FULL SERVICE COMMUNITY SCHOOLS

ABOUT THE AUTHOR

Robert F. Kronick is a professor in the Department of Educational Psychology and Counseling at the University of Tennessee. He is the author of five books published by Charles C Thomas Publishers, numerous articles, and other books. He is interested in at-risk youth, broadly defined. His work on full service community schools is designed to be one way in which the problems of at-risk youth are dealt with.

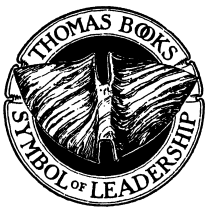
FULL SERVICE COMMUNITY SCHOOLS

Prevention of Delinquency in Students with Mental Illness and/or Poverty

By

ROBERT F. KRONICK, PH.D.

Department of Educational Psychology and Counseling
University of Tennessee
Knoxville, Tennessee



CHARLES C THOMAS • PUBLISHER, LTD.
Springfield • Illinois • U.S.A.

Published and Distributed Throughout the World by

CHARLES C THOMAS • PUBLISHER, LTD.
2600 South First Street
Springfield, Illinois 62704

ISBN 0-398-07571-9

Library of Congress Catalog Card Number: 2004063697

With THOMAS BOOKS *careful attention is given to all details of manufacturing and design. It is the Publisher's desire to present books that are satisfactory as to their physical qualities and artistic possibilities and appropriate for their particular use.* THOMAS BOOKS *will be true to those laws of quality that assure a good name and good will.*

Printed in the United States of America
GS-R-3

Library of Congress Cataloging-in-Publication Data

Kronick, Robert F.
Full service community schools : prevention of deliquency in students with mental illness and/or poverty / by Robert F. Kronick.
p. cm.
Includes bibliographical references and index.
0-398-07571-9 (pbk.)
1. School-linked human services--United States. 2. Student assistance programs--United States. 3. Juvenile deliquency--United States--Prevention. 4. Mentally ill children--Services for--United States. 5. Poor children--Services for--United States. I. Title.

LB3013.55.K76 2005
371.7--dc22

2004063697

This book is dedicated to my wife Sandra,
and our children Julia and Will.

FOREWORD

In America today, students are entering school buildings unprepared to learn. This holds true especially for those students attending inner-city schools. It is well known that a significant number of children are at risk of school failure due to social, emotional, economic, and health handicaps. These children are coping with behavior issues that once were not observed in schools. There is a sense of hopelessness, loneliness, and anger that can easily be seen in their eyes as well as how they carry themselves. Because of this, it is time for educators to stand up and stop delivering the traditional type of schooling that was stereotypical in the late twentieth century. Public education must now extend beyond instruction beginning at 7:45 and ending at 2:45 where the teacher is the only source of knowledge, of counseling, of the possibility of promising futures for students. Through my work as a teacher, curriculum facilitator, assistant principal, and principal in inner-city schools, I have found that schools must now cultivate partnerships with the community to ensure that all students' needs are being met. In basic terms, this must be demanded so that teachers can teach and students can learn. Without these partnerships, without collaboration and assistance, more and more children are going to continue to fail in our schools, to drop out of our schools, to wind up in the juvenile court system or prison, or worst of all, dead.

When I was teaching at one particular inner-city school in Knoxville, Tennessee the topic of death came up in my class because an aunt of one of my students was killed in a drive-by shooting the night before. While allowing the students to share similar stories with each other, knowing that my classroom was probably the only place that the students felt safe enough to discuss such a difficult issue, a student turned to me and said, "Mrs. Luna, how old do you think you'll be when you die?" I replied that I hoped to live to be in my nineties explaining that my

great grandparents lived to be almost 100. The student then said with the most solemn look on his face, "I think I'll be 11, 12, maybe 13 when I die." Other students chimed in stating around the same ages some 18, 19 but not one student said an age over 20. I went home that day with only a small percentage of the hopelessness I knew my students faced on a daily basis. I became conscious of the realization that a radical reform movement must occur quickly at my school before I lost a student.

This story was echoed on another day when four of my students were late getting to the "walker's line" during dismissal, resulting in them coming back to my class. I informed the students that I would drive them home, which was just across a four-lane road leading to a housing project. Instead of leaving at that instant, I cleaned the classroom a bit, gathered papers to grade and then rounded the students up in my car, which was around 3:15. At that time in my career, I was not cognizant of the fact that this was the peak time for violent juvenile crimes.

