To the Graduate Council:

I am submitting herewith a thesis written by Cassandra Staben Walker entitled "Participation in a Full Service School After Hours Enrichment Program: An Assessment of Students' Academic and Social Progress." I have examined the final paper copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Counseling.

Robert Kronick, Major Professor

We have read this thesis
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PARTICIPATION IN A FULL SERVICE SCHOOL AFTER HOURS ENRICHMENT PROGRAM: AN ASSESSMENT OF STUDENTS' ACADEMIC AND SOCIAL PROGRESS

A Thesis

Presented for the

Master of Science

Degree

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Cassandra Staben Walker

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DEDICATION

This thesis is dedicated to Dr. Charles Thompson. Without his support and encouragement this thesis wouldn't exist.

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Abstract

Full service school programs are developed to address the unmet social, academic, medical, and economic needs of the students and communities they serve. Even though two schools may both be considered "full service", they can still look very different in practice, depending on the specific needs of the community. Although the idea of full service community schools has existed for over a century (Dryfoos, Quinn, & Barkin, 2005), the empirical research base is scant. This study addresses the academically related domains outlined by Kronick (2005): attendance and tardiness, and academic grades. An experimental group and a control group were used. A repeated measures ANOVA was conducted on the math and reading grade data. A Mann-Whitney U test was conducted on the attendance and tardiness data. It was found that after receiving the treatment the experimental group had statistically significantly higher reading grades than the control group. Math grades were higher in the experimental group then in the control group, post-treatment. No significant between-group differences were found with either the attendance or the tardiness data. Implications, limitations and suggestions for future research are discussed.

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CHAPTER I

STATEMENT OF THE PROBLEM

An increased emphasis on standardized test scores in measuring the quality of public school education has encouraged academic professionals to seek new and innovative ways to improve the academic performance of students (Smith, 2004, 2005). The full service school model is one of the ways in which some professionals are attempting to meet this goal (Dryfoos, 1995; Kronick, 1997). Teachers and administrators are recognizing that a student who is hungry, tired, or under stress is not going to perform to his or her potential. A full service school provides the resources to effectively address these pervasive obstacles to student success.

There are many barriers that hinder the accurate evaluation of full service school efficacy (Cole-Zakrzewski, 2002; Dryfoos, 1995; Reynolds, 1992). The difficulty of keeping accurate and comprehensive records, the challenge of obtaining parental permission, and the high participant mortality rates all hinder full service school program evaluation. Because of these barriers, there has been little quantitative data presented regarding full service schools (Cole-Zakrzewski, 2002). The purpose of the present study was to evaluate the academic and social progress of students participating in one full service school program through a quantitative evaluation of the program's after school tutoring and enrichment component.

Justification

Although the idea of full service community schools has existed for over a century (Dryfoos, Quinn, & Barkin, 2005), the empirical research base is scant. Outcome studies are often difficult to conduct due to the reluctance of parents to release their

child's information, questionable program record keeping procedures, the time needed to see student change, and high mobility rates among students in these programs (Cole-Zakrzewski, 2002). This study avoids many of these pitfalls by tracking only the small number of students who have attended the program regularly over the course of two semesters. The coordinators of the program have developed relationships with the parents/guardians of the participants, fostering trust and hence receiving informed consent.

Walsh and Park-Taylor (2003) discuss the need for research that assesses change across multiple spheres of student life. These spheres include health and social behavior, as well as academic achievement. Increased emphasis has been placed on academic achievement in response to the No Child Left Behind Act of 2001 (Kronick, 2005). This legislation attempts to improve poorer performing schools (designated as such solely on the basis of math and reading scores) by implementing strategies such as allowing students at lower performing schools to transfer to a higher performing school. This legislation puts little emphasis on the social and systemic factors that affect children, focusing mainly on academic achievement (McKenzie, 2003). Even though the government has chosen to minimize non-academic variables, it is imperative that these variables be evaluated in order to obtain a clear picture of student progress and development (Walsh & Park-Taylor, 2003). This study will address academically related domains outlined by Kronick (2005): attendance and tardiness, and academic grades.

Hypotheses

The first research hypothesis proposes that voluntary student participation in a Full Service School After School Tutoring and Enrichment Program will result in improved math and reading grades, as compared to the control group students. It is also hypothesized that program participants will exhibit more frequent attendance and less tardiness when evaluated against the control group.

Additionally, it is hypothesized that over the course of program involvement, after school participants' math and reading grades will improve. The fourth hypothesis is that program participants' will exhibit more frequent attendance and less tardiness while participating in the after school program.

Assumptions

Trammel, (2003) states that youth who participate in after school programs "… have shown positive outcomes in school attachment, academic achievement, supportive relationships with adults, and peer relationships" (p. 7). For this particular study, it is assumed that the investigation of attendance and tardiness rates will accurately reflect school attachment and that math and reading scores will accurately reflect academic achievement. It is assumed that the development of supportive relationships with adults and peer relationships both influence grades and attendance.

Limitations

The main limitation of this study is that there is an extremely high rate of mobility among the evaluated population. It is difficult to evaluate a program or establish acceptable participant groups when program participants do not consistently attend, or

stop participation or school attendance without notice or explanation (Dryfoos, 1995). As a result of this, the experimental and control groups are smaller than would be preferred.

The control group participants were selected from a pool of students who were eligible to participate in the full service school after school program, but who did not receive parental permission to attend the program. The control group is not a random sample of the greater school population, but rather a quasi-matched sample based on grade, sex and the previous year's standardized test scores.

Delimitations

This study as been delimited in the following ways: the sample of academically at-risk students was chosen from a group of third, fourth, and fifth graders at a Title I elementary school in the southeastern United States. The school serves an urban neighborhood in a moderately sized metropolitan city. The experimental and control groups were formed from this sample of academically at-risk students. The Full Service School After School Tutoring and Enrichment Program was conducted during the 2005-2006 school year. The program evaluation research was conducted during the spring semester of 2006.

Definition of Terms

Academically At-Risk Children: children who have an increased likelihood of academic failure. Academically at-risk children generally have deficits which lie in three distinct areas: strategy development and use, socially supported learning, and general skills.

Weakness in strategy development and use is revealed by a lack of learning skills. Learning skills are usually acquired as a result of actively engaging in learning

experiences, however this is something these students have not sufficiently done. These children may not know how to organize information, take notes, or study for a test in any systematic way. They may have poor meta-cognition skills. They don't always know when they do not understand, they don't have many strategies to draw on, and often they do not know which strategy to use in a given situation. Academically at-risk children typically require extended time on a task to develop the skills and strategies and most benefit from small amounts of learning on a continual basis.

