



# City of Cambridge

O-26.

IN CITY COUNCIL

March 19, 2001

COUNCILLOR DECKER

ORDERED: That the City Manager be and hereby is requested to report to the City Council with regard to the extended day program, Community Schools, youth centers, and afterschool programs, what are the turf issues and resource overlap issues? The report should include, but not be limited to, answers to the following questions:

1. Are we duplicating services in some schools, and/or neighborhoods, and, if so, what is the duplication?
2. Are we funding under-utilized programs because that have been around for a long time – what do recent evaluations show?
3. What neighborhoods are we serving, and what neighborhoods have unmet needs (equity issues).

In City Council March 19, 2001.

Adopted by the affirmative vote of eight members.

Attest:- D. Margaret Drury, City Clerk.

A true copy;

ATTEST:-

A handwritten signature in cursive script that reads "D. Margaret Drury".

D. Margaret Drury  
City Clerk

SEE COMMITTEE REPORT #1

To: City Hall  
From: Stephanie





We would  
like you  
to come visit  
us in room  
111.

From the  
Extended  
day gang.

# Harrington Neighborhood Collaborative

Department of Human Service Programs  
CHILDREN'S ENRICHMENT COURSES

Jan 22nd-March 30, 2001

These classes are a collaboration of the Harrington Community School Program, the Harrington Extended Day Program, the Frisoli Youth Center, and the Youth Recreation Program. These enrichment classes are open to all community residents and program participants, schedules permitting. Children enrolled in the Harrington Extended Day Program will enroll with their Extended Day Teachers, Youth Center Staff will coordinate schedules with Youth Center Members and the Community School Participants can register with the Community School Staff by calling 349-6305, or stop by the Community School Office after 2:00 p.m. Classes will be held at the Harrington School unless otherwise noted. The Harrington Collaborative does not discriminate on the basis of disability and will provide auxiliary aids and services, written materials in alternative formats, and reasonable modifications in policies and procedures to persons with disabilities upon request.



Contacts:

Roslyn Shoy, Community Schools, 349-6227

Aida Bairos, Harrington Extended Day, 349-6078

Tomas Gonzalez, Frisoli Youth Center, 349-6312

Bob Goodwin, Youth Recreation, 349-6228





**Addendum to the  
Harrington School Extended-Day Program  
1999-2000 Implementation Evaluation Report**

Prepared by the Office of Resource Development and Assessment  
Barbara Black, Director  
Sarah Doyle, Evaluation Consultant

January 23, 2001

This Addendum is to serve as a key component of the full evaluation report for the Harrington School Extended-Day Pilot Program. It includes material that was not available for the report of October 21, 2000: Stanford 9 test scores and comparisons, demographic data, and comments drawn from discussions with the Principal of the Harrington School, Jose Figueiredo, and the Assistant Principal for the Extended-Day, Aida Bairos, including a brief reference to the program's Fall 2000 semester.

The evaluator would like to emphasize to the reader that all comments on the Extended-Day Program are made with an eye toward their implications for replicating this pilot program at other sites in the Cambridge district and should not be read to reflect negatively on the program itself. The Harrington's Extended-Day Program is well run and has significant strengths. The students are kept busy in academic, creative, and recreational endeavors and in doing their homework. The program's administrators put a great deal of thought and energy into its success, reflected in the positive relationships among administrators, staff, and students and their families. Recommendations and suggestions are intended as a guide to the future of Extended-Day programming in Cambridge, as based on the experiences of this and other programs and on nationally known guidelines, in this case primarily NIOST's, as explained in the October report.

It is too early to gauge the effect of the program on academics, as more than a single comparison of two data points is needed. However, the early results shown in the Stanford 9 scores suggest potential positive outcomes. Some low-scoring students in the Extended Day Program significantly improved their NCE from 1999 to 2000 by as much as 15 or 20 points, and fewer Extended-Day than non-Extended-Day students regressed in their scores. Continued academic support to these students through the Extended-Day Program may help to further boost their scores, giving them an experience of academic success and moving them up to grade level or better. Failure to reach this goal can have severe consequences for low-scoring students especially, as they may fall further and further behind over the course of years. The Stanford 9 scores and other factors are described in the body of this addendum.

The challenges faced by the Harrington School are the same as those that confront other programs with similar aims. Staffing, for example, is critically important to the long-term success of academically supportive extended-day programming. The long-term challenge is to make sure that extended-day staff can afford to continue working in extended-day education. The combination of a stable environment for the students and employment stability for the teachers can have payoffs that offset the start-up expenses. As well, the logistical considerations of connecting extended-day and standard day staffs are relatively new territory and have taken on many different forms nationally. The Harrington's structure of having an Assistant Principal for Extended-Day who is deeply involved in both the standard day school and the Extended-Day, while continuing to work collaboratively with the Department of Human Services, shows innovative thinking and progress in Cambridge's Extended-Day experience.

The Harrington's program has made some truly exciting changes in the current year that draw other agencies citywide into the collaboration, giving the neighborhood community a wide range of choices of activities as well as academic support. Such a combination of academic support and recreation is an important addition to the range of options offered in Cambridge.

## Overview of Students

A total of 182 students participated in the Harrington Extended-Day Program during Year 1, the 1999-2000 school year. Of these, 126 were there for the entire year, 56 dropped out part way through, and 17 entered after September 1999, some during second semester. For the purposes of this report, it is assumed that 143 (126+17) students were in the program

For Year 2 (2000-2001, in progress), 127 students were enrolled as of January 2001, of whom 6 enrolled between October and winter break and 5 after January 1. A total of 52 students from Year 1, or approximately a third, returned for Year 2, including one student who was held back a year.

Grade level breakdowns are as follows:

<i>Year 1</i>	K	24	<i>Year 2</i>	21
	1	26		19 (10 returning)
	2	37		25 (11 returning)
	3	27		26 (15 returning)
	4	23		9 (7 returning)
	5	23		21 (9 returning)
	6	13		4
	7	5		1
	8	4		1
		<u>182</u>		<u>127</u>
		-56		
		<u>126</u>		
		+17)		
		<u>143</u>		

In both years, the largest numbers of students were in grades K-5, with far fewer middle-school-aged students. All of the returning students for Year 2 were in grades K-4 during Year 1. Of the 143 students who completed the year, not all were eligible to return for 2000-2001, taking into consideration the grade 8 students who have gone on to high school, students who have moved out of the district, and students who have moved to other district schools.

## Stanford 9 Test Scores, 1999-2000

### Method of Analysis

Students were divided into three achievement groups, based on their 1999 Stanford 9 reading score. Scores of 62.5 and above (high achievement), scores of 38.5-62.4 (grade level achievement), and 38.4 and below (below grade level achievement). The range for grade level achievement (38.5-62.5) is one standard deviation around the median.

In order to analyze changes in achievement for individual students, the 2000 reading NCE was compared to the 1999 reading NCE. For our purposes, each student is identified according to improvement, maintenance, or regression. Improvement is defined as +5.1 or more, maintenance is +5 to -5, and regression is -5.1 or more points.

In 1999, 257 Harrington students in grades 3-8 took the Stanford 9 test. Of these, 55 were in the Extended-Day Program and have Stanford 9 test scores for 1999 and 2000.

### **Table 1: Comparison of XD and NXD scores, by grade level**

Table 1 is separated out into two major categories: NXD (non-Extended-Day, meaning Harrington students who are there for the standard daytime only) and XD (Extended-Day) students who took the 1999 test. These groups are further broken down by grade level (first column). The next three columns indicate students who received scores of 61.5 and above (high scoring), scores between 38.5 and 61.4 (at grade level), and scores below 38.5 (below grade level). For example, of seventh graders, 4 of 49 NXD students scored in the high group, 20 scored at grade level, 25 scored below grade level, and data were not available for 4 students; likewise, 0 of 3 XD students scored in the high group, 1 scored at grade level, and 2 scored below grade level.

Across grades 3 to 7, 17 (8%) of 202 NXD students scored in the high group, 89 (44%) scored at grade level, 96 (48%) scored below grade level, and data were not available for 22. In the Extended-Day, 4 (7%) of 55 students scored in the high group, 18 (33%) scored at grade level, and 60% scored below grade level. School wide, 8% of all students for whom we have Stanford 9 test scores were in the high-scoring group, 42% scored at grade level, and 50% scored below grade level.

### **Table 2: Improvement/maintenance or lack of improvement/regression, by grade**

Table 2 shows whether students within each group who also took the 2000 test improved their scores (showed one year's growth or more) or if they were unimproved (grew less than one year). Again taking the example of grade 7, 3 of the 4 daytime high-scoring group show improved scores, 11 of the 20 at grade level improved, and 20 of the 25 below grade level improved. In the Extended-Day, there were no high scoring seventh graders, 0 of 1 grade-level seventh grade students improved, and 2 of 2 below grade level seventh grade students improved. The grade 8 students were not included, because in this section on test scores we are considering only those students who continued on at the Harrington School.

### **Table 3: Improvement/maintenance/regression from 1999-2000**

Figures here show that, among students whose scores were below grade level, 45% of XD students improved their scores where 40% of NXD students did, and 39% of XD students remained approximately the same (i.e., showed one year's growth) while 32% of NXD students did. In addition, 16% of XD students regressed in their scores from 1999 to 2000, while the figure for NXD students is 28%.

**Table 1. Harrington Regular and Extended-Day Students Stanford 9 Scores (NCE 1999)**

<b>XD Grade Level</b>	<b>61.5+</b>	<b>38.5-61.4</b>	<b>38.4-</b>	<b>Total</b>	<b>Growth 1999 to 2000</b>	<b>No Growth 1999 to 2000</b>	<b>Data Not Available</b>
7	0	1	2	3	2	1	0
6	0	2	7	9	5	3	1
5	1	3	11	15	12	2	1
4	1	8	7	16	12	3	1
3	2	4	6	12	6	3	3
<i>Totals</i>	<i>4</i>	<i>18</i>	<i>33</i>	<i>55</i>	<i>37</i>	<i>12</i>	<i>6</i>
<i>%</i>	<i>7%</i>	<i>33%</i>	<i>60%</i>	<i>100%</i>	<i>47%</i>	<i>21%</i>	<i>21%</i>
<b>NXD Grade Level</b>	<b>61.5+</b>	<b>38.5-61.4</b>	<b>38.4-</b>	<b>Total</b>	<b>Growth 1999 to 2000</b>	<b>No Growth 1999 to 2000</b>	<b>Data Not Available</b>
7	4	20	25	49	34	11	4
6	3	21	28	52	29	13	10
5	2	28	17	47	38	8	1
4	2	10	14	26	17	5	4
3	6	10	12	28	14	11	3
<i>Totals</i>	<i>17</i>	<i>89</i>	<i>96</i>	<i>202</i>	<i>132</i>	<i>48</i>	<i>22</i>
<i>%</i>	<i>8%</i>	<i>44%</i>	<i>48%</i>	<i>100%</i>	<i>65%</i>	<i>24%</i>	<i>11%</i>

**Table 2. Growth in Stanford 9 scores from 1999-2000**

<b>XD Grade Level</b>	<b>61.5+ Improved/Regressed</b>	<b>38.5-61.4 Improved/Regressed</b>	<b>38.4 or less Improved/Regressed</b>	<b>Total</b>
7	0	0 / 1	2 / 0	3
6	0	0 / 1	5 / 2	8
5	1 / 0	2 / 0	9 / 2	14
4	0	6 / 3	6 / 0	15
3	1 / 1	1 / 1	4 / 1	9
<i>Total XD</i>	<i>2 / 1</i>	<i>9 / 6</i>	<i>26 / 5</i>	<i>49</i>
<b>NXD Grade Level</b>	<b>61.5+ Improved/Regressed</b>	<b>38.5-61.4 Improved/Regressed</b>	<b>38.4 or less Improved/Regressed</b>	<b>Total</b>
7	3 / 1	11 / 7	20 / 3	45
6	3 / 0	13 / 4	13 / 9	42
5	1 / 0	16 / 5	11 / 3	36
4	1 / 0	6 / 3	10 / 2	22
3	2 / 4	5 / 4	6 / 4	25
<i>Total NXD</i>	<i>10 / 5</i>	<i>51 / 23</i>	<i>60 / 21</i>	<i>170</i>
<b>School Total</b>	<b>12 / 6</b>	<b>60 / 29</b>	<b>83 / 29</b>	<b>219</b>

Among all students tested in the school, 37% of XD students and 30% of NXD students improved their scores, and 25% of XD students and 31% of NXD students regressed. Although this is limited data, it is interesting to note that a slightly larger proportion of XD students improved their scores and a smaller proportion of XD students regressed. This will continue to be monitored in the future.

**Table 3. Number and Percentage of Student Score Changes from 1999-2000 NCE**

Above or Below Grade Level on 1999 NCE	Improved	Same (+/-5)	Regressed	Missing	Total [includes missing]
XD Students below grade level	14 (45%)	12 (39%)	5 (16%)	[6]	31 [37]
XD Students at or above grade level	4 (22%)	7 (38%)	7 (38%)	[4]	18 [22]
<b>Total</b>	18 (37%)	19 (39%)	12 (25%)		49
NXD Students below grade level	32 (40%)	26 (32%)	22 (28%)		80
NXD Students at or above grade level	17 (19%)	38 (42%)	29 (32%)	[31]	84 [115]
<b>Total</b>	49 (30%)	64 (39%)	51 (31%)		164

**Table 4: School Absences**

School absence rates for the XD group are better than for NXD students within the population that has high absentee levels, which is counted as 10 days or more absent over the school year. Approximately 25% of the entire student population is absent for more than 10 days. Within the XD population, 19% fall into this category, while the figure is 29% for NXD students. Among XD students, 67% are absent 10 days or less, compared to 78% of NXD students.

**Table 4. School Absences for XD and NXD Students**

Days Absent	XD (as % of XD population) (n=143)	NXD (as % of NXD population) (n=506)	XD and NXD as % of school-wide population (n=649)
0	9 (6%)	98 (19%)	16%
1 to 5	57 (40%)	177 (35%)	36%
6 to 10	30 (21%)	112 (22%)	22%
11-15	17 (12%)	57 (11%)	11%
16-20	8 (6%)	24 (5%)	5%
21-30	14 (10%)	24 (5%)	6%
31-40	3 (2%)	9 (2%)	2%
41-50	1 (0.5%)	4 (1%)	1%
60+	1 (0.5%)	1 (0.5%)	0.5%

### General Demographic Information

The tables below are comparative demographics for the Harrington School's NXD and XD students, in terms of gender, race, students receiving free or reduced-price lunch, students receiving special education services, students identified as Limited English Proficient (LEP), language student relies on at school, language spoken in the home, day school program enrollment (regular track, Ola, or Follow Through), and years in the district. These data were not available for 3 Extended-Day students.

While the whole school is exactly half female and half male, the percentages for the Extended-Day are slightly different from those for the day-only students: XD students are 45% female while NXD students are 51% female.

Percentages of race/ethnicity are roughly the same for African American students, Asian students, Hispanic students, and Native American students. The discrepancies show up in the Other Black category, with 25% of all XD students coming from this group, in comparison to 13% of NXD students and 16% of all Harrington School students. Conversely, slightly over a third of XD students are White (36%), as opposed to 51% of the NXD students and 48% of the Harrington School population overall.

