other types of quantitative studies could explore behavioral data by correlating office referrals to students who did and did not work with a mentor or tutor, as well as health issues addressed and remedied.

Additional qualitative studies could further the body of literature by examining areas not covered in this study (e.g., parents). Involving parents in their child's education is a goal of the Full Service Community School model and therefore their voices should be heard. In addition, volunteers who worked with students in a mentor or tutor role were

141

also not included in this study. This group of stakeholders is critical for the success of the model so having their input could shed light on areas not documented to date.

The lack of data collected on the impact the Full Service Community model has on the role of principals should also continue to be explored. The model is made or destroyed by the administrators in the building. Questions other than those which guided this study could possibly result in more data about Full Service Community School administrators which could be beneficial to the field of education.

Implications for Practitioners

Building level administrators and Full Service Community committee members can benefit from this study. First, administrators can view the benefits for students and teachers in schools where this model is implemented. They also have data which explain the extra responsibilities added to the role of the principalship. Both pros and cons are discussed in this study. Secondly, those facilitating the implementation of the Full Service Community School model should take into consideration of strengths and weaknesses of the model at the school in this study. Strengths obviously include assisting students with a myriad of problems and issues, helping teachers in the classroom by providing support to the most difficult students and continued learning for students after the typical school day ends. Areas of concern were noted to be improving communication between the teachers and volunteers to ensure effective instruction was given to all students at all times as well as defining the role of the volunteers and the responsibilities they hold in schools.

Recommendations

Numerous recommendations can be made because of the findings from this study. To begin, it is recommended that research studies which investigate the Full Service Community School model continue. One area that was not focused on in this study was the impact the model has on parents or volunteers. In addition, the Full Service Community School committee in the county should develop an action plan which focuses on empirical research so that their efforts are made public and made available to other schools implementing the Full Service Community School model. Adding to the limited amount of research on this model is imperative.

This study found that modeling was the least prevalent theme of the findings. This may be due to the procedure in which the document or observation data was analyzed or the design of the interview protocol. However, due to the need for role models for students in the inner city schools, modeling appropriate skills and behaviors for these students is still essential. The Full Service Community School committee should address this issue to find ways to educate the volunteers working with students on how to implement activities which involve modeling.

It is suggested that relationships among Full Service Community committee members, teachers and students be explored in more depth. This study was not able to ascertain information on that aspect of the model. However, relationships among students and volunteers were discussed in Chapter 4 and it was found that these positively impacted students and teachers.

Another recommendation would be to continue to examine the role of volunteers who serve as mentors and tutors. Determining the most effective way to use this group of

individuals is crucial to ensure the model is effective. This study did not find clear responsibilities or expectations clearly outlined and distributed in a precise manner. Data should also be collected about the difficulties volunteers face in schools when working with students as well as continuing to keep record of their experiences. Lastly, increasing the amount of communication between teachers and volunteers is recommended to make certain students are receiving effective instruction but also to give the opportunity to share information about the students to determine if further assistance is required to make sure successful.

Locating funds either at the local level or through grants to fund an after-school coordinator is highly recommended. This would take some of the responsibilities and pressures of Full Service Community School principals. It was shown in this study principals in these schools have to put in more man hours than traditional principals because of the extended school day as well as the additional individuals they must collaborate with on a daily basis.

Lastly, students in this study had a "loud" voice. Even though a majority of them realize the benefits of working with volunteers and staying after school in a learning environment, a few changes should be made. It was obvious through student interviews, a wider variety of classes should be offered after school besides tutoring and a couple of extracurricular activities such as a lego league and yoga. Students suggested sports such as basketball and football as well as cheerleading, music and dance. Hands on activities were also recommended by students. After a long day of sitting in desks learning, students need to be interactively engaged in activities. Students stated they did not like to sit back in listen to teachers after school. It is also recommended to give students a

choice of staying after school every day. Some students suggested a choice be given on what days they could stay after school. Fatigue was cited by a small group of students. Individual plans for students which include during the school day and after school should be developed by the Full Service Community School committee so that each child is able to grow and expand as much as possible.

Concluding Remarks

This research study has been a journey I will never forget. My passion has always been for the underdogs in life, especially children living in impoverished areas. As I began my teaching experience in an inner city school as a special education teacher, I knew I was where I could make a difference. However, during my first year of teaching, I observed students coming into the school every day tired, hungry, wearing the same clothes, often times abused physically and sexually, and not being medically treated on a consistent basis. I alone could not educate those students without assistance addressing their basic needs.