Socially supported learning is another area in which academically at-risk students are disadvantaged. Generally, these children are academically unassertive, meaning that they will not ask questions or seek help. Many have an external locus of control; they need structure and guidance such as due dates, time lines and external motivation (rewards and punishments). They see academic success as beyond their control. They perceive the instructor as an authority figure and giver of right answers. They lack confidence in their ability to be successful learners in a formal setting, which inhibits their ability to become successful. They may have a short attention span and need activity and variation in their learning.

General skills comprise the third area in which academically at-risk students fall behind. They lack general background knowledge; they have not read a great deal and have not actively engaged in learning about their culture, city, state, country etc. These students may have poor reading and writing skills. They may not be able to identify main ideas in printed material, and writing complete sentences or making transitions between ideas may be difficult (Doyle, n.d.).

At-Risk Children: children who experience social and economic circumstances that affect the child's likelihood of lifelong success .While "academically at-risk" refers to the behaviors and attitudes of the child in regards to learning, "at-risk" refers to social and economic circumstances that are often beyond the child's control. Students who have certain kinds of conditions such as living with only one parent, being a member of a minority group, having limited English proficiency, or living below the poverty line are considered to be "at-risk" (Hixson, & Tinzmann, 1990). These students are considered to be at risk because, statistically, students in these categories are more likely to live in poverty, to be involved with the judicial systems, and to need psychiatric care as adults. (Kronick, 1997).

CHAPTER II

REVIEW OF THE LITERATURE

Full Service Community Schools

Description

Dryfoos (1994) presents an "idealized model of the full service school", in which the services provided include thirty-one distinct programs offered either by the school, a community agency, or collaboration between the school and community agencies (p.12). These services include (but are not limited to) team teaching, and effective discipline from the school, and social skills training. Comprehensive health, dental, family planning and mental health services, and health promotion activities are frequently offered through full service school initiatives. These schools may provide family and community services such as child care, parent education, vocational training and employment services that are offered through agencies that are present in the school. The model that Dryfoos presents is very broad, and could potentially touch every aspect of a student and family's daily life.

There are many elements that interact in order to produce a full service school in any particular community. Even though two schools may both be considered "full service", they can still look very different in practice. Full service school programs are developed to address the needs of the students and communities they serve. A community needs to be looked at holistically in order to determine which needs of the children and neighborhood are not being sufficiently met through existing programming (Kronick, 2005). An agenda that will offer accessible services can then be constructed.

Programming must be introduced in a way that respects the families and communities that are being served (Reynolds, 1992).

History

The term "full service-school" was first used by the state of Florida (Dryfoos, 1995, April 22). In 1990 Florida Statute 402.3026 passed, requiring Florida's Department of Education and Department of Health and Rehabilitative Services to collaborate in the development of full service schools. These schools were to students most at risk for not receiving social and medical services (Reynolds, 1992). In 1991, the Florida legislature passed the School Improvement and Education Accountability Act which continued to support the development of full-service schools in that state (Lovejoy, 1998). Although the term has only existed for 16 years, the concept has existed for over a century.

The years between 1890 and 1917 are referred to as the Progressive Era. It was during this time that the United States was wholly experiencing the collective influences of immigration, industrialization and urbanization (Dryfoos, 1994). During the Progressive Era, education became compulsory and record numbers of poor immigrant children were enrolled in schools that were designed to accommodate an upper class student population. Not only was the educational style inappropriate for these students, but the classrooms were dangerously overcrowded. In response to these conditions social reformers began campaigning to improve and include social services in schools. Hundreds of school-based medical and dental clinics were established during this time (Dryfoos, 1994).

An example of one of the first true full service schools was established in Flint, Michigan in the 1930s. The Flint program grew out of a need to extend educational and

recreational opportunities to adults as well as children in the surrounding community (Smith, 2000, 2004). Frank Manley was a pioneer in the development of the Flint program. Manley was a physical education teacher who, in 1935, teamed up with Charles Stewart Mott of the Mott foundation in order to establish several "community schools". These schools kept extended hours and provided health, recreation and adult education opportunities to the community. These schools were very successful and by 1953 the community school program was extended to all 36 schools in the district.

The Flint program flourished and was emulated nationwide. Over the next several decades educators from all over the country traveled to Flint in order to learn how to establish full service schools in their own communities. The community school program is still operating in Flint, and is now called the National Center for Community Education. The Center continues to train educators from all over the world to establish and maintain full service community schools (National Center for Community Education, n.d.).

Over the years public and political support for school-based health and social services has fluctuated in response to poverty and immigration levels. In periods of economic instability and increased immigration, support for full service schools increased. In the 1940s an analysis of Selective Service rejection rates led to an increase in school-based health services, but through the 1960s these initiatives declined and were replaced by community based clinics in response to the anti-establishment attitude that prevailed among the nation's youth (Dryfoos, 1994).

Although reformers in the 1970s struggled to establish school-based health services, these efforts were often stifled by "poor communications between health

professionals and educators" (Dryfoos, 1994, p. 39) and objections on a national level from organizations such as the American Medical Association. The provision of school-based services continued to decline throughout the 1980s, hastened by budget cuts to child and maternal health. In the 1990s the tide began to turn, and the American Medical Association and other national health and social service organizations began to support the delivery of services through schools. Support on a national political level is crucial to the establishment of effective school-based service delivery (Dryfoos, 1994).

The Current Need for Full Service Schools

In 1994 Dryfoos predicted that the last decade of the twentieth century would be particularly difficult for America's children. This prediction was based on statistics showing that the prevalence of single parent households was increasing. In 1994, 25 percent of families were single parent. At the beginning of the 1990's, 22 percent of all children and 55 percent of children in single-mother households were living below the poverty line.

Current statistics show that 37.6 percent of female headed families with no male present are living in poverty, compared to just 6.9 percent of married two-parent families. According to the United States Census Bureau (2003) 17.6 percent of children ages 0-17 are living in poverty. That percentage varies widely depending on the community being discussed. In New Hampshire 7.8 percent of children are living in poverty, while in the District of Columbia the percentage is 29.6. In the school district that is the focus of the present study, 15.1 percent of school children aged 5-17 were living below poverty during the 2003-2004 school year (U.S. Census Bureau, 2003).

In school aged children, poverty is one of several factors that has been correlated with higher drop out rates (Kronick, 2000), dangerous housing, lack of structure as a result of erratic parent work schedules, transportation difficulties, and a heightened risk of poverty as an adult (Kronick, 2005). Full service schools can be central in the prevention of each of these correlates.

