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Engaging the Village: The Afterschool and After Hours Component of the Knoxville Full Service Community School

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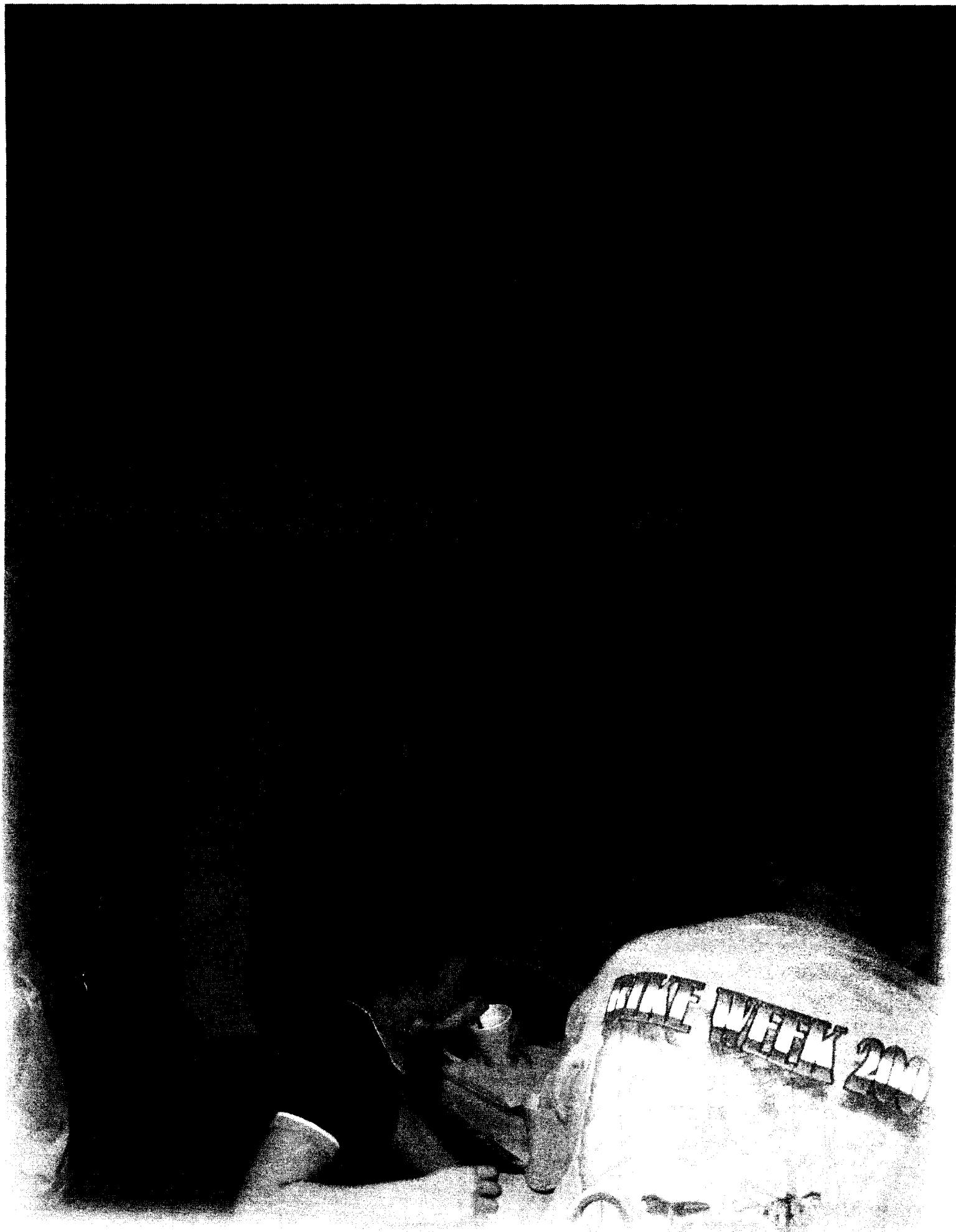
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community





community

Full Service School

A full-service school has a mission and vision broad enough to meet the needs of all of its students. Health, mental health, and other services are provided here. The full-service school is a new environment that focuses on areas of community, prevention, collaboration, and systems change.

Community: At the heart of the full-service school, the local community determines the needs for each school.

Prevention: Full-service schools provide prevention and intervention at an early age and seek to incorporate the entire family unit.

Collaboration: Full-service schools are seamless organizations in which all parties set aside their own agendas and work collaboratively to meet the needs of the children.

Systems Change: A focus on systems emphasizes the interconnection of health, welfare, and educational forces in a child's life, striving for thoroughgoing change to integrate human services and education within the school.

By meeting the noncurricular needs of children and families, the full-service school ensures that learning will happen for all students.

making our communities stronger



Forward

"I am of the opinion that my life belongs to the community, and as long as I live it is my privilege to do for it whatever I can."

We learn by doing.

As a Senior Project, this publication is supposed to be a capstone learning experience, representative of the summation of my learning over the past four years. I venture to say that it is but a relic of that learning. The general idea is certainly contained in these pages, but the truth of the experience—countless meetings, lots of paperwork, beautiful children, and one memorable trip to Chicago, to name a few—cannot be captured in text. You'll see it in the school, in the children's art and overheard conversations of a new love for dance, in the staff, and in parents who always knew their children were capable of such great things. You'll see it in the personal connections to the East Knoxville community, and in the desire to visit long after I have left. This project can act as a road map, but to truly understand its passion, we'll have to roll up the proverbial sleeves and get to work. Sometimes even before we know what that work is.

This project—a report, of sorts, on what I have spent the past years of my life learning and doing—is intended for someone doing exactly that: learning what is needed in the midst of needing it. It is a manual of suggestions for future Site Coordinators at Knoxville Full Service Community Schools, in the hope that we'll always do a better job than our predecessors.

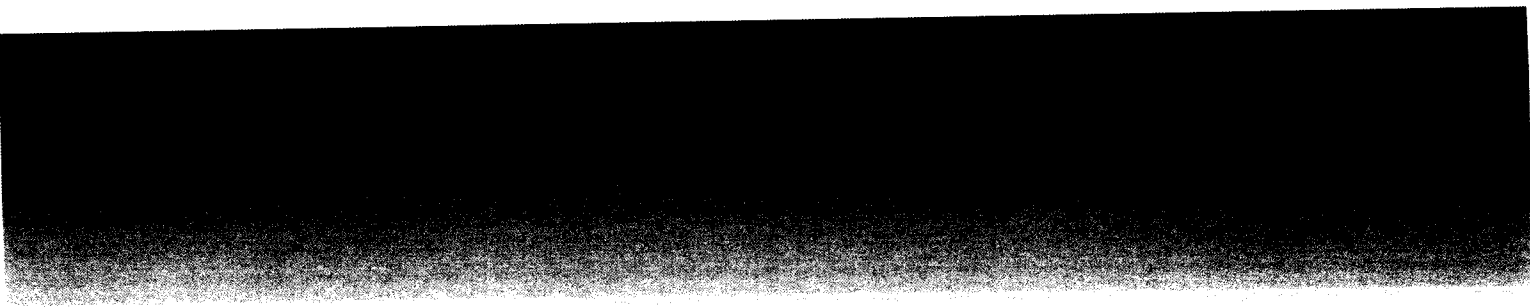


Introduction

A full service school is a school that has broadened its mission and vision to meet the needs of all of its students. The school is where health, mental health, and other services are provided. The emphasis is on prevention. The full service school is a new environment where a systems approach to change is used. It is not a school where human services is an add on. Collaboration thus becomes a key process in the school. Input from the community determines what special services will be provided. By meeting the noncurricular needs of children and families the full service school ensures that learning will happen for all students in the school.

