UNIVERSITY HONORS PROGRAM

SENIOR PROJECT - APPROVAL

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PROJECT TITLE: A Personal Perspective on the Full Service School Model: How it Affects Individuals and Communities

I have reviewed this completed senior honors thesis with this student and certify that it is a project commensurate with honors level undergraduate research in this field.

Signed: Robert F. Kronick, Faculty Mentor

Date: 4/22/02

Comments (Optional):

Matt is a delightful young man who I believe will make a wonderful physician. He was willing to get his hands "dirty" in working w/ the children at Sarah Moore Guerrier school. The paper is a beautiful example of synthesizing material from disparate fields & coming out w/ a paper where the whole is greater than the sum of its parts. I thoroughly enjoyed working w/ Matt & will gladly work w/ other students of his calibre from the Honors Program

RFK
4/22/02

Project Title: A Personal Perspective on the Full Service School Model: How it Affects Individuals and Communities

Abstract:

This paper discusses the development of the full service school model in Christenberry and Sarah Moore Green Elementary in the Knox County School system. It begins by analyzing the goals of the full service school, which are to take at risk individuals and provide total service to those individuals. The full service school model calls for the school to be the center of a collaborative effort to bring mental, social, physical, and educational services together for at risk adolescents and their families. This effort is analyzed for benefits that it provides to the children in the school, families of the children, community agencies, the schools themselves, and the community as a whole. In addition, the development of the full service school model from previous service-oriented school concepts is analyzed including health clinics from the 1970s and the Flint, Michigan model of the 1930s. A personal perspective from time spent in a community partnership program at Sarah Moore Green Elementary School is also discussed in the paper. This perspective includes several keys to being successful when working with at risk adolescents such as consistency in compassion and discipline as well as working with the support of other individuals involved. The model of Intermediate School 218 in Washington Heights, New York is also cited as an ideal full service school. Finally, the exciting future of the full service school in East Tennessee is discussed as the full service school has a great opportunity to make a difference in many people's lives.

A Personal Perspective on the Full Service School Model: How it Affects Individuals and Communities

As an elementary school student in the 1980s attending a suburban middle-class school, my experiences of school consisted only of reading, writing and arithmetic. If there was any desire to be involved in alternate activities outside of math, science, and reading, then I had to travel outside the walls of my school. In order to be involved in athletics, my family took me to the local Boys Club to participate in baseball and basketball. If I wanted to be involved in outdoors activities, we had to locate and travel to the local Boys Scouts or get involved in church activities that taught outdoor skills. The reading programs that I was involved in as a child after school came from the local public library. I was very fortunate to be a part of these programs, but I was even more fortunate to be able to locate information about each of these groups and travel to their many different locations to participate. These many different activities allowed me to develop into an adolescent very ready to deal with the nuances of everyday life. They kept me well balanced socially and academically. Unfortunately, this kind of balance has not been available to everyone who goes through the elementary school system. There are great deals of adolescents in our society who simply do not have the opportunity to participate in a wide range of activities that might help them to develop. Beyond this, these adolescents are not even getting the base services that would provide for their health and social services in order to develop into responsible adults.

Joy Dryfoos, one of the leading activists in looking at and solving this problem of at risk students, describes these children who are missing basic services that would help them to avoid later problems as adults as "a new class of "untouchables"(3)" in her book, *Adolescents at Risk.* These "untouchables" are found both in inner city areas as well as in poor, rural areas across our nation. They are children who grow up into situations that keep them from becoming

responsible adults. They have many different risk factors that contribute to their experience as children and adolescents that keep them from reaching that point. These include such issues as failure in school, drug and alcohol abuse, teen pregnancy, sexually transmitted diseases, and mental health disorders. In response to these problems, our government and communities have often tried to start different programs that would combat one of the problems. In the 80s, the anti-drug campaign of "Just Say No" was very strong across the nation. Often it seems that there is a group for every kind of problem that could be presented to adolescents. Why is it then that so many adolescents seem to fall between the cracks anyway without these programs being able to make a great difference? It seems that much of this may simply be attributed to the fact that these programs are often so weak and unable to actually affect the at risk youth in a big enough way to make a difference. With all of these programs and still a lack of success, something has to be done in order to help so many of America's adolescents to better prepare and become functional adults. It is from this paper that I hope to put forth an overview of a system that I have been fortunate enough to be a small part of that could be one rung in the ladder to reach a solution for our adolescents. This idea, which I have been able to work with, is that of the full service school.

Full service schools first became a buzzword in my life when as a sophomore at the University of Tennessee I had enrolled in the Service Learning course of Dr. Robert Kronick. I came into Dr. Kronick's course expecting to learn about volunteer work and get the chance to participate in volunteer organizations. I did not know much about Dr. Kronick or what he was involved in throughout the Knoxville area. In the initial months of my indoctrination into full service schools in that classroom, I was not sure what to make of the idea. The class syllabus required time spent in service work in a community agency. Dr. Kronick's passion in service

work was in working with local elementary schools in order to provide different services to the children in these schools. I did not immediately invest my own time into the full service schools that Kronick was working with, but was intrigued by what he said. As I worked to hone my pre-medicine career in a hospital setting, others in the classroom did become involved with the schools, namely Christenberry Elementary and Sarah Moore Green Elementary in Knoxville, and it was their stories of time spent with the students at the schools that made me more interested. As a person who had never really considered the ramifications of service work, it was great to see that service could be used as a means to reach a goal of social change. I wanted to see what the full service school was all about.

That classroom setting was how my involvement in the full service school began. Since that point, I have learned a great deal about the full service schools in Knox County as well as the full service movement across the nation. In order to understand what is going on in Knoxville and relate to the experiences that I have had, I believe that it is very important to have a basic understanding of where the idea of full service schools has come from and why it may be a solution in helping reduce the number of at risk youth in our society.