Essentially, full service schools are attempting to lessen the likelihood that at-risk students will grow into adults who are stricken by economic and societal hardships (Kronick, 2005; Walsh & Murphy, 2003). This will be accomplished by introducing students to a culture of achievement. As eloquently stated by John Ruskin (1862, ¶ 38), "Let us reform our schools, and we shall find little reform needed in our prisons".

Children involved in full service school programs will be off of the streets, engaged in their school environments, safer, and able to develop stable relationships with supportive adults (Dryfoos, Quinn & Barkin, 2005). All of these factors contribute to higher graduation rates (Kronick, 2000), and fewer instances of youth violence (Walsh & Murphy, 2003) which then lead to less poverty, more stability, and a lessened likelihood of involvement in the justice system as these students grow into adults (Kronick, 2005).

It is important to note that poverty is not the only problem that is plaguing at-risk children, nor is it the only issue that can be addressed through a full service school model. Full service schools can efficiently address the "new morbidities" of today's youth which include unprotected sex, drugs, violence and depression (Dryfoos, 1994, p. 2). These children often lack access to healthcare, mental health care, and dental care. These services are particularly suited to delivery through a full service school model.

Research has shown that school based health clinics can have a significant impact on attendance and drop out rates by treating minor illnesses at school and reducing pregnancy rates among students (Kronick, 2000). Schools are already situated in the neighborhood, often within walking distance and on public transportation routes, eliminating transportation barriers to healthcare. Students already spend the better part of the day at school. When healthcare is available on the school campus, it eliminates the need for parents to take time off of work in order to take their child to the doctor. A record number of children are uninsured and a disproportionate number of uninsured children are minorities (Walsh & Murphy, 2003). These uninsured children are even less likely to obtain healthcare if it is not accessible.

Too often children in low income neighborhoods do not have access to mental health care (Kronick, 2000). According to Walsh & Murphy (2003), 19.3 percent of young people in the United States seriously considered attempting suicide at some point in the previous year. Ten percent of young people in the United States experience an impairment as a result of mental illness, however less than 20 percent of those suffering receive any form of treatment.

According to Glasser (1969), children who do not have strong relationships with their families, communities, and schools, and who do not feel successful at school are likely to experience anger, hostility, frustration, suffering and withdrawal. These children are more likely to become involved with the legal system. Mental health care is an ideal service to include in a full service school model. School-based mental health services focus on student mental health issues that interfere with learning and social development,

and enhance the emotional and social environment of the entire school (Walsh & Murphy, 2003).

Many families who live in economically disadvantaged areas relocate frequently. Moves may be across town, or to another state. These moves often happen each time rent is due (R. Kronick, personal communication, Fall 2004). When a family does not have the financial resources to maintain stable housing, moving is often the most viable option. According to Kronick (2005), 35 percent to 52 percent of at-risk students move during the course of an academic school year.

For most children, frequent moves have several negative outcomes. These children are often behind academically. They frequently feel that schooling is irrelevant because it does not solve the child's immediate problems of safety and security. These children also suffer from social isolation as they are always losing and making new friends (Walsh, 1992). This is in accordance with Maslow's hierarchy of needs. Maslow states that until a person has fulfilled physiological needs (e.g., food and shelter), and safety and security needs, the person will be unable to grow mentally and socially (Thompson, Rudolph & Henderson, 2004).

William Glasser (1988) discusses this same principle. He states that "…hungry children think of food, lonely students look for friends, and powerless students seek attention far more than they look for knowledge" (p. 22). It is extremely difficult to effectively teach a student who has needs that are far more pressing than education.

Full service schools can address the problems of mobility and transience through parent education and social service offerings. Dryfoos (1994) informs us that these are often provided through a Family Resource Center (FRC). She offers the FRC in

Gainesville, Florida as an example. This FRC is located adjacent to both the elementary and middle schools, and provides a health clinic, nursery, GED preparation, job training, computer and literacy courses, case management, and economic services. Additional services which may be provided by an FRC are emergency assistance, food, housing, legal aid, employment and benefits assistance, and immigrations services (Dryfoos, 2003). All of these services directly address issues of economic instability, mobility and transience.

Modern Incarnations

There are approximately 22,000 schools in the United States that serve poverty stricken communities and could benefit from the transformation to the full service school model. In contrast, there are only several thousand full service schools in existence (Dryfoos & Maguire, 2002). Salomé Ureña de Henriquez Middle Academies (IS 218) was the first full service community school to be born of a collaboration between the Children's Aid Society and the New York City Board of Education (Dryfoos, Quinn & Barkin, 2005). Thomas A. Gardner Elementary School in Boston was created based on the Children's Aid Society model, and is so successful that its program has been extended to other schools in the area (Dryfoos, Quinn & Barkin, 2005). In contrast to urban IS 218 and Gardner Elementary schools, Molly Stark Community School is located on the outskirts of a rural community in Vermont. The principal of this school has affected a grassroots effort to improve conditions in the school and community through collaborative efforts with local community agencies and leaders (Kronick, 2000).

Neither school is a stand alone agency. Each one of them has established and maintains collaborative relationships with their communities in order to provide services

that the communities sorely need. Traditional school systems don't adequately address the interrelatedness of the problems that at-risk children experience. Children's problems are directly related to the problems of their families, and the problems of the families are connected to those of the community (Davis, 1995). Full service schools help neighborhoods and families to help themselves by tapping into and developing accessible local resources.

Salomé Ureña de Henriquez Middle Academies.

Salomé Ureña de Henriquez Middle Academies (IS 218) was the first full service community school that was implemented in New York City, as a collaborative project between the Children's Aid Society, school board administrators, community leaders, and parents. The school was opened in 1992. It was built in Washington Heights, and was the first new school to be built in that neighborhood in decades (Dryfoos, Quinn & Barkin, 2005). IS 218 serves 1,665 fifth through eighth grade students.

The Children's Aid Society Community School model is much broader than any concept which had previously been proposed. The society was involved with the school from the beginning, and even had a hand in the building design. IS 218 is open up to 15 hours a day and 6 days a week, year round. The services provided through the school are intended to remove barriers to learning and help students maximize their "human and academic potential" (Children's Aid Society, n.d.).