After crossing the four-lane, we took the only road that lead into the students' apartments. While on this road, two men on foot started shooting at the car in front of us. The students immediately ducked down in the car and started screaming at me to get down. I could hear bullets hitting metal. The car they were shooting at gassed the accelerator, leaving the housing development. I saw the men that had been shooting at the car run behind a few apartments so I instinctively went the other way, finally getting the students to safety, and then myself. Driving back down the same road, I was in such shock that I still to this day do not remember driving myself home. The next morning, I knew not only must a radical reform occur, it must be a profound, systematic change in the way we are educating students in urban schools.

Around this same time, I was working on my EdS degree at the University of Tennessee where Dr. Kronick is a professor whom I studied under during my Master's degree. Before one of my evening classes, Dr. Kronick saw me in the hall and stated that he had a project he wanted me to help pilot in the school where I was a teacher as well as in two other inner-city schools in Knoxville, Tennessee. He said this program model, or approach was called *Full Service Schools* and it would enable the schools to become the hub of the community. Not fully having a true concept of the philosophy behind Full Service Schools or the components, I willingly agreed I would join him in his pursuit. Knowing that Dr. Kronick was one of the most visionary people I had every met, I had absolutely no doubts that we were about to undertake a

program that would change the lives of not only thousands of children that attended these schools but also thousands of family members.

So our efforts to establish the Full Service Schools program began in 1998 in three elementary inner-city schools in Knoxville, Tennessee. In our first year of implementation, we created after-school programs in the schools. We tried to keep the buildings open to at least 5:00 p.m., Monday through Thursday. Classes were being taught by students from the University of Tennessee and monitored by a few staff members from the school. We offered such classes as dance, creative writing, drama, tutoring in mathematics and reading, sign language, and art. Needless to say, we did not have a problem finding enough students to attend these classes. We actually had to turn away students, promising they would be able to participate in the next semester's after-school activities.

These classes were advantageous for all the stakeholders in the school. The parents wanted their children in these classes because they did not have to pay after-school childcare, they knew their children were safe, and they also recognized they were in a learning environment. Teachers wanted their students in these after-school classes for the reason that these students were repeatedly not being successful during the regular school day but were feeling a sense of accomplishment in the after-school classes. It was evident that self-esteem was increasing in the students that attended the after-school programs. In addition, the community benefited from the after-school classes because the students were not roaming around in the community unsupervised as they once had been.

Another component that was added during the first year of implementation was collaboration between the three schools and the university. The principals of the schools, along with leadership team members from each school and Dr. Kronick would meet monthly to discuss issues of concern, students and families of concern, as well as needed resources that were essential to alleviate some of the problems that were encompassing our students.

Through these meetings, it was quite clear that we must begin collaborating with mental health providers in our community. We were observing students on a daily basis lash out in anger, oftentimes assaulting their peers or teachers. As an educator in the inner-city schools, I have been bitten several times, pinched hard enough to leave bruises, hit in the face, spit on, kicked too many times to count, had pencils, chairs, desks, etc. thrown at me, and been called every foul name

known to mankind. These students were living through conditions that most Americans could not fathom. As educators we realized that these students were in desperate need of mentors, counseling programs, and medical/dental attention. We grasped the fact that these must be integrated in our school. The next month, mental health providers were attending our monthly meetings.

Through these meetings, all three schools implementing the Full Service Schools model were stating a common theme; parents were not participating in their children's education. Not only were the parents not participating, they were only coming to the school when their children had been in trouble. We knew this was a problem we had to address. Instead of speculating what we thought would bring parents into the schools, a parent questionnaire was distributed.

The results of this questionnaire found that almost 80 percent of parents stated they would come to the school for job-training services such as GED classes, computer training, and interviewing tips as well as services that helped them manage their money. In addition, over 75 percent of the parents stated they would bring their children to the school to see a doctor if this service was available. Seventy percent of the parents responded by saying they would attend parent-training classes at the school. With this information, we began developing programs not only for students, but also for their families.

As each month passed, the three schools began offering more and more services such as free legal aid for parents, individual mentors for students at risk, and a wider array of after-school classes. We also had our school clinics staffed by medical students from the university. In addition, we incorporated activities that allowed students and parents to work together such as open library nights, and make and take workshops. One of our ultimate dreams came true in 2003. A physician agreed to see students in our clinics for free!