I helped begin the Full Service Community School model with Dr. Robert Kronick at the University of Tennessee over a decade ago. Bringing services into a few select inner city schools was the initial implementation. Gradually after-school programs were created. What was begun in those schools was truly unique. Teaching the whole child was no longer a concept but an actuality.

Because of my passion, conducting a research study on the Full Service Community School model was obvious. Documenting and validating efforts made in these schools was important to me. All the hard work from so many deserved to be celebrated by giving a voice to this effort. Along the way, so many times I wanted to

give up and not complete the process. However, reflecting back on the progress that has been made by the Full Service Community School committee, especially the professors at the University of Tennessee as well as the principals and teachers in the schools, it was my cause to document their experiences.

This will be a passage in my life I will never forget. Studying the Full Service Community School model has enriched my life beyond measure. In addition, life-long goals of receiving my PhD as well as finding ways to ensure students who attend inner city schools are given an equitable educational experience to that of their more affluent peers are materializing. I want to continue the quest of researching Full Service Community Schools to hopefully make a lasting impression on the field of education as did individuals such as John Dewey, Jane Adams, Joy Dryfoos, and Robert Kronick. I'm sure my contribution will not be comparable to theirs. Nevertheless, if I make a positive difference in one community, my life's mission will be fulfilled. I am thankful and blessed because of this journey.

References

Abrams, L. S., & Gibbs, J. T. (2000). Planning for school change: School

      community collaboration in a full-service elementary school. *Urban Education,*

      35(1), 79-103.

Addams, J. (1910). *Twenty years at the hull house.* Norwood, MS: Norwood.

Anfara, V. A., Jr., Brown, K. M., & Mangione, T. L. (2002). Qualitative research on

      stage. Making the research process more public. *Educational Researcher, 31*(7),

      28-38.

Anfara,V. A., Jr., & Mertz, N. T. (2006). *Theoretical frameworks in qualitative*

      research. Thousand Oaks, CA: Sage.

Annie E. Casey Foundation. (2007). *2007 kids count data book: Stated profiles*

      of child well-being. Baltimore, MD.

Bandura, A. (1969). Social learning theory of identificatory processes. In D. Goslin

      (Ed.), *Handbook of socialization theory and research.* Chicago, IL: Rand

       McNally.

Bandura, A. (1971). *Psychological modeling: Conflicting theories.* New York, NY:

      Lieber-Atherton.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change.

      Psychological Review, *84*, 191-215.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive*

      theory. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1995). *Self-efficacy in changing societies.*   New York, NY: Cambridge.

Bandura, A. (2004). Health promotion by social cognitive means. *Health, Education and behavior, 31*(2), 143-164.

Calfee, C., Witmer, F., & Merdeith, M. (1998). *Building a full service school*. San Fransisco, CA: Jossey-Bass.

Children's Aid Society. (2001). *On the front lines of change: Annual report.* New York: NY.

Clapp, E.R. (1939). *Community schools in action.* New York, NY: Viking Press.

Clapp, E. R. (1952). *The use of resources in education.* New York, NY: Harper & Bros.

Coalition for Community Schools. (October 2000a). *Community school models*. National Conference: Kansas City, MO.

Coalition for Community Schools. *(October 2000b). Evaluation of community schools: Findings to date*. New York, NY.

Coalition for Community Schools. (2003). *Making the difference: Research and practice in community schools*. Washington, DC.

(1), 34-43.

Constas, M. A. (1992). Qualitative analysis as a public event: The documentation of category development procedures. *American Educational Research Journal, 29* 253-266.

Creswell, J. W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Delamont, S. (2002). Ethnography and participant observation. In Clive Seale *et. al*., *Qualitative Research Practice* (pp. 217-229). Thousand Oaks, CA: Sage.

149

Dewey, J. (1897). *My pedagogic creed: Demand of sociology upon pedagogy.*

New York, NY: E.L. Kellogg Co.

Dewey, J. (1909). *Moral principles in education.* Boston, MA: Houghton Mifflin.

Dryfoos, J. G. (1993). Full service schools: What they are and how to get to be one.

NASSP Bulletin, 77(557), 29-35.

Dryfoos, J. G. (1994). *Full-service schools: A revolution in health and social services*

for children, youth, and families. San Francisco, CA: Jossey-Bass Publishers.

Dryfoos, J. G. (1995). Full service schools: Revolution or fad? *Journal of Research*

on Adolescence, 5(2), 147-172.

Dryfoos, J. G. (2000). The mind-body. *Educational Leadership, 3,* 14-17.