—Dr. Robert F. Kronick

The effort to transform Sarah Moore Greene Magnet Technology Academy (SMGMTA) from a traditional elementary school into a Full Service Community School capable of addressing the varied needs of its diverse student body began in 1998 with a partnership between Dr. Robert F. Kronick of the University of Tennessee and then school principal Blenza Davis. A continuous effort to improve and expand services has been underway since this initiation, with a distinct focus on health, mental health, and after hours programming. Efforts of the Knoxville Full Service Community Schools (FSCS) team have resulted in the construction of a clinic facility, a long-term, sustainable mentorship program, counseling and mental health services, and afterschool opportunities for students and their families. A significant amount of the progress achieved has been through the combined efforts of literally hundreds of UT students led by SMGMTA faculty, student leaders, and superb professors from various service learning and volunteer organizations. SMGMTA and the Knoxville FSCS team perceive this interaction between community members and students as a vital and necessary part of the education system. No one can achieve his full potential without it, and none will remain unchanged by it.



Under the direction of Dr. Kronick, the Knoxville FSCS team—comprised of school administrators, UT faculty and students, and representatives of various community organizations—has adopted a model developed largely through the work of the Children’s Aid Society and independent researcher Joy Dryfoos. In her most recent publication, *Community Schools in Action: Lessons from a Decade of Practice*, Dryfoos and Jane Quinn define a “continuum” with which to track the progress of a community school’s development, quoted below:

Phase One: One or two components, such as after-school programs or school-based clinics, offered by outside agencies but not integrated with school.


Phase Two: Three or four components, such as after-school, before-school, clinic, and family resource center, not integrated with school.

Phase Three: Three or four components, such as after-school, before-school, clinic, and family resource center, integrated with one another and with the school curriculum; full-time coordinator from lead agency (260).

SMGMTA is decidedly a Phase Two school according to this continuum.

A recent grant from a private funder enabled another vital component of the FSCS: the employment of a part-time Full Service Coordinator located on-site at SMGMTA from January to May 2005. Members of the FSCS Team and administration at SMGMTA jointly chose to hire a UT senior in English Literature. The site coordinator has previous experience as a mentor at SMGMTA and seven months’ experience in summer and afterschool enrichment programs throughout East Knoxville for seven months. She would be jointly supervised by SMGMTA’s Magnet Facilitator Janice Clark and Dr. Kronick. Afterschool and evening programs have previously been offered at SMGMTA with notable success, but the addition of an on-site coordinator represents a major step towards creating a sustainable, full scale community school program capable of serving all students.


Research confirms the convictions of countless educators, community members, parents, and even students: afterschool programs, particularly in urban areas, are a vital



part of the educational, social development, and safety systems of children. As the regular eight to three school day accounts for only twenty percent of their time, it should be no surprise that the other eighty percent has “profound implications” on students’ success, both academically and socially (Miller 2). Despite the fact that ninety-four percent of Americans support widespread access to afterschool programs, the Afterschool Alliance estimates that up to “fifteen million kids have no place to go after school” (Afterschool). However, quality afterschool programs are typically least accessible to students considered most “at risk” and who therefore are most in need. This reality is true for SMGMTA’s program, and current research shows it to be consistent with a national trend (Miller 6). Children’s afterschool involvement has traditionally been viewed as a private affair, the responsibility of the family to seek and fund afterschool care and learning opportunities from providers. In communities where families are increasingly unable to pay for or provide activities for children after hours, the public sector is charged with this duty; indeed, it is for the public benefit that children have access to structured learning and social activities regardless of geographic location or socioeconomic background (Reisner 1).

Limited funding, staffing, and resources have prohibited any scientifically-based research on the effectiveness of afterschool programming in any of the Knoxville FSCS efforts. SMGMTA’s program is still yet too young to confidently assess, and the suggestions in this report should be instituted before any such evaluation begins. The following is a short summary of recent research findings that confirm the previous and potential success of other afterschool programs in FSCS:

- Students who spend 20-35 hours per week engaged in academic learning activities outside of normal school hours receive better grades than their less engaged counterparts (Children’s 30).
- Several studies from the University of Wisconsin have documented “better grades, work habits, emotional adjustment and peer relations” among the benefits of high quality afterschool programs (Children’s 31).
- According to the Coalition of Community Schools, high quality enrichment enables students to participate in more hands-on learning activities, thus



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- According to the Coalition of Community Schools, high quality enrichment enables students to participate in more hands-on learning activities, thus

mastering school day content, expanding interests, and developing vital relationships with caring adults (Coalition 23).

- After 118 Texas Alliance elementary and middle schools signed declarations to become Community Schools, they “saw a 42% increase in the number of children passing all sections of the Texas Assessment of Academic Skills (TAAS) from 1999 to 2000, making the TAAS pass rate for Alliance School students double the state rate for math, reading, and writing. Between 1993 and 1998, attendance rates in Alliance Schools climbed each year and now are above average for the state.” (Coalition 31).
- Low-income third, fourth, and fifth graders who regularly participate in afterschool programs have been proven to have better work habits, emotional adjustment, and relationships than similar students not involved (Miller 3-4). These findings align nicely with Policy Studies Associates, Inc. assessment that “students at educational risk are especially likely to experience educational gains from participation” in a high quality afterschool program. (Reisner 7).
- According to the Pew Partnership for Civic Change, “Children who participate in quality after-school programs are much less likely to use drugs and alcohol, to have sex, or to be involved in criminal activity than their peers who go home to empty houses in neighborhoods that are not safe. Participation in after-school programs is linked to improved school attendance and academic performance” (qtd. in Afterschool Alert Issue Brief No. 18). The Knoxville FSCS team believes that establishing a pattern of positive involvement both in academic and social arenas in the elementary years can increase this type of prosocial behavior in middle and high school.

It is upon this knowledge—of both the necessities and successes of the afterschool component of the FSCS—that SMGMTA and the Knoxville FSCS team have endeavored to create a comprehensive afterschool program as just part of the Full Service Community School model.

Program Description

SMGMTA's afterschool program operates four days per week, Monday through Thursday, concluding between 4:00pm and 5:00pm depending upon the day and program. As many as four programs are held simultaneously. Students participate in only one activity per afternoon; although some are enrolled in more, most attend only one day per week. Students begin the afterschool program promptly at 2:45 dismissal with a snack, provided by Knox County Schools, and a fifteen-minute break. They are taken outside when weather permits to eat and socialize with peers and program leaders. Instruction begins at 3:00pm.