Before our eyes, we were seeing the benefits of our labor. Student attendance increased largely because they were so excited to see their mentors, or to stay for after-school classes, and mostly because they were feeling successful. For the reason that the students were staying in school during the peak times juvenile crimes occur, fewer students were unsupervised and more students were safe and engaged in positive activities. Fewer and fewer students were demonstrating inappropriate behaviors during the school day, which increased time on-task in the classrooms. Parents were now viewing the school as a helpful, supportive

place for not only their children but also themselves. Most importantly, the schools had gained many allies in the fight for our students' lives and futures. No longer were services fragmented for students. There was finally an authentic intervention model that demanded constant, seamless collaboration.

I am not going to deny that we have faced many obstacles throughout our years of implementation. To begin, we found that oftentimes principals have difficulty relinquishing control of the actual school buildings. As a principal, I realize how hard it is to not feel that I must attend every function that occurs at my school. However, I have personally witnessed the benefits of the schools where the principals say the building is yours after 3:30 as compared to principals that turn down after-school activities for students and parents and collaboration with outside agencies.

A further barrier we have faced is funding. All the services that have been integrated in our Full Services Schools have not cost the school system or the taxpayers a penny. We have met on several occasions with significant representatives from the school system as well as state legislators, educating them on the concept of Full Service Schools and the benefits that have been obtained through this reform model. Everyone we have presented our material to, to this date, has had the same reaction and response, "Sounds like a wonderful approach but with the budget the way it is. . . ." In response to this persistent statement, we have written grants and sought donations from individuals and local businesses. My suggestion for those that are struggling with funding is to not let the lack of it prevent programs that are needed by our at-risk students.

A few other stumbling blocks we have encountered are service providers not becoming fully committed to our program and relying on college students to teach the after-school classes. We also have not collected precise data to corroborate our findings over the years. However, being cognizant of these obstacles has only made our program and schools more effective and fervent.

My recommendation for any school that has children in their building that are failing academically, exhibiting inappropriate behaviors, being abused and/or neglected, hungry and/or sick, not attending school regularly, or have been involved in the juvenile court system is to adopt the Full Service Schools philosophy. This philosophy is one that does not pretend that today's urban students are walking through

the doors of our schools ready to sit at their desks and learn content information for seven hours a day. It does not act as if we keep teaching our hearts out day in and day out that the problems these at-risk students are confronted with are going to magically disappear. The Full Service Schools paradigm is one that says we know that children are going to be in school buildings five days a week, ten months a year and while they are in these buildings, we are going to offer them everything they need. If they need medical attention, we will bring it to the school. Do they need to be supervised until their parents come home from work? Do we need to keep our students in the building to keep them safe until 8:00? If the answer is yes, we will create after-school activities that are taught by volunteers. If a parent needs job training or help with legal aid, we bring the training or the lawyers to the school. Regardless of the need, Full Service Schools brings the community into the school to make certain that every child in crisis is viewed and treated, as an individual. We have to be able to get up each morning and look in the mirror and know that we did everything in our power to ensure that even the most difficult students in our buildings are offered everything they need to have promising futures. If we do not do this, no one else will.

The time has now come for schools to change their mindsets' about how they are to operate. Students are arriving in our schools each day dirty, tired, angry, hungry, and neglected to only face more failure and we are acting as if we do not know how to address these issues. As educators, we must accept the responsibilities we have been given. We can no longer pretend that we can solve all the problems students face alone. A collaboration, genuine partnerships, must be developed and established between schools and outside agencies to rally behind the children that come through our school doors each day. Through my experiences and education, I have found that the Full Service Schools model is the answer that will change the response that my students once gave me when they stated they thought they would die before the age of 20.

Elisa Cooper Luna
Principal
Knoxville, TN
July, 2004

INTRODUCTION

This book is about people who work directly with people who have problems in living. It is about teachers, principals, counselors, nurses, and students. It is about kids. It is about kids who are living dangerously close to the edge, the edge of delinquency, mental illness, and poverty. The book is about people who are devoted to serving others. Some are African American and want the best for the African American children they work with, along with children who are not African American. They want lives for these children that are better than what they had growing up. They don't want black children drinking from water fountains, or using bathrooms marked, "colored only." The white professionals are dedicated to children who live in the inner city, go to urban schools, and are poor and may live in a criminogenic environment. Though you the reader will never meet the people in this book, students and faculty, principals and staff, kids and families, it is hoped you will get a feel about them as human beings. I hope that you the reader will be inspired by reading the words of our people in this book to become an involved citizen, a teacher, or a school person such as a bureaucrat, principal, counselor, or nurse.