The students at IS 218 have access to tutoring and homework help, community service projects, peer tutoring, newspaper, yearbook, computer and chess clubs, sports leagues and tournaments, modern, hip-hop and ballet dance classes, string orchestra, band and fine arts classes, a mental health clinic, an optometry clinic, a medical and dental

clinic, and a crisis intervention team. In addition to these activities, the school holds "town meetings" where students discuss issues such as dating, domestic violence, gangs and sexuality. These meetings are very similar in structure to classroom meetings advocated by Glasser (1969). In addition to the programs available for students, there are alumni, parent, and community services. These services include adult educational programs, social and cultural opportunities, programs that focus on healthy family development, sex education and relationships, and mental and physical health referral and insurance options (Children's Aid Society, n.d.).

Gardner Extended Services School.

Gardner Extended Services School is located in the Allston-Brighton neighborhood of Boston, Massachusetts. Allston-Brighton is a very large and diverse community that was growing rapidly in the 1990s. Gardner serves 500 students from kindergarten through 5th grade. Seventy-eight percent of these students are learning English as a second language (Walsh & Murphy, 2003). This school is a collaborative project between Boston College and several neighborhood organizations. The renovation from traditional elementary school to full service school began in 1996, when the principal and a college professor collaborated (Dryfoos, Quinn & Barkin, 2005).

The stated goal of Gardner Extended Services School is "… To provide a safe and supportive environment in which each student will be helped to reach his/her full potential socially, emotionally, and academically in order to become a productive and successful citizen" (Gardner Extended Services School, nd). The school has been successful, as it is has shown student improvement in both academic and social areas and has experienced steady programmatic growth.

Since its conception, Gardner has incorporated before and after school and summer programming, tutoring, mentoring, and counseling for the students. The school also provides its students with mental, health, and dental care. Economic, health, and education services are available for the adults of the community. The school also hosts a Parent's Center which provides classes and workshops on topics that are relevant to the community, such as immigration and legal issues (Walsh & Murphy, 2003). This school was developed based on the Children's Aid Society model, and has become the eighth most improved school in Massachusetts in terms of literacy (Walsh & Murphy, 2003). Based on this success, the model has been extended to all of the schools in the local "cluster"; the group of elementary and middle schools which are incorporated into a single feeder pattern (Dryfoos, Quinn & Barkin, 2005).

Molly Stark Community School.

Molly Stark Elementary school is located in Bennington, Vermont. It serves 400 students from kindergarten through sixth grade, and houses an early education program which is available for three through five years olds who live anywhere within the school district (Maguire, n.d.). The school began its transition to a full service school in 1995. At that time, the school was suffering from low test scores, physically and verbally aggressive students, very low commitment to education on the part of the students and parents (Kronick, 2000), very high absenteeism (Maguire, n.d.), and high dropout rates (American Youth Policy Forum, 2001).

Through collaboration with the local Head Start, a local family resource center, a local tutorial center, Bennington College, the Vermont Department of Health, and the Vermont Agency of Human Services (Maguire, n.d.) the school was able to integrate

more than 50 activities which fall into four separate initiatives. The initiatives are social responsibility, curriculum instruction, family involvement, and wellness (Kronick, 2000). Within these areas the activities include (but are not limited to) peer tutoring, conflict resolution activities, mentoring, academic enhancement activities, educational and social family activities (Kronick, 2000), and after school enrichment clubs in foreign language, cooking, Tai Kwon Do, painting, astronomy, computers, aerobics, gardening, chess, cooking, Lego league, sign language, puppetry, and origami (Maguire, n.d.).

Since implementing the supplemental school programming, Molly Stark Elementary has seen improvements in reading scores, attendance, and parental involvement as indicated by parent-teacher conference participation. There has also been a decline in physical and verbal aggression among students (Coalition for Community Schools, 2004).

After School Programming

After-school services have been available in many schools, in some form or fashion, for many years. Traditionally, the focus in these after school programs has been keeping children supervised and off of the streets (Trammel, 2003). More recently, with the emergence of the full service school movement, the focus has become broader, with after school programs now providing a wider range of services. While some schools still offer just childcare and tutoring services, others provide recreational and enrichment opportunities that range from mentoring programs to sports clubs, cooking, fine arts and foreign language classes (Kronick, 2005; Munoz, 2002; Trammel, 2003). The idea is that after school programming should be a "systematic part of overall school offerings"

(Kronick, 2005, p. 21) and complement the regular school day (DeKanter, Adair, Chung, & Stonehill, 2003).

After school programming can be an opportunity to teach to a child's strengths. Gardner's theory of multiple intelligences outlines nine areas of intelligence. They are linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, existential, and naturalistic (Gardner, 1983). The theory states that each person has an area or areas that are his or her strengths. For example, in an after-school music program, singing and song writing activities can be used to teach reading and writing to children who exhibit musical intelligence (Trammel, 2003). Dunn, Denig, and Lovelace (2001), state that the theory of multiple intelligences advocates "allowing children's natural talents, intuition and interests to guide them toward learning through comprehension; and providing an environment in which children can learn to think rather than to memorize" (p. 10). DeKanter, Adair, Chung, and Stonehill, (2003) discuss "creative exploration" and the freedom that students and after-school program providers have to welcome varying learning styles while still focusing on scholastic skills through diverse activities (p. 202). These are ideal goals for an after school program to espouse.

Tutoring Programs

The traditional focus of after school programming, in addition to childcare, has been tutoring (Trammel, 2003). Individual tutoring with skilled teachers and adults is a popular attempt to reduce the discrepancy between expected student knowledge and skills compared to actual knowledge and skills (Hock, Pulvers, Deshler, & Shumaker, 2001). For an after-school tutoring program to be successful it needs to include a clear goal and

strong management, well trained and committed staff, strong family involvement, and enriching academic opportunities (Munoz, 2002).

Tutoring programs have been prevalent for many years. Past research has shown that minority parents have a tremendous commitment to educating their children, and have traditionally taken advantage of after school tutoring programs when they have been offered. According to Ryan, "...no matter how many hundreds of college students and others swarm into the ghetto to tutor children, the demand always exceeds the supply" (1976, p.39).

The levels of training that the tutors have received and the model of tutoring used seem to differently impact the educational outcomes of students (Hock, Pulvers, Deshler, & Shumaker, 2001). It would be erroneous to assume that all tutoring and all tutors are equal. Three different models of tutoring have been advanced. Hock, Pulvers, Deshler, & Shumaker (2001) have identified *instructional tutoring*, *assignment-assistance tutoring*, and *strategic tutoring*. These models can be implemented in either one-to-one or small group environments.