I. The Definition of a Full Service School

Any type of social reform, such as the full service school, begins with a problem that must be solved. One of the biggest problems that is facing educators and social activists in Knoxville and across the nation today is that of providing for the needs of children who are not having their needs met. As Kronick states in his book, *Human Services and the Full Service School,* "One in four children in America cannot become a healthy, self-sustaining adult without immediate attention (22)." The biggest frustration seems to be that there is often no venue in which to meet those needs despite the countless programs that were mentioned before. These needs stretch

across a vast divide of areas such as health care, social services, and the development of the normal skills that the adolescents need to survive. Since no one group has the financial ability or power to single-handedly conquer these problems, there must be a way to combine their efforts and succeed in the war of adolescent development. Joy Dryfoos, who puts forth the concept of how to meet these needs in her book *Full Service Schools: A Revolution in Health and Social Services for Children, Youth and Families* (Dryfoos 1994), realized this difficulty in providing for all of the needs of at risk adolescents and their families. She quotes Michael Kirst, who gives the first insight into what a full service school actually is. He says that, "What's needed is a complete overhaul of children's services, bringing together public and private organizations to meet the comprehensive needs of children, adolescents, and parents. Schools should constitute one of the centers of a coordinated network of total children's services (Dryfoos 6)." The first aspect of the full service school is that the school is not the solution itself, but merely the conduit that all services may be provided through.

A. History leading to the Full Service School

The reason that the school may serve as a conduit of the different services and programs in a community is because it is a very powerful community center. The one community pillar that generally is most respected and pulls in the most diverse group of people is that of the community school. Because of this reason, the school has been used as a site for service for decades, well before the idea of a full service school came about. Much of this combination of outside services with the school began with health-related service. Dryfoos outlines in *Full Service Schools* the history of much of these movements. The movement to have services in the school began with a call for improved health and welfare of immigrant children in the late 19th Century to early 20th Century. Here, just like today, reformers looked to make a change and not

allow poverty to segregate, which children were able to develop into functional adults and which would not make it because of their adolescent health problems. During this time of reform from 1890 to 1917, school systems and governments began to see the need for medical inspections in the school in order to prevent epidemics and to increase the welfare of children. The reformers of this time made great waves in advocacy for children, going as far as to convince Theodore Roosevelt to put together the first White House Conference on Children in 1909 to discuss children who needed help because of their difficult upbringing (*Full Service Schools,* 25). At the end of this period, the foundation for school health services had been laid and reformers had helped to make a difference because of the serious problem they had seen.

During the next couple of decades, as the nation went through difficult times such as World War I and the Great Depression, health services in the schools fluctuated depending on the political climate at the time. The one significant historical movement to the full service schools of today came about towards the end of the 1930s with the advent of the "community school". The community school of the 1930s probably has the most in common with the full service school of today of all of the historical precursors to full service schools. The most famous model of this type of school is from the 1930s Flint, Michigan school system, which was created in order to react to poor health, poverty, and unemployment. The idea of these community schools was to integrate schoolwork with community involvement. Goals of the process were community improvement and working with adults in the community. Some even saw this initiative in Flint as a chance for social change (*Full Service Schools* 30). This final goal never seemed to completely materialize, but is still an ideology that helps to shape many of our schools today in hopes of change.

After World War II, the national regulation of school health services once again became very strong because of the large number of war eligible young men who were turned away from the armed forces because of treatable health problems. Twelve bills were passed immediately after the war and children were encouraged to take responsibility for their own health and hygiene. The plans for the health initiative in the school at this point in history encompassed everyone that worked in the school and looked to take care of the individual students' needs instead of a sweeping general health agenda. The goal at the time was to see health programs in the school spread to all of the schools in the nation and not just those in larger cities or more wealthy areas (*Full Service Schools* 33-34).

Eventually, this health initiative led into the 1960s as the nation went through more turmoil and the age of free sex developed. This would lead to dealing with more of the problems that we are faced with today such as teen pregnancy, drug use, and sexually transmitted diseases. As the nation moved into the 1970s, the first of the modern day school-run clinics developed, getting closer to the time of the school clinics involved in full service schools. Full-time medical personnel operated the programs and any special needs were handled with references to outside specialists in the medical field. Collaboration was also seen with a nonprofit organization handling the running of the administrative side of the clinic so that the health officials could concentrate solely on health. Despite the perceived benefits of this type of school clinic, not everyone was supportive of the idea including the AMA. Dryfoos quoted their spokesperson as saying, "Schools are not proper settings in which to practice medicine.... Children should be treated by their family physician or, if they don't have one, at a clinic or through Medicaid (*Full Service Schools* 39)." It seemed that physicians did not feel that anything beyond a few screenings and a note to see the local physician were necessary.

It has appeared that throughout this history of health service in the school systems that the systems always increased when a strong need arose. When things returned to a relative normalcy, like in the 1970s, many people felt that school health services were not needed. Like any kind of social change, the reform was dependent upon people seeing a problem in order to be motivated enough to fix it. This is very similar to what has happened today with the full service school system. People have seen a problem with far too many of our adolescents today being at risk to not survive in the world that has been created for them. Something had to be done in order to help them in that situation and full service schools seems to be a possible answer. The question that remains is to determine whether the full service school is that much different from the other services, especially in health that have come before it. The Picture of Today's Full Service School

Today's full service school is much more than just the health clinics that were seen throughout the last century in schools. They go much further than just looking into the health issues of today's youth. Joy Dryfoos describes this type of school as a "a school center in which health, mental health, social, and/or family services may be co-located, depending on the needs of the particular school and community (http://www.pcvp.org/pcvp/violence /facts /fulserv3.shtml)." In the full service school, the actual school building acts as a resource and command center to see the needs met of all of the students in the school. As well, their families' needs can be met by the school in order to improve home and community life to where everyone benefits. The risk factors have been clearly labeled. These factors include delinquency, substance abuse, early childbearing, and school failure (*Adolescents at Risk* 5). The key is to determine how these factors are best prevented. Dr. Kronick, when discussing these risk factors,

stated in his book, *Human Services and the Full Service School: The Need for Collaboration (2000),* that "a child who is hungry, abused, using drugs, and/or alcohol cannot learn" (26).