**Table 5. Gender**

<b>Gender</b>	<b>XD</b>	<b>NXD</b>	<b>Total</b>
Female	65 (45%)	258 (51%)	323 (49.5%)
Male	75 (52%)	248 (49%)	323 (49.5%)
NA	3 (2%)	0	3 (0.5%)
<b>Total</b>	<b>143</b>	<b>506</b>	<b>649</b>

**Table 6. Race/Ethnicity**

<b>CPS Race/Ethnicity</b>	<b>XD</b>	<b>NXD</b>	<b>Total</b>
African American	30 (21%)	94 (18.5%)	124 (19%)
Asian	6 (4%)	23 (6%)	29 (4.5%)
Hispanic	17 (12%)	60 (12%)	77 (12%)
Native American	0	3 (0.5%)	3 (0.5%)
Other Black	35 (25%)	68 (13%)	103 (16%)
White	52 (36%)	258 (51%)	310 (48%)
NA	3 (2%)	0	3 (0.5%)
<b>Total</b>	<b>143</b>	<b>506</b>	<b>649</b>

Lunch status refers to whether or not students are registered for free or reduced-price lunch in the school cafeteria and is used as a standard for determining poverty level in a school or district. Here, the differences between XD and NXD students are significant: Close to four-fifths (78%) of XD students receive free or reduced-price lunch, while less than two-thirds (58%) of NXD students do and 62% of students in the school-wide population do.

**Table 7. Lunch Status**

<b>Lunch Status</b>	<b>XD</b>	<b>NXD</b>	<b>Total</b>
Lunch	109 (78%)	296 (58%)	405 (62%)
No Lunch	31 (22%)	210 (41.5%)	241 (37%)
NA	3 (2%)	0	3 (0.5%)
<b>Total</b>	<b>143</b>	<b>506</b>	<b>649</b>

There are also differences between the XD students, NXD students, and the rest of the school in terms of special education status: 29% of XD students are receiving special education services during the day that are also received by 21% of NXD students. School wide, 23% of Harrington School students received special education services of various kinds.

**Table 8. Special Education Status**

<b>SPED Status</b>	<b>XD</b>	<b>NXD</b>	<b>Total</b>
SPED	42 (29%)	107 (21%)	149 (23%)
Not SPED	98 (69%)	399 (80%)	497 (77%)
NA	3 (2%)	0	3 (0.5%)
<b>Total</b>	<b>143</b>	<b>506</b>	<b>649</b>

Language differences figure prominently at the Harrington School, as is true for many other schools in the district. At the Harrington, the primary languages are English, Portuguese, Haitian Creole, and Spanish. Other languages by at least one student are Arabic, Bambara, Bengali, Cape Verdean, Chinese, French, Hindi, Hungarian, Japanese, Nepali, Russian, Tibetan, Tigre, and Vietnamese. In addition to languages spoken by children at school, languages spoken in their homes but not at school are Persian, Swedish, Swahili, Tamil, and Tigre. Limited English Proficiency (LEP) is evident in higher rates for XD students (32%) than for NXD students (24%) or the school overall (26%).

**Table 9. Limited English Proficient**

<b>LEP</b>	<b>XD</b>	<b>NXD</b>	<b>Total</b>
LEP	46 (32%)	120 (24%)	166 (26%)
Not LEP	94 (66%)	386 (76%)	480 (74%)
NA	3 (2%)	0	3 (0.5%)
<b>Total</b>	<b>143</b>	<b>506</b>	<b>649</b>

**Table 10. School Language**

<b>Language Student Speaks at School</b>	<b>XD</b>	<b>NXD</b>	<b>Total</b>
Haitian Creole	10 (7%)	27 (5%)	37 (6%)
English	65 (45%)	302 (60%)	367 (57%)
Other	19 (13%)	32 (6%)	45 (6%)
Portuguese	45 (31%)	117 (23%)	162 (25%)
Spanish	6 (4%)	27 (5%)	33 (5%)
NA	3 (2%)	0	3 (0.5%)
<b>Total</b>	<b>143</b>	<b>506</b>	<b>649</b>

**Table 11. Home Language**

Language Spoken at Home	XD	NXD	Total
English	48 (33.5%)	247 (49%)	295 (45.5%)
Haitian Creole	17 (12%)	45 (9%)	62 (1.5%)
Other	16 (11%)	42 (8%)	58 (9%)
Portuguese	52 (36%)	136 (27%)	188 (29%)
Spanish	7 (5%)	36 (7%)	43 (7%)
NA	3 (0.5%)	0	3 (2%)
<b>Total</b>	<b>143</b>	<b>506</b>	<b>649</b>

**Table 12. Program Status**

Programs	XD	NXD	Total
Regular	98 (69%)	291 (58%)	348 (54%)
Ola	42 (29%)	105 (21%)	147 (23%)
NA	3 (2%)	0	3 (0.5%)
<b>Total</b>	<b>143</b>	<b>506</b>	<b>649</b>

Harrington XD students are somewhat less likely than NXD students to have lived in the district for 4 years or more, and no XD students had been in the district for less than 1 year. XD students were a little more likely than NXD students to have lived in the district for 1 to 3 years.

**Table 13. Years in District**

Years in District	XD students (n=143)	NXD students (n=506)	Total (n=649)
Less than 1 year	0	32 (6%)	32 (5%)
0.25	0	7	7
0.5	0	25	25
1 to 3 years	42 (29%)	107 (21%)	149 (23%)
1	11	42	53
2	6	10	16
3	25	55	80
4 years and up	56 (39%)	269 (53%)	325 (50%)
4	15	55	70
5	15	37	52
6	13	51	64
7	8	39	47
8	3	48	51
9	1	31	32
10	1	8	9
Unknown	45 (31%)	98 (19%)	143 (22%)
<b>Total</b>	<b>143</b>	<b>506</b>	<b>649</b>

## **Update on the 2000-2001 Program**

The Fall semester at the Harrington Extended Day is showing the results of Cambridge's commitment to collaboration between the Cambridge Public Schools and the Department of Human Services to provide academic and recreational programming in the after-school hours. The Principal and Assistant Principal for Extended Day from CPS and the Program Co-Director, who is Division Head for Childcare and Family Support at DHS, have reached out to others in their institutions with similar interests and goals to broaden what all can offer to the neighborhood.

Through these linkages, neighborhood children and Extended-Day children can engage in enrichment activities and sports together through the Community School, an established program under DHS housed at the school, the Frisoli Youth Center (DHS), which is on the abutting property, and the Recreation Department (DHS). (The fall and winter course schedules are attached to this addendum.) Students do not have to be enrolled in Extended Day to have access to these activities, and Extended-Day students have greater choices. Computer classes are available twice a week to Extended-Day students, taught by a staff member from the standard day school. Teachers from the standard day serve as mentors to Extended Day teachers again this year. To strengthen the ties between the standard and extended day staffs, teachers from the Extended Day have given presentations on the program to standard day cluster meetings.

The staff brings to the classroom its experience from the 1999-2000 year and is receiving continuous high-quality professional training. Through the involvement of the National Institute on Out-of-School Time (NIOST), Extended-Day teachers are learning with other local after-school staff about project-based activities to balance academics and recreation in the classroom. These activities are linked to the Cambridge Curriculum Frameworks and, for example, show ways to teach math that will be fun as well as instructive. By the end of the year, teachers will have accumulated a notebook of activities, linked to the Cambridge Curriculum Frameworks that and can be used, expanded, and refined over time.

NIOST will be conducting Quality Advisors trainings for ten professionals in NIOST's national standards for out-of-school time programs. These advisors will then be able to support teachers in the classroom and in planning classroom activities that take these standards into consideration. In addition to the NIOST trainings, staff are also receiving five trainings from the Cambridge Hospital on child health issues.

Great progress has been made in involving parents in the Extended-Day Program. Last year, several Parent Nights and a community breakfast were held, drawing large numbers of siblings and parents and helping to further their sense of community. This year, three workshops for parents have been planned. The first, which was on how parents can teach literacy to their children through games, drew about 25 participants. Parent feedback was so enthusiastic that the Assistant Principal encouraged more parents to attend the second workshop and was rewarded with a turnout of 200 parents and family members, an exceptional turnout representing nearly the whole program. Additionally, the Parent Liaison had 150 parents attend a beach party in December.

These social and training activities are paying off. Parents of Extended-Day students have given presentations on a variety of subjects to their children's classes. Also, under an ESL grant, parents can take ESL classes while their children are in the Extended Day. These parents are then being trained to assist Extended-Day teachers in the classroom by helping students with literacy and homework.

Another innovation this year is the involvement of The Family Center, Inc., to provide on-site group and individual counseling to students (with parental permission) and families, and to train teachers in classroom management. Up to the present, counseling has attracted fourteen families and dozens of students. This is an extremely important service to be able to offer a population that may not otherwise have access to them due to logistical, financial, or time considerations.

The 2000-2001 Extended-Day Program at the Harrington School shows tremendous growth from the first year to the second. Most importantly, it is providing a richer mix of options to the whole school community, the accomplishment of the collaboration developed between CPS and DHS over the last few years. The Extended-Day Program at the Harrington School can serve as a model for other Cambridge schools looking to implement extended-day programming of their own.

## **Advisory Board**

Jose M. Figueiredo, Principal, Harrington School and Co-Director for Extended Day  
Aida Cabral-Bairros, Acting Assistant Principal for Extended Day  
Jackie Neel, Division Head, Childcare & Family Support Services (DHS) and Co-Director  
for Extended Day  
Barry McNulty, Assistant Principal  
Roxy Coicou, Assistant Principal  
Carmen Medeiros, Teacher, Kindergarten  
Jamillah Bakr, Teacher, Grades 1-2  
Arthur Gilman, School Counsellor  
Jeffrey Henriquez, Extended-Day Teacher  
Tracy Cervone, Extended-Day Teacher  
Paul Ryder, Recreation Department, DHS  
Bobby Goodwin, Youth Program Manager, DHS  
Tomaz Gonzalez, Frisoli Youth Center  
Cris Rebelo, Parent Liaison  
Ricky Lacy, Cambridge Hospital  
Bobby Travers, Assistant to Principal Figueiredo  
Warren Falter, Head Custodian  
Robert Clicksteen, Food Services  
Joe Braga, Harrington Community School Council  
Valerie Spriggs, Professional Development, CPS

## **Collaborating Partners**

Cambridge Public Schools  
Food Services  
ESL/Bilingual Education  
Special Education  
Transportation  
Resource Development and Assessment  
Department of Human Services  
Community Learning Center  
Community Schools  
Frisoli Youth Center  
Childcare & Family Services  
Recreation  
Cambridge Public Libraries  
Cambridge Health Alliance  
The Family Center

Harrington Extended Day Enrichment Course, Fall Schedule 2000

Contacts:

Roslyn Shoy, Community Schools, 349-6227  
 Tomas Gonzalez, Frisoli Youth Center, 349-6312

Aida Bairos, Harrington Extended Day, 349-6078  
 Bob Goodwin, Youth Recreation, 349-6228

Monday	Tuesday	Wednesday	Thursday	Friday
Whiffleball Ages: 5-7 2:00-3:30 Fee: \$10.00	Chess Club Ages: 8-10 2:00-3:30 Fee: \$10.00	Cultural Cuisine Ages: 9-13 3:15-6:00 Frisoli Youth Center	Print Making Ages: 9-13 3:15-6:00 Frisoli Youth Center	Floor Hockey Ages: 6-8 2:00-3:30 Fee: \$10.00
African/Caribbean Mask Making Ages: 9-13 3:15-6:00	Cmptr/Newspaper Grades: 3-8 3:30-4:15	Flag Football Ages: 9-13 3:00-4:30 Frisoli Youth Center	Metro Lacrosse Ages: 9-13 4:00-6:00 Frisoli Youth Center	Cooking Ages: 9-13 3:15-6:00 Frisoli Youth Center
Indoor Soccer Grades 3 & up 4:45-5:45	Latin Dance Grades: 1-8 4:45-5:45	Cmptr/Newspaper Grades: 3-8 3:30-4:15	Reading Club All Ages 4:45-5:45	Capture The Flag Ages: 9-13 3:30-4:30 Fee: \$10.00
Capoeira Grades: 4:45-5:45	Team Games All ages 4:45-5:45	Indoor Soccer Grades: 3 & up 4:45-5:45	Portuguese Grades: 3 & up 4:45-5:45	Team Games All ages 4:45-5:45
World Dance All ages 4:45-5:45	Arts & Crafts All ages 4:45-5:45	World Dance All ages 4:45-5:45	Latin Dance Grades: 1-8 4:45-5:45	Cooking All ages 4:45-5:45
Sports Grades 3 & up 4:45-5:45	World Languages Grades: 3 & up 4:45-5:45	Sports Grades: 3 & up 4:45-5:45	Arts & Crafts All ages 4:45-5:45	
Origami All ages 4:45-5:45	Reading Club All ages 4:45-5:45	Origami All ages 4:45-5:45		
	Piano/Guitar/Voice All ages 4:45-5:45			
	Print Making Ages: 9-13 3:15-6:00 Frisoli Youth Center			
	Metro Lacrosse Ages: 9-13 4:00-6:00 Frisoli Youth Center			
	Boy Scouts Ages: 8-10 5:30-7:00 Membership Fee			

Harrington Extended Day Enrichment Courses  
 Winter Schedule: January 22<sup>nd</sup> –March 30<sup>th</sup>

Monday	Tuesday	Wednesday	Thursday
Soccer Kindergarten 4:45-5:45 Gym	Arts & Crafts Kindergarten 4:45-5:45 K4	Soccer Kindergarten 4:45-5:45 ½ of the Gym	Arts & Crafts Kindergarten 4:45-5:45 K4
Capoeira K-2 3:15-4:15 3-7 4:15-5:15 Small Gym	Book Club K-4 4:45-5:45 K4	Collage 1-4 4:45-5:45 Rm. 111	Book Club 1-4 4:45-5:45 K4
Collage 1-4 4:45-5:45 Rm. 111	Spanish 1-2 4:45-5:45 Rm. 111	African Dance 3-6 4:45-5:45 Auditorium	Spanish 1-2 4:45-5:45 Rm. 111
African Dance 3-6 4:45-5:45 Auditorium	Basketball 1-2 4:45-5:45 ½ of the Gym	Drumming 3-6 4:45-5:45 Auditorium	Basketball 1-2 4:45-5:45 ½ of the Gym
Drumming 3-6 4:45-5:45 Auditorium	T. A. the World 3-6 4:45-5:45 Rm. 113	Drama 3-7 4:45-5:45 Rm. 118	T. A. the World <i>Travels Around the World</i> 3-6 4:45-5:45 Rm. 113
Drama 3-7 4:45-5:45 Rm. 118	Computers 3-7 3:30-4:15 Computer Lab	Cooking 3-7 4:45-5:45 Frisoli	Computers 3-7 4:45-5:45 Computer Lab
Cooking 3-7 4:45-5:45 Frisoli		Basketball 5-8 4:45-5:45 ½ of the Gym	
Basketball 5-8 4:45-5:45 Frisoli			

**Harrington School Extended-Day Program  
1999-2000**

**Implementation Evaluation Report**

Prepared by the Office of Resource Development and Assessment  
Barbara Black, Director  
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October 31, 2000

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## Introduction

Multipurpose, multifaceted extended-day programming is new not only to the Harrington School, but to schools in cities and towns across the country. No longer simply after-school programs that center around extracurricular activities and clubs, extended-day programs are providing enrichment activities plus more academic training and a safe, supervised place for children to be while their parents are still at work. The daily rhythms of study, rest, playtime, and quiet time that for so long took place in the American home now are taking place in a new setting. Schools are having to respond to a greater variety of challenges for more hours and to fill a larger number of needs for children than has previously been the case.