Afterschool program leaders consist of a combination of seven University of Tennessee volunteers, seven SMGMTA teachers, and one general community member. This ratio of cross-staffing (roughly fifty percent) is quite beneficial, as research has proven that a high number of personnel working in both the regular day and the after hours programs helps ensure integration and school-wide communication. In the Policy Studies Associates, Inc. assessment of The After School Corporation's program, interviews revealed that regular day school teachers working in the afterschool program were able to apply their own knowledge of students' needs and helped to strengthen the relationship between the regular day and after hours by advocating for the program to other classroom teachers and school staff. Regular day teachers also benefited by getting to know current and future students in the afterschool setting, therefore creating a stronger bond in the classroom. (Reisner 13, 15). Two of the SMGMTA teachers in this program are to be paid for their work through magnet funds, four through extended day contract, and one volunteers her time. None of the UT program leaders receive monetary compensation, but four are currently earning Independent Study credit. This

class credit is organized by the student and supervised by a faculty mentor of his or her own choosing. UT program leaders have a broad range of teaching experience, from none at all to several years as a private tutor.

Afterschool Demographics	
Staff (not including Site Coordinator)	
Total Program Leaders:	15
Male to Female:	3 to 12
Number with 4-year degree:	9
Number with teaching certificate:	7 and 2 masters seeking
Cross Staffed:	7
Students	
Total Enrolled:	89
Male to Female:	29 to 60

Care is taken to include teachers as much as possible in the selection of students for each program. Special areas teachers and counselors are consulted for recommendations for many programs, such as dance, art, photography, and community service. After inviting these students, classroom teachers are given registration forms and asked to select students they feel appropriate. The definition of "appropriate" is deliberately left open to interpretation, and as a result teacher responses are quite varied. Some select students on an academic basis while others consider family situations or peer relationships; still others use enrollment as a reward or incentive for good behavior.

The major determining factor for eligibility is transportation; students' families are responsible for arranging a reliable, prompt way home in order for the child to participate. Many students are picked up by family members, while others have a relative close enough to permit them to walk home. A few participants were already enrolled in Pryme Tyme, the YMCA afterschool care offered on-site, which allows them to simply walk down the hall to the gymnasium at the conclusion of the afterschool program. Without a form of transportation available at no cost to families, great struggles in enrollment will continue to be a reality. Adopting a later pick-up time could alleviate some of this problem because more adults

get off work later in the evening, but as many families lack a reliable vehicle or are without one entirely, the absence of provided transportation remains a significant barrier to serving SMGMTA's most underserved families.

Afterschool program offerings in Spring semester 2005 were determined jointly by the SMGMTA Magnet Facilitator, the site coordinator, and the program leaders, keeping in mind both the school's desire to offer programs rich in the arts and physical education and the program leaders' specific interests and talents. The site coordinator makes a distinct effort to avoid repeating instruction or activities offered during the regular day program in any way, as numerous studies have proven that replication of the school day is detrimental. As Kronick argues in his most recent book *Full Service Community Schools: Prevention of Delinquency in Students with Mental Illness and/or Poverty*, "After-school programs are not, and cannot be, a duplication of the academic program to be useful" (21). These programs must be unique in their content, tapping into diverse student interests and engaging participants in ways not possible or commonly utilized during the regular day. Program leaders are permitted to select grade level and class size; this year, all chose some combination of third, fourth, and fifth grades and between ten and fifteen students. They also develop their own syllabi with some assistance from the site coordinator. Some are assisted by UT volunteers who are required to work in the school for two hours weekly. These volunteers offer as much help as possible but are not responsible for any planning or lesson preparation.

Below is the weekly afterschool schedule, followed by a short detail of each program offered between January and May 2005.

Day	Program	Grade Levels	Pick-up Time
Monday	Arts and Crafts	3rd, 4th, and 5th	4:30pm
	Photography	4th and 5th	4:45pm
	Community Service	4th and 5th	4:30pm
	Tutoring	1st, 3rd, and 5th	4:00pm
Tuesday	Reading Circle	3rd, 4th, and 5th	4:00pm
Wednesday	African Dance/Hip Hop	3rd, 4th, and 5th	4:00pm
	Jazz and Creative Movement	4th and 5th	4:30pm
Thursday	First Lego League	3rd and 4th	4:00pm

Day	Program	Grade Levels	Pick-up Time
	Handcrafts	4th and 5th	4:30pm
	Tutoring	1st, 3rd, and 5th	4:00pm

Digital Photography

Greg Nieckula

University of Tennessee, Senior in Public Relations

Participants from fourth and fifth grades learn the fundamentals of photography, including specific study on subject, composition, audience, and message. They are instructed in proper and responsible use of digital still cameras and learn basic digital editing techniques using Adobe Photoshop Elements®. Class enrollment is kept intentionally small, with a one-to-one student-to-camera ratio. One UT volunteer was placed with the program leader, allowing the class more mobility since they are not required to stay together as one group for the entire instructional period. The team-teaching approach also permits the instructor more individualized instruction during the editing and printing phases. The program leader often works with one student printing photographs while the volunteer takes students outside to continue taking pictures. Participants are encouraged to express their emotions and document their community through art while learning to think critically about their visual surroundings.

School facilities have had an interesting and unanticipated effect on this class's interaction with the Arts and Crafts class. Space limitations require that both classes be held in the conference room, a centrally located space in the school that has a curtain dividing the room into two equal sections. The photography students are particularly interested in photographing their peers in the Arts and Crafts class, and they often stop on their way to another part of the school to take pictures of the other program leaders, students, and projects. Most Arts and Crafts students are quite excited to have their pictures taken, and a supportive working relationship has developed between the groups. The common facility also encourages discussion among the program leaders.

Coordinating the resources for this program was particularly challenging, as cameras, computers, a printer, paper, and disk drives are all necessary to the class. Donated software was installed on a set of SMGMATA laptop computers. These computers are kept in a locked cabinet for security reasons, but the site coordinator does not have a key. Usually,

retrieving the computers is not a problem, but it can prove tricky on days when staff with keys are absent. Only one printer is available for afterschool use, which presents workable but challenging issues for classroom and time management. The program leader and site coordinator developed a system for transferring the students' photographs to the computers between classes to accommodate for a single available disk drive and image transfers that take between two and five minutes. After a session, the program leader burns

the students'

photographs from

the floppy disks

to a CD with

each child's photographs in a different folder. Shortly before the next

Monday's class, the site coordinator or program leader arrives early

to transfer the files to the laptops. This process causes a one-week delay, as photographs taken on one day are not available until the next week for printing, but it dramatically reduces waiting time. The students are not able to experience transferring the images to computers themselves, but this alternative is significantly more desirable, as it allows for more teaching time and keeps the students actively engaged instead of waiting for the computers to process data.

"I think I want to be a photographer when I grow up . . . there's just so much beautiful stuff in the world that people don't ever look at." –Digital Photography student

Arts and Crafts

Amy Foote and Jesse Renfro

University of Tennessee, Masters of Education candidates

Participants in third, fourth, and fifth grades complete a wide variety of arts and crafts projects, including paintings, self-portraits, sculptures, and printmaking. Through these hands-on projects, students learn basic art history, highlighting particular artists and artistic movements. Participants in this program are encouraged to explore their emotions through art and to think critically about their visual surroundings. The program leaders dramatically lowered the cost for this program by utilizing borrowed supplies, contributing some of their own materials, and incorporating some supplies remaining from a previous afterschool art program. Office space for the site coordinator has proved essential, as it serves as storage



and drying space for many projects.