II. The Philosophy of Today's Full Service School

The difficulty with many approaches to preventing these risk factors is that the prevention methods often begin with simply treating the symptom and not the problem. The problem that we are dealing with is that children are not being developed into functional adults and are not being taught the things that they need to know in order to be productive citizens. So often, the problems of young sexual activity, aggressive behavior, or school failure are not treated until these patterns or habits are completely engrained in the young people that everyone wants to see succeed. One study by the Center for Disease Control and Prevention indicated the number of high-risk behaviors by males and females at age 14 in 1995. Thirty-two percent of the male population was already currently smoking. Forty-one percent of the males said that they were already sexually active while thirty-two percent of the females were already sexually active. Further data showing these risk behaviors can be seen in Figure 2. These are fourteen-year-old children and are already experiencing these behaviors. Obviously, something needs to be done sooner to educate and reduce these numbers of risk behaviors. This is why the full service school, nationwide and in Knoxville, has been implemented on an elementary school level. As Dryfoos states in *Adolescents at Risk,* "The earlier antisocial behavior starts, and the more frequent the occurrences, the more likely that serious offenses will take place during adolescence. Children who act out as early as kindergarten, or are overly anxious, hyperactive, or aggressive, are at high risk of developing antisocial behaviors as they go throughout life (38)." Responding early is the key. A simplified version of this would be that we are creatures of habit.

It would be much easier to form good habits than to break the old ones after they are already set in place.

In order to provide safe passage for youth into adulthood, the development of the problems must be stopped so that the symptoms do not occur. Kronick explained this philosophy very well when lecturing in the Service Learning class about how to treat a problem. The analysis of the problem can be handled in two different ways. These two ways are through behavioral psychology or Gestalt psychology. Behavioral psychology emphasizes action. In behavioral psychology, the symptoms would be treated when they showed up, but not the problem. Through my experience in medicine, I know that often this is what is desired when someone comes to the doctor. One story that comes to mind is that of a phone call received from a sick friend who wanted to know if her antibiotics would get rid of a cold that she had been awakened with. It was only through much disagreement on my part that I could convince her that taking this medicine for her sickness would not benefit her in anyway at all. She saw symptoms that in the past she had taken antibiotics for, but her current symptoms were caused a different bug. The old medication would not solve the problem. It could possibly reduce the symptoms a little bit, but the problem of resistant bacteria would still be underlying. Much like this medical example are many of the solutions that have been applied to at risk adolescents in America's school systems. Programs are made to respond to students when they are in middle school or high school and have already made wrong choices that have caused symptoms of drug abuse or violence. Behavioral psychology has not worked because it has jumped into the fight too late. The symptoms can be hidden under the surface, but the problem is still lurking in the shadows. As soon as the program or person that is responsible for treating the symptom turns their head, the problem will cause more symptoms to occur.

Gestalt psychology takes into consideration an alternate approach, which is analogous to what full service schools are attempting to do when implemented into elementary schools. Gestalt psychologists speak in terms of holistic treatment. This type of psychology deals with treating physical, emotional, spiritual, and mental needs. This is what is needed in order for full service schools to be a true success. First, the full service school cannot separate itself from the family and the community. Dr. Kronick (2000) states that the human services that are provided in the school must involve the family in solving the problem. People are often skeptical if they don't see where a project is going and what its goals are. Most everyone would agree with the goal of the full service school, which is to prepare young people for living their lives in a successful manner. Also, the Gestalt psychology approach agrees with the expert study cited by Dryfoos (*Adolescents at Risk* 233) that there is no one solution to the problem or "magic bullet" that can keep all children who show risk factors from becoming dysfunctional adults. She continues to say that high-risk behavior signs are interrelated and therefore programs to prevent these behaviors should be holistic in their approach and goals. Finally, this Gestalt philosophy meets perfectly with the definition of a full service school. Dr. Kronick (2000) defines it as "a central point of delivery, a central community hub for whatever education, health, social, and human and/or employment services, have been determined locally to be needed to support a child's success in school and in the community" (27). The full service school must affect a student on many different levels in order to be successful. The emotional, physical, mental, and spiritual aspects of the child can be seen as the pillars upon which functional adulthood are built. If these are all built upon in equal fashion, then the child is developed as a well-balanced, four-pillared adult. This adult is one that is well grounded and prepared when the winds of change or adversity come into their life. A child who is developed in unequal proportion and perhaps does

not have the opportunity for mental development or emotional development because of the situation that they grow in will be toppled over when these winds come. This is simply because their pillars were not built in balance.

III. Collaboration between Groups in the Full Service School

The most important key for a full service school to actually work in providing for students is for collaboration to exist in the school. Collaboration is the ability of groups or institutions to come together and work to accomplish a common goal. This idea is at the root of the full service school. Everyone must be involved for success to occur. Institutions have to interact with institutions, people must interact with people, and people must interact within the institutions. This may also be the most difficult portion of the full service school being successful in honing adolescents to develop into functional adults. Robert Bellah, in his book, *The Good Society*, described the difficulty with this when he said, "One of the greatest challenges, especially for individualistic Americans, is to understand what institutions are- how we form them and how they in turn form us-and to imagine that we can actually alter them for the better"(5). Once people get involved, they must learn how to work together to reach the common good of helping students achieve and develop. Dryfoos (*Adolescents at Risk 233)* indicated the importance of this by pointing out that most experts in the field of school reform would agree that a package of services is required within the community for a school to be successful with its students. Kronick (2000) probably described collaboration the best when he compared collaboration to a pot luck dinner. At a potluck dinner, everyone who attends generally makes his or her best dish, whether it is a vegetable, casserole, or dessert. Each brings the dish to share with the other dinner attendees; however, they also bring a second plate that is empty. In this empty plate, they fill up a little bit of what everyone else has prepared to take