Instructional tutoring is defined by the use of direct instruction, modeling thinking and problem solving behavior, scaffolding of support as students practice new skills and strategies, and immediate, corrective and positive feedback on students' work. This model of tutoring is traditionally used to teach reading, writing, and math, listening and speaking skills (Hock, Pulvers, Deshler, & Shumaker, 2001). It is usually offered in a one-to-one environment. Several of the aspects of this type of tutoring, such as scaffolding and immediate, corrective and positive feedback on students' work, are supported by sociocultural theories of child development. According to these theories, a

child learns most efficiently when the adult is sensitive to the child's skill level and focuses support just slightly higher than the child's level of competency (Siegler & Alibali, 2005).

Assignment-assistance tutoring can be offered either one-to-one or in a small group format. A small group is defined as four to six students. In this type of tutoring, the focus is primarily on teacher assigned tasks that the student would have difficulty completing without tutor support (Hock, Pulvers, Deshler, & Shumaker, 2001). If the student completes his or her homework, then the tutoring session would be considered a success.

Strategic tutoring is the model that has the most empirical support (Hock, Shumaker, & Deshler, 2001). In strategic tutoring, the adult combines elements of instructional tutoring and assignment-assistance tutoring in order to help the student learn how to learn (Hock, Pulvers, Deshler, & Shumaker, 2001). There are four steps to which a tutor, utilizing a strategic tutoring model, adheres. The first step is to assess the student's current strategy and level of knowledge. If the tutor finds the student's skills lacking, the tutor will then construct and introduce a new strategy for the student to use. The third step is to teach the student the new strategy through modeling, checking and supporting. The fourth and final step is transferring, during which the tutor and student discuss classroom and real-life applications of the newly learned strategy (Hock, Shumaker, & Deshler, 2001).

An important consideration when assessing the effectiveness of a tutoring program is student attendance in both regular classes and the tutoring program. Hock, Shumaker, & Deshler (2001) found that when students did not attend classes or tutoring

regularly, were tutored for four weeks or less, missed classroom tests, or attended tutoring sessions sporadically, they were unable to earn passing grades or become independent learners.

Enrichment Programs

Many schools are experiencing decreased funding. As a result, art, music, and recreational opportunities are being eliminated from the regular school day (Trammel, 2003). After-school enrichment programs are an ideal way to extend the regular school curriculum with recreational opportunities and encourage children to become interested and invested in their schools. Research has found that academic involvement and school attachment are important steps towards academic improvement (Hock, Pulvers, Deshler, & Schumaker, 2001; Trammel, 2003).

Research has shown that high school youth that participate in after school programming are five to ten percent more likely to earn As and Bs in their classes, than youth who have not participated in after school programming. Youth who are involved in after school programs are also more likely to have participated in a cultural enrichment activity (such as visiting a museum) in the previous month, value education and state that they enjoy school, and feel that they are being adequately prepared for higher education (DeKanter, Adair, Chung, & Stonehill, 2003). These students also report better self-concept, higher self-esteem, and more resiliency than youth who do not participate in enrichment programs (Trammel, 2003).

Enrichment programs can take many different forms, depending on the needs of the community, the interests of the students, and the skills of the available adults (Kronick, 2000). Popular offerings are art, sign language, foreign language, computer

classes (Kronick, 2000), exercise, music (DeKanter, Adair, Chung, & Stonehill, 2003), and sports clubs (Trammel, 2003). Other important opportunities that after school enrichment programs provide for students include mentoring, life skills and character education, and drug and alcohol use prevention (DeKanter, Adair, Chung, & Stonehill, 2003). These programs may stand alone or be integrated into other enrichment activities. For example, a student may develop character skills, such as work ethic or honesty, through involvement in a sports team.

After school enrichment programs are often organized and funded through collaboration with local community resources, such as the YMCA, Boys and Girls Clubs of America, Boy and Girl Scout chapters, the Board of Parks and Recreation, local United Ways and colleges and universities (DeKanter, Adair, Chung, & Stonehill, 2003). In 1997, the United States Department of Education approached the Charles Stewart Mott Foundation. This partnership has led to the 21st Century Community Learning Centers Program which aims to help communities provide high quality after school programming (DeKanter, Adair, Chung, & Stonehill, 2003).

The Integration of Full Service School and After School Programming

After school tutoring and enrichment programs have been an integral aspect of the full service school model since its conception. School buildings are one of the most underused public resources (Munoz, 2002). Ideally, schools would be open every day, from early morning until late evening, in order to provide academic assistance and enrichment opportunities for students and the community (Dryfoos, 1994). The elementary school that was evaluated in the present study is an example of a full service

school which provides academic and enrichment activities until well past the end of the traditional school day.

CHAPTER III

METHOD

Participants

Twenty-one third through fifth grade students at a Title I elementary school in the southeastern United States participated in this research. This number includes 11 after school tutoring and enrichment program participants and 9 control group participants.

At the beginning of the 2005-2006 school year, 42 students were chosen by the school counselor and the full service school coordinator to be included in the after school program. These students were chosen based on below-proficient standardized test scores in the areas of math and reading from the previous year. Twenty-two of the invited students received parental permission to participate in the program. Three of the 22 students only attended the program sporadically, two other students were asked to leave the program because of extreme disruptive behavior, and three different students stopped attending the program without explanation. This resulted in 14 regularly attending after school program participants. Eleven of these students consented to participate in this research. These program participants made up the experimental group. Five of the experimental group participants were third graders, three were fourth graders, and three were fifth graders. The students ranged in age from 8.9 years to 11.2 years, with a mean age of 10.2 years. Eight of the program participants were female and three were male. Eight of the experimental group members were African-American, and three were Caucasian. The demographic composition of each group is summarized in Table 1.

Table 1
Demographic Information for Experimental and Control Groups

	Age	Race		Grade			Gender	
	M Years	African American	Caucasian	3rd	4th	5th	Male	Female
Experimental	10.2	8	3	4	3	4	3	8
Control	10	9	0	4	2	3	5	4

Nine of the students who did not receive parental permission to participate in the after school program acted as the control group. Four of the control group participants were third graders, two were fourth graders, and three were fifth graders. The students ranged in age from 8.5 years to 11.25 years, with a mean age of 10 years. Four of the control group participants were female and five were male. All of the control group members were African-American.

A factor that could have affected post-treatment reading scores is the percentage of children in each grade level per group. Third grade is a particularly difficult one for many students because it is when instruction changes from verbal to written. If a child cannot read proficiently by third grade he or she will be unable to maintain sufficient academic achievement (R. Kronick, personal communication, Fall 2004). If the groups were not matched by grade level it would be expected that curriculum differences could contribute to differential achievement change over the course of the school year. Because of this the percentages of students in each grade were roughly equivalent between groups.