One program leader describes a central goal of this program: “[We] strived to give the kids art experiences that may be unique to them, or from something they displayed an interest in learning more about. We wanted to focus on a fine arts curriculum, not just quick, crafty ‘things.’ A true fine arts workshop setting was ideal.” This goal certainly has been attained, and the workshop setting is partially achieved through the program leaders’ flexibility in addressing students’ talents and interests. A lesson on self portraits provides an insightful example. Participants were introduced to various genres of self portrait, from a realistic pencil drawing to a cubist representation, and encouraged to choose the style they found most appealing. Above all, students are encouraged to explore techniques and approaches engaging to them. Much of their learning is self-directed, with program leaders tailoring the lesson to each student as much as possible. The program leaders are rigorous in their expectation of student dedication and effort rather than conformity to a given project. Smaller classes sizes and community-determined curriculum allow for this type of individualized instruction that is a central feature of an afterschool program.

The following comments are also revealing:

I thought that the regular art teacher did a great job of recommending students for the after school art program. We ended up with seven talented students from third, fourth, and fifth grade. My favorite project was the first one we did, which entailed creating individual portfolios by folding white poster board and then drawing and decorating each side . . . As they worked each student showed a sense of individuality and purpose. They all seemed to have a unique sense of their artistic selves.

Overall, the class experiences have been very positive. I have noticed, though, that the children need a structured environment to get their work done on time. Some students need more encouragement to work than others and some needed to be reminded to keep on task. . . . I think that there needs to be a behavior management plan that is designed by both the afterschool coordinator and the teachers that is put in effect on the first day of class. As part of the classroom/behavior management plan, I would recommend for the teachers to have the students help clean up the classroom at the end of the lessons.

The program leaders’ afterschool experiences will certainly prove invaluable in the following academic year when both begin student teaching in the public school system.

Community Service Organization

Jamie Garvey

University of Tennessee, Senior in Nuclear Engineering

Participants from fourth and fifth grades perform a variety of service projects to benefit East Knoxville and the surrounding community. The first day of this program was spent defining "community" and helping students think about the various communities of which they are a part. School, classroom, church, neighborhood, family, and the Knoxville area were all identified as local communities. They began their exploration of service by brainstorming ways they could immediately impact their surroundings. The program leader encourages students to think critically about their communities and to identify ways in which they can better them. All projects are completed on site and then distributed to the benefiting agency. Past projects have included:

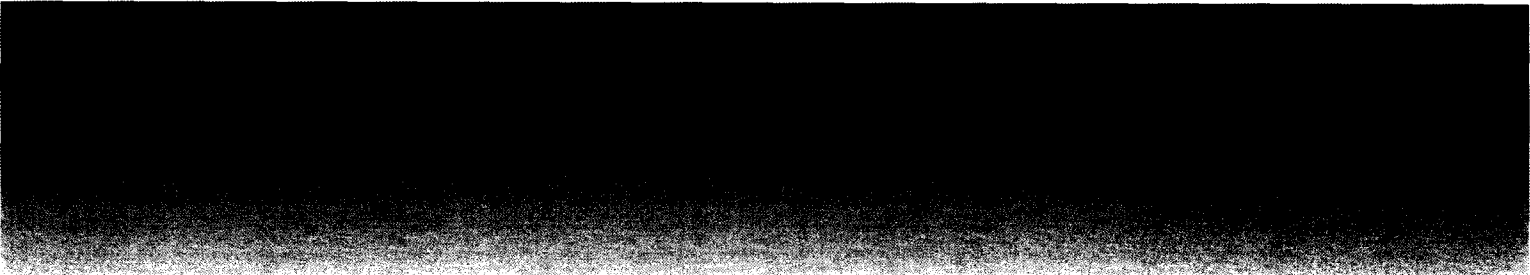
- Donating jars of cookie mix to families at the Ronald McDonald House
- Making no-sew pillows for student use at SMGMATA
- Participating in St. Jude's Math-a-thon
- Making Valentines for community members

Participation in the St. Jude's Math-a-thon was particularly successful. Aware of economic conditions in the community, the program leader wisely chose to pursue other avenues for donations. Students were invited but by no means required to contribute funds. By utilizing personal connections and contacting various local science-based organizations, she was able to secure over \$600 in donations to St. Jude's Children's Research Hospital.

The wide variety of projects keeps students interested, but it would be more beneficial and cohesive to work with a single benefiting agency throughout the semester or year. Selecting one agency would allow it and the school to develop a more meaningful, lasting partnership while giving students an opportunity to effect a more profound impact through an extended period of service. Students could also be better served by restructuring this class from a community service organization to a

"52% of students surveyed believed they could make little or no difference in solving community problems."

—Data presented by American Youth Policy Forum



service learning group. This change would add a desirable academic component, teaching specifically and intentionally determined academic goals while preserving the equally important opportunity for them to positively impact their surroundings. By engaging the students in research about a particular organization or issue facing their community, they would have more knowledge with which to identify potential service projects, thus offering them more opportunities for authentic decision making and youth leadership.

Reading Circle

Linda Tyler

SMGMTA, Literacy Leader

The Reading Circle was initially conceptualized as a way to have third, fourth, and fifth graders read and discuss new literature in peer groups. It quickly became a performing arts program as participants took on the task of preparing two short plays from the book *Folktales on Stage*. Students began the program by playing Charades, a warm-up activity to get them thinking about translating printed words into visual actions, and progressed to performing short poems before beginning play practice. Students in this program are given significant opportunities for authentic decision making and youth leadership, both necessary components of a successful enrichment program. During practice, they are consistently encouraged to think about particular words and phrases in the text to interpret their specific meanings and how that meaning could be relayed through tone and body language. The program leader also encourages the students to try to predict what the characters will say next based on their past actions and the plot line.

Responsibility, commitment, and dedication are heavily emphasized in the Reading Circle. Because even a single student absence greatly disrupts practice for the plays, the program leader repeatedly discusses the “team” mentality, emphasizing that each person must be committed to the group in order for anyone to succeed. Students are also instructed to involve their parents or guardians in their learning by asking them for help memorizing their lines in the days between sessions. Decisions to replace a student’s role based on absences or lack of dedication are left to the other students to discuss and vote upon.

The Reading Circle has been invited to perform their plays for the April *Library Family Night* (see page 19 for a discussion of *Library Family Night*).

Jazz and Creative Movement

Charles Owens and Michael Legett

University of Tennessee, Junior in Psychology and Senior in Animal Science


Participants in fourth and fifth grades learn the fundamentals of jazz movement while exploring their own style and creativity through dance. Students focus on preparing the *Shim Sham*, a choreographed piece widely known throughout the swing dance community. Both program leaders are representatives of the Knoxville Swing Dance Association, a local non-profit community organization dedicated to the instruction and proliferation of swing-era style dancing. As UT students, they receive independent study credit from the Dance department, providing an element of accountability absent from some other programs. One distinct advantage of offering dance is that it requires only a CD player and space; no additional funds are needed.

I can do more things I never knew I could do.

—Jazz and Creative Movement student

As expected, students were particularly timid at the beginning of the program, often reluctant to fully commit to the movement or to dance with anyone watching them. This reaction has gradually dissipated as the program continues and the group becomes more comfortable together. Shortly before the Closing Ceremonies, the students began asking for uniforms to wear during the performance, insisting that any “real team” needs uniforms. This group cohesion is essential to the success of the program, and it was facilitated by the instructors’ willingness to dance and learn *with* the students rather than simply watching and critiquing them. It is not uncommon to see the students teaching the program leaders their own dances during the class break, a demonstration of the mutual respect and bond developed between the two. Here, the instructors are also engaged in the learning process. The students perceive them as open, caring adults who come to the afterschool to teach and learn; students obviously feel they can contribute their own knowledge and do so frequently.