home and sample for themselves. This swapping of recipes increases the cooking repertoire of everyone in attendance. Much like this, each group involved in the collaboration of a full service school brings what they have to offer and presents to the other members of the group. If more than one community service organization is involved, they each bring their resources. Then, they share those resources with each other in working with the full service school and double their effectiveness by doubling their resources and ability. Many different groups interact at this potluck level. This collaboration results in such activities as can best meet all of the children's' and their families' needs. Dryfoos points out in *Full Service Schools* that the ideal full service school combines the best of school reform with any other services that a child and their family might need. In addition, most of these services can be located within the premises of the school building. Services can include such diverse things as health clinics, employment services, childcare, adult education, and recreation activities. Figure 1 shows what a full service school can look like when the education of a school and the contributions of community agencies are combined in collaboration. It is the belief of those involved with the model of the full service school that it is the combination of interventions and activities displayed in this figure that will make a difference in the lives of at risk adolescents (*Full Service Schools* 12).

Collaboration between the different groups that have an interest in full service schools shows promise and importance on two levels. The first level is the obvious benefit to everyone involved who are concerned about giving every child an equal opportunity to live out the a functional and happy life in America. However, each group involved in the full service school can take away individual benefits from their involvement in the collaboration and it is important to know those as well to see why the full service school is a beneficial product for use in today's educational world. In addition to benefits, there are also costs that each partner in the

collaboration must pay. Taking a look at those is also important in order to avoid a rose-colored view of full service schools. There are costs and difficulties anytime that two or more groups work together. The important thing is to see that the end goals and benefits outweigh those costs. The best thing for groups looking to get involved in collaboration is to see that they have the same end goals and vision of what their partnership will look like in the end. This common vision will give them a much higher success rate and will keep them from getting deep into a project with conflicts.

A. The Benefits and Costs of Collaboration for Schools

The first group to see the benefit of the full service school model is the school itself. The school is able to be a part of every exciting service or event that comes in as the central part of the full service system. Through the full service program, schools have gained on-site clinics, mentoring programs, the influence of community agencies. This gives teachers more opportunity to use different resources to teach their children. It also gives them a sense that something is being done to help them in dealing with children that before they may have lacked hope for. Dryfoos points out the weakness of a school that requires the teachers to provide what should be coming from outside groups in her book *Safe Passage: Making it Through Adolescence in a Risky Society* (198). When a teacher must focus on sex education, dealing with violence or discipline problems by children, and the other distractions that take place in a school of at risk individuals, they lose the ability to focus on their teaching. Therefore, the quality of the teaching goes down because teachers quickly become referees and psychologists when they were trained to teach. One model solution for this is bringing in trained social workers to deal with the psychosocial counseling and group work that would have in a non-full service school taken teaching time away from the teacher.

One of the bigger costs for schools in getting involved in a full service initiative is the allocation of space for all of the new services. Many schools simply do not have the space to accommodate a clinic or other service center. Dryfoos discussed the hopelessness of teen moms' program in the basement of one inner-city school that seemed to indicate that the mothers needed to be hidden away. Similar problems can often be experienced. A fellow honors student at the University of Tennessee experienced similar problems as she attempted to start a health clinic at one of the local elementary schools. She relayed a story of coming into the clinic one day during the beginning of her time at the school to find that the new computers that the school had received were stacked up inside her clinic. When asking for an explanation she was told that there was no where else to put them so they had to go in the clinic. Another difficult aspect of the full service school is that often the services that are offered must extend beyond the normal school hours. Therefore, a school that would have originally shut down in mid-afternoon now has to find people to staff it into the evening in order to maintain the new services. In an age where money for education seems to be very sparse, finding employees and being able to pay them becomes very difficult. Sometimes, this may even put an added burden upon teachers who could be asked to do more later into the evening. These are both issues that must be dealt with in order to make the school more successful and give greater benefit to the school.

B. The Benefits and Costs for the Students and their Families

Students are the group that probably benefits the most from the collaboration of the full service school because they are the group that everyone else is working for. Students who may have been at risk before quickly find themselves with a myriad of opportunities that they may not have had before the full service school was implemented in their school. The benefits that most people want to see are in reducing the risk behavior and in improved school performance. These

are tangible measurements of success and can be seen already from full service schools that have been at work. Mindy Eichhorn, a University of Tennessee graduate student in education, cited Jane Quinn of the New York Children's Aid Society in her recent article, "Full Service Schools: Enlisting in the Army of Support". Quinn said that recent research by her organization indicated that high quality after school programs have been shown to cause students' grades to improve. In addition, these programs improved work habits, emotional adjustment, and peer relations.

Quinn also spoke of the importance of having the family of children involved because when the parents are involved with the child's education, the child is more successful. Blenza Davis was also cited in Eichorn's paper as saying that at risk children come from at risk families. These at risk families also need to have their concerns and needs met for the risk factors for the children to go down. There are several programs that can be used to get parents involved. An adult literacy program at the school is one immediate and very beneficial program that can be implemented. Dryfoos points out that many schools have struggled to get parents involved in their programs because of the parents' own frustrations with dealing with schools and teachers. The presence of things such as health clinics for their children and family counseling that the parents see a real need for in their life can help them to overcome these fears. Some of the things that Dryfoos suggested to get parents involved were better school to home communication through parent teacher conferences, seeking parents to work as volunteers in the classroom, and being sure that parents have plenty of information on the outside community organizations that are being involved in the school (*Safe Passage* 199). One way that this was accomplished at Sarah Moore Green Elementary when I was involved there was by continually sending information about extra programs home with the children. They often needed this information to

be signed by the parent before they participated so that it was certain that the parents knew about what was going on.