In Cambridge Public Schools (CPS), the Partnership at the Fletcher School, funded by the Danforth Foundation, was the first to try to create new, broad-ranging extended-day programming by working with the Department of Human Services Programs (DHSP). The two departments coordinated in planning their programs and cooperated in their operation. While striving toward being a true collaboration, the Partnership was not able to meld their offerings into a single entity, as originally hoped. However, they were able to offer programming to students in the whole school and laid the groundwork for further efforts in this direction at the Harrington School.

It is in recognition of this context that this evaluation report has been written. The Harrington Extended-Day Program has had many obstacles in its first year and has overcome them with much success and a few setbacks. Although it may not have seemed so at the beginning, the administrators and staff were laboring under time constraints that barely made it possible to get the program off the ground for the beginning of school in the fall. As the year progressed, it became increasingly apparent that extended day is a "new animal" and that planners underestimated the magnitude of the task they were taking on. The staff, administrators, parents, and children of the program should be congratulated for their achievements of the year and encouraged in their future efforts.

The Harrington Extended-Day Pilot Program opened on the first day of school, September 2, 1999. The program is a collaboration between CPS and DHSP to provide both a longer learning day for Harrington students and a safe, supervised place for them to stay after the end of the regular school day. Sited in the school building, the program offers academic instruction and support, physical activities, and enrichment activities. It is open five days a week, from 2:30 to 6:00, with some students leaving at 4:30, when academic work time is over. Children who remain after 4:30 participate in enrichment activities.

The decision to place this program at the Harrington School was made in June 1999. Funding of \$400,000 from the City of Cambridge was assigned to the school in early July. Planning for implementation began immediately and continued throughout the summer. The Principal, Assistant Principal, and other planning committee members telephoned parents to inform them of the program and encouraged them to enroll their children. Job listings were posted and interviews scheduled. Even with this intensive work, hiring slots were barely filled when the program opened on September 2, 1999.

This report uses the *Standards for Quality School-Age Child Care* as a framework for assessment. These standards were formed in collaboration at the National Institute on Out-of-School Time (NIOST), a national leader in school-age child care issues affiliated with Wellesley College. Each heading in the section below represents a NIOST standard and the analysis uses them as guidelines. NIOST provides an evaluation checklist that would be extremely useful for staff and administrators to use the gauge their own progress over the duration of the program.

One final note before the body of the report: The evaluator has observed after-school and extended-day programs in Cambridge and elsewhere and is aware of other efforts both locally and nationwide. It is striking to her that each program seemed somehow isolated, often not seeming to realize how universal are the problems and challenges they are coming up against. There are many local organizations in Boston and the surrounding area where parents, teachers, and administrators are working together to develop solid and exciting extended-day programs. It would be a major boost to the City of Cambridge and CPS to make it possible for their staffs to attend seminars and workshops that will make connections with other local programs. In addition, all staff members—including extended-day teachers and assistant teachers—should have a city e-mail account, as do regular day teachers, so that they can keep abreast of national trends and current research and can take part in e-mail user groups for school-age child care personnel.

## **Evaluation According to NIOST Standards**

### **Goals**

NIOST points out that it is important for all parties involved to understand clear program goals. Although goals for this program appear in memos and meeting notes, it is evident from questionnaire results that greater clarity is still needed. A final agreement on goals for the program should be spelled out in a written agreement among DHSP, CPS, and, especially, the major day-to-day actors in the program. Issues to be addressed are: What is primary, academics or a safe place to play after school? If progress is to be measured by student outcomes, are those outcomes to show up in standardized test scores and grades or in behavior? The goals should be included in the Action Plan, described below. If parental involvement is one of the goals of the program, that should be detailed, too, including what signs of parental involvement will be considered satisfactory. Other questions will emerge in the body of the report.

### **Needs Assessment**

A needs assessment was carried out in Cambridge by Mills & Pardee in 1998, providing a background reference for planners of the Harrington School Extended-Day Program to use. CPS, DHSP, and Harrington School staff planners compiled information about local after-school program availability. Later in the year, as part of ongoing evaluation for periodic feedback, the Principal and Assistant Principal for Extended Day carried out their own needs assessment with a questionnaire to parents in the spring.

## ***Formalization of the Relationship***

It is important for all concerned that the relationships and responsibilities be agreed upon in writing between participating entities. There appears to be no single, fully formalized written agreement between DHSP and CPS covering all aspects of the program. Despite the best of intentions, questions of program management will arise, and an agreement on paper gives all a shared point of reference and accountability. The agreement should cover financial and legal relationships, goals, authority structure, and program structure. This agreement should be reviewed annually and amended as necessary.

## ***Leadership***

Planning was done initially by administrative leadership of DHSP and CPS and the Harrington School, with input from the Harrington School's daytime teachers and feedback from other Cambridge after-school programs. A former Reading Recovery teacher, Aida Bairos, was hired as Assistant Principal for Extended Day to work under Principal Jose Figueiredo. Initially, a Program Director worked day-to-day under the DHSP with Ms. Bairos, but left in January. The position of Program Director was closed, altering the administrative structure as originally envisioned. Because this is a pilot program, it was able to adapt to this change and continue moving forward.

Ms. Bairos met frequently throughout the year with Ms. Jackie Neel of DHSP and with Ms. Valerie Spriggs, Director of Professional Development for CPS, who provided advice and support during this first year of program administration for Ms. Bairos. In the summer of 2000, Ms. Neel and Ms. Bairos both attended a week-long School-Age Child Care Leadership course at NIOST at the Wellesley College campus. Courses such as this one are the reason that more planning time is important for ambitious projects in new territory. It takes time to identify local and national resources and to plan for ways to use them. NIOST, for example, is a national leader in school-age child care, and Cambridge is fortunate to have them available locally. Bringing them into the picture early on could have helped planners avoid predictable mistakes, as NIOST publishes a structure of considerations for setting up after-school programming either within or outside of schools.

## ***Action Plan***

There are two levels of action plan. One encompasses the overall program goals and states the strategies to be used to meet them. This is the plan type urged above under "Formalization of the Relationship." The classroom-level action plan includes the proportion of time devoted to instruction (for example, MCAS preparation), recreation, enrichment, physical activities, and homework help, and describes what will be considered as evidence that the goals are being reached. NIOST publications can be used as a guide for writing action plans. Teachers at the Harrington Extended Day use the first part of this tool for their classes but, to the evaluator's knowledge, not the written goals and evidence. The classroom action plans are on file in the Extended-Day office.

## ***Liaisons***

Liaisons are an important role in extended-day programming, as they help reach out to others who are outside the program but have an interest in its success. The extended-day program has a Portuguese family liaison, but no separate liaison for parents, nor one for Haitian-Creole speaking parents, although they comprise a significant population at the school. The program might want to consider the benefits of creating at least one of these positions.

In addition, as is shown later in the body of this report, a formal relationship between the extended-day and daytime teachers—whether through liaisons or committees—would help to resolve issues on an ongoing basis regarding program content and sharing of space and materials. The Harrington Extended-Day should think seriously about instituting such a position or committee.

## ***Space Considerations***

### ***Indoors***

NIOST recommends 35 square feet per child in a group. CPS might want to determine whether the space for the Harrington Extended Day approximates this recommendation.

The extended day uses daytime classrooms, thereby closing them off from daytime teachers' staying later to do their planning, grading, room decorating, and so forth. This is a real imposition and should be compensated in alternative office arrangements for these teachers. The question of shared space is examined further later in this report, in the analysis of the questionnaires.

### ***Outdoors***

There is a large play area available. Students have open space in which to run and play games. Other outdoor activities such as gardening would provide fresh air and exercise for non-sports-minded children.

The children spend all day in the classroom, and then spend another few hours in Extended Day in classrooms again. Any way that this can be ameliorated would be a contribution to improving students' experience. For example, a quiet room with soft, comfortable furniture would be a more pleasant way to read or relax. Keeping the computer room open after school would give the students more computer experience. It might also be a great benefit for parents—and for parent-school relations—if the school can allow them full access to the computers for Internet or e-mail when they pick up their children from the program. The program already takes students on field trips. As many field trips as the program can manage will add to the quality of the students' lives.

## ***Staff-Student Ratios***

The NIOST recommended ratios are 1:10 for children up to age six and 1:12 for older children. The ratios in the Harrington Extended Day Program average 1:9 adults (teachers, assistant teachers, and volunteers) per child. The ratio of teachers to students is 1:17.

At-risk students were specifically targeted for the student body, but all Harrington students are eligible to participate in the Extended-Day Pilot Program. One hundred fifty-five students were initially enrolled. A number of students later left the program when their parents could not afford the fees, according to the Assistant Principal. In March 2000, 124 children were in the program. Eighteen were accepted to replace some of those who dropped out.

In Spring 2000, the students were enrolled as follows:

- one Kindergarten class of 19 students;
- two Grade 1-2 combined classes of 21 and 24 students;
- two Grade 3-4 combined classes of 12 and 15 students;
- one Grade 5 class of 19 students;
- one Grade 6-8 class of 14 students.

One teacher and one teaching assistant are in each classroom. In addition, twelve volunteers serve a total of seventeen shifts a week, with most coverage on Mondays and Tuesdays, several shifts on Wednesdays and Thursdays, and one on Fridays.

### ***Staff Relationships***

Staff collegial relationships appeared to be generally good. Some matches between teacher and assistant were better than others, but observations indicated that working relationships among staff were very good at weekly meetings and within the younger grade classrooms. The older grade classrooms were not observed; however, these classes had more trouble with student discipline, so staff's feelings of confidence in one another's actions and decisions is extremely important.

### ***Staff-Parent Relationships***

Extended-day teachers indicated on their questionnaires that relations with parents were generally good. They felt they had sufficient time to talk with parents when they came to pick up their children on a daily basis, as well as at special events such as the family nights and the pancake breakfast. These questions are addressed again in the analysis of the questionnaire.

### ***Programming***

The quality of the programming for students varied over time and according to grade. The classes observed by the evaluator were generally running well, with varied activities, freedom to move for the children, and warm relations between staff and students. Programming and measurement of student results will be more of a focus for the 2000-2001 report.

There are a few concerns to keep in mind, especially if the Extended Day Program is going to be instituted on a long-term basis. The day is an extremely long one for the students, from eight and a half to ten hours, depending on whether they leave at 4:30 or 6:00. When day after day is spent

in school classrooms, some sort of regular break from routine is necessary. This can be done in several ways:

### *Unstructured time*

Children need to be able to truly relax. Homework help and time spent on further academics are necessary and are a large part of the program's *raison d'être*. However, considering what a large part of the day this is—the majority of their waking hours, five days a week—children need adequate time to “break out,” either to relax quietly alone, have private time, run off energy in the gym or outside, read, or talk with friends. As well, a degree of independence is necessary for the older students. They need to learn how to structure their own time and choose their own activities, with the staff there to support them rather than to lead or keep a heavy hand on them. At all grades, but at the older grades in particular, there needs to be more flexibility to give students wider options and chances to do self-directed projects.

### *Group and individual activities*

Students greatly enjoyed learning African dance to perform on Family Night, arts and crafts, and field trips. More variety in activities, especially for older students, will make the Extended-Day Program the place that children want to be after the regular school day is over.

For example, a suggested resource is an arts organization called Express Yourself, headed by jazz musician Stan Strickland and dancer Paula Conrad. These artists work with a wide variety of ages and provide programs as single events or as weekly programs running over a month or a semester. They bring musical and percussion instruments and use music and movement to encourage artistic expression, self-expression, self-awareness, and group cohesion. They have years of experience working with elementary and high school aged students. The consultant is awaiting a videotape from Express Yourself to show any interested parties. Express Yourself could help support older students negotiate the emotional and social difficulties common to their age group, and do this in an atmosphere of fun, trust, and openness.

### *Age appropriateness*

Activities for younger children appeared to be age appropriate. Children enjoyed working with clay, playing sports, field trips to museums, preparing for parent night performances, artwork, and dance.

Again, it is the older students whose needs are more complex and require more effort to meet them. Learning games and arts and crafts are not enough for this age group. These students are old enough to work independently, to help with the younger children as tutors or mentors, and to engage in community service projects. The students might design projects on their own, with staff serving a supportive role, perhaps by making initial contact with community members who could be of help or who could use the students' services: a rest home might need visitors; a neighborhood clean-up could be arranged; students could run errands for homebound elderly neighbors. Cambridge's Historical Commission has an oral historian who would be willing to help students to design and produce oral histories of their families, neighbors, and local businesses, perhaps giving them a new appreciation of their various heritages.

## ***Administration***

The Assistant Principal works closely with the Principal of the school and meets weekly with Jackie Neel of DHSP and Valerie Spriggs of CPS's Office of Professional Development to guide the program's administration. This oversight provided stability to the program, although it is apparent that there were some misfires and duplication of effort. For example, even though DHSP offered handbooks that could be used as a temporary measure and easily adapted for permanent use, the program produced its own staff handbook quite far into the school year. One teacher commented spontaneously that she would have appreciated a handbook to guide her. The staff needs to have instructions on paper for how to deal not only with bureaucratic and program issues, but safety issues as well, such as how to deal with threats or what to do if a student leaves the premises.

The evaluator is aware of billing problems that arose between parents and administrators. Some parents could not afford the fees but were nevertheless dunned for payment. Clearly, no ill will was intended by the program, but billing issues would best be left to those who are accustomed to handling them and have the systems and materials already in place, such as the Department of Human Services. The Assistant Principal has enough other duties to occupy her attention and would be well served by someone else to look after such tasks.

The program administrators communicate frequently with the families of Extended Day children, chatting with them when they drop off their children and at Family Nights. There is a liaison to the Portuguese families, although not to the many Haitian families served by the program.

## ***Physical Education***

Each child should have a half an hour daily of exercise, in addition to exercise time received as part of their regular day program, whether in the gym or out of doors. This has not always been possible, due to conflicts with other uses of the gym, especially during the winter. However, it is important that physical activity receive higher priority than it did during the 1999-2000 year. It is crucial to the health of the children that they have time every day to run and challenge themselves physically through sports, games, and free play. Such activities are necessary to the psychological and social health of the children, as well as to their physical health. Physical activity should not be withheld as a disciplinary measure for a whole class, just as reading instruction would not be withheld as a punishment, yet the evaluator did observe a very good teacher telling a class that they would not go to the gym if they did not behave better in class. It is likely that discipline problems would be ameliorated if children could count on physical activity and mental relaxation every day. If it is not possible to have a physical education teacher to teach gymnastics, track, and activities other than sports, perhaps teachers could be brought in on a weekly basis to provide special training. Older students may even be interested in yoga, and the African dance classes last year, provided for free by a friend of a classroom assistant, proved highly popular with students and their families.