Program leaders incorporate jazz history by showing video clips of historic swing dancers and encouraging students to dialogue and journal about them. For example, they showed and discussed a clip of a dancer for whom a step in the *Shim Sham* is named. The videos further engage the students and help them understand the historical value of jazz; they are noticeably more excited on days when the program leaders show clips.



One program leader reports a serendipitous service learning experience through his work in SMGMTA's afterschool program. Many of the theories and research covered in his Educational Psychology coursework directly relate to his experience at the school, and he commonly discusses these similarities with the site coordinator. "A lot of what we talk about in my classes is acted out right in front of me [in the afterschool]," he said recently. "It's helpful to see what I'm learning about in class actually apply to my life. It's made me realize that I enjoy kids, and that I want to teach."

West African Dance


Deandra Smith

Community Member

Participants in third, fourth, and fifth grades learn the fundamentals of West African and Hip Hop movement. Begun in October 2004, this program is part of SMGMTA's preexisting afterschool program. The program leader's salary is paid through an external donor. One major factor affecting the program's success is the program leader's unreliable child care, which forces her to cancel a large percentage of classes.

The intrinsic connection between Jazz, Hip Hop, and West African Dance allows the two dance classes to collaborate in some instances. On an afternoon when the Jazz program was reviewing video clips, for example, the program leaders chose to integrate the classes, encouraging the students to discuss the differences and similarities among the types of dance they were studying and those they saw on the screen. The students responded quite well, genuinely interested in the dances' common roots. This sort of interaction between afterschool programs represents the collaborative environment that is at the heart of the Full Service Community School, as it encourages communication, resource sharing, and fosters a "team" mentality. The students have continued to search for connections between dance styles, beginning to look for similarities between the dances they study outside the afterschool program and those offered by the school.

The program leader utilizes a unique tool for classroom management worth examining. To call the class to attention, she says simply, "Ago," and the class responds as a group, "Ame." She explained that "Ago" is an African salutation roughly expressing, "I'm here. I am open to you. Are you listening?" The response, "Ame," signals "Yes. I'm listening to you. I



invite you in.” This call and response mechanism is impressively effective; she rarely repeats “Ago” more than once. Its connection to the subject matter and distinct differences from anything used in the regular school day make it an invaluable tool. Cultural relevance is also significant here, as the language’s resonance with students is critical to its success. This device would not be successful in all locations or subject matters, but by carefully considering both of these areas the program leader was able to customize an effective tool for classroom management.

Space limitations present a few problems, as both dance classes meet on the same day. The conference room is a suitable space, but both groups cannot not use the room at the same time. Pryme Tyme is able to vacate the school gym when weather permits, taking their children outside and allowing one dance group to use the gym. Otherwise, one dance group is forced to work in a hallway or grade-level “pod.”

First Lego League

Anne Padgett and Eva Ratliff

SMGMTA Teachers, Advanced Lab and Third Grade

Participants in third and fourth grades have begun “practice” for First Lego League, a competition team that allows students to build and program their own fully autonomous robot to perform a variety of tasks. This program is a preexisting part of SMGMTA’s afterschool program, and participants are preparing for the competition to be held during the upcoming academic year. SMGMTA students face a particular challenge in this competition because it is open to students ages nine to fourteen, so many of their competitors have the advantage of several years’ experience and schooling. Regardless, SMGMTA students express excitement about the competition and feel confident in their ability to perform at their best.

Teamwork and cooperation are particularly emphasized while students study mechanical forces and experiment with various robot designs. Fourth graders who previously participated are able to provide peer leadership and help teach other teammates. The First Lego League competition has a multi-faceted structure to allow for a variety of student leadership opportunities. Students can specialize in building, programming, or work on the research project that is included in each year’s challenge. There are numerous opportunities for youth leadership and authentic decision making.

Handcrafts

Mary Ross

University of Tennessee, Senior in Chemistry

Participants in fourth and fifth grades learned several crochet stitches throughout the semester, from the basic “chain” to more advanced patterns that required knowledge of patterns, multiples, and measurement. The goal of all students is to create a handmade potholder for use at home. Students are permitted to listen to music and talk amongst themselves during the instructional period, and many have developed strong relationships with one another over the course of the semester.

The students—both boys and girls—have approached crocheting with surprising dedication. Many have family members who can crochet, and learning this skill provides a new way for them to connect with their families. Parents seem particularly interested; several mothers regularly arrive at the school before dismissal to see student work and discuss the art of crocheting with the program leader. Students also have developed a deep-seated sense of ownership, quite proud of themselves for making a useful household item they will take with them at the semester’s conclusion. They often plead to stay beyond the dismissal time, insisting to “just finish one more row.” As they are required to leave all supplies at the school, many participants have asked their parents or guardians to purchase supplies so they can continue work on another project at home.

This type of activity is particularly suited to helping students develop strong relationships with caring adults, as it fosters discussion while the act of crocheting alleviates the pressure of constant conversation. Especially towards the end of the semester, conversations have become particularly poignant, often revolving around recent neighborhood violence, school affairs, or families. One afternoon, students compared the youth of their mothers and grandmothers, citing thirteen, fourteen, and fifteen as typical ages for women to become pregnant. Activities of this nature considered for future programs would be particularly well suited for students with difficult family circumstances or who school personnel know need extra encouragement to dialogue with peers.

Tutoring

*Linda McClanahan, Geraldine Armstrong, Debra Leon, and Charles Shelby
SMGMTA Teachers, First, Third, and Fifth Grades*

Part of SMGMTA's preexisting afterschool program, tutoring students meet in small groups twice per week for one hour and target specifically determined academic skills. Participants are selected based upon test scores, and the teachers are paid for their time through an extended learning day contract. Tutoring teachers work collaboratively throughout the year, combining groups when necessary to ensure that children receive instruction even when an instructor must be absent. Midway through the semester, they decided to add an extra afternoon to the schedule to accommodate for missed sessions due to school closing, exemplifying dedication to serve children in any way possible, a drive to help all children succeed in their school that is a necessary characteristic of the successful teacher.

Afterschool Council and Closing Ceremonies

The Afterschool Closing Ceremonies have been scheduled by the site coordinator as a way to showcase the semester's accomplishments and provide participating students with a sense of closure. Scheduled for the evening hours so family members can attend, all SMGMTA students, families, and community members are invited. This afterschool "party" is a sort of capstone experience, celebrating student learning and offering a formal appreciation for all program leaders and supporting SMGMTA faculty members. Performances and galleries are scheduled to highlight each component of the afterschool program. The Closing Ceremonies will take place after the completion of this publication.

Midway through the semester, the Afterschool Council was formed as a way to promote student leadership and ownership of the program. Two students from each program except tutoring were selected to represent their activity. (Because the tutoring program meets in small groups of three to five students with various teachers, it was impossible to select students who could realistically represent the group. Also, funding requirements prohibited student from being released from tutoring time to participate in council activities.) Program leaders decided on the method of selection for the representatives; some chose students themselves while others facilitated a nomination and voting process. Selected representatives received a congratulatory letter explaining the function of the Afterschool Council and praising

**Sarah Moore Greene Magnet Technology Academy
3001 Brooks Road
Knoxville, TN 37914
865-594-1328**



Dear Parent,

Congratulations! Your student has been selected by his/her peers and after school teachers as a member of our After School Council. This is a great honor that recognizes dedication, motivation, responsibility, and leadership in SMGMTA's after school program. We are quite proud and excited to have your student as part of the council.