C. The Benefits and Costs for Community Organizations

Community organizations that are involved in social work may have the most to gain and the most difficult time adapting to collaboration. For the collaboration to be successful, the community agencies must come into the partnership with the vision that was mentioned before of having the same end goal. If the groups do not agree on how the will relate once the full service initiative is permanently instituted, then they will have difficulty working together in a community setting. To complicate this matter, community agencies are all coming from different setups and agendas. The individual people working in the school may not always be able to interact in the best way possible because of mandates that are outside of their control. The goal of the full service school according to Dryfoos is to be comprehensive, unfragmented, and client-sensitive. It is important for the community agencies to surrender their own egos and public relations agendas to make sure the school works this way. Without this ability to mesh, the full service school will often fall short of its potential. Full service schools can often find themselves in transition from a typical elementary school with a few of extracurricular activities to a school that is fully immersed in the full service mindset and contains a myriad of activities represented by countless outside agencies. If the community agencies are not focused on the fact that they are working together for the common good, then they will not be able to pull off this kind of partnership.

Another concern of the community agencies coming into the schools is how those in the school respond to them. A possible reaction is that the teachers and staff in the school will feel undermined in a setting where many new people from outside organizations are coming in to

"run the school in a better fashion." This concern was one that was vocalized in the Service Learning course as those people working in the schools discussed their relationships with different teachers. Compromise must come on both sides of this issue. Some of the teachers may have felt threatened because they were not completely informed on many of the programs that were being implemented. Uncertainty often breeds misunderstanding. Getting teachers on board of a full service school initiative should be one of the first things that is accomplished when bringing groups into a school. Making sure that the teachers know their role in the system is also very important. One substitute teacher that was present on a day when one of the students from the Service Learning class was acting as a mentor. She apparently felt that this gave her freedom to put him in charge of the class so that she did not have to teach as much. This made it difficult on both the mentor, who could no longer complete his assigned job as well, and the students who were sacrificed because of this situation. Other students found that in their work in the schools many teachers were supportive while others resented them being there. It is making sure that everyone is on the same page and doing their part of the process that makes the full service school method so effective.

The full service school is analogous to the human body. The human body is composed of different parts whether those parts are an arm, a leg, an ear, or a stomach. Each has different functions, a different purpose, and a different location. Each body part has express times where it becomes more important and must be relied on. In turn, each body part must rely on the other body parts to operate at maximum efficiency. One body part cannot stop working because it feels it is less important or because it wants to be doing another body part's job. Each partner in the collaboration of a full service school must operate in doing their job to the best of their

ability. Each community agency must operate in doing what they are specialized in best. This will help them to interrelate in the group.

Possibly the biggest benefit of the involvement of community agencies in collaboration of full service schools comes from a principle that was discussed earlier in regards to the potluck analogy of full service schools. Community agencies can rely on each other to expand resources and abilities to serve. One group may be better funded than another and be able to provide more money into the service of the school. In addition, one group may have a better plan for a program that the other can implement. It is the give and take relationship of community agencies that will really allow full service schools to best improve the chances of survival for at risk adolescents and their families which is the end goal of the full service school.

D. The Benefits and Costs for Individual Community Volunteers

The immediate costs for an individual volunteer in any kind of work are obvious. They must give up time and learn how to fit into their new setting. From personal experience, I know the benefits far outweigh these costs. As a community volunteer, especially in a school setting, a person is pushed outside of their comfort zones. In order to be successful and get the most out of the experience, the person must be able to adapt to those around them and learn how to communicate with them. An unsuccessful adaptation results in both the volunteer and those already present in the school being frustrated. This was an example that was witnessed first hand while working in the full service school setting. During this time, a volunteer soccer coach came into one of the classes and instructed the students on basic aspects of the game. He was a good coach and taught the children a great deal, but he did not have a complete sense of what his relationship should be in regards to the instructors in the course. A few times, the instructors showed frustration because of his undermining their authority with kids when discipline was

needed. It was a subtle action, but this action was one that seemed to alter the volunteer-teacher relationship and caused strain in the classroom. These are the kind of mishaps that people coming into the full service school must be aware of and attempt to avoid.

The volunteers are a great benefit to the full service initiative despite any difficulties they may have in fitting into the system. As mentioned earlier, there is a severe shortage in the number of people needed to staff a full service school once it extends to longer hours. Many of these volunteers do come from the individual community agencies, but many come in on their own because they have a vision of something that they can do for the school. This last type of volunteer may be the most beneficial because as Dryfoos says, "they have a burning desire to make changes" (*Full Service Schools* 164). This is how many college students have become involved with the full service school project here at the University of Tennessee. Coming in as an individual volunteer is also how I was able to become involved in full service schools and I will talk more about how that impacted me.

E. The Benefits and Costs for the Community

The community, as a whole, is the final group that is affected by the collaboration of a full service school. A community is made up of individuals who are affected by each other, whether they want to be or not. As Robert Bellah states in *The Good Society*, "We depend on collective resources even to maintain the middle-class way of life that makes us feel that only our private concerns are significant" (113). Therefore, the community depends on what occurs with the full service school initiative. To think in the abstract, if full service schools prove successful in reducing the at risk behavior of adolescents, then the communities affected by these at risk behaviors will be safer to live in. The full service school will experience the most success when the community gets behind because the community has a precise understanding of what the

problems are in their neighborhood. Many of the national programs that are implemented focus on a specific problem depending on the political winds. One year, drug use will be the big issue and will receive the funding for action in the community. The next year, gang violence will be the issue. The advantage of the full service school initiative is that it is community-based and community-ran. In Eichorn's article, she pointed out that Blenza Davis, the principal of Sarah Moore Green Elementary, said that it was absolutely necessary to have the support of the community which included letters of commitment from community agencies. When this support is rendered, the community begins to help the school find ways to pay for their services and helps the staffing of the schools. In Knoxville, the full service school movement has received the support of the University of Tennessee under the direction of Dr. Kronick. In this setting, the university community has supplied the full service schools in Knoxville with countless volunteers and imaginative programs. This is why it is absolutely necessary to have the community in support.