Dryfoos. J. G. (2003). A community school in action. *Reclaiming Children and*

Youth, 11 (4), 203-205.

Dryfoos, J. G., & Maguire, S. (2002). *Inside full-service community schools.* Thousand

Oaks, CA: Corwin Press.

Dryfoos, J. G., et al. (2005). *Community school in action: Lessons*

from a decade of practice. New York, NY: Oxford Press.

Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership, 10,*

15-24.

Etzioni, A. (1975). *A comparative analysis of complex organizations; on power,*

involvement, and their correlates (2nd ed.). New York: Free Press.

Foster, W. (1986). *Paradigms and promises: New approaches to educational*

administration. Amherst, NY: Prometheus Books.

Fullan, M. (2001a). *Leading the way in a culture of change*. San Francisco, CA: Jossey-Bass.

Fullan, M. (2001b). *The new meaning of educational change*. New York, NY: Teachers College Press.

Grumet, M. (1990). Daffodils that came before the swallow dares. In Elsner & Peshkin (Eds.), *Qualitative Inquiry in Education: The Continuing Debate.* New York: NY, Teachers College Press.

Harkavy, I. (1998). *School-community-university partnerships: Effectively integrating community building and education reform.* Paper presented at the U.S. Department of Education, Washington, DC.

Harris, M., & Hoover, J. (2003). Overcoming adversity through community schools. *Reclaiming Children and Youth, 11*(4), 206-210.

Herriott, R. E., & Firestone, W. A. (1983). Multisite qualitative policy research: Optimizing description and generalizability. *Educational Researcher, 12* (2), 14-19.

Kronick. R. F. (1972). The impact of perceived organizational climate on academic performance. *Southern Journal of Educational Research, 10*, 169-187.

Kronick. R. F. (2000). *Human services and the full service school: The need for collaboration.* Springfield, IL.: Charles C. Thomas.

Kronick, R. F. (2003).Schools and families: Creating essential connections for learning. [Review of book]. *Journal of Psychoeducational Assessment, 21*, 89-92.

Kronick, R. F. (2005). *Full Service community schools: Prevention of delinquency in students with mental illness and/or poverty.* Springfield, IL.: Charles C. Thomas.

Kronick, R. F., & Hargis, T. (1990). *Dropouts: Who drops out and why-and the recommended action.* Springfield, IL: Charles C. Thomas.

Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing.* Thousand Oaks, CA: Sage.

Maxwell, J. A. (1996). *Qualitative research design: An interactive approach.* Thousand Oaks, CA: Sage.

Maxwell, J. A., & Loomis, D. M. (2003). Mixed methods design: An alternative approach. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 241-270). Thousand Oaks, CA: Sage.

Merriam, S. B. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research in education.* San Francisco, CA: Jossey-Bass.

McDougall, W. (1910). *An introduction to social psychology.* London: Methuen.

Morgan, C. L. (1900). *Animal behavior.* London: Arnold.

Morgan, C. L. (1903). *Introduction to comparative psychology.* London: Walter Scott.

Moos, R. H. (1973). Conceptualizations of human environments. *American Psychologist, 28* (8), 652-665.

Moos, R. H., & Insel, P. M. (1974). Psychological environments: Expanding the scope of human ecology. *American Psychologist, 29*(3), 179-188.

Morgan, G. (1997). *Images of Organization* (2nd ed). Thousand Oaks, CA: Sage.

152

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform.* A report to the nation, April.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed). Thousand Oaks, CA: Sage.

Stack, S. (1999). *Founding mothers: Women founders of progressive schools and feminist theories of leadership.* Lecture presented at the American Educational Research Association, Montreal, Canada.

Stack, R. E. (2000). Case studies. In NK. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.), (pp. 435-454). Thousand Oaks, CA: Sage.

Sweetland, S. R., & Hoy, W. K. (2000). School characteristics and educational outcomes: Toward an organizational model of student achievement in middle schools. *Educational Administration Quarterly, 36*, 703-729.

Swerdlik, M. E. et al. (1999). Full service schools: A partnership between educators and professionals in medicine. *Journal of Psychoeducational Assessment, 21,* 92-103.

Tarde, G. (1903). *The laws of imitation (E.C. Parsons, Trans.).* New York, NY: Henry, Holt and Co.

Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches.* Thousand Oaks, CA: Sage.

Tennessee Department of Education. (2005). No child left behind: A handbook for principals. Department of Education document.