The main project of the After School Council is to help plan our After School Closing Ceremonies, scheduled for the evening of Thursday, April 28. (You will receive more information on this event after Spring Break.) This is a school-wide event that will display the accomplishments of all students in all of our after school programs. Members of the After School Council will serve as representatives for their particular program and will work closely with me to help plan the ceremony. They will assist in all aspects of preparation, from generating ideas to publicizing to setting up the event. This is a great opportunity for your child to act as a leader in the after school program.

Being a member of the After School Council requires no additional commitment from you. We simply want to inform you of your child's selection and commend his/her efforts. Keep up the great work!

Sincerely,

Amy Nachrab
After School and Full Service Coordinator

Figure 1. Congratulatory letter sent to parents and guardians of members of the Afterschool Council.

students for their efforts (see figure 1).

The Afterschool Council's main responsibility is to assist in the planning and preparations of the Afterschool Closing Ceremonies. Students work closely with the site coordinator during their regularly scheduled afterschool time so as to avoid schedule conflicts and extra burden on parents. Council members will design announcements and posters to send home and post in the school, determine the agenda, allocate space for each program's display in the school gymnasium, and are responsible for attending to all program details. The

site coordinator works directly with these students in the planning of the Closing Ceremonies. It is also emphasized that as council members, the students should represent the interests of all members of their afterschool program. They are encouraged to discuss ideas with other program participants, gather input, and report the group's consensus during the planning sessions. Council members will receive special recognition at the Closing Ceremonies.

Library Family Night

Monthly *Library Family Night* is held on the first Tuesday evening of each month from 6:00pm to 7:30pm to facilitate parent involvement and help the site coordinator become more recognizable to and acquainted with the parent community. These nights have met reasonable success, typically drawing between thirty and fifty people into the building. Refreshments are provided. Guest readers begin at 6:15pm and have included the principal, magnet facilitator, librarian, a literacy leader, and the former principal of the school. Each evening is organized around a theme. Craft projects are provided, and families are encouraged to complete these projects and select books to read together.

Month	Theme	Guest Reader(s)	Craft Activity
January	Snow Celebration	Magnet Facilitator Janice Clark; Principal George Anna Yarbro	Create a Winter Scene
February	Happy Valentine's Day!	Literacy Leader Linda Tyler	Make Valentines, decorate cookies
March	Happy Birthday, Dr. Seuss!	Librarian Tommie Branscum	Make bookmarks
April	Welcome Spring!	Former principal Blenza Davis; Afterschool Reading Circle Performance	Spring Crafts

A full-page announcement flyer with a calendar of dates for the entire semester was sent home in early January to announce the beginning of *Library Family Night*. Half-page reminders are also distributed; sending these reminders on the day of or day before the event is crucial to generating a worthwhile attendance (see figures 2 and 3). All families are asked to sign-in and are encouraged to record their suggestions or comments for improvements,

You are personally invited to

Library Family Night

on first Tuesdays , 6:00pm to 7:30pm

Join us for an evening of great books, snacks, and family time. Special guest readers will share their favorite books with us.

❄️ **January 19:** ❄️
Snow Party!

Celebrate winter and upcoming snow days with snow cones and hot chocolate.

6:00: Refreshments served.

6:15: Mrs. Tommie shares a book.

6:35: Mrs. Clark shares a book.

We'll conclude the evening with a special craft activity to create together and take home!

❄️ **All students and their families are invited!**
❄️ **The only "ticket" of admission is a caring adult.**

❄️ **Register for one of our door prizes!**

Upcoming Events:

Tuesday, February 1: Be My Valentine

Tuesday, March 1: Happy Birthday, Dr. Seuss

Tuesday, April 5: International Children's Book Day

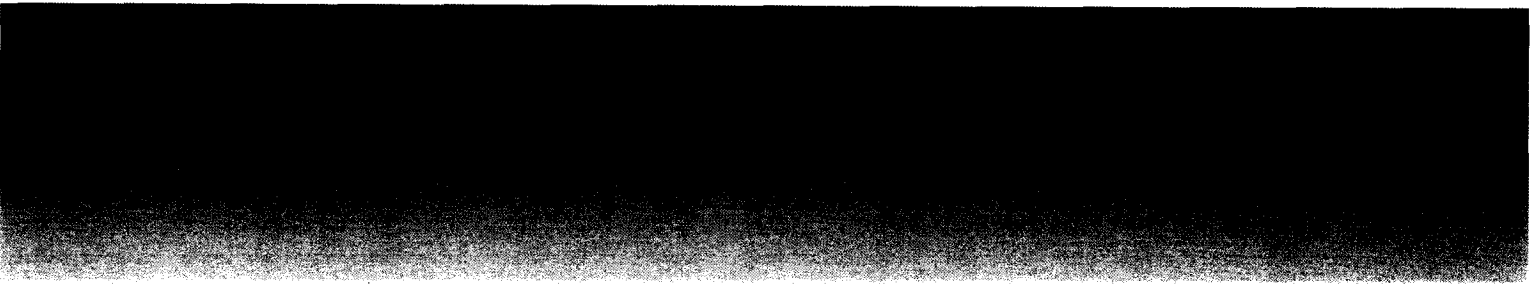
Tuesday, May 3: Mysterious May


This is an ongoing, come-when-you-can and leave-when-you-must program. Please feel welcome to share all or part of the evening with us.

Figure 2. *Library Family Night* announcement letter.

although none have done so after the January event. At parent suggestion, the time was changed from the original 5:30pm to 6:00pm. Applications for Knox County Public Library cards are available at the sign-in table. Parents seem to appreciate jazz music played before and after the guest readers.

Library Family Night provides a convenient forum for hosting other community events. The Children's Defense Fund provided Volunteer Income Tax Assistance (VITA) tax preparation for qualifying families during the March *Library Family Night*. By hosting these two events simultaneously, childcare was provided in the library while families' taxes were prepared. Six SMGMTA families were able to have their income taxes fully filed or met with VITA tax preparers to answer their questions; it is a goal of SMGMTA and Children's Defense





**Library Family Night
is Tuesday, March 1
6:00 to 7:30pm**

We will have a special Cat in the Hat craft, food, prizes, and free books!

All families are invited to attend. Special guest readers will share their favorite Dr. Seuss books!

Grandparents and extended family members are always welcome.

Free Income Tax Preparation!

VITA (Volunteer Income Tax Assistance) will be providing free tax support from 4:30-7:30 on Family Night. Just bring your return from last year (if you have it), your W-2, Social Security Card, and any receipts for deductible expenses. **Childcare during your meeting with a VITA volunteer will be provided.**

You MUST return this form TOMORROW if you would like to have VITA prepare your taxes for you.

Your Name _____

Child's Name _____

Child's Teacher _____

Please indicate all time slots when you are available on Tuesday, March 1:

_____ 4:30	_____ 5:30	_____ 6:30
_____ 5:00	_____ 6:00	_____ 7:00

Figure 3. *Library Family Night* reminder and VITA sign-up form.

Fund representative Rick Mosley to hold this event annually in February rather than March, as many families in this community pay large sums of money to have their taxes prepared immediately after receiving their W-2's. The 2005 VITA event returned several hundred dollars to the community at no charge; holding the event earlier should return a significantly larger amount of money in higher returns and saved accountant fees.