IV. My Involvement in the Full Service School

After discussing what everyone involved in the collaboration of full service schools receives out of the partnership, I feel that it is important that I share my involvement with the initiative here in Knoxville and how that involvement has affected my life and perspective. As I said before, during my time in Dr. Kronick's course I did not work in the full service schools like many of my classmates. I did develop a keen interest in the subject though and discussed with Dr. Kronick ways that I could get involved the following semester. After talking with Dr. Kronick and discussing my interest in working on developing the physical fitness of children in the schools, he connected me with Amy Brace, a physical education instructor at Sarah Moore Green. Amy was the perfect teacher to be paired with in a full service school setting because of

her incredible enthusiasm for her students in the school and her willingness to do whatever it took to better their education and prepare them for adulthood. Amy was also a great person to work with because of her acceptance of someone from outside to come in and work with her children. As was stated before, this is one of the keys in having a successful program in the full service school. Volunteers and teachers must have the ability to coexist and know their roles in the system with the end vision of helping the adolescents under their supervision.

My desire was to be involved in a hands-on fashion with physical education of the children. I was not sure how to go about fulfilling this desire, but my background in cross-country and track competition in high school spurred me to get involved in this way somehow. Amy had recently been to a seminar, which discussed the benefits that developing early balance and coordination had upon the mental development of elementary age children. She suggested that I attempt to get unicycles for the classroom and become an instructor in the class with her. This desire for unicycles was an unusual one, but because of an opportunity that Dr. Kronick pointed me to I had a chance at receiving the unicycles for the classroom.

A. My Grant for Unicycles

The opportunity that Dr. Kronick pointed me towards was provided by the Tennessee Consortium for the Development of Full Service Schools. This group, which was formed in December 1998 following a lecture in Knoxville by Joy Dryfoos (Kronick XI), has the goals, according to Kronick, to help the community "(1) understand the need for full service schools, (2) recognize successful efforts in implementing components of the full service model, and (3) provide assistance to those wishing to develop and implement additional components of the full service school (Kronick 43-44). Part of achieving the third objective on this list involves helping school systems in Tennessee apply for after school program grants. One of these grants was my

opportunity to attain supplies for Sarah Moore Green Elementary and the physical education program that I was hoping to start. The people providing the grant desired to see a community partnership program where I, as the student teacher, would go into the classroom and interact with the children with the supplies that they would supply through the grant money. This was a great opportunity for me because going into the classroom was exactly what I wanted to do.

In order to receive funding for the project, I had to prove the need for the project that I would be doing in the school. In the grant proposal, I discussed the need for physical exercise in the children of American society. More so than ever before, the children of our nation are obese and physically inactive. I pointed out in the grant that it is often difficult to interest young children in exercise when they have become more accustomed to watching television or playing video games. Part of this comes from parents who place their children in front of televisions and do not encourage active lifestyles that should be normal for children. Also, in the classroom, it can become very intimidating to attempt to be active if a child does not feel they are as athletic as other children that they are around. This is one of the biggest problems in getting students to participate in athletic events, the fear of failure or being made fun of in our performance-based sports world. In the grant, I tried to emphasize this because giving the children that would not normally participate in physical activities an alternative activity such as unicycles could spur them on to a more active lifestyle. This confidence in some form of physical activity, which no child is good at to begin with, causes increased confidence which can even be relayed over into other areas as academics.

As a pre-medicine student, it was one of my chief desires for this project to see an increase in health of the children. I also felt that it would aid them in the classroom. Thankfully, the grant that I wrote was funded so that several unicycles could be bought for the project. I

would next get to experience the transition into the classroom and learn about the full service school and the type of child that full service schools are trying to help. However, first, through the grant and its funding, I was able to see the collaboration that I have previously discussed. Already in my experience in the school, a community organization had come together with the school, a teacher in the school (Amy Brace), and myself. The Tennessee Consortium was able to provide the funding for the project and the school provided the facilities and ability to perform the unicycle program. Amy and I were able to work together to run the program and see the children in her classrooms expand their physical ability, balance, and coordination. We all brought our dish to the table and were hopefully able to take home a little of what everyone else brought.

B. What my Experience Looked Like

A second requirement of my involvement in the full service school was that I completed a journal with an entry for every day that I spent at the school working with children. This was great for me because the time of reflection allowed me to see how I related to the entire system of the full service school and how important it was for the children that I was working with to have services provided to them through the school. My days in the school were Monday afternoons from 1:00 p.m. – 2:00 p.m. and Thursday mornings from 8:00 a.m. to 10:00 a.m. This allowed me to work with a total of six classes of children, ranging from the third grade to the sixth grade. It was spending time with these children, whether I was teaching them the unicycle or some other classroom activity in their physical education classroom, that I learned how important it was that something such as the full service school be done for children like those at Sarah Moore Green Elementary. Several experiences stand out to me and point to how much community groups and individuals need to be working with these kids to make sure that

their needs are met. My experience is also beneficial to anyone that wants to get involved in a school environment helping children that may be at-risk according to the definition of Dryfoos.

One of the first things that I realized about working in a full service school setting is that a volunteer must show constant attention and compassion. It is very hard to balance these two, but the at risk individuals that are so much a part of what a volunteer or worker is doing need this in order to feel they are really being cared for. The constant attention that is needed is probably the first important step. It was amazing to me how much the adolescents that I worked for constantly strived for my attention. It was in this setting that I observed what Dryfoos spoke of in *Adolescents at Risk* when she discussed the different ways that at risk individuals attempt to stand out. The more I thought about this in my own experiences, the more it seemed to make sense. If the children I was dealing with were truly at risk, then they were lacking in some form in their family life, which was causing them to be at risk. Partially, my role, as part of the full service school, was to fill that gap for them and provide for that need of attention. It may not have been my direct reason for being there, but it was a responsibility that could not be ignored.