Procedure

Dependent Variables

Assessment measures were historical and current data on math and reading grades, attendance and tardiness. Academic grades and attendance and tardiness data

were collected by accessing student report cards. At the time data was collected, the report cards contained information for each of four six-week grading periods. *Star_Student* tracking software was used to collect demographics such as age, grade, and race. *Star_Student* is the software the school uses to summarize and track student information.

Independent Variable

The after school portion of the full service school program was conducted in a conference room in the elementary school. The room was equipped with large tables, chairs, blackboards, and a curtain which could be pulled to divide the room into two separate areas. The school cafeteria provided snacks each afternoon. The snack usually consisted of crackers or a granola bar with milk or orange juice. Leftover perishables were sent home with the children each afternoon.

Four program coordinators recruited volunteers from a local university during the first two weeks of fall semester. The program coordinators contacted undergraduate students through the honors program, the art education department and the engineering department and invited them to participate in a volunteer opportunity with at risk students. Thirty-two volunteers accepted the invitation to participate in the program. The university honors program requires members to volunteer a minimum of twenty hours per semester. Fulfillment of this requirement was the only semblance of compensation that was received by the volunteers. After an initial meeting explaining the structure and goals of the program, volunteer schedules were made. Minimum volunteer participation was one afternoon per week. Six to eight volunteers were available each afternoon the program was conducted. The 3rd through 5th grade students were asked to bring

homework or a book to read each afternoon. The program had and offered several books of varying difficulty levels. If a student neglected to bring unfinished class material, he or she could choose a book to read.

The tutoring and enrichment program met four days per week, Monday through Thursday. After school, program participants made their way to the conference room where they were divided into two equally numbered groups for ease of behavioral management. Once the groups were separated, snacks were distributed and tutoring began. Tutoring continued for an hour, and then enrichment activities began. Enrichment lasted approximately 45 minutes. After enrichment, the students and volunteers went to the front of the building to discuss the afternoon while waiting for the students' transportation. The children all left the building by 5pm. Based on the availability of volunteers as determined by the university academic calendar and previously established schedules, the program was conducted for twelve weeks of the twenty week public school semester during both the fall and the spring semesters.

Tutoring was conducted in one-on-one and small group environments, depending on the needs of the students. Several children may have been able to work together on a common assignment with the assistance of one volunteer, while another child needed individualized assistance. The tutoring followed the Hock, Pulvers, Deshler, & Schumaker (2001) *assignment-assistance* model. Through this mode of tutoring, students received help with teacher assigned work. The teacher assigned tasks usually consisted of grammar, sentence construction, and math worksheets. If a student finished his or her assignments before the tutoring portion of the day was complete, then a volunteer would conduct spelling or math challenges and games on the blackboard. Those students who

neglected to bring class assignments were allowed to participate in the challenges and games after reading for a minimum of thirty minutes.

Enrichment activities varied depending on the semester and the day of the week. Drama, music, Spanish, art, science club, cooking, knitting and sewing, dance, and recreation activities were offered. In drama the students practiced a stage version of a popular children's book. Music consisted of rhythm and song writing activities. A volunteer taught the students basic Spanish vocabulary and several Spanish songs. Art education volunteers led the students in drawing and clay sculpture endeavors. Science club volunteers involved the students in activities such as building volcanoes. Recreation included board games or semi-structured time in the gymnasium where the students were allowed to play football, basketball or kickball. Throughout all of the enrichment activities, social skills such as tolerance, team work, and patience were modeled by the volunteers and encouraged among the students.

A behavioral points system was used to promote self discipline and task related behavior. The students could earn points through good behavior. Small rewards were given to students who earned a pre-determined number of points. A student could earn five points for throwing away snack wrappers and trash, ten points for bringing and working on a homework assignment or book, and ten points for following expectations during enrichment activities. A student could earn bonus points by behaving in a manner that exceeded the expectations of the program. A program coordinator recorded points on a colorful chart which was kept in the room. Students who earned at least 90 points throughout a week received a piece of candy. Upon accruing at least 350 points in the course of a month, students received a certificate for a free dessert at a local restaurant.

Family involvement in the program was encouraged. Each day when the student's transportation arrived, a program coordinator would accompany the student to the car, greet the parent, and provide a brief report describing the student's accomplishments that day. In the last week of the fall semester, the program coordinators hosted a family night celebration. A spaghetti dinner was served, the student's artwork was displayed and the children performed the play and the Spanish songs that they had been practicing during enrichment. About fifty family members attended this event. According to teachers and office personnel, fifty family members was a significant turn-out for a family event at this particular school.

CHAPTER IV

RESULTS

The four dependent variables in this study are math and reading grades, attendance and tardiness. The math and reading grade dependent variables were recorded for the first and most recent grading periods to assess student change. The attendance and tardiness data were each summed and the medians compared. A repeated measures ANOVA was conducted on the math and reading grade data. A Mann-Whitney U test was conducted on the attendance and tardiness data.

Math and Reading Grades

When a repeated measures ANOVA was conducted on the reading grade data, a significant interaction between time and group was found, $F(1, 18) = 9.236$, $p = .007$. Two independent sample t-tests were run to compare between group differences pre- and post-treatment. Pre-treatment measurements indicated no statistically significant difference between the experimental and control groups' reading grades, $t(18) = .115$, $p = .910$. Post-treatment measurements indicated a significant difference, at the .05 level, in reading grades, $t(18) = 2.290$, $p = .034$. Post-treatment, the experimental group was found to have statistically significantly higher reading grades than the control group. The reading grade data are displayed in Figure 1.

Within each group, reading grades were compared pre- and post-treatment using paired t-tests. The experimental group showed no statistically significant difference between mean reading grades, T1 $M = 2.63$, T2 $M = 2.95$, $t(10) = -1.466$, $p = .173$. The control group showed a statistically significant difference between mean reading grades, T1 $M = 2.58$, T2 $M = 1.96$, $t(8) = 2.944$, $p = .019$. The mean reading grade at the first