What the people in this book share in common is passion. Starting with the principals, Blenza Davis, Elisa Luna, and Gussie Cherry are all wonderful women who have devoted their professional lives to the underserved of our society. They serve their schools with caring enthusiasm, but still providing order. They know that their children will not be given anything. They must work for what they want in life. We will have to make the work (effort) seem at least as attractive as life on the streets. These three women work in the trenches in low performing, high poverty, high crime and high mental illness schools.

The neighborhoods served by these schools are a challenge. But these women are up to the challenge by keeping their schools open after

school hours, sometimes taking care of the children who are there themselves. Two of these women are over 60, and one is now only 30. Yet what they all share in common is care and concern and passion. On a sad note, the two senior women retired at the end of this summer and will no longer be with us beginning in the fall–at least in a professional capacity. It is our hope that they will continue to work with us and provide expertise that they so diligently have for children who are in full service community schools.

The faculty in the schools is mostly there because they want to be, and they do many creative things with and for their students. Sadly, some teachers don't want to be there. They transfer to another school as soon as possible. Some, maybe as many as one in two, will leave the profession in the first five years of their teaching. Yet, some of these teachers have won awards for their performance. The faculty and the staff are making these schools neighborhood hubs for good teaching and human service delivery.

The university faculty involved has the same passion for service learning as the principals and teachers have for their students. Bob Cunningham has been involved in this project for six years. He socializes his political science students to help our children solve problems. In many ways, it's all about problem solving. Cunningham not only provides 50 students per semester, he is also a strong moral supporter when things as they often do go awry. His keen insight and sensitivity are a factor in whatever successes the project achieves. Dr. Cheryl Kershaw has provided various opportunities for full service community schools to collaborate with professional development schools. This collaboration has brought together teacher educators and many nontraditional teacher educators to help better prepare preservice teachers for work in urban schools. Mental health providers and community agency people in general, have learned a great deal from collaborating with school personnel including principals, teachers, and central office officials. Other university faculty colleagues from Educational Psychology and Counseling, University Honors, Premedicine, Engineering, and Law have provided students and professional support and expertise for the full service community school project.

The team that manages the full service school project is composed of principals, university faculty and students, and community agency personnel. Ministers from neighborhood churches have served on an

ad hoc basis, as well as parents from the neighborhood. The long-term goal is to have a solid base of community involvement from these groups of people.

Some community agencies have been with us from the very beginning of the project. Their support is invaluable. What has not yet occurred is the placement of their personnel in schools on at least a weekly basis. The agencies do not have the staff to do this. With after-school coordinators such as Bill Draney and Michael Catalana, we hope to have community agency workers providing on-site delivery of services.

Other community contributions have come in the form of a committee applying for grants including 21st Century After-School grants. This group is composed of a banker, a community organizer, and the director of an educational co-op. Jamey Dobbs, Jerry Morton, and Chip Goodwyn have all provided an incredible amount of support in seeking outside funding for full service community schools in our region. Their thrust is to think regionally rather than locally. Secondly, is the generosity of local funders: St. Mary's Health Care Systems, Jerry Askew, Vice President; First Tennessee Bank, Jennifer Holder, Vice President; Greater Knoxville Sertoma Club, George Kershaw, President; Emily Freels, a community individual who has given generously to see that there is an art program after school; Ethel Wittenburg, a local community person who made a donation simply by seeing an article in the newspaper; Carolyn Kirby, a person who was our first donor and gave as an individual; and the project director was able to secure a $25,000 challenge grant from the Dean of the College of Education, Health, and Human Science. As the year progresses, the project director and other personnel will be making presentations, and it is hoped that the Rotary Club will make us the beneficiary of their charitable donations.