Tennessee Department of Education. (2006). *State report card.* Retrieved on March 12, 2007 from http://www.stated.tn.us/education/

Tyson, H. (1999). A load off the teachers' backs: Coordinated school health

    programs. *Phi Delta Kappan, 12*, 1-8.

United Stated Department of Health and Human Services. (1999). *Mental health:*

    A report from the surgeon general. Retrieved on September 10, 2007, from

    http://www.surgeongeneral.gov/library/mentalhealth/chapter4/sec3.html.

Urban, W., & Wagoner, J. (2000). *American education: A history* (2nd ed.). Boston, MA:

    McGraw Hill.

Walker, C., Kronick, R., & Diambra, J. F. (2007). Assessment of a full-service school,

    after-hours tutoring and enrichment program. *The Journal of At-Risk Issues,*

    15(2), 21-27.

Walker, C. S. (2006). *Participation in a full service school after hours enrichment*

    program: An assessment of students' academic and social progress (Masters

    thesis, University of Tennessee, 2006).

Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis and*

    interpretation. Thousand Oaks: CA: Sage.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks,

    CA: Sage.

Appendices

Appendix A

Permission to Conduct Research at the School

I agree to allow Elisa Luna and Dr. Robert Kronick to conduct the research study on the Full Service Community School model at Sarah Moore Green Magnet Technology Academy during the 2008-2009 school year with the understanding all data gathered from the administrators, teachers and students will be kept confidential and consent forms will be completed prior to the beginning of the study. I understand that interviews and observations will take place at the school as part of the study. In addition, I give my permission for the school's name to be used throughout any report that is linked to this study.

_____   _____
GA Yarbro, Principal   Date

*The original letter signed by Ms. Yarbro is on file.

Appendix B

Stakeholder Consent Form

Dear Full Service Community Schools Stakeholder,
    You have been selected to participate in a research study at Sarah Moore Green Magnet Technology Academy. The purpose of this study is to explore the Full Service Community Schools model at the school. The Full Service Community School model provides mentors and tutors for students as well as after school activities. This study also seeks to understand the impact this model has on students and teachers at the school. Lastly, the study is also intended to examine the impact the Full Service Community School model has on the role of school administrators.
  The research study will begin in October and will continue through March. University and elementary students, teachers and administrators will be interviewed and observed for this research study at the school. I am requesting to interview teachers that either have students who work with a UT mentor/tutor or that attend the after school program. There are 14 questions in total that will be asked during the interviews which should last approximately 20-30 minutes. All interviews will be recorded to ensure all information is documented accurately. Observations will take place during and after school hours.
    There is minimum risk for your participation in this study. Names, grade/area taught, gender nor race will be recorded during this process. Your confidentiality will be maintained throughout the research study. Recordings of interviews and field notes will be housed in the office of Dr. Robert Kronick at the University of Tennessee for five years. The information gathered will be kept confidential and will be accessible only to the principal investigators of this study.
  Your participation in this study is voluntary. If you decide to participate in this study, you may withdraw at anytime without penalty or loss of benefits to which you are otherwise entitled.
    This study is being conducted by the University of Tennessee's Department of Department of Education, Health and Human Sciences. If you have any questions about this study, please contact Dr. Robert Kronick (865)974-8799. If you have questions about your rights as a research participant you may contact the Office of Research at the University of Tennessee (865)974-3466.
  If you would like to participate in the study at the school, please sign this consent form and return it by January 26, 2009. Once I have your signed form collected, I will then call to schedule an interview time.

Thanks so much,

Elisa Luna
PhD Student

Information recorded in this study will be kept confidential. Data will be stored in Dr. Robert Kronick's office at the University of Tennessee and will made available to persons conducting the study unless participants specifically give permission in writing to do otherwise. No reference will be made in oral or written forms, which could link participants to the study.