## ***Staffing***

Staffing issues were covered in some depth in the Preliminary Evaluation Memorandum in March 2000 (see page 29 in the Appendix) and are also discussed further in the section analyzing the extended-day and daytime staff questionnaires, below.

## ***Professional Development***

Professional development is discussed in the section analyzing extended-day staff questionnaires, below.

## ***Special Needs***

The topic of special needs students is also covered briefly in the analysis of questionnaires. NIOST recommends “at least 10 hours inservice training each year, developing [staff’s] knowledge of child development, guiding behavior, working with families, planning and carrying out activities, identifying and reporting child abuse and neglect, and working with children with special needs” (p. 25). The Extended-Day Program does not have special needs staff on hand, and teachers untrained in the techniques have had to cope as best they could. It is imperative for SPED issues be addressed at the program level as soon as possible.

## ***Discipline***

This is not an area of specific NIOST guidelines, but it is a program weakness that needs more attention. Staff members have reported that some students are consistent troublemakers who disrupt the class on an ongoing basis. Some of the staff who left cited discipline problems as being a contributing factor to their leaving. The administration needs to consider removing such students from the program altogether or hiring more staff who are trained in working with problematic behavior. In addition, more training and in-class back-up is needed to give especially the less-experienced teachers support in their direct service work.

## ***The Mentorship Program***

In the spring the Assistant Principal instituted a mentorship program, pairing up Extended Day teachers with experienced regular day teachers. For staff who stayed on, this has generally worked well. However, staff turnover has been a major problem, as outlined in the Preliminary Evaluation Memorandum (starting at the bottom of page 32 of the Appendix). Some daytime teachers had a string of replacement teachers to mentor and felt that they had to go over the same ground each time. Staff turnover is one of the most significant problems for the program—as is the case for many other child-care and extended-day programs—and retaining experienced staff must be a high priority if the Extended Day program is to be ultimately a success. The mentorship program is discussed further in the questionnaire analysis.

## **Safety**

In general, students in the program appeared to be safe and adequately supervised. Staff are familiar with their students' families and are aware of who is authorized to pick students up at the end of the day. However, the evaluator noted instances in which staff responses have indicated a need for training and greater clarity on issues of child safety. The staff must know what to do or have a source to turn to, such as a handbook, when questions of safety and discipline arise. As schools are well aware, school programs are responsible for the safety of the children in their charge. If an issue that could even only potentially result in harm to the child is mishandled, it would be a black mark on the program's name and might even have legal repercussions.

## **Fiscal Management**

The details of exactly what each entity contributes to the budget and who controls it overall ought to be addressed in a written agreement, as discussed above.

A primary need that emerged from the needs assessment early on is for scholarship funds for students to attend the program. Quite a few parents cannot afford the fees, especially if they have more than one child in Extended Day. The problems of funding, staffing, and program quality were discussed in the Preliminary Evaluation Memorandum (see pages 32-24 in the Appendix).

## **Extended-Day and Daytime Teachers Questionnaire Results**

In early March, questionnaires were distributed to extended-day teachers and teaching assistants and to daytime teachers in order to find out how well they believed the Extended-Day Program was working. The questionnaires were different for extended-day and daytime teachers, but sometimes the same or similar questions were asked to see how perceptions on each side compared with one another. A questionnaire was also given to parents, with translated versions in Portuguese and Haitian Creole. Despite the evaluator's being at the school during pick-up time for a week, only two of the fifty or so parents who were given questionnaires returned them, so there are no results to tally. The questionnaires are replicated in full in the Appendix (starting on page 37), showing the range of possible answers.

Below follows an analysis of the results. The extended-day results are given first, followed by the daytime staff questionnaire results and then by analysis of both together regarding the purposes of the Extended-Day Program. The analysis of daytime staff results refers back to the extended-day questionnaire for comparison when appropriate.

### **Extended-Day Teachers' Questionnaire**

Of fourteen possible, ten responses were received from teachers and teaching assistants. Replies were code-numbered in order as they came back to the evaluator. Replies were received from one Kindergarten faculty member, two from grades 1-2, two from grades 3-4, two from grades 6-8,

and three unidentified by grade. Since a teacher and an assistant from the same classroom may have answered the questionnaire, some totals do not represent a true total of students nor the breakdown of boys and girls.

The questionnaire opened by asking the respondent to fill in what grade he or she teaches (**Question 1**), how many girls and boys are in their group on a typical day (**Question 2**), and how many adults work with the class on a typical day (**Question 3**). Question 1 was optional because the program is so small that knowing the grade level might make it possible to identify the respondent; three of the ten chose not to answer it. Classes ranged in size from 12 to 22 students and were usually tended by two adults.

**Question 4** revolved around schedule, logistics, and familiarity of extended-day teachers with daytime staff and student assignments. The eight subquestions are reproduced and discussed below.

- a. Do you have enough planning and preparation time?
- b. Do you have sufficient learning materials for your classes?
- c. Do you have sufficient time to meet with your daytime and extended-day colleagues?
- d. Do you have sufficient time to speak with parents?
- e. Are you familiar with the content that your students receive during the regular day?
- f. Are you able to complement daytime work with what you do during the extended day?
- g. Do you understand the homework your students are assigned?
- h. In your opinion, is the homework for each student appropriate to his or her level and ability to complete the work in a reasonable time?

*Planning and preparation time, materials, time for colleagues and parents:* Most responses fall into the middle range. Seven respondents believe they have adequate time, two believe it is less than optimal but doable, and one believes that planning and preparation time is inadequate. This "inadequate" is one of only two answers to all survey questions from all respondents that fell into the least desirable category. Generally, extended-day teachers and assistant teachers indicated that they have reasonably sufficient materials and somewhat sufficient time to meet with colleagues and parents.

*Content and homework:* Most staff also feel familiar with the content of students' daytime work and say they are able to complement the daytime work with activities in their extended-day classrooms. Only one teacher feels "very familiar" with daytime content, however, while five say they are "reasonably familiar" and four are "somewhat familiar" with what their students are learning during the day. Nevertheless, four believe they are "always" able to complement daytime work in their extended-day classes, three say they "usually" can, and three say that only "occasionally" can they integrate daytime themes and work into their curricula. Nine of the ten believe that they understand their students' homework sufficiently or reasonably sufficiently; three believe homework assigned by daytime staff is "very appropriate" and six believe it is "reasonably appropriate."

**Question 5** was, "Have you noticed improvements in the academic, social, or emotional performance of extended-day students, and can you demonstrate this, i.e., grades, specific pieces of work, anecdotally?" Four respondents left this question blank, with one indicating he or she was too new to be able to say. Two wrote "yes" but gave no evidence. One comment noted that homework was getting done "as expected." The other three referred to social and emotional improvements, as they saw their students becoming "a lot more confident," "being able to get along better with their classmates," and "taking more responsibility for their actions."

**Question 6** asked staff to rate the overall success of the Extended-Day Program. Four people indicated that they think their program is "very successful," five rated it "reasonably successful," one as "somewhat successful," and none as "not successful." This indicates that morale was quite good among staff who were there at the time the questionnaire was distributed and collected. Not all respondents were still in place by the end of the year or returned for the new 2000-2001 year.

**Question 7** involves rank ordering of what respondents understand to be the purposes of the Extended-Day Program. These results will be discussed under a separate heading along with those from daytime teachers, who were given the identical question.

**Question 8** asked for teachers' biggest frustration while working in the program. One said that not having a handbook made it more difficult to work, while another did not have a strong enough sense of the program's expectations regarding discipline. One respondent said that long staff meetings "with 20 minutes of info that takes 1-1/2 hours" take time away from planning and organizing materials. A teaching assistant cited frustration with staff turnover, so that he or she had a new teacher "every other month" and sometimes had to work alone with the children. One respondent was irritated by getting "the runaround" from "what is going on at Inman Street" when she called with policy questions about work hours and pay. This respondent said that answers were slow at best, hard to come by, and sometimes never came through at all.

Eight of ten respondents mentioned discipline as a problem. As discussed in the March interim report, the Assertive Discipline trainings were useful but not sufficient. Teachers seem to understand the principles well enough, but need more support and experience in actually implementing them. Additionally, the rather high turnover rate of staff has meant that some never received the training in the first place and/or were not there long enough to become comfortable using it in the classroom. Future planning for training should take both factors into account, so that every new staff member receives the training within a week of starting work, and all teachers are assisted directly in the classroom for a while so that they can see a model of how to enforce discipline effectively.

These teachers on the whole have some background working with children. They are intelligent and dedicated but young, and are teaching some children who also give trouble during the day to teachers who have more experience and support. Other problems with discipline referred in the questionnaire to large class size or having to work alone with the children (two responses), a lack of specialists, and lack of administrative follow-up (three responses). Two noted the difficulties of having some older students who "don't want to improve academically" so will do homework but refuse to participate in enrichment activities.

**Question 9** asked for teachers' best experiences while working in the program. Nearly all respondents mentioned relationships, particularly with the children, as being the greatest reward of the work. One commented specifically on the value of serving as a male role model to young children, two commented on how much they enjoyed Family Night, and another mentioned enjoying building relationships with parents. Others cited satisfaction with "learning from the kids" and helping a few children to improve "serious discipline problems." One teacher was particularly excited about having a mentor who was "extremely supportive and resourceful with information I can use in the classroom and ideas I can share with extended day staff."

**Question 10** asked how well prepared staff members feel they have been for the challenges of teaching in the Extended-Day Program. A table of the question and responses follows, indicating the number of responses in each answer category for each question.

**Table 1. Teaching staff's self-assessments of their preparation for challenges.**

Challenge Factor	1 I feel very well prepared to handle this on my own	2 I have more to learn but am generally comfortable	3 I frequently ask for help or wish I had more help	4 I find this extremely difficult and frustrating
Teaching methods	1	8	0	0
Familiarity with daytime staff	2	5	2	0
Familiarity with the daytime classroom content	2	5	2	0
Discipline problems	0	8	0	1
Dealing with parents	4	4	1	0
Planning class/content activities	4	4	1	0
Understanding your role and how you fit in with your colleagues	4	5	0	0
Safety measures for the playground and gymnasium	4	5	0	0
Safety protocols for keeping track of children	5	4	0	0
<b>TOTALS</b>	<b>26</b>	<b>48</b>	<b>6</b>	<b>1</b>

By far, most staff members feel "very well prepared" or "generally comfortable" that they can handle what they need to in the classroom, even if they know they have more to learn. Most of the ten respondents chose these answers regarding teaching methods, understanding their own roles, safety measures on the playground and gym, and safety protocols for keeping track of children. Eight feel on solid ground regarding their abilities to deal with parents and to plan class and content activities, and seven chose these answers regarding familiarity with daytime classroom content and daytime staff.

The weakest areas in the #1 category ("I feel very well prepared to handle this on my own") have to do with teaching methods, familiarity with daytime staff, familiarity with what children are learning during the day, and discipline. These results argue for more formal links with the daytime staff, aside from the mentorship program, to help with content and teaching methods.

The surprise is that, although no staff members chose the most positive category regarding their ability to discipline, only one admitted to finding discipline “extremely difficult and frustrating” while eight chose category #2 (“I have more to learn but am generally comfortable”). This contradicts responses to Question 9, where eight of ten respondents, who could have given any answer they chose, volunteered the information that discipline is a problem for them. This could indicate that faculty feel that they are doing all they can regarding discipline and look to the administration for more support. It may also mean that they are embarrassed to say straight out that they have problems enforcing discipline when asked directly.

There were a total of only seven responses in the two weaker categories (3, “I frequently ask for help or wish I had more help,” and 4, “I find this extremely difficult and frustrating”), falling into five factors: familiarity with daytime staff and content, dealing with parents, planning class and content activities, and discipline. Two of these are also the areas of weakest response in category 1 in regard to links with the daytime school. It is a signal that attention is needed in these areas for at least some staff members, whether through formal training or closer one-on-one mentorship.

**Question 11** asked for further general comments that could help the evaluator to understand the program better. Five people responded to this question. Two emphasized positive views. One said that “even if the [standardized test] scores don’t go up, the students are still benefiting from the program,” while the other gave a statement about the benefits of extended-day programming in general: “a wider range of thinking, physically and academically. . . . Also . . . children can get advice and/or help with social issues along with a more supervised end of day.”

Three respondents used this question as an opportunity to expound on priorities or problems. One felt strongly that he or she should not be expected to deal with extremes of behavioral problems, stating that “children with behavioral difficulties and/or extenuating family difficulties should have adequate daily resources or references for other programs.” This points up the important question of what the goals and obligations of the program are, Question 7 on the survey, which will be addressed in conjunction with daytime teachers’ responses. Another acknowledged that homework needs to get done, but that the day is very long for children and they need “activities that take away the stress of the day program.” The third respondent was critical overall, saying that “we need more dynamism running the program. The conservative approach slows things down. It’s the twentieth century. These kids aren’t typical so the means should be more unique to reach the ends.”

**Question 12** asked what trainings each respondent had received on the job and asks that these be rated on a scale of 1 (“very helpful”) to 3 (“not helpful enough”). One respondent did not answer the question at all, two said that they were new and had missed all the trainings, and two cited only Julie Coles’s Assertive Discipline training, rating it as 2 (“helpful”). One respondent indicated that he or she would like more training, and an assistant would like more training and to have a mentor. Of the three remaining respondents, one had had only one training, one had had two, and one listed six. The compiled list and ratings follow.

- Second Language Acquisition (1)
- Assertive Discipline (2) (2)
- First-Aid Training (2) (2)
- CPR Training (1)
- Diversity Training (2)
- Disabilities Training (2)
- Class, Race, and Education Workshops (two sessions) (1)

The ratings for the trainings are quite satisfactory in quality. However, the fact that only one of ten respondents could list more than just a couple of trainings is a sign that, until the staffing becomes stabilized, training needs to be directed toward individuals rather than the group as a whole. This does not mean that group trainings are inappropriate, but that there needs to be a mechanism for make-up sessions. As mentioned in the discussion of discipline, new staff miss out on trainings because they are not repeated for newcomers. Either repeat sessions should be held or, better, every effort should be made to retain staff so that gaps do not figure so prominently in the training profile.

Suggestions for further trainings (Question 13) were as follows:

- Seminar on teaching techniques
- More arts
- Learning disabilities
- More on assertive discipline
- Julie Coles: what works in the classroom
- Working with at-risk students
- Mediation training, concentrating in disciplinary area

Three of the seven suggestions above relate directly to discipline, the theme that has already arisen in earlier questions. Four are related to teaching and learning, including two that speak to the staff's lack of specialists ("learning disabilities" and "working with at-risk students"). The interest in learning and improving their skills is a positive sign that should be encouraged by meeting the requests as far as possible.

**Question 14** asked for the highest education level attained by the respondents. Three gave no answer, aside from which there was one holder of a Ph.D., four holding bachelor's degrees, one holding a medical associate's certificate, and one college student.

**Question 15** asked whether the respondent would be interested in teaching in a summer program. One already had other summer work lined up, but four were willing to consider it and four were definitely interested. The ability to offer secure year-round employment could serve as an incentive for employees to stay on the job for at least the full year. The children would benefit from the resulting stability of the program and the constellation of adults who care for them.