The need for constant attention was a difficult lesson learned, but one experience in particular stands out to the need for direction and attention for those at risk adolescents. This experience occurred one day in one of my fourth grade classes when Amy had to leave the classroom to talk with another teacher for a few minutes one day. I had been with the class for a while so Amy felt that I could handle the children, but she did not give me a set lesson plan for them during my time in the class. Instead, she left me with the children running laps around the gym. However, because of the duration of time she was gone, this activity quickly became old for the children. In a typical classroom day, the class time would be divided up into several different activities that were often individualized to where each person in the classroom would

get some form of attention from Amy or myself. When this did not occur as I attempted to watch over the entire class in laps, there was quickly an outbreak of attention-grabbing behavior. One of the little girls in the classroom, when my back was turned, had started a fight with one of the guys in the classroom. The classroom quickly became chaotic as I, the inexperienced teacher, attempted to restore order and determine the root of the problem. The two children did not normally have a problem with each other, but during the time of inadequate personal attention had called each other names and the situation had escalated. The order was quickly restored when attention was brought to them and there really was no reason for the behavior to continue. At first, I thought that this might be merely a one-time incident, but as I thought about the words of Kronick and Dryfoos, I realized that this was one of the very lessons that they discussed. As the full service worker, I had to be aware of the need for these at risk adolescents to seek attention and be able to better design my leadership to avoid situations like the fight.

A second area that I felt was very pivotal as a volunteer working with the adolescents in Sarah Moore Green Elementary was that I show compassion at all times, even in my discipline of the children. One experience that required my compassionate discipline was in the situation that I described above about breaking up an altercation between two of the students. Often, my compassion merely had to be shown through my moment to moment teaching instructions and interaction with my students though. One of the characteristics of many of my students was a quick willingness to quit if success was not immediately attained. This was especially true with the unicycle. I knew from my own experience that the unicycle was not an easily conquered task. I had spent countless hours in my driveway just learning how to stay balanced and even at the time of teaching the skills to the students at Sarah Moore Green was unable to ride it farther than a few feet without falling myself. Therefore, I knew that one of the keys to having the

children reach beyond their bounds of comfort was to let them know that I struggled with the unicycle too, but that it could be accomplished with hard work and dedication. Often, I had to step back from actually instructing the children to spend time motivating them to keep trying the unicycles. They responded best when I was right there beside them as a shoulder to lean on as they attempted to pedal forward. Only by that individual attention and helping hand did many of them carry on. As I reflected upon this part of my experience, I realized that in order for everything that has been discussed previously about full service schools to work there must be an underlying level of sincere care and compassion for the children that are being worked with. This kind of care has been what has made so many social agencies successful and it is what will hold the key to the full service school working with the children. The services that the children and their families need are often already existent in the community, but they are not in an area that the families or children feel comfortable going to get them. The school needs to be a safe place for them to come and know that everyone there is looking for their best interests. The children that I worked with responded to my teaching positively because they could tell that I cared or I would not be there. The quote that my high school history teacher first shared with me rings true for full service schools. "No one cares how much you know until they know how much you care."

Another area that was discussed earlier in regards to full service schools was that of having support of everyone involved. Obviously, in my experiences, I had the support of Amy as my mentor in the school and Dr. Kronick as my mentor from the university. However, my experience being involved in the full service school and the confidence that I was able to have in myself was further heightened by the support received from others involved in the schools. These included parents who came into the school to visit their children's classes or to see the

gym and told me how their children enjoyed the unicycles. It also included the support of the administration, especially Blenza Davis, the principal of Sarah Moore Green, who was very supportive of anything that I desired to do in the schools. As Dryfoos points out in *Full Service Schools*, Davis as the school principal holds a great deal of power over the school and the running of any services that occur inside the school building. If a principal was not cooperative or supportive of the ideas of a full service school, then they would be able to undermine much of what was going on. The converse of this is that a principal that is very much behind the ideas of the full service school is able to improve its ability to meet the needs of its children and families. It is their decision making that dictates how relationships between the collaborators and the school itself run and whether the full service school is a smooth running ship. Therefore, Ms. Davis is a wonderful person to fill this position for Sarah Moore Green. She is willing to do whatever she can to see that the children are provided with more services. Mindy Eichorn cited how Davis encouraged anyone involved in a full service school to look for ways to improve the service such as finding outside agencies to fund supplies and help out such as Americorps or the "Lights On" program which keeps schools open longer (30). I also found this cooperation and positive attitude with Davis when trying to find out about holding a fun run in conjunction with Thanksgiving for the children in the school. She encouraged me to do anything that I could for the kids. She said that she would not say no to anything that was going to benefit her children and that the only obstacle was finding someone to pay for the program's needs. No matter what I did in the school, I knew that I would have her support.

One of the final things that I learned about full service schools during my experience there was that the school does strengthen the community. The services that have been poured into Sarah Moore Green Elementary have made it an enjoyable place to come to and to work.

This comfortable feeling is what the full service school is all about. It should be comfortable for the community to come into the school and use the services. It was comfortable and exciting for me to come into the school every Monday and Thursday to spend time with students that I cared about and I knew cared about me because of the commitment that I had made to them. I had become a closer part of their community. Some of the best experiences I have had since spending time working in the elementary school have been when children in the school have come up to me when they have seen me somewhere else in Knoxville. They have told me that they miss me working there and that they enjoyed learning the unicycles. This is the success of the full service school, that a group of people that live near each other make each other better and learn to care about each other. This will transform at risk adolescents into successful adults in the future.

V. A Model of What the Full Service School Should Be

The schools in the Knoxville area are very young in regards to the full service concept with many of the aspects of a full service school still to be incorporated. Clinics have become a vital part of the schools involved here, but the schools are still mainly staffed in this area by volunteers and college students from the University of Tennessee. Also, outside services are beginning to be incorporated in the schools. In order to see the potential that the schools in this area have, it is good to look at a model of a full service school that is completely up and running. One of these already functional full service schools is found in Washington Heights, New York, a neighborhood in New York City. This school is a great example of collaboration between groups to provide service to children and their families in that community. The school philosophy, which has been put together by the New York Board of Education and Children's

Aid Society, involves putting together as many services for at risk children as possible in the school environment.