_____ Stakeholder's Signature

Parental Consent Form

Dear Parents,
   Your child has been selected to participate in a research study at Sarah Moore Green Magnet Technology Academy. The purpose of this study is to explore the Full Service Community Schools model at the school. The Full Service Community School model provides mentors and tutors for students as well as after school activities. This study also seeks to understand the impact this model has on students and teachers at the school. Lastly, the study is also intended to examine the impact the Full Service Community School model has on the role of school administrators.
   The research study will begin in October and will continue through March. Students in grades the 3rd-5th will be selected to participate in the research study if they meet one of two criteria. Students in these grades will be selected if they work with at University of Tennessee student in either the mentor or tutor capacity. Students will also be selected if they are participating in the Full Service Community School after school program.
   This study will choose 15 students to be interviewed and observed. A list will be created of students that meet either of the criteria as listed above from 1 to N, N being the total number of students. The students will be chosen by utilizing a simple, random procedure that will produce a list of students to be interviewed.
  The interview process will consist of asking your child 14 questions about how they feel when they are working with a mentor/tutor at the school or about the after school activities they attend. The interview process should last approximately 20-30 minutes. A tape recorder will be used during the interview. Students may choose at any time to stop the interview process or to skip questions if they feel uncomfortable in anyway. Observations will take place during and after school hours.
   This is minimum risk for your child during the interview and observations. Names, ages or race will not be recorded during this process. Your child's confidentiality will be maintained throughout the research study. Recordings of interviews will be housed in the office of Dr. Robert Kronick at the University of Tennessee for five years. The information gathered will be kept confidential and will be accessible only to the principal of the school, parents and myself.
  Your child's participation in this study is voluntary. If you decide to participate in this study, you may withdraw at anytime without penalty or loss of benefits to which you are otherwise entitled.
   This study is being conducted by the University of Tennessee's Department of Department of Education, Health and Human Sciences. If you have any questions about this study, please contact Dr. Robert Kronick (865)974-8799. If you have questions about your child's rights as a research participant you may contact the Office of Research at the University of Tennessee (865)974-3466.

If you would like your child to participate in the study at the school, you need to sign this consent form and return it by January 26, 2009. After students have been chosen to be interviewed, a letter advising you whether your child has been selected to be interviewed will be sent home.

Thanks so much,

Elisa Luna
PhD Student

Information recorded in this study will be kept confidential. Data will be stored in Dr. Robert Kronick's office at the University of Tennessee and will made available to persons conducting the study unless participants specifically give permission in writing to do otherwise. No reference will be made in oral or written forms, which could link participants to the study.

_____ Parent's Signature

Appendix D

Parent Notification of Eligible Participation

Dear Parents,

  I am happy to inform you that your child has been randomly chosen to participate in the research study at Sarah Moore Green Magnet Technology Academy. As stated in the consent form you signed earlier, this study will explore the Full Service Community Schools model at the school. Your child will be interviewed for approximately 20-30 minutes and observed during and after school hours. Fourteen questions will be asked in total. The information gained from the student interviews will allow the school to examine programs at the school and ensure they are beneficial for students. If you are now uncomfortable with your child being interviewed and observed, you may call the school and ask that your child be withdrawn from the study.

  This study is being conducted by the University of Tennessee's Department of Department of Education, Health and Human Sciences If you have any questions about this study, please contact Dr. Robert Kronick (865)974-8799. If you have questions about your child's rights as a research participant you may contact the Office of Research at the University of Tennessee (865)974-3466.

   Thank you so much for your time and consideration!

Take Care,

Elisa Luna
PhD Student

Appendix E

Parent Notification of Ineligible Participation

Dear Parents,

  I am sorry to inform you but your child has not been chosen to participate in the research study at Sarah Moore Green Magnet Technology Academy. As stated in the consent form sent home earlier, this study is exploring the Full Service Community Schools model at the school. Two components of the research study are interviewing and observing students to find out how they feel about working with mentor/tutors at the school as well as participating in the after school activities.

    This study chose 15 students to be interviewed. A list was created of students from 1 to N, N being the total number of students. The students were chosen by utilizing a simple, random procedure that produced a list of students to be interviewed. Your child was not on the list to be interviewed or observed.

  This study is being conducted by the University of Tennessee's Department of Department of Education, Health and Human Sciences. If you have any questions about this study or why your child was not chosen to be interviewed, please contact Dr. Robert Kronick (865)974-8799.

Take Care,

Elisa Luna
PhD Student

Appendix F

Administrator and Teacher Interview Protocol

Full Service Community Schools

School:_____ Date:_____

Teacher:_____ Grade:_____

Interview Questions:

1. Describe the Full Service Community School model at this school?

2. What have been the benefits of this model to you as a teacher?

3. What have been the challenges of this model to you as a teacher?

4. Describe the activities in place for students at this school as a result of the Full Service Community School model?

5. What is your most satisfying experience with the Full Service Community Schools model?

6. Describe the principals' role in the implementation of the Full Service Community Schools model.

7. What resources have been obtained for teachers in this school as a result of the Full Service Community Schools model?

8. What resources have been obtained for students in this school as a result of the Full Service Community Schools model?