**Question 16**, the final question, asked whether respondents see work in extended day as a desirable career and whether they thought it possible for themselves to continue working in this field. One respondent did not answer, while a second said only “perhaps.” Of the eight responses remaining, seven said that they would be interested in extended-day teaching as a career, and the one person who said “no” gave the low pay as the reason. Two others specifically mentioned the low pay, and one response refers to a desire to work in the regular day school where pay and benefits are better. Another was interested but was not yet ready to make a large career decision. Two alluded to regular day teaching as another option that would pay better and offer more long-term stability (“I am ready to have my own classroom”).

The level of interest is an encouraging sign that if a genuinely sustainable career path were to be built, there are people who would follow it. Considerations of professionalization of the field are important to keep in mind when developing the Harrington School’s Extended-Day Program. Staff turnover will be significantly slowed over the long term only if people can see a reasonably well-rewarded career rather than a steppingstone to regular day teaching at best, and stop-gap employment at worst. Although none of the respondents at this program fit into the latter category by intention, they did not all start at the beginning of the year nor remain until the end, and the questionnaire was completed only in March. One of the (in the evaluator’s opinion) strongest and most experienced teachers was forced to leave by outside circumstances beyond his or the program’s control. As the program comes more solidly into place, it is hoped that special arrangements could be arranged to sustain an employee’s position if a leave of absence is needed for a reasonably short time. With the large number of vacancies in regular day teaching that will be coming up in the next several years, extended-day programs will have to compete hard to attract high-quality staff who will remain on the job for extended periods of time.

### **Daytime Teachers’ Questionnaire**

Twenty-eight teachers returned their responses to the evaluator, of approximately sixty that were handed out. This is quite a good rate of return and indicates a great deal of interest in the Harrington’s Extended-Day Program, especially since the evaluator had a great deal of contact with extended-day teachers but very little with daytime teachers, so less reason to expect returns.

Four respondents identified themselves as mentors to extended-day teachers, fifteen said they were not mentors, and nine did not say either way. For **Question 1**, eight were nonclassroom staff (specialists), had no students in their classes who also attended the extended day, or did not answer the question. Twenty had students who are also in extended day and also mentioned twelve students who had dropped out of the program since September. As it is not clear that each respondent represents a different classroom, seventy-one students were said to be in both extended-day and daytime classrooms, but there may be some duplication in the responses.

**Question 2** asked whether day staff were “aware of any ways in which these students have been affected by their participation in the after-school Extended-Day Program.” Twelve did not answer the question at all, while ten said that they had not noticed any differences one way or another. Of those who did see changes, the responses were as follows:

• Homework done more frequently than before	4
• Homework done more correctly than before	3
• Daytime classwork has improved	0
• Daytime classwork has regressed	1
• Students seem more interested in class	0
• Students seem less able to concentrate in class	6
• Students seem more cooperative	1
• Students seem less cooperative	2
• Grades have improved	1
• Grades have gone down	1
• Students seem more energetic	0
• Students seem more tired	9
• Students' reading has improved	1
• Students' math knowledge has grown	2
• Students seem more confident	2
• Students present fewer disciplinary problems	0
• Students' attendance has improved	0
• Students' absenteeism has gone up	0
• Other	8

The responses are so few in relation to the possible total that it is not possible to draw broad conclusions. However, there is still some information. The leading compliment is that homework is done more frequently and more correctly, totaling seven. The leading complaints are that children seem more tired and less able to concentrate in class. References to tiredness also appear in the "Other" statements, as do remarks that teachers cannot see any difference one way or the other.

It may be too much to expect improvements in grades so early on in the Program's existence, but the extended day is envisioned as a motor to improve test scores as well as to support homework. There have been conversations recently in Cambridge questioning the value of homework for students who are participating in academic extended-day programs. Discussions are needed between extended-day teachers, daytime teachers, parents, DHSP, and other stakeholders on whether and how to assign and coordinate homework.

The indications of fatigue noted by the nurse and some daytime teachers are important and could be related. Doing work that we love is not tiring in the same way as is doing work that is required. As many have acknowledged, the day is very long for children. Some arrive by 8:00 a.m. and are not picked up until 6:00 p.m., a ten-hour day. Children in the younger grades may simply need naps or quiet time to do nothing. Older students may fare better with more autonomy and time to simply read, play or work at the computer, or pursue projects that they choose on their own or that tie into daytime class projects.

In response to **Question 3**, "Are you familiar with the academic content your students receive at the Extended-Day Program?" two teachers say they are "very familiar," two say "somewhat

familiar,” five say “slightly familiar,” and fifteen say they are “not at all familiar” with the content. In answer to **Question 4**, “Does the academic content of the Extended-Day Program complement what you do in class?,” no teachers thought the content complemented their own “very much,” one thought “fairly well,” one said “slightly,” six said “not at all,” and sixteen said they “don’t know.” Related to this, eleven teachers indicated in **Question 5** that extended-day staff members came to observe their classes “once or twice” and six said “never,” while only three indicated that their classroom was visited “regularly” and three more said “sometimes.” One teacher whose classroom is regularly visited added a note: “This is done on their own time and they are not being paid for this time. This is not fair!”

There are discrepancies between perceptions of daytime and extended-day staffs. On the whole, extended-day teachers think they do reasonably well in designing their work to complement what students are taught during the day, while only two teachers believe that this happens at all, six believe it does not, and sixteen—two-thirds of daytime teacher respondents—have no idea.

Clearly, the weak connection between daytime and extended day needs to be strengthened, and the teacher is right to point out that this should be compensated if it is an expectation of the job, which it should be. While the mentorship program does something to serve this purpose, it is geared toward supporting extended-day teachers in the running of a classroom. Class content is a separate issue that must be addressed differently.

Administrators might think about creating a new position of liaison, with representatives from both staffs at each grade level to meet at least weekly to discuss curricula. Whatever solution is used, meetings between daytime and extended-day staff should take place during compensated time, not on their own time, to support the seriousness of the positions as part of school reform.

**Question 6** asked whether there were schedule or logistical conflicts between daytime and other school activities for their students. Most respondents did not answer this question. A few wrote “no” or otherwise indicated that they knew of no conflicts. Two mentioned that students could not participate in intramural sports or in sports at the Frisoli Youth Center. Four were uncomplimentary about the quality of the program, saying that their students complained about it or that discipline problems within the extended-day classrooms made it difficult for them to work with students after school.

One teacher uses time after school to be a mentor to an extended-day teacher. She says, “I am expected to mentor an extended day teacher, which I do not mind. However, with the high turnover of teachers, I’ve done this three times this year—during my preparation periods, of which I get four a week. I think that the extended day program needs to have this done at other times or possibly offer incentives for their teachers to be available at the convenience of the regular teacher.” Two problems are highlighted in these sentences: staff turnover and the way that mentorship impinges on regular day teachers’ planning and preparation time.

Another teacher, whose classroom was used in the extended-day program, complained that he or she could not prepare for classes until after 6:00 p.m., when the extended-day children went home. This problem was addressed in **Question 7**, which asked how well the sharing of space

was working. Twenty people did not respond to this question. The eight respondents who did were negative, even when they tempered their comments with positive remarks, for example:

- “My materials were being used and I expressed my discord with this and now there are less things that are used during extended day. I lock everything.”
- “Many [materials] are being misused. It would be helpful if they could have their own classrooms. We have had to add more labels, leave many notes, remind extended day students about not taking items out of day students’ cubbies, etc.”
- “The staff has been very good about cleaning the room. I have had to put locks on all my cabinets and hide my keyboard because the kids are regularly getting into my materials and files.”
- “Badly—students rummage through my stuff, taking and losing things. My room is so regularly trashed to the extent that I no longer bother to straighten it out.”

As one teacher wrote, “My classroom is not used for extended day program but I have heard some horror stories from the teachers whose classrooms are used. I am not looking forward to having my room used.” The evaluator also was told verbally by two teachers of instances of minor theft from their desks.

Obviously, the sharing of space still had problems to be worked out. More locks and storage accommodations have been made; it remains to be seen whether they are sufficient to solve problems of inappropriate use of materials. Perhaps more difficult is the problem that daytime teachers are significantly inconvenienced when they are not able to work in their classrooms at the end of the day. If the Extended-Day Program is to be part of the Harrington School, formal alternative arrangements need to be made. If separately dedicated space for the program is not possible, perhaps teachers whose classrooms are being used could have a desk and storage space elsewhere in the building.

**Question 8** will be analyzed in a separate section with the results from extended-day teachers’ replies to the same set of questions.

The final question, **Question 9**, asked daytime teachers for their overall impressions of the Extended-Day Program and for their observations of its strengths and weaknesses. All but four respondents answered this question. Most comments were critical, but because this is a “work-in-progress” pilot program in its first year, they are included here not to condemn the program but to help it to succeed. As one teacher said, “I have a feeling that there is always room for an improvement. That is why we call it a pilot program!”

Comments fell into 6 categories: homework, discipline and behavior, extended-day connections to daytime, special education, staffing, and general comments.

*Homework:* Although some see the extended day as too geared toward homework, one teacher was concerned when students complained that extended-day staff could not help them with their homework, and another said that some students still do not complete their work.

*Discipline and Behavior:* As one teacher put it, "Problems in less structured setting with less experienced staff impacts on regular school day." Young children especially have a hard time distinguishing the "regular" day from the extended day. This is a real challenge to solve: It is important for the extended day to be qualitatively different from the regular day so that children have sufficient variety in their days, but students need help in keeping their behavior appropriate to each situation.

Noise and disruption in the hallways are a problem. One teacher notes that, "if this same behavior were exhibited during the day, these students would receive detention or be suspended but in the Extended-Day Program there is no consequence. The staff is tired of the abuse." Some teachers feel they have tried everything, from intervening in support of the extended-day teacher to informing the administration, but disruptions persist. The disruptions generally are attributed to a small group of students, mostly older ones. Whether such students should be allowed to remain in what is, after all, not a required program is a question that should be discussed again in the light of the Program's overall goals. One teacher posed the question, "What kind of 'hook' is there for students so that they will want to be there?" This is a crucial question, and one where DHSP, which has had experience in running programs that must attract participants, can be of help to the school, which functions under a different mandate and has different requirements.

*Extended Day Connections to Daytime:* Daytime faculty exhibit significant interest in working together with the extended-day staff to create a program that supports students all the way through the day. "We need more collaboration . . . and more opportunities for staff to cross over between the two programs," suggested a teacher. Another wrote, "I would like to suggest that the school teachers be involved in the shaping of the Extended-Day Program planning and be asked to attend ongoing meetings. We have years of experience and knowledge that could be passed on to the teachers in the Extended Day."

Arguing for greater integration between day and extended day, another commented, "I thought there would be more carryover, academically, from the classroom to the afterschool program. I thought they would come fully equipped with enough supplies, pencils, crayons, markers, construction paper, notebooks, reading books for teachers to read and readers for children to read, math materials to go along with our curriculum, science materials to go along with our curriculum, etc." On the other hand, another teacher argues for *less* direct connection: "Where each grade has curriculum mandates, the EDP does not. Therefore, I would have thought more enrichment would have been built into the program." Both points of view are valid and can be addressed, but this must be done formally and clearly so that extended-day teachers can know exactly what is expected of them and how much of the curriculum or activity they are to plan on their own.

*Special Education:* Although there are students in the program who require special education, there are no specialists on the staff of the extended day. "[The staff] is trying very hard. . . . Children with special education issues have nobody on board to help them or staff," noted one. Said another, "We need Bureau of Pupil Services involvement." No detailed argument needs to be made here; all the reasons that apply to special education needs during the day do not stop when the bell rings.

*Staffing:* The issue of staff quality and compensation has not gone unnoticed by daytime faculty. Several note that extended-day teachers are not highly paid yet have heavy demands. A staff member who made very positive comments about the program still noted that staff turnover would improve if compensation were better. "I personally know two teachers who left for better paying positions," she added. Another teacher, emphasizing that she was not meaning to be critical, wondered why it was so difficult to retain staff for the whole year. These and other comments lend support to the important and perhaps undervalued role that teachers and assistant teachers play for mediocre pay, benefits, and incentive for job stability, as covered elsewhere in this report.

*General Comments:* The comments on the overall program indicate that teachers generally feel that more planning, training, and support are needed. The number and level of detail of the comments show that teachers are interested and want the extended-day program to work, but believe that it needs more structure and more careful attention to detail to have it truly integrated with the rest of the school.

Some remarks were quite negative and convey a sense of frustration. Some said their students were unhappy with the program and would prefer to go home, particularly in the upper grades. One wondered whether parents understood that this was not supposed to be just a homework center and whether extended-day teachers were using curriculum frameworks to guide their enrichment activities. "In general it is much more activity-based and what I expected was more experiences not covered in the classroom," wrote one. Another said, "When planning, we had discussed enrichment exercises like had been occurring from the Community After School Program, but this is not occurring. No extra reading (e.g., groups by interest, book study), no dance, theater, etc. No special projects carried over to enrich class work." Actually, the Extended-Day Program did have dance activities, clay modeling, painting, and collage, and students prepared short skits and performances for Family Nights. Perhaps this teacher was not aware of this, which again supports the need for more formal connections between day and extended day. However, the suggestions are good ones, as are those for having project work from the daytime carry over into extended day and for reading groups. They might be reconsidered, along with other ideas such as foreign language instruction.

One teacher asked, "How many other successful programs were observed? Are the teachers trained? Are they treated in a professional manner?" and another wrote, "Planning for such an undertaking should have been far more than the few months that were devoted to it. An Extended Day program, especially at the Harrington School, where students' needs are great and numerous, needs to be far more structured, experiential, and rigorous!" These and related topics will be touched on in the next section of this report. For now, it is enough to note that the reports and suggestions of daytime teachers support the idea that extended-day programming is a complex matter that requires more thought.

### **What Is the Primary Purpose of the Extended-Day Program?**

Questionnaires for the two staffs carried an identical question (as did the parents' questionnaire). Respondents were asked to rank-order a given list of twelve possible purposes for the Extended-

Day Program. Each item was then evaluated by tallying the rankings for each item. For example, "develop new interests and activities" was given the following ranks by extended-day teachers: 1, 5, 7, 9, 6, 8, 9, 6, 4, and one abstention, adding up to a score of 55 for that item. When all items had been totaled, they were ordered from lowest to highest, with the lowest score indicating the most importance (closest to rank of #1) and the highest indicating the least importance. The same operation was carried out on daytime teachers' replies. The results are shown in the two tables below.

The first three rankings on both lists are identical: Number one is to "do better in school (academics)," two is to finish homework, and three is to have help with homework. Extended-day and daytime staffs share the perspective that academic support and homework help are the most important functions of the program.

After that, opinions and perceptions diverge, although some rankings show relatively minor differences in emphasis. They are only one point apart in the importance of developing students' social skills (ranked 4 and 5, respectively), and two points apart in the focus on standardized test scores, which both rank as middling in importance (9 and 7). As standardized test scores are increasingly emphasized by the district and the state, program administrators need to clarify where they think this goal should fit in with the extended day. Developing good work habits, playing sports, having fun, and enjoying the arts are also closely ranked.