The full service program at Intermediate School 218 was began because of the high percentage of mental health problems in children in their high risk area. This full service school has three components to their program in order to help the mental health of the children. The first component consists of programs designed to help children with their mental health. One example of a program that is present in the school is that of "The CARING Project" (*Strong Minds)*. This project uses art to intervene with the children. Adolescents involved in the program focus on their self-esteem and how to solve problems through their artwork. The second component for mental health at the school is individual and group family counseling. This type of counseling, with counselors who are trained to relate to the children and their families allows for problems to be worked out in a constructive way. The children interact daily with the counselors here and so coming to the counselor is not as scary as it might be elsewhere. As one person involved stated, the school is "not a clinical setting…the result of this is trust. (*Strong Minds)*" The third component of the school that allows it to eliminate mental health problems is the screening that is done on all students for depression and anxiety disorder. These screenings allow counselors and workers in the schools to catch mental health issues before they result in suicide or other mental health symptoms that are detrimental to the student.

Beyond the mental health aspect of the school, collaboration continues and makes everyone comfortable in the school. The length of the day at Intermediate School 218 runs from 7 a.m. to 10 p.m. There is constant attention at the school for the children that attend there. This constant attention allows the children to know that services are in place for them and makes them more likely to use those services. There is a doctor that is always on school grounds. This

doctor is there for any serious health issues that a student may face and is also used as a resource for the counselors that need a medical opinion on many of the patients that they see. In addition, services are provided to the students such as enriched classes, sports, music, and art opportunities. Every day parents are in workshops in the school and showing their interest as volunteers. Parents can also receive services at the school such as aerobics or English as a second language. I.S. 218 is definitely a family-oriented place. In addition to these activities and the involvement of the parents, former students who have been rescued from at risk situations come back to help out and work in the school. It is clear from hearing the people involved talk about I.S. 218 that the entire community is behind the full service concept there. The full service school has worked to improve the community and move adolescents and their families out of at risk situations. As one of the workers at the school summed up, "It's the building that students have to come to everyday. We would like it to be the place they would like to come to everyday. (*Strong Minds)*" The full service school model, when realized, can be a success for everyone involved.

VI. Conclusions about Full Service Schools in Knoxville

In the Fall of 2001, I was fortunate enough to attend a meeting with a group that was looking to come into the East Tennessee area and work with local schools to provide graduates with a way to go onto college. A big reason that this group was interested in coming to the Knoxville area was the work that has been done with the schools in this area with the full service school concept in mind. In this meeting, a great deal of the college students and local administrators that have been an integral part in the services that have already been implemented in schools were present. It was exciting to listen as each individual discussed the different projects that they had been involved with in local elementary schools such as Christenberry Elementary and

Sarah Moore Green Elementary. People at this meeting discussed working with art in the schools, tutoring children who were struggling with their classes, and spending time with children as a mentor. Each person involved had a unique story of what they had done and more importantly how they had been impacted by the people that they had worked with in the schools. It was clear from hearing these people talk about the differences that they had made that Knoxville area schools have a bright future with the full service school project. The people involved in this meeting had clearly bought into the philosophy that Kronick discussed in *Human Services and the Full Service School* that states, "When I share, we all benefit. (85)" No one discussed what they were getting out of their work, but were clearly excited about where the schools were heading. This kind of enthusiasm cannot help but relay over to the children and families that need to be impacted. The first goal of the full service school has been reached in Knoxville. Groups are coming together to collaborate for a better school system and an increased chance of success with at risk individuals.

The representatives from the group that would fund graduating seniors out of the Knoxville area for college were also excited about what they heard. They decided to commit to Knoxville and the children that will soon work their way through the improving system to become college candidates. Collaboration continues to grow and as it does the chance for all Knoxville area students to succeed will grow with them. My perspective on the full service school model has been a very positive one. In my opinion, which is developed upon much research and my own participation, the full service school will show children in this area that adults care about them and their success. With that kind of encouragement, the at risk children from this city will see success just as the children involved in my classroom saw success with their unicycles. This will allow for the cutting down of the problems that Kronick discussed in his book. We will be able

to cut down on the amount of students leaving school early, increase the learning of those in school, and meet the non-curricular needs of children and their families in the school (105). All that is needed is encouragement to press on and those involved in the full service school model will provide that for them.

Figure 1 – Full Service Schools: One-Stop, Collaborative Institutions

Quality Education Provided by School:

- Effective basic skills
- Individualized instruction
- Team teaching
- Cooperative learning
- School-based management
- Healthy school climate
- Alternatives to tracking
- Parent involvement
- Effective discipline

Provided by Schools or Community Agencies:

- Comprehensive health education
- Health promotion
- Preparation for the world of work (life planning)

Support Services Provided by Community Agencies:

- Health screening and services
- Dental services
- Family planning
- Individual counseling
- Substance abuse treatment
- Mental health services
- Nutrition/weight management
- Referral with follow-up
- Basic services: housing, food, clothes
- Recreation, sports, culture
- Mentoring
- Family welfare services
- Parent education, literacy
- Child care
- Employment training/jobs
- Case management
- Crisis intervention
- Community policing"

Source: Dryfoos, Joy G. *Full Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families.* San Francisco: Jossey-Bass Publishers, 1994.

Figure 2 – Percent of Male and Female 14-Year Olds Involved in High Risk Behaviors, 1996						
Behavior		Male (Percent)				Female (Percent)
Substance Use		32				30
Current Smoking		47				44
Current Drinking		28				20
Heavy Drinking		24				17
Current Marijuana		5				1
Hard Drugs						
Sexual Activity						
Sexually Active		41				32
Use condoms		66				59
Delinquency						
Adjudicated		7				1
Carry weapon		34				9
Carry gun		14				3
Fight		55				37
Depression						
Suicide Thoughts		18				34
Suicide Attempt		7				15
School Problems						
One year behind		26				21
Two years behind		5				3

Source: Dryfoos, Joy G. *Safe Passage: Making it Through Adolescence in a Risky Society.* New York: Oxford University Press, 1998.

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