9. Describe the expectations for the teachers at the school.

10. Describe the expectations for the students at the school.

11. Describe the expectations for the administrators at the school.

12. Describe the expectations for the administrators at the school.

13. Some people might say the Full Service Community School model should not be funded to address the issues that at-risk students face. What would you say to them?

14. What would the ideal Full Service Community School look like?

15. What other information would you like to tell me about the benefits of the Full Service Community Schools model at the school?

Appendix G

Elementary Student Interview Protocol

Full Service Community Schools

School:_____ Date:_____

Student #:_____ Grade:_____ Gender:_____ Race:_____

Interview Questions:

1. Tell me about the activities you complete with your mentor/tutor.

2. How does working with a mentor/tutor help you in school?

3. How does it make you feel when you work with your mentor/tutor?

4. How would it feel if you did not have a mentor/tutor to work with every week?

5. Tell me about how you do in school such as the grades you make, your attendance and about your behavior.

6. Tell me about the activities you complete in the after school program?

7. What activities do you like best in the after school program?

8. What activities do you not like in the after school program?

9. What would the perfect after school program look like?

10. Some people might think that students do not need mentor/tutors to help them in school. What would you say to them?

11. Some people may also think students should not attend after school programs at schools. What would you say to them?

12. What would you see and hear if you walked in the after school program at this school?

13. What else would you like to tell me about working with your mentor/tutor?

14. What else would you like to tell me about the after school program at your school?

Appendix H

Participant's Assent Form

Hi. My name is Elisa Luna. I am at your school talking to teachers, students and UT mentors/tutors about programs in your school. Your parents sent a form back saying you could help me learn about these programs by answering some questions for me. There are 14 questions all together. The questions will ask you about your UT mentor/tutor or about the after school activities you attend. If you do not want to answer the questions, just say, "I do not want to answer the questions." If you decide to answer the questions but during of the middle you decide you want to stop, just say, "I want to stop." Also, if there are some questions you do not want to answer or do not know an answer, you may say, "Skip," or "I don't know." I will use a tape recorder while I'm asking you questions. This will record everything you and I say to each other so I can go back and listen to the tape. I want to make sure I understood everything you helped me learn. We want to make sure all the programs at the school are helping you become a good student. When students answer questions for me, I can help principals and teachers change programs so they are beneficial to you. Thank you so much for your help! Remember you do not have to answer these questions unless you want to do so. No one will be disappointed if you don't. Do you wish to participate in this interview with me?

Appendix I

Teacher Notification of Eligible Participation

Dear Teachers,

  I am happy to inform you that one of your students has been randomly chosen to participate in the research study at Sarah Moore Green Magnet Technology Academy. A consent form has been obtained from the student's parent giving permission for him/her to participate in this study which will explore the Full Service Community Schools model at the school. The student will be interviewed for approximately 20-30 minutes. Fourteen questions will be asked in total. The information gained from the student interviews will allow the school to examine programs at the school and ensure they are beneficial for students. Students will also be observed during and after school hours.

  This study is being conducted by the University of Tennessee's Department of Department of Education, Health and Human Sciences. If you have any questions about this study, please contact Dr. Robert Kronick (865)974-8799.

    Thank you so much for your time and consideration!

Take Care,

Elisa Luna
PhD Student

Vita

Elisa Cooper Luna is currently the principal of Inskip Elementary School in Knoxville, TN. She has worked in Knox County Schools as a special education teacher, curriculum and instruction facilitator, assistant principal and principal for the past 16 years. She has served as the principal at Inskip Elementary from 2004 to the present. Luna was named East Tennessee's Principal of the Year in 2008. During that year she was also chosen as Knoxville's 40 Under 40 which selects the top 40 business leaders under the age of 40 in Knoxville. As an educator, she has worked extensively with inner city administrators, teachers and students which is her passion.

In addition, of the 16 years of being employed with the Knox County School District, she has been involved in the Full Service Community Schools Program with the University of Tennessee for the past 11 years and wrote the forward to a book on this topic. Lastly, she has presented at local, state, regional and national conferences on topics such as reading interventions for at-risk students, behavioral interventions, the Full Service Community Schools model, analyzing assessment data and effective leadership.

Luna received her BS from the University of Tennessee in Special Education in 1995. She received her MS from the University of Tennessee in 1997 in Special Education. In 2002, Luna received her EdS in Administration and Supervision in Education from the University of Tennessee and completed the Leadership 21 program. She is currently working on her PhD in Administration in Supervision in Education at the University of Tennessee with an expected graduation date of May 2011. Luna and her husband of 16 years live in Seymour, TN.