Daytime teachers see the program's #4 priority to be the provision of "a safe, supervised place to be after school while parents are not home," while extended-day staff rank this as #7, a middling priority. The extended-day staff see the importance of students' "learning to follow the rules and directions of adults" ranked #5, while the daytime teachers put that item second to last. This sharp division of opinion could be due to a combination of factors: a less-experienced and less well-paid staff, lack of special education personnel, and the fact that students come to the extended day already having spent a full day in the classroom.

"Play sports, develop physical skills and health habits" and "have fun" rank low for both sides. Perhaps it was inconsistent to include "having fun" in this list because it is a qualitative rather than an activity- or function-based criterion and thus difficult to weigh against the other items. Still, enjoyment of creative activity of any kind is one of the most fulfilling experiences life has to offer, and it is to be hoped that, were this question rephrased, it would rank far higher. The "fun" is necessary to sustain interest and make the experiences rewarding. It is perhaps sad, too, that physical activity in general ranks so low (12 and 10) for both staffs, as physical health is so important to mental health, discipline, and alertness. While it is likely that no teacher would dream of withholding reading instruction as a punishment, the evaluator did see one extended-day teacher (and a very good one) tell students that they would not be able to go to the gym if their classroom behavior did not improve. With both staffs thinking physical activity not very important, students may have pent-up energy that makes it increasingly difficult for them to concentrate and cooperate as the day wears on. A stronger emphasis on physical activity for at least half an hour of extended day, *in addition to* whatever time is spent on such activities during the daytime, might help to ease discipline problems and help children be more alert and ready to learn.

**Table 2. Tallies for the question, “What, in your opinion, is the primary purpose of the Extended-Day Program?”**

Possible responses	Ext. Day overall score	Reg. Day overall score	Ext. Day overall rank	Reg. Day overall rank
Develop new interests and activities	55	138	5	8
Do better in school (academics)	30	62	1	1
Do better on standardized tests, such as the Stanford 9 or MCAS	69	129	9	7
Develop social skills with peers (form friendships, handle conflict, share, etc.)	54	111	4	5
Learn to follow rules and directions of adults	56	145	6	11
Complete homework for the regular day classes	31	75	2	2
Get help with their homework	37	84	3	3
Play sports, develop physical skills and health habits	85	144	12	10
Have a safe, supervised place to be after school while parents are not home	58	96	7	4
Develop good work habits	62	123	8	6
Have fun	81	142	11	9
Enjoy doing art, crafts, music, dance	74	150	10	12

**Table 3. Ranking for the question, “What, in your opinion, is the primary purpose of the Extended-Day Program?”**

Possible responses	Ext. Day overall rank	Reg. Day overall rank
Do better in school (academics)	1	1
Complete homework for the regular day classes	2	2
Get help with their homework	3	3
Develop social skills with peers (form friendships, handle conflict, share, etc.)	4	5
Develop new interests and activities	5	8
Learn to follow rules and directions of adults	6	11
Have a safe, supervised place to be after school while parents are not home	7	4
Develop good work habits	8	6
Do better on standardized tests, such as the Stanford 9 or MCAS	9	7
Enjoy doing art, crafts, music, dance	10	12
Have fun	11	9
Play sports, develop physical skills and health habits	12	10

## Summary and Conclusions

Recommendations arising from this report are as follows:

***Put agreements between CPS and DHSP into a single written document.*** This includes ranked goals, fiscal management, responsibilities, and realms of authority that all agree upon to help solidify the program's gains of the past year. It should also clarify, for example, whether the program is obliged to serve all students who are enrolled, as for daytime school, or if the right to participate is forfeited by repeated misbehavior.

***Bring an outside group such as NIOST into the picture.*** This region is fortunate to have many resources available who are knowledgeable about extended-day programming. Rather than "reinventing the wheel," learning from experienced outside agencies would save time and effort and allow all involved to focus their energies in the most productive ways.

***Institute liaisons or a committee to link the extended day to the regular school day.*** The teacher questionnaire replies show that there are gaps in understanding between the two staffs. They need to work more closely together to coordinate homework and academic content. This could also be the forum for exploring mentorship and homework assignment issues.

***Hire specialists to support students with special needs.*** Such faculty are as necessary for extended day as for the daytime, or nearly so. Additionally, among trainings requested by extended-day staff were sessions on learning disabilities, discipline, mediation, and working with at-risk students. Such trainings would complement Cambridge's overall goal of inclusionary classrooms during the daytime.

***Continue to work toward solving staff turnover problems.*** As extended-day programs will increasingly compete to find qualified, dedicated, long-term staff, it will be increasingly important to help to establish professional standards and policies. Students need a stable group of adults to relate to. Some possibilities:

- Year-round employment made possible by having a summer program, or the option to work at a related summer program, might help to attract staff that will stay long term.
- Make sure that large gaps do not appear in the kind and amount of training given to staff. If necessary, have make-up sessions for new staff, especially for such trainings as first aid or maintaining discipline in the classroom for various age groups.
- Institute e-mail and Internet access for extended-day staff, just as for daytime staff. This will help staff to become more actively involved in their field by visiting the multitude of relevant web sites and joining the School-Age Child Care e-mail user group.
- Make it possible for staff to attend local workshops and seminars with extended-day, after-school, and daycare programs so they can share their ideas and learn from others. There is a great deal happening locally, and some is free or carries only a nominal charge.

***Focus attention on programming for the older students.*** These students need more variety in their activities. Ideas for consideration might include community service work, projects of students' own devising, or a group project that is fun as well as instructional.

***Find alternative arrangements for daytime teachers whose classrooms are used in the extended day.*** The administration needs to make sure that teachers who are inconvenienced are compensated by other provisions for their needs.

***Consider having DHS handle the billing of families.*** DHS has had many years of experience in billing families, so they are aware of the potential situations that can arise. They already have forms, procedures, and policies in place that could incorporate family billing for the Harrington's Extended-Day Program.

***Give students a half hour to exercise or be outdoors or in the gym every day, in addition to whatever time they are given during the day.*** Exercise will help students to be more alert and to manage their "antsy" feelings. With national reports of increasing youth obesity, diabetes, and other health problems arising from physical inactivity, students need to get the message that exercise can help them to feel and function better intellectually, emotionally, and behaviorally.

***Consider giving computer access to parents.*** If parents are to be brought further into involvement with schools in general, including extended day, an enticement that would directly help or interest them could help to further engage their support. If they choose to visit school-age child care web sites, they will also achieve a greater understanding of what the administration and teachers are trying to do and how they fit into the picture.

***Keep the big picture in mind.*** Extended-day programming is new not only at the Harrington School, but also at other schools in the Boston area, in Massachusetts, and across the nation. The multifaceted, difficult, and sometimes even contrary demands require financial and human resources, flexibility, imagination, and commitment. Extended-day programs provide an opportunity to make a positive impact on students' lives—academic and otherwise—and on their families, schools, and communities where they live together. Cambridge can continue to play a vital role in helping to shape the future for schools and extended-day programs by supporting the work of the Harrington School's Extended-Day Pilot Program.

\* \* \* \* \*

While the City, DHSP, and CPS administrators started planning as early as last winter, the people who would actually be running the pilot extended-day program on a day-to-day basis had only the summer to plan curricula and logistics, hire staff, recruit and enroll students, and hit the ground running on the first day of school. This was not enough time to contemplate the complexities of the needs being filled, although administration and staff worked hard and well and did a very good job.

The Harrington Extended-Day Pilot Program has had a very full year and should be congratulated for its accomplishments. Many of the challenges that arose, hindsight can help to address.

Extended-day programming is still a relatively new concept, and those who undertake it frequently underestimate the magnitude of the task. Perhaps none of the constituent parts is new—academic support, homework help, relaxation, games, field trips, arts, day care, and so on—but the idea of providing such a large part of everyday life for the students *is* new and demands new kinds of thinking and planning. With the lessons learned from the first year of implementation, the second year will be able to run more smoothly and have even more success.

## Appendix

# HARRINGTON EXTENDED-DAY PROGRAM

## PRELIMINARY EVALUATION MEMORANDUM, MARCH 2000

This Preliminary Evaluation Memorandum was prepared in response to a request for a mid-year summary of the work completed so far in the evaluation of the Harrington Extended-Day Pilot Program. Because evaluation data have not been fully collected yet, only tentative statements can be made regarding the findings to be made in the final report in August. Information in this report is based on the evaluation consultant's attendance at cluster meetings; classroom observations; interviews with administrators, extended-day teachers, daytime teachers, and the daytime school nurse; and responses to questionnaires that have been returned up to this point. Please see the Appendix for a description of the program written on September 7, 1999, and agreed upon by members of the planning team from the Cambridge Public Schools (CPS) and the Department of Human Services Programs (DHSP).

Although the information contained in this report is not final, it does give an indication of the progress the program has made since its funding and planning began in July 1999 and points the way toward questions to be answered in future. Because this memorandum was requested at this time, some general issues have been raised to help think through ways to strengthen the program regardless of the details of other findings.

### General Description

The Harrington Extended-Day Pilot Program opened on the first day of school, September 2, 1999. The program is a collaboration between the CPS and the DHSP to provide both a longer learning day for Harrington students and a safe, supervised place for them to stay after the end of the regular school day. Sited in the school building, the program offers academic instruction and support, physical activities, and enrichment activities. It is open five days a week, from 2:30 to 6:00, with some students leaving at 4:30, when academic work time is over. Children who remain after 4:30 participate in enrichment activities.

At the day-to-day level, management of the program is in the hands of the School Department. The program is overseen on site by Principal Jose Figueiredo and directed on by an Acting Assistant Principal, Aida Bairos, formerly an Early Childhood Resource Specialist and Reading Recovery teacher at the Harrington School. The extended-day teaching staff under her direction are paid by the DHSP. Originally, a Program Manager from the DHSP was to lead the enrichment portion of the program, but Cathy Nowacki left this position in early January and has not been replaced. A Program Assistant, Patricia Charles, takes care of the program's office work. Janitorial and food services are provided by regular day school staff. Jackie Neel, Director of the Division of Child Care and Families, is the primary liaison in the leadership at the DHSP.

The Principal and Assistant Principal meet on a regular basis with her and with Valerie Spriggs, the CPS Director of Professional Development.

The decision to place this program at the Harrington School was made in June 1999. Funding of \$400,000 from the City of Cambridge was assigned to the school in early July. Planning for implementation began immediately and continued throughout the summer. The Principal, Assistant Principal, and other planning committee members telephoned parents to inform them of the program and encouraged them to enroll their children. Job listings were posted and interviews scheduled. Even with this intensive work, hiring slots were barely filled when the program opened on September 2, 1999. One hundred fifty-five students were initially enrolled. A number of students later left the program when their parents could not afford the fees, according to the Assistant Principal. Today, 124 children are in the program. Eighteen have been accepted to replace some of those who dropped out. Although at-risk students were specifically targeted, all Harrington students are eligible to participate in the Extended-Day Pilot Program.

The current total population of 124 students in the program are enrolled as follows:

- one Kindergarten class of 19 students;
- two Grade 1-2 combined classes of 21 and 24 students;
- two Grade 3-4 combined classes of 12 and 15 students;
- one Grade 5 class of 19 students;
- one Grade 6-8 class of 14 students.

One teacher and one teaching assistant are in each classroom. This provides a staff of fourteen, resulting in a teacher-to-student ratio of 1:9. In addition, twelve volunteers serve a total of seventeen shifts a week, with most coverage on Mondays and Tuesdays, several shifts on Wednesdays and Thursdays, and one on Fridays. As only one of six extended-day staff members responding to a questionnaire mentioned volunteers when asked who was in their classrooms, the evaluator does not yet know how volunteers are being used.

### **Program Strengths**

The program has many strong points. The administrators and teachers are clearly dedicated to the children and to their success. If not a perfect reflection of the students, its staff is ethnically and racially diverse. It includes ten women and six men; the presence of male teachers in the lower grades is particularly noteworthy. Both of the administrators and some teachers and volunteers are fluent in Portuguese, the first language of a significant number of children at the Harrington. Children's artwork is displayed on the office walls. One classroom has a list outside the door with the names of the children who are in that room for Extended Day, which is a small but nice way to show that the Extended-Day Program is part of the Harrington School as a whole.

### **Classroom Observations**

Although the evaluator has not yet observed all classes, and none of the older classes, it is evident that there are a number of talented, excellent teachers who are energetic and interact warmly but firmly with the children in their charge. The evaluator observed children in the

Kindergarten drawing pictures and learning to write. They were talkative and interactive but not out of control and seemed eager to show the evaluator proudly what they were doing. In a Grade 1-2 class, children were sitting on the rug critiquing collages they had done the previous week. With the teacher's encouragement, the children talked about what they liked about each picture, noticed features and relationships among collage items, and learned such words as *critique*, *collage*, *abstract*, and *random*. The teacher used time out a great deal, especially later in the day, as some of the children began to ignore his requests to behave; these children were getting restless and probably could have used some physical activity to "get it out of their systems." During homework help, several children begged the evaluator to watch them work, and four came up to her one by one to read her a story. These children read aloud quite well and, while shy at first, were willing to come forward on their own to a stranger in their classroom, indicating that they felt safe there. Sample staff schedules of weekly plans appear in the Appendix.

### **Physical Education**

The evaluator twice watched classes in the gymnasium. The students were not playing organized group games, but seemed to enjoy sort of free-form soccer and basketball. The male teachers were more likely than the female teachers to play sports with the students, shooting baskets or refereeing soccer. The female teachers more often played with children one-on-one. In one class, a boy with asthma was trying very hard to keep up with the other children. Teachers kept an eye on him and were sensitive both to his feelings and his needs, taking him aside and playing with him separately when he tried to do too much running. They also allowed him to be angry at his restrictions, at the same time helping him to calm down and not let his anger get out of hand. For their part, the children in the class—a few in particular—made sure this child was not left out.

During mild weather, teachers were able to take students outside to the playground every day. When the weather got colder, physical activities were not always possible because the gym was being used by sports teams or for other non-Extended-Day Program uses. Daily physical activity is important to children; scheduling should be sure to allow this for all classes.

### **Safety and Health Issues**

The daytime school nurse is satisfied that the overlap between her work in the day and the Extended Day works well. The Department of Public Health is available as a consultant to the Extended Day if any occasions arise for which they are not prepared. Extended-Day staff are well aware of medications and general health issues of their students and are able to dispense medications according to the instructions of the daytime nurse.

The nurse says she has noticed some degree of illness in students that she attributes to stress. She notes that the day is very long for all of the children, especially the little ones. She suggests that serving a snack at 2:00 is too early, so that some other activity should take place first before snack. She also recommends use of the gym or recess for a half an hour every day so that students get enough opportunity for physical activity. This simple measure is likely to help with discipline, such as the issue mentioned in the Classroom Observations section above.

### ***The Mentorship Program***

During the second semester, the program instituted a mentorship program for Extended-Day teachers. Originally, extended-day teachers were expected to spend an hour or so daily in the regular day classrooms in order to become familiar with what the students were doing there so that the Extended-Day program could plan lessons to complement these lessons. This has not worked out as planned, but the mentorship seems to be working well in general at present. Extended-day teachers work with their mentors two or three times a week, working in the classroom and receiving feedback and advice in return.