In 2004–2005, we hope to reach our goal of improved test scores. We want to have none of our schools on the "no child left behind" list. We have accomplished certain objectives such as increased attendance, fewer tardies, increasing parent involvement but still with a long way to go, and better mental health and general health care. Given these accomplishments, it must still be noted that our test scores are not where they need to be. Our school test scores must meet passing standards and set a trend that will continue over the years.

After six years, the project continues undeterred in the face of low test scores. The effort and drive of the group is still present. All realize that we are in a marathon not a dash.

So it is with renewed vigor that we begin anew this fall and plan on having evaluation measures in place, and to have data that will tell us what is working and what is not. We will not accept the dictum that nothing works. Our plan is to determine what works and be able to prove it!

This book is for Gussie Cherry, Blenza Davis, Elisa Luna, and their Faculty and Staff who do so much for the children and families they serve.

****

I wish to thank Gloria Jean Turner for her diligence and patience in typing this manuscript.

I would also like to thank Michael Payne Thomas and his Staff for making this book an excellent addition to literature on Full Service Community Schools, and for publishing books that are true to those laws of quality that assure a good name and good will.

CONTENTS

FULL SERVICE COMMUNITY SCHOOLS

The community in which the school is located throbs with life: in it, we can find instances of every law and practice. To think that learning can be effective without direct personal, even physical exposure to the living contexts of problems and activities is grievously to misunderstand the action directed essence of the mind.

–John Lachs, *Intermediate Man* (1981)

Figure 1. Photograph courtesy of Tinah Utsman, University of Tennessee.

Chapter I

THE ROLE OF JOY DRYFOOS IN THE DEVELOPMENT OF COMPREHENSIVE SCHOOLS

If one wants to know the state of the art regarding school community collaboration, Joy Dryfoos is always a good place to look. Her seminal writings over the past ten years, beginning with her full service school book entitled, *Full Service Schools* are in the forefront of the full service community school movement. Her work with the Institute for Community Schools in Washington, DC keeps her work grounded in what is happening in the practice world.

In their book entitled, *Inside Full Service Community Schools,* Dryfoos and Maguire describe thirteen variables that full service community schools can make a difference in regarding children's opportunities to learn. They are: readiness to learn, support of adults, extended learning opportunities, parent involvement, lifelong learning, opportunity to perform community service, access to health care, integration of services, safe communities, positive school environment, changing demographics, basic needs, and quality education. Each of these variables is discussed throughout this text, but a brief reference to each of these is presented below:

1. *Readiness to learn*—in our state, one in seven children comes to school not knowing basic colors. Hence, the full service community school can do a great deal by collaborating with preschoolers and kindergartners in helping them get ready for school. At the present time, America's Promise has asked the full service community school project to collaborate in their emphasis on

Figure 2. Courtesy of Zwykeith, Ashley. Fifth graders.

preschool education, and in working with prekindergartners at our three full service schools.

2. *Support of adults*–America's Promise lists as one of its goals, having a caring adult in every school. The full service community school project meets this by having university students, up to 200 a semester, working in a supportive role such as tutoring, mentoring, counseling, etc. in each of the schools. Collaborative relationships with human service agencies from throughout the community also provide supportive adults.
3. *Extended learning opportunities*–in community schools, afterschool activities can be integrated with the classroom curriculum, reinforcing and enriching what children learn each day Dryfoos and Maguire (2002). This model of extended learning opportunities was described in the early 1980s by Nicholas Hobbs in his book, *The Troubled and Troubling Child* (1982). Hobbs believed that children needed teaching not therapy when they were emotionally disturbed. Hobbs, through his experiences in

Figure 3. Photograph courtesy of Baldwin Lee, University of Tennessee.

the Second World War in France, developed a term which he called an *educateur*. The educateur was a person who modeled healthy social behaviors. They may or may not have had credentials. What Hobbs believed was that healthy living was healing. This model was carried over into a model that Hobbs developed called *re-education*. In the 1970s, some of the finest re-education schools in the country were in the state of Tennessee, and were conducted by people such as Clark Luster, Jim Doncaster, Arthur Stair, Jim Kohl, and Harold Hicks. Many of these people left the area and went to states–especially Pennsylvania, where Luster distinguished himself as the Executive Director of the Pressley Ridge School. The Pressley Ridge School at one point in its history, was subcontracting with six states for services. It was truly a model of what the re-education model is. Pressley Ridge was even able to generate its own scholarly journal, *The Education and Treatment of Children*.