Funding for snacks and supplies is a particular problem. The majority of snacks provided are left over from the afterschool program. Very little food is purchased with funds from the grant, and all serving dishes and utensils are borrowed from the site coordinator. A



donation of various age-appropriate books from Scholastic enables each child who attends to receive a free book of his or her choosing.

Families have become increasingly more comfortable at *Library Family Night* with every month, and several of the same families have returned for each event throughout the semester. They appeared slightly uncomfortable in January, apparently unsure of the evening's motivation and their expected role in the gathering. This attitude changed drastically by March, when adults from several families would sit together for the entire evening discussing their children, the school, and the community at large. Parents appear to use *Library Family Night* as an opportunity to network with one another perhaps even more than as an opportunity to connect with their children. Many families arrive early and stay late, engaged in conversation during the entire time; this unanticipated outcome demonstrates a usefulness of these events in providing valuable networking and discussion time among various families who may otherwise be unable to communicate.

A future goal for *Library Family Night* is to provide a more directed, focused learning opportunity for the entire family. This might include offering computer classes, family language classes, or cultural education opportunities such as Family Theater. Care should be taken not to insult or alienate parents by making them uncomfortable learning side-by-side with their children. These family education opportunities are an invaluable service that can promote greater discussion both within and among families and keep parents and guardians directly and actively engaged in their child's learning.



Action Plan

The business of public education in America is, and should be, to teach young people how to take charge of their own learning and to become responsible, informed, and engaged citizens.

—American Youth Policy Forum


The 2005 SMGMTA afterschool program operates largely as a pilot, a point from which to develop a larger, more directed program. As such, there are great opportunities for improvement that can be achieved relatively easily. Many programs of its nature remain in the planning stages for at least one if not for several years; the preparation time for this program from hiring a site coordinator to implementation was less than three months. It should also be noted that Knox County Public Schools as an institution is not committed to the Full Service Community Schools philosophy. Many of the most noticeable changes necessary to raise SMGMTA from “Phase Two” to a “Phase Three” school as described by Dryfoos (see page 4, this publication) require the collaboration of the school board. The following Action Plan, however, presents several avenues for improvement that can be achieved at the local level with the collaboration of school administrators, the site coordinator, and community members. The list is numbered for clarification purposes and to emphasize that these measures must be approached in a methodical, focused manner, but it should become clear that, much like the FSCS itself, all elements are dependent upon the others to achieve the fullest success. Each must be considered as seriously as an independent item but should be approached from the perspective of a system change rather than an isolated adjustment.

Action Plan

1. Define clear short- and long-term goals that reflect school and community needs while taking into account organizational capacity.
2. Involve students and the community in the selection and planning of future program offerings.
3. Restructure the afterschool program to enhance services and more closely align with research-based models of effective programs.
4. Maximize educational and networking opportunities to make evening and adult programming more relevant and effective.
5. Institute evaluation of the program itself and of the site coordinator.

1. Define clear short- and long-term goals that incorporate school and community needs while taking into account organizational capacity.

Short- and long-term goals must be carefully considered and clearly defined in order for the afterschool program to become an effective, integral part of SMGMTA. A successful afterschool program can and does perform a variety of tasks, from enrichment to child care to providing a forum for social development; goals will include a mixture of these functions and aspects. Objectives should be defined in the following three areas of the afterschool: content goals, such as what types of programs to offer (i.e., academic or recreational) and their intended learning goals; short-term adjustments, including goals that can feasibly be attained within a semester or academic year; and long-term organizational changes that will require the collaboration and coordination of several agencies or multiple resources. SMGMTA, the site coordinator, and the lead agency must prioritize the program's goals to focus efforts and



ensure that the needs of all agencies—and especially those of the local community—are met. Organizational capacity should be a major factor particularly when determining short-term and content goals. Factors such as number and experience of program leaders, professional background of the site coordinator, and available funding will all greatly influence the defined objectives for a given period. Once determined, these goals should be repeatedly consulted to ensure that the afterschool program remains “on track” and an integrated component of the school. They should not, however, become so static as to not be adjusted. The situations and needs of students change frequently throughout the school year; so too can the goals of the afterschool as objectives are met or the local situation determines a more pressing function.

2. Involve students and the community in the selection and planning of future program offerings.

Just as the school is at the heart of the community, the community’s needs and desires must be central to the decisions of the school. Rather than simply imposing programs, parents, students, school personnel, and community members should collaborate to determine what services they deem necessary or useful for the school to offer. School personnel will neither support nor integrate after hours programming deemed outside the mission of the school, and students and parents will not attend programming they find boring or irrelevant. A study of services already available in the community should be conducted (either formally or informally), and a survey of parents, students, and school personnel should be considered the first step in planning future programs.

The establishment of a Community Advisory Council may be crucial in developing long-lasting parent involvement in the afterschool program and the Full Service Community School. This council, established as a part of some Children’s Aid Society Community Schools, should be comprised of invested parents and community members dedicated to strengthening the after hours programming, including afterschool and evening offerings. It may begin with or be housed within the PTA. Regardless of its origins or organizational structure, one of the Community Advisory Council’s main tasks should be working with the site coordinator to steer the after hours component of student and family education.

Figures 4 and 5 are adaptations of interest surveys currently used at Theodore Herzl Elementary School in Chicago, IL. Herzl is a Community School partnered with the

Community Schools Student Survey
After-School Fun and Learning for Grades 6-8

We need your help! We want to create after school activities that are exciting and interesting to you and other students. Answer the questions on both sides and give us your ideas and opinions about what new afterschool activities you would like to see at your school.

When you return your survey, we'll enter you into a drawing for free giveaways and prizes!

Name: _____ Grade: _____ Teacher: _____

Do you participate in afterschool activities? YES _____ NO _____

If yes, why do you participate? If no, why not? _____

When school is over I usually:	Would you like to get involved in afterschool activities?		Pick an activity that sounds good	Would you like to get involved in afterschool activities?	
	Yes	No		Yes	No
Stay after school			Make posters for afterschool activities		
Go to a friend's house			Learn how I can be a student helper		
Go to a family member's home			Learn about what I want to be when I group up		
Watch TV			Learn how I can make my school a better place		
Baby-sit my brothers/sisters			Any others?		
Go home			1.		
Hang out outside			2.		
Play video games			3.		
Go to the park					
Do homework					
If I stay after school, I:	Yes	No	Any comments?		
Go to activities/clubs					
Go to sports/teams					
Detention					
Don't stay after school					
Receive help with homework					
Help others with homework					

If you are in another program after school, please list the name of that program on the line below:

Tell us up to five things you think make afterschool fun:

1. _____

2. _____

3. _____

4. _____

5. _____

What afterschool activities would you offer your classmates?

1. _____

2. _____

3. _____

Would you like to get involved in afterschool program? If YES, check all that apply:

Join a group to decide what programs are offered

Help promote the program to other students

Participate in a program/activity that sounds good

Be a student leader in Afterschool

Tutor younger students

Join a club

Learn more about high schools and attending college

Learn more about local politics

Learn more about jobs/careers

Figure 4. Adaptation of the Community School Student Survey used at Herzl Elementary School.