### ***Field Trips, Enrichment, and Parents' Night***

Classes have made field trips to the Peabody Museum at Harvard University, the Science Museum in Boston, a Cambridge fire station, a South Asian show at Harvard, and a school show at the Agassiz School. Enrichment classes include working with clay, painting, making collages, African dance, gymnastics, a chess club, a book club, sports, and science projects. The program held a Parents' Night on March 15, a very successful event with a good turnout of parents and siblings and a few daytime teachers. Each class performed on the stage, dancing or singing or acting out a story. When the performances were over, the students, their families, the staff and administrators stayed on for a dinner prepared by the Extended-Day office staff. This kind of good-time event is an excellent way to build support for the program in the community. The children enjoyed showing what they could do and the audience enjoyed applauding them.

### **Challenges**

Challenges facing the program fall into four general categories: staffing, fees, student discipline, and shared space. Problems in the first three categories interlock, affecting at least one of the other categories, so that while challenges in one area may generate difficulties in another, the converse may also be that solutions to one challenge will help to solve the others.

As it turns out, the first three categories correspond to what Gwen Morgan of the National Institute on Out-of-School Time calls the "trilemma" of out-of-school programs: the tensions among small class size, fees, and staff pay scales. Solving any two of these issues means that the third suffers: have small class sizes and low fees and it is not possible to pay staff well; have small classes and well-paid staff and a program becomes too expensive for most parents to afford; and have low fees and a well-paid faculty and the result is a higher pupil-to-teacher ratio in the classroom. These issues arise in most out-of-school and extended-day programs in the country and are by no means peculiar to the Harrington. Some programs have made progress in finding ways to cope, and the Harrington's Pilot Program can be part of the small but growing nationwide search for solutions.

### ***Staffing***

The Extended-Day staff have been given a questionnaire that seeks to learn about how well they feel they are supported in their work in terms of preparation and materials, how they understand the program's goals, what kinds of training they have received and would like to receive in future, and how they see their job in terms of their personal career goals. The results have only begun to come in, and only a half-dozen have been tabulated for the purposes of this

memorandum. For brevity, the questions will not be described in this section, but the reader can refer to the copy of the questionnaire in the Appendix.

Among the six tabulated respondents, most felt they have adequate planning time and materials for their classes, enough time to meet with colleagues in the Extended Day, and understand reasonably well what students are doing during the day so that they can help them with their homework and complement the day classes in the content of the extended-day class. All respondents so far indicated that they feel the program is reasonably successful (second on a four-level scale, with 1 as the most positive), a sign of good morale.

When asked to rate how well they feel prepared for nine different challenge factors, the strongest responses so far have been in level #2, "I have more to learn, but am generally comfortable," with an aggregate of 27 responses at this level. (For a list of the actual factors, please see Question #10 in the Evaluation Questionnaire for Extended-Day Teachers, Specialists, Interns, and Assistants in the Appendix. A factor-by-factor analysis will be included in the final report.) The most confident level, level #1, which says, "I feel very well prepared to handle this on my own," drew 14 total responses. Only three responses fell into level #3, "I frequently ask for help or wish I had more help," and no responses as yet are in level #4, "I find this extremely difficult and frustrating." While these responses are encouraging, few have been received yet from the assistant teachers; these results reflect only the teachers in a few classrooms.

All respondents would consider teaching in a summer program for the Extended Day. A summer program has not been planned for this year, but is included in the vision for the future. Being able to offer year-round work has important bearing on the job in general, since it will make it easier to retain good staff members.

Finally, when asked if they consider extended-day teaching to be a desirable career, most so far have responded that they would like it to be, but the high work demands and low pay cannot be sustained for long. Partially for this reason, staff turnover has been high. Several teachers who left the Extended-Day Program have gone to teach in the regular daytime school, where pay and benefits are better and the schedule more predictable.

Staff turnover has other impacts on the program. The search for replacements and the necessity for the Assistant Principal to fill in in the classroom take up an inordinate amount of her time and add a burden to her other duties. The Program Assistant has also had to work as a fill-in teacher, a position for which she is not trained and which sometimes leaves the office unattended. While some improvisation is to be expected in a pilot start-up, such a situation holds the potential to undercut the program's success in the long run. The Kindergarten alone has already had four different teachers and is currently seeking another. This is confusing for young children especially and disrupts the consistency so necessary for their development, which is a significant goal for any children's program. The turnover also has consequences to staff training, since previous trainings are not repeated for new staff members. Regular day mentor teachers have in some cases seen several extended-day teachers and feel that they must go over old ground with each new arrival.

The work situation is a more difficult one for assistant teachers. Assistants are hired only part-time so cannot earn benefits, nor have enough time to participate in planning. A 24-hour work week would be an incentive for assistants to remain on the job and would give them time to work with the teachers outside of classroom time. Without having done a thorough assessment yet, it is still possible to say that the Harrington is fortunate to have some highly talented, dedicated teachers and teaching assistants who can teach academics and inspire fun in the children. It is already clear that the level of commitment required of the program staff cannot be sustained indefinitely under present conditions. Incentives in the form of compensation and benefits and, for assistants, more working time will help make it attractive for talented teachers and assistants to return next fall, even if there is no summer session this year.

Extended-day programming can not only have a positive effect on test scores and academic achievement, but also pay off over time in a healthier, safer city environment for the neighborhood in general. A comparative cost analysis accounting for the impacts mentioned above—on staff morale, the Assistant Principal's and Program Assistant's time, staff training, and mentorship—will give a sense of the cost effectiveness of providing better incentives. It is hard to put a price on the effect of staff instability on the children.

### ***Fees***

The fees have been a difficulty for the Extended-Day program from the beginning, as most of the families in this low-income neighborhood cannot afford them, especially to send more than one child to the program. In addition, parents initially believed that the program would be free. That perception is well established. Inability to afford much, coupled with their belief that the Extended-Day Program is part of their children's schooling, makes payment all the more difficult for these families. Moreover, many families are undocumented, making it difficult for the program administrators to decide at what level on the sliding scale each family should be paying. In addition, according to anecdotal information obtained by the evaluator, billing practices by the CPS have sometimes been behind schedule, so that some parents received a bill of \$1000 or more all at once. Although the children are still allowed to attend the program, the shock of receiving such large bills has contributed to some parents' sense of being overwhelmed, which could potentially generate negative attitudes toward the program.

The fee was planned by DHSP and CPS to be \$250 per month per child, with a sliding scale to accommodate those who could not afford it. Actual payments range from \$25 to \$125, with most being at the lower end of this range. The DHSP and CPS are well aware of fee structure problems and are seeking solutions to it. Increased funds might be needed for the next year to carry out the staffing suggestions made above. Again, the City should consider whether the costs would be possible and worthwhile and whether it would result in savings over the long term. A search might be made in the meantime for additional funding sources from the community, for example, local businesses and civic organizations.

### ***Student Discipline***

Student discipline has been challenging, in particular in the upper grades. This population is significantly different from the lower grades and needs separate consideration. Although trainings in Assertive Discipline have helped the staff, some students remain disruptive and

uncooperative. Extended-Day teachers believe that, in a few cases, certain students should be removed from the program because they disturb other students, refuse to do their work, and provoke disorder. There has been some recent improvement, but regular day teachers have reported that too much noise from the older groups has annoyed them as they work in their own classrooms to prepare the next day's classes, and they have on several occasions had to step in and help with discipline. Trouble coping with discipline problems may contribute to the instability of staffing in the program.

Teachers and assistants would like more support from the administration in enforcing discipline, perhaps in the form of in-class help rather than in out-of-class training. Staff members are young and, even though they do have experience teaching and working with children, they do not necessarily have experience working with populations such as this one, where some children carry the burden of low income and serious family problems that affect their behavior in school. In addition, special education students—some with behavioral symptoms—participate in the program, but the staff have not yet been trained for this. Teachers understand the theory behind the Assertive Discipline training and try to use its techniques, but some need to see modeling in action in their own classrooms or have discipline handled in the office so they can learn discipline by direct observation and spend more time teaching.

Keeping in mind that this is not a mandatory program and that, especially as they become older, students must be attracted to coming to Extended Day, the after-school program has to look and feel different from the regular daytime school. Innovative thinking is needed to find ways to capture older students' interest. Some regular day teachers commented on their questionnaires that students complained of being bored in Extended Day. For older children, more freedom of choice among activities and the ability to pursue projects on their own are possibilities. Student leadership programs that have them working with younger children or helping each other to achieve goals might also channel some of their aggressive—and creative—energies.

### ***Shared Space***

The sharing of space is working reasonably well, but a few items call for attention. The daytime teachers whose classrooms are used for the Extended-Day Program praise the extended-day teachers, and some respondents remarked on their questionnaires that extended-day staff were attentive to leaving the classrooms in good condition. However, there have been instances of students using materials that are not theirs and even a couple of reports of minor theft. If classrooms are to be shared over the long haul, more action needs to be taken to make sure that daytime classroom materials are protected from misuse. In addition, not being able to work in their classrooms after school creates real difficulties for daytime teachers. Some of these conflicts are an unavoidable part of sharing space, but perhaps the interested parties from both staffs can come together to find longer-term solutions. Support for both programs in the form of sufficient locked and labeled cupboards and shelving would alleviate some of the concerns.

## Summary and Preliminary Recommendations

The Harrington's Pilot Extended-Day Program is off to a good start, particularly in the lower grades, despite its many struggles. Children are receiving help with their homework and strengthening academic skills and are also enjoying enrichment classes, field trips, and physical activities. The Parents' Night was a success and it is hoped that this will be just a beginning of involving parents in the activities of the program.

It was known from the start that this effort would be a continual work in progress. The CPS and DHSP are aware of all of the challenges described above and are working toward their solution. The challenges and difficulties could be significantly alleviated, at this point more than anything else, by strengthening the staffing positions with better pay and, for the assistants, more hours. Staff turnover is likely to settle down when the positions become more attractive jobs to stay at for longer than a few months or just one year. Stability in the staff will reduce training costs over time and release the Assistant Principal from the demands of frequently looking to hire someone. Children would have the stable constellation of adults they so profoundly need to grow and thrive, which would have a positive effect on discipline problem and, in turn, would provide a better platform for students to make academic progress and improve their test scores.

This circle of reasoning may sound almost too neat, but research in program after program and report after report confirm that a well-paid, well-trained staff is an extremely significant factor in successful extended-day programs. See, for example, *Safe and Smart: Making After-School Hours Work for Kids* (U.S. Department of Education and U.S. Department of Justice, June 1998; chapter 1), Chapters 1 and 5 of *Bringing Education to After-School Programs* (U.S. Department of Education, Summer 1999), "Credentialing Out-of-School Time Programs" by Gwen Morgan (Nation Institute on Out-of-School Time), *Impacts of SACC Programs* by Dave Riley et al., and *National Child Care Staffing Study Revisited: Four Years in the Life of Center-based Child Care* by M. Whitebrook, D. Phillips, and C. Howes.

**Evaluation Questionnaire for  
Harrington Extended-Day Teachers, Specialists, Interns, and Assistants**

1. What grade do you teach? (optional) \_\_\_\_\_
2. How many children are in your group on a typical day? Girls \_\_\_\_\_ Boys \_\_\_\_\_
3. How many adults are there in your class on a typical day? Please indicate whether their positions are as teachers, assistant teachers, parent helpers, youth volunteers, specialists, interns, etc.  
number of adults \_\_\_\_\_  
positions (FT/PT) \_\_\_\_\_  
\_\_\_\_\_
4. We would like to know how well the schedule and logistics of working in the Extended-Day Program work for you. Please respond to the following:
  - a. Do you have enough planning and preparation time?  
\_\_\_ adequate    \_\_\_ could use more, but it's doable    \_\_\_ inadequate
  - b. Do you have sufficient learning materials for your classes?  
\_\_\_ very sufficient    \_\_\_ reasonably sufficient    \_\_\_ somewhat sufficient    \_\_\_ insufficient
  - c. Do you have sufficient time to meet with your daytime and Extended-Day colleagues?  
\_\_\_ very sufficient    \_\_\_ reasonably sufficient    \_\_\_ somewhat sufficient    \_\_\_ insufficient
  - d. Do you have sufficient time to speak with parents?  
\_\_\_ always    \_\_\_ usually    \_\_\_ occasionally    \_\_\_ not at all
  - e. Are you familiar with the content that your students receive during the regular day?  
\_\_\_ very familiar    \_\_\_ reasonably familiar    \_\_\_ somewhat familiar    \_\_\_ not familiar
  - f. Are you able to complement daytime work with what you do in the Extended Day?  
\_\_\_ always    \_\_\_ usually    \_\_\_ occasionally    \_\_\_ not at all
  - g. Do you understand the homework your students are assigned?  
\_\_\_ sufficiently    \_\_\_ reasonably sufficiently    \_\_\_ somewhat sufficiently    \_\_\_ insufficiently
  - h. In your opinion, is the homework for each student appropriate to his or her level and ability to complete the work in a reasonable time?  
\_\_\_ very appropriate    \_\_\_ reasonably appropriate    \_\_\_ somewhat appropriate    \_\_\_ inappropriate
5. Have you noticed improvements in the academic, social, or emotional performance of Extended-Day students, and can you demonstrate this, i.e., grades, specific pieces of work, anecdotally?"

6. In general, how successful do you think Partnership programs are at your school?  
 very successful  reasonably successful  somewhat successful  not successful

7. What, in your understanding, is the primary purpose of the Extended-Day program? Please prioritize this list from 1 to 12 and add anything you think is missing.

It is primarily to help students to:

- develop new interests and activities.
- do better in school (academics).
- do better on standardized tests, such as the Stanford 9 or the MCAS.
- develop social skills with peers (form friendships, handle conflict, share, etc.).
- learn to follow rules and directions of adults.
- complete homework for the regular day classes.
- get help with their homework.
- play sports, develop physical skills and health habits.
- have a safe, supervised place to be after school while parents are not home.
- develop good work habits.
- have fun.
- enjoy doing art, crafts, music, dance.

8. What has been your biggest frustration this year? This could be a disciplinary problem with a child or class, a logistics problem, problems with parents, administrative, etc.

9. What has been your best experience working in the Extended-Day Program? This could be an interaction with a child, co-worker, administrator, or parent; a class activity that went especially well; achieving a personal goal, or anything else you think relevant.

10. How well do you feel you have been prepared for the challenges of teaching in the Extended-Day Program? Please rate according to the following scale.

<b>Challenge Factor</b>	<b>1 I feel very well prepared to handle this on my own</b>	<b>2 I have more to learn, but am generally comfortable</b>	<b>3 I frequently ask for help or wish I had more help</b>	<b>4 I find this extremely difficult and frustrating</b>
Teaching methods				
Familiarity with the daytime staff				
Familiarity with the daytime classroom content				
Discipline problems				
Dealing with parents				
Planning class content/activities				
Understanding your role and how you fit with your colleagues				
Safety measures for the playground and gymnasium				
Safety protocols for keeping track of the children				

11. Do you have any other comments you would like to add that would help me to better understand how the Extended-Day Program is working in your school? This could be in the form of general comments, a description of a particular child or interaction, or anything else you think relevant. If you want to attach a separate sheet, I'd appreciate it if you would staple it to this questionnaire.