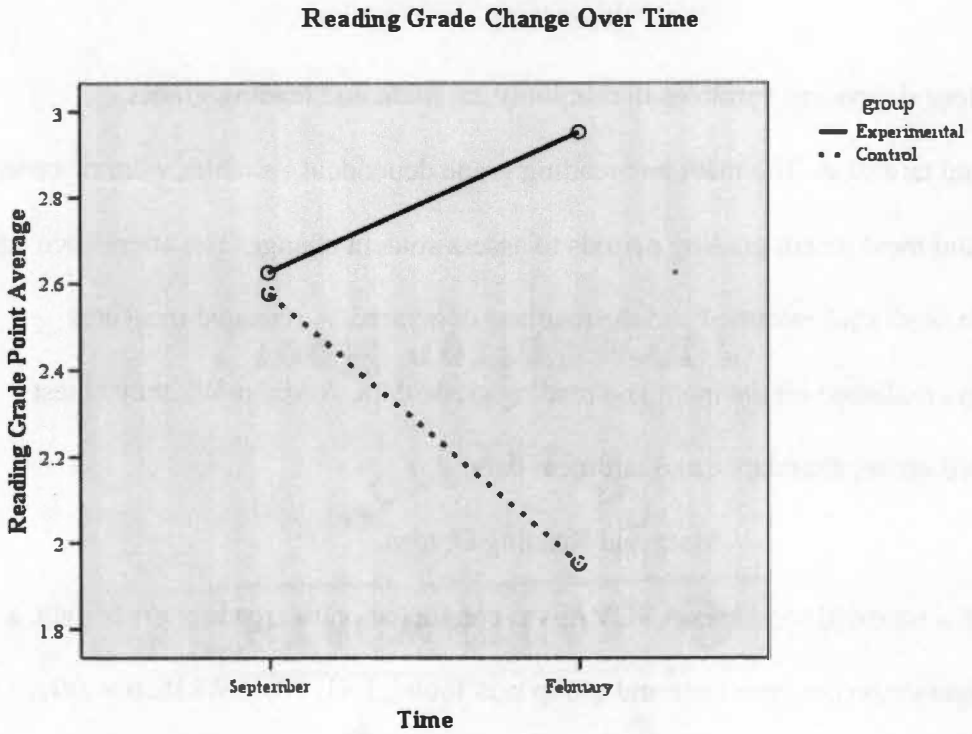

Figure 1
Reading Grade Data

measurement was statistically significantly higher than the mean grade at the second measurement, at the .05 level of significance.

A repeated measures ANOVA was also conducted on the math grade data. A statistically significant interaction between time and group was found, $F(1, 18) = 6.332$, $p = .022$. Two independent sample t-tests were run to compare between group differences at each point in time. Pre-treatment measurements indicated no statistically significant difference between the experimental and control groups' math grades, $t(18) = -.861$, $p = .401$. Post-treatment measurements indicated that while the difference in grades was not statistically significant, it was trending towards significant, $t(18) = 2.290$, $p = .073$. Mean

math grades were higher in the experimental group then in the control group, post-treatment. The math grade data are displayed in Figure 2.

Within each group, pre-treatment and post-treatment math grades were compared using paired t-tests. The experimental group showed no significant difference between mean math grades, T1 $M = 2.26$, T2 $M = 2.50$, t (10) = -.989, p = .346. The control group showed a marginally significant difference between mean math grades, T1 $M = 2.69$, T2 $M = 1.66$, t (8) = 2.165, p = .062. The control group's mean math grade pre-treatment was higher than the mean math grade post-treatment.

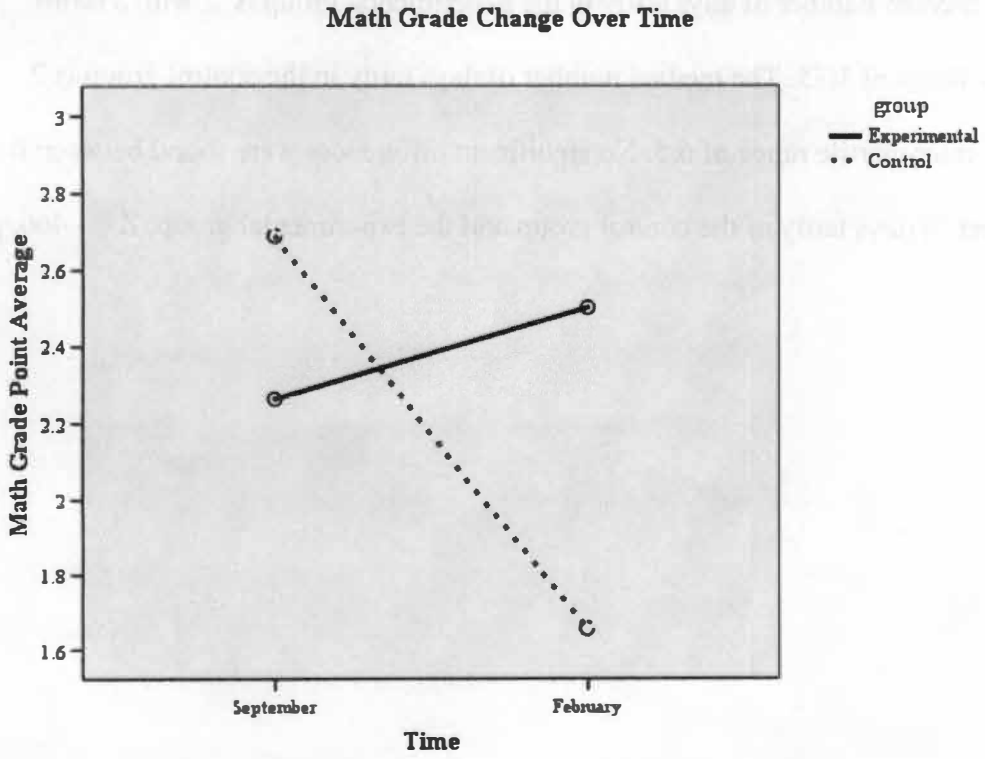

Figure 2
Math Grade Data

Attendance and Tardiness

A Mann-Whitney U test was conducted on both the attendance and tardiness data. This is a non-parametric version of an independent samples t-test. Because of the extreme variability in numbers of both absences and days tardy, the total absences were calculated and total days tardy were calculated and each was compared between each group.

The median number of absences in the experimental group is 2, with a semi-interquartile range of 2. The median number of absences in the control group is 4, with a semi-interquartile range of 4.5. No significant differences were found between the mean absences of the experimental group and the control group, $Z = -.881$, $p = .412$.

The median number of days tardy in the experimental group is 2, with a semi-interquartile range of 1.75. The median number of days tardy in the control group is 2, with a semi-interquartile range of 6.5. No significant differences were found between the mean number of days tardy of the control group and the experimental group, $Z = -.466$, $p = .656$.