12. Some of you have been at this job since the program's inception, while others came later and may or may not have had the same amount or kinds of training. What training have you received through your current job? Please name specific program topics (e.g., Assertive Discipline) and rate whether they have been helpful to you (1: very helpful, 2: helpful, 3: not helpful enough).

13. What other training would you like to see offered?

14. What is the highest level of education or certification you have received?

15. Would you be interested in teaching a summer program?

Yes \_\_\_\_\_ No \_\_\_\_\_ I would consider it \_\_\_\_\_ I have other work for my summers \_\_\_\_\_

16. Do you see work in extended-day programs in general as a desirable career? If so, do you think it will be possible for you to continue working in this field? Why or why not?

If you would like to speak with me, I can be reached at 781-395-3223 or via e-mail at Sarah\_Doyle@cps.ci.cambridge.ma.us

Thank you for taking the time to fill out this form.

**Harrington After-School Extended-Day Program  
Evaluation Questionnaire for Regular Day Teachers**

I am an independent evaluation consultant to the Cambridge Public Schools looking at how the pilot After-School Extended-Day Program is working at the Harrington School. It will be valuable for the children, families, and staff of the program if you could take a moment to fill in this questionnaire. You do not need to sign this form, but if you would like to speak with me further, you can either sign your name or contact me at the addresses at the end of the form.

Are you a mentor to an extended-day teacher? (answer is optional) Yes No

1. How many students in your classroom are also in the After-School Extended-Day Program? \_\_\_\_\_

2. Are you aware of any ways in which these students have been affected by their participation in the After-School Extended-Day Program? Check any that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> homework done more frequently than before       | <input type="checkbox"/> students seem more energetic                 |
| <input type="checkbox"/> homework done more correctly than before        | <input type="checkbox"/> students seem more tired                     |
| <input type="checkbox"/> regular day classwork has improved              | <input type="checkbox"/> students' reading has improved               |
| <input type="checkbox"/> regular day classwork has regressed             | <input type="checkbox"/> students' math knowledge has grown           |
| <input type="checkbox"/> students seem more interested in class          | <input type="checkbox"/> students seem more confident                 |
| <input type="checkbox"/> students seem less able to concentrate in class | <input type="checkbox"/> students present fewer disciplinary problems |
| <input type="checkbox"/> students seem more cooperative                  | <input type="checkbox"/> students' attendance has improved            |
| <input type="checkbox"/> students seem less cooperative                  | <input type="checkbox"/> students' absenteeism has gone up            |
| <input type="checkbox"/> test scores have improved                       | other (explain) _____   |
| <input type="checkbox"/> test scores have gone down                      | _____   |

3. Are you familiar with the academic content that your students receive during the extended day?

very familiar     somewhat familiar     slightly familiar     not at all familiar

4. Does the academic content of the extended-day program complement what you do in class?

very much     fairly well     slightly     not at all     don't know

5. Do extended-day staff members come to your class to observe activities and get to know your students for an hour or so before the end of the day?

regularly     sometimes     once or twice     never

6. Does the extended-day program come into conflict (schedule, logistics, etc.) with any other schoolwide activities for you or your students? Please describe briefly.

7. If your classroom is used for the extended-day program, how well is this working for you? Please describe any positive experiences and/or problems with the arrangements.

8. What is your understanding of the purpose of the extended-day program? Please prioritize the list below from 1-12 and add anything you think is missing.

The extended-day program's main focus is to help students to:

- develop new interests and activities (enrichment).
- do better in school (academics).
- do better on standardized tests, such as the Stanford 9 or the MCAS.
- develop social skills with peers (form friendships, handle conflict, share, etc.).
- learn to follow rules and directions of adults.
- complete homework for the regular day classes.
- get help with their homework.
- play sports, develop physical skills and health habits.
- have a safe, supervised place to be after school while parents are not home.
- develop good work habits.
- have fun.
- enjoy doing art, crafts, music, dance.

9. If you have observed or had interactions with the After-School Extended-Day Program, what is your overall impression? In general, how would you assess its strengths and weaknesses? If you need more space, please attach a sheet of paper securely to this one.

E-mail: Sarah\_Doyle@cps.ci.cambridge.ma.us

Telephone: (781)-395-3223

Thank you for taking the time to fill out this form. I will leave an envelope to collect the forms in the school office and will pick them up on \_\_\_\_\_.

Signature (optional): \_\_\_\_\_

motor skills. The kids love it. He said that he works with the school day 1<sup>st</sup> and 2<sup>nd</sup> grade teachers.

Alliston Thomas, grade 1 and 2, described the daily routine of his class and demonstrated his use of the rainstick and the circle he uses to begin his class. After the circle time they move on to guided reading and enrichments. His enrichment courses are basketball and drawing. His goal is to integrate math and English into both of these activities. Tracy Cervone, 3<sup>rd</sup> and 4<sup>th</sup> grade teacher, discussed the challenge of getting kids at 2 P.M. after a full day of school when they are ready to play and use up energy. Her enrichment for this quarter is "travel around the world." Derrick Washington, 3<sup>rd</sup> and 4<sup>th</sup> grade teacher, stated that for his class, the day starts with snack time, then silent reading, and presentations on what they have read. Then come activities with an academic slant. His enrichment activities are drama and football. He enjoys the program. Daniel Chron, grades 5-8, said that the emphasis for the older kids is on why we have to learn. One of the enrichments he teaches is computers; another is basketball.

Ms. Barrios noted that there is a program schedule of the enrichment courses in the materials distributed to the committee (**Attachment**). They are open to all community residents. She said that the program comprises seven classrooms, K-7, in combination grades, for a total of 111 students. Some have dropped out because of an inability to pay. She is seeking assistance for these families. The kids do homework first, then a literacy activity. Some kids, especially younger kids, are picked up by their parents at 4:30 p.m. There is a 4:30 recess, and at 4:45 enrichment activities begin. She distributed the parent handbook.

Ms. Barrios then described the collaboration with outside agencies, which include the following: the Science Department, MIT students, and a K-2 math developer. The Cambridge Health Alliance provides workshops. There are also parent workshops: thirty parents attended the first one; 200 parents and family members came to the second, also some nonextended students' parents attended. There are 5 ESL classes for parents in collaboration with the Community Learning Center.

Harrington School Principal Dr. Jose Figueiredo described the administrative and physical setup and the connection to the day program. Extended day teachers attend daytime cluster meetings, and participate in workshops. The Assistant Principal, Ms. Bairos, is very involved in the school day program.

Barbara Black, Director of Assessment and Evaluation, provided background information about the program evaluation done by Sara Doyle. It is an implemental evaluation of the first year. The addendum is an effort to look at student outcomes that could provide important assessment information.

Sara Doyle, Evaluation Consultant, stated that she attended a lot of the Thursday morning meetings, interviewed teachers, did observations of teachers, surveyed regular teachers, extended day teachers and parents. There was a poor response from parents. We need to find a better way to reach them.

Ms. Doyle emphasized the collaboration which is taking place. It is very important to the program's integration into a community. She praised the counseling services. She described the demographics. She said that the extended day demographics are just about the same as the regular school. There is a significant difference in the lunch program – 78% of extended day students received free or reduced cost lunches. She emphasized the need to find funds for program fees for these students. Ms. Doyle then noted that for the kids who did not do well on the Stanford test, there was more improvement among the extended day kids.

Vice Mayor Maher asked the teachers what they find most frustrating and they answered that what is most frustrating is the process for ordering supplies and how long it takes. It can be a year wait for supplies they have ordered for projects.

Councillor Reeves asked if this is a planning issue. Superintendent D'Allessandro said that it is a procurement issue – a system problem. The School Department is trying to work through major problems in their procurement system. Superintendent D'Allessandro said that they have to find a way to give teachers ready cash.

Councillor Decker thanked teachers for their work and for caring for Cambridge kids. She urged them to see themselves as community advocates for their work.

Councillor Reeves praised the teachers. He said that their quality is quite incredible. He said that he is very impressed and pleased to learn that the enrichment activities include African drumming and Caporeira.

Jackie Neal stated that everyone involved in this program learns something every day. She also described the grant for ESL/parenting classes and the training. She said that many of the suggestions made in the original evaluation have been implemented.

Superintendent D'Allessandro said that the collaboration of the schools and Human Services has been extraordinary. It is the beginning of a model that can be very, very powerful.

Councillor Reeves asked about day-to-day Human Services Department involvement. He said that it seems at first observation to be much more a School Department program. Ms. Herold said that there was a conscious decision to have school leadership, to get the degree of school "ownership" needed for successful connections to the regular school day programs. The teachers here are DHS employees who report to Ms. Bairos, Assistant Principal at the Harrington. This is a unique feature of the program. Ms. Neal stated that she speaks with Ms. Bairos every day. She added that the staff for the Community Learning Center, the Extended Day program and the Community Schools program meet together about once a month.

Ms. Herold said that what is unique to this program is the leadership of schools, the shared staffing and the shared use of the space, which is extremely unusual. Also, paid extended day teacher hours start at 11:30. The extended day teachers are in the classrooms during the school day. The teachers work 35 hours a week and are paid \$14.67 per hour with full benefits.

Councillor Decker thanked all those present. She said that the collaboration between teachers and afterschool teachers is what makes parents want to send their kids to public schools.

Councillor Decker asked how Cambridge will be able to replicate these expensive programs. She asked about Community Schools and extended day turf battles. She said that she wanted to know if there is a survey to report of all of the funds that are being spent in this afterschool area so that the City Council can know the best programs are the ones getting the resources.

Superintendent D'Allessandro said that the City will have to think very hard about the money. She is concerned that there are kids who cannot afford the programs.

Councillor Reeves asked about the cost. Jill Herold said that it costs \$25 per week, which is a great rate for child care. But there are still families that cannot afford this amount, especially families with 2, 3 or 4 school-aged kids. We need to address that issue, but there are no solutions yet.

Councillor Decker made the following motion:

**ORDERED: That the City Manager be and hereby is requested to report to the City Council with regard to the extended day program, Community Schools, youth centers, and afterschool programs, what are the turf issues and resource overlap issues? The report should include, but not be limited to, answers to the following questions:**

1. **Are we duplicating services in some schools, and/or neighborhoods, and, if so, what is the duplication?**
2. **Are we funding under-utilized programs because that have been around for a long time – what do recent evaluations show?**
3. **What neighborhoods are we serving, and what neighborhoods have unmet needs (equity issues).**

The motion passed without objection on a voice vote.

Councillor Reeves asked about low figures on returning students. Dr. Figueiredo said that many left Cambridge, some couldn't afford the program.

Ms. Bairos said that she doesn't know of anyone who left because they didn't like the program. Parents with three or four kids just cannot afford the \$75 or \$100 that it would cost to enroll them all.

Vice Mayor Maher asked whether there was a consensus as to the ultimate goals of the program. He said that because it was a pilot program, he thinks there were many different ideas about what the program would be. He himself saw it as a way to address the achievement levels at the Harrington School. He could see it as a mandatory program at the Harrington School. It could be a real magnet program, a wonderful opportunity for that school community.

Superintendent D'Allessandro stated that it will take 3-5 years to see real changes. However, she is starting to see that individual students there are being helped.

Councillor Reeves asked if two-thirds of the kids didn't return, how can the program track individual progress from year to year?

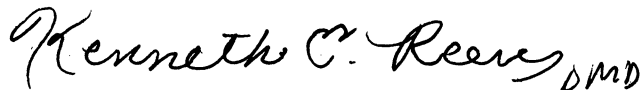
Ms. Coiceau noted that sustainability of improvements requires programming after school and over the summer. Really good data will not come until after three to five years.

Councillor Born asked whether every school needs this kind of program. Ms. Herold said that we don't know the entire answer, but as a city it is not realistic to fund a program like that at every school. Neighborhoods throughout the city are very different. The Department of Human Services is working on mapping the services available in different areas.

Ms. Spriggs thanked the committee for the validation that they gave to the teachers.

Councillor Reeves thanked all those there for an excellent and extremely interesting presentation. The meeting was adjourned at 2:25 p.m.

For the Committee

A handwritten signature in black ink that reads "Kenneth E. Reeves" followed by a small "DMD" in the bottom right corner of the signature.

Councillor Kenneth E. Reeves, Chair  
Human Services Committee

# City of Cambridge

In City Council March 5, 2000

## **HUMAN SERVICES**

### **COMMITTEE MEMBERS**

*Councillor Kenneth E. Reeves, Chair*

*Councillor Marjorie C. Decker*

*Vice Mayor David P. Maher*

The Human Services Committee held a public hearing on January 31, 2001, beginning at 12:25 P.M. in the Ackermann Room for the purpose of receiving an update on the Harrington School extended day program and the youth program.

Present at the hearing were Councillor Kenneth E. Reeves, Chair of the Committee, Vice Mayor Maher, Councillor Henrietta Davis, Councillor Marjorie C. Decker, Councillor Michael A. Sullivan and City Clerk D. Margaret Drury. Also present were Bobbie D'Allessandro, Superintendent of Schools, Jill Herold, Assistant City Manager for Human Services, Ellen Semonoff, Deputy Director, Department of Human Services (DHS), Dr. Jose Figueiredo, Principal of the Harrington School, Aida Cabral Bairos, Acting Assistant Principal, Jackie Neal, Division Head for Child Care, DHS, Roxanne Coiceau, School Department, Barbara Black, Director of the Office of Development and Assessment, School Department, Sarah Doyle, Evaluation Consultant, Valerie Spriggs, Executive Director of the Professional Development Center, School Department, Jeff Henriquez, Grade 1-2, Lead Teacher for Extended Day program (XD), Safrya Browne, Kindergarten Teacher, XD, Alliston Thomas, Grade 1-2 Teacher, XD, Tracy Cervone, Grade 3-4 Teacher, XD, Derrick Washington, Grade 3-4 Teacher, XD, Daniel Chron, Grade 5-7 Teacher, XD.

Councillor Reeves convened the hearing and explained the purpose. He introduced the committee members and requested those present to introduce themselves.

He noted that there has been assessment of the extended day program and there has been a recent update of the assessment in the form of an addendum. Both are attached to this report.

Valerie Spriggs, Executive Director of the Professional Development Center, Cambridge School Department, began the presentation. She explained that it would begin with the extended day teachers because they needed to return to their classrooms. She introduced Safrya Brown, kindergarten teacher for the extended day program. The biggest focus has been alphabet identification. There is a "buddy reading program" in which 4<sup>th</sup> graders come into the class to read to the kindergarteners. Her Enrichment courses are African dance and a book club.

Jeff Henriquez, teacher-director, said that he is a 1<sup>st</sup> and 2<sup>nd</sup> grade teacher; his focus has been on literacy. He also teaches Spanish enrichment. He is an artist. He demonstrated some students' origami projects and noted that origami is great for fine

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**Committee Report #1**

Committee Report from Councillor  
Kenneth E. Reeves, Chair of the  
Human Services Committee for a  
meeting held on January 31, 2001  
for the purpose of receiving an  
update on the Harrington School  
extended day program and the  
youth program.

**In City Council March 5, 2001**

Meeting Cancelled  
due to snowstorm  
In City Council  
March 19, 2001  
Report accepted  
Order adopted