CHAPTER V

DISCUSSION

There are many factors at work in an elementary school student's life. It is difficult to isolate the treatment as a definitive cause of change; however it appears that the factors causing the reading and math grades of the control group to decrease were ameliorated in the experimental group. While the reading grades of the experimental group students did not increase, they were maintained in the B- range. During the same time period the control group's reading grades decreased, from a B- average to a C average. The experimental group's math grades were maintained in the C+ range. Math grades decreased in the control group, from a B- average to a C- average. It is assumed that without the intervention the experimental group's reading and math grades would look much like the control group's reading and math grades. It may be inferred that participation in the full service school after school tutoring and enrichment program had a positive impact on the reading and math grades of the experimental group students.

No statistically significant differences were found in average absences and days tardy between each group. On the whole, the students in each group did not have an exorbitant number of absences or days tardy. The absences that did exist could be reasonably explained by illness or family emergency. In elementary school aged children, absence and tardiness is often out of the student's control. The students have to rely on adults for all their transportation needs. Children of this age are strongly affected by instability and changes in the home due to their necessary reliance on the adults in their lives. Because of this it is difficult to draw conclusions from the absence and tardiness data.

Implications

It was found that children who participated in the after school tutoring and enrichment program scored significantly higher in reading and marginally higher in math, post-treatment, than children who did not participate in the after school program. This implies that the program participants derived some measurable benefit from involvement in the program.

There are several different aspects of the program which could have contributed to the benefit experienced by participants. The experimental group students were read with, one-on-one, for a minimum of 20 minutes per day, four days per week. The students were encouraged and assisted when working on math homework. These students were given positive attention for two hours per day, four days per week. The experimental group students were able to spend time with young adult volunteers who attend college and value education. When asked what they would be doing if they were not in the after school program most experimental group students answered that they would be home alone, watching television or caring for younger siblings. The experimental group students stated that they would rather be in the after school program than home alone. It is difficult to determine, through the data collected for this study, which of these factors most influenced reading and math grades.

At the beginning of the Full Service School After School Tutoring and Enrichment Program, many participants read very reluctantly. Only if it was required would they pick up a book. Confidence in their reading abilities was so low that when asked to read aloud to an adult many of the students would state that they didn't know how to read. Throughout participation in the program experimental group students were

supported and encouraged in whatever reading abilities they possessed. Many of them were much more competent than they gave themselves credit for. Over the course of program participation many of the students acquired some confidence in their reading abilities, as evidenced by increased fluency and willingness when reading aloud.

The marginal difference in between group post-treatment math grades could be due to several factors. Bogan (1997) found that when adult tutors regularly spent 30-45 minutes per week with low-achieving elementary school students focusing on basic mathematics concepts the students experienced rapid improvement in their math skills. There are several important differences between Bogan's study and the present research. Before beginning, Bogan's tutors received basic instruction and resources regarding math tutoring at the elementary level. The students and tutors in Bogan's research were each allowed a quiet, private study area. The tutors in the present research were not given any guidance or resources about assisting elementary school students with math. Additionally, the students and tutors worked in a communal area that could become quite noisy. The experimental group students scored higher in math, post-treatment, than the control group students, however the advantage of participating in the program may have been greater with tutor training and quiet work areas.

Limitations

There is one significant difference between the experimental and control groups. The experimental group members received parental permission to participate in the after school program, while the control group did not. There are a number of reasons that a parent may have denied his or her student permission to participate in the after school tutoring, such as an unstable home life, or transportation issues (Cole-Zakrzewski, 2002).

It is unknown why certain parents denied their students permission to participate in the after school program. These myriad undefined reasons that separate the experimental group from the control group constitute a limitation of this study.

A second limitation of this study is the discrepancy in the gender and race composition of each group. The experimental group was 27 percent male, and 73 percent female. The control group was 56 percent male, and 44 percent female. Research has found that at age nine females are higher achieving than males in reading (Perie, Moran & Lutkus, 2005). Because the experimental group consisted of a higher percentage of females than the control group, this is a possible explanation of the higher post-treatment reading grades within the experimental group. The counter argument is that pre-treatment reading grades were comparable between groups. The gender discrepancy would not account for the difference in post-treatment math grades, as Perie, Moran & Lutkus, (2005) found that at age nine males and females did not display statistically significant differences in math achievement.

Race differences between groups could account for part of the post-treatment achievement gap. Perie, Moran & Lutkus, (2005) found that at age 9, on average, Caucasian children out performed African-American children in the areas of reading and math. The experimental group was comprised of 27 percent Caucasian students and 73 percent African American students, while the control group consisted entirely of African American students.

The small group sizes constitute a limitation of this study. A maximum of fourteen students regularly attended the after school tutoring and enrichment program and the upper limit of each group's size was dictated by this number. Ideally all of the

students who initially received parental permission to participate in the after school tutoring and enrichment program would have attended regularly. Many students sporadically attended the program, or routinely attended just one day per week. These students were not included in the experimental group, and may have been a distraction to the students who did regularly participate in the program.

The small size of the control group can partially be attributed to the difficulty in obtaining informed consent from the student's families. It was difficult to establish rapport with several of the control group students' parents because they did not spend time at the school. The researcher was not able to contact families by telephone until written informed consent had been obtained, however many of the parents were unable to read or understand the informed consent document. This proved to be the most difficult aspect of conducting this Full Service Schools research. Among those parents who did read the informed consent document there was some suspicion about the motives of the researcher. Some parents were concerned that their child would be discriminated against or labeled as a result of the information that the researcher collected.

Suggestions for Future Research

In future research, every effort should be made to obtain informed consent at the beginning of student recruitment for the program. There are benefits to addressing program evaluation with the parent at the beginning of the program. Evaluation time constraints would be minimized. The parent would have the opportunity to understand that the program is meant to bring about measurable improvement in their student's academic life, and is not just free childcare. Parents could also be made aware that no discrimination would befall their students as a result of allowing a researcher to access

records. Approaching parents regarding program participation and informed consent simultaneously could contribute to increased parental permission for program participation. This would ultimately benefit the students by giving them the opportunity to be involved in a valuable program.

It would be useful to determine which elements of the after school program were most beneficial to participating students. Research which addresses the academic achievement and social progress of students participating in mentoring and enrichment versus students participating in tutoring may offer some direction for administrators who would like to see student improvement in specific domains.

Conclusion

In collecting data for this research, many students, parents, teachers, and staff were encountered. The overwhelming response from the control group students was that they wished to participate in the after school tutoring and enrichment program. At times it was difficult to explain to them that they could not begin attending immediately, and that the research only involved accessing their records. All of the teachers that were spoken with were very supportive of student participation in the program. The Full Service School After School Tutoring and Enrichment Program has had a positive impact on participating students and has a favorable reputation among the students and teachers at the school.

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VITA

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