Columbia College through the Office of Community Arts Partnerships. These examples are largely based on surveys provided by Herzl's site coordinator and should be altered to reflect SMGMTA's current afterschool offerings and specific needs. While Herzl is a K-8 school, older SMGMTA students could certainly complete a survey modified to suit their grade level. Parents could complete a survey on behalf on younger students, or the Community Advisory Council could develop a separate one specifically for parents.

3. Restructure the afterschool program to enhance services and more closely align with research-based models of effective programs.

The afterschool program as described in the Program Description does not clearly align with most nationally recognized, established Full Service Community Schools, notably the models utilized by the Children's Aid Society and Chicago Coalition for Community Schools.

Teacher & Staff Survey

We need your help! Your input will help to shape the 2004-05 programs. Please take a few minutes to complete and return both sides of this survey and return it to the school office within two days. Thank you!

Name: _____ Grade: _____
 Email: _____

Please rate the following areas as they pertain to new programs that should be considered for 2004-05. Use #1 as urgent, #2 as very important, and #3 as less important.

ACADEMIC	SOCIAL
<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Public Speaking
<input type="checkbox"/> Staying Focused/Time Management	<input type="checkbox"/> Relationships/Teamwork
<input type="checkbox"/> Writing	<input type="checkbox"/> Self-Control
<input type="checkbox"/> Fluency/Language Arts	<input type="checkbox"/> Conflict Resolution
<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Trusting Others
<input type="checkbox"/> Goal-Setting for High School	<input type="checkbox"/> Self Expression
<input type="checkbox"/> Math Computation	<input type="checkbox"/> Caring Adults
<input type="checkbox"/> Career/College Planning	<input type="checkbox"/> Cultural Awareness
<input type="checkbox"/> Drama	<input type="checkbox"/> Service Learning
<input type="checkbox"/> Science	<input type="checkbox"/> Intergenerational Programs
<input type="checkbox"/> Civic Education	<input type="checkbox"/> Community Action
<input type="checkbox"/> Advanced Placement Class	<input type="checkbox"/> Clubs for Teens
<input type="checkbox"/> Study Skills/Homework	<input type="checkbox"/> Current Trends
<input type="checkbox"/> Other (Please list)	<input type="checkbox"/> Other (Please list)

EMOTIONAL	<input type="checkbox"/> Peer Relationships
<input type="checkbox"/> Parental Support	<input type="checkbox"/> Body Concept/image
<input type="checkbox"/> Self-Esteem	<input type="checkbox"/> Positive Outlets
<input type="checkbox"/> Lack of Discipline	<input type="checkbox"/> Dating/Relationships
<input type="checkbox"/> Teen Violence	<input type="checkbox"/> Parental Communication
<input type="checkbox"/> Anger Management	<input type="checkbox"/> Learning to be Supportive/Nurturing
<input type="checkbox"/> Gender Issues	

What would you like to see supported in the areas of health and therapeutic services?

What programs should be made available for adults to help them succeed personally and to help their children do better in school? Should the program be a group activity or one-on-one?

When do you see the students most engaged during the school day?

What services can this community school offer you to fulfill the personal goals that you have as a teacher?

Are there areas of personal interest that you'd like to facilitate for an afterschool program? If yes, please state them here:

Regarding professional development, would you be interested in receiving CPDU credit for participating in the afterschool program? ___Yes ___No
What other types of training are you interested in receiving?

Would you like to participate in community school programs? If yes, check which roles would be most appealing to you:

- Working on the Program Advisory Team to plan programs and/or give input on an ongoing basis
- Working on parent/teacher projects or activities
- Helping plan high school preparation activities that are extra-curricular
- Being a lead teacher in a particular After-School activity or class
- Partnering as an assistant teacher with an artist or other outside contractor
- Coordinating a program selected by the community school principal or Columbia College
- Recruiting students at the school for a program(s)
- Occasionally volunteering to support special events at the community school

Would you like to be considered for a focus group discussion about program goals and planning? ___Yes ___No

Figure 5. Adaptation of Teacher and Staff Survey used at Herzl Elementary School.

SMGMTA students currently attend the afterschool program only one or two afternoons per week for between one hour and one hour and forty-five minutes; there is no built-in homework help or tutoring time except in the Tutoring program. Recent research concludes that this approach is “unlikely to produce long-term effects” (Miller 7). Recruitment should, then, target students who commit to attend each day of the week, and the afterschool program as a whole should prepare to serve the same students daily. (Enrollment can be bolstered with students who choose a one or two day per week enrollment, should that be necessary.) This drastic change from the current structure represents an important choice that must be carefully considered. Requiring daily rather than weekly attendance will necessarily reduce the number of children served by a significant amount. One reason that SMGMTA’s afterschool programs to date have worked with different students every day is to greatly increase the number of students served. Unable to offer enrollment to every interested child in the building, enrolling different students for each weekday afternoon made the afterschool program more accessible

to more students. Presented here is essentially a question of depth or breadth, that of potentially providing a more effective program to fewer students or a less effective program to more students. Such a change will require a serious commitment from SMGMTA, the Knoxville FSCS Team, and the site coordinator to offer a cohesive, well-designed program based on successful models and community need, the foundations of which have already been developed. The afterschool program will become more accountable with such a change, as this extended contact with students enables the possibility for significant gains. The risk of failure is also present; however, the potential for increased success certainly outweighs the risks.

Working with the same students daily will require that the site coordinator ensure continuity while guarding against overlap between programs. With the change in enrollment strategies, the daily schedule should also be revised to align with national models and to enhance student experience. The following is a suggested revision:

Scenario 1

Time	Activity
2:45-3:00pm	Snack and Break
3:00-3:45pm	Homework Help and Tutoring
3:45-4:30pm	First Cycle
4:30-5:15pm	Second Cycle
5:15-5:30pm	Closing Remarks and Flex Time
5:30pm	Pickup

Here, time for students to complete homework is built in and mandated. All students would be required to complete at least forty-five minutes of homework or studying before participating in afternoon activities. Surprisingly, several students in the current afterschool program ask repeatedly to be given time to complete homework before beginning Reading Circle or Dance. Incorporating this component not only relieves student stress to complete homework after getting home later in the evening, it also ensures that they are provided with the resources and suitable space for productive study. This scenario requires an amount of volunteer support to ensure that students receive the help they need and are fully benefiting from this time, but UT student volunteers should be available and able to provide such support. It is important that students perceive this homework time not as punishment but as a valuable

opportunity for assistance, if needed, and a standard part of one's weekday afternoon.

Program time under this scenario has also been significantly cut from the standard sixty or ninety minutes to only forty-five. This time enables students to attend two programs per afternoon, and it is necessary to conclude the afterschool program in time for students to eat dinner at home. This time change should actually make planning for most program leaders easier, since they have less time to fill. Cycling, much like changing classes in a regular middle or high school academic day, necessitates only that program capacity remain constant each weekday. It is suitable but not required to offer the same number of programs during the first and second cycles. For example, two classes of ten students each could meet for the first cycle and then come together for a group sport or physical education activity during the second. This type of flexible planning may be necessary if volunteers are difficult to secure for a particular day of the week, as past experience has proven can be a problem.

For programs that require more than forty-five minutes, or to accommodate for a shortage of program leaders, a modified schedule could be instituted:

Scenario 2

Time	Activity
2:45-3:00pm	Snack and Break
3:00-3:45pm	Homework Help and Tutoring
3:45-5:15pm	Session
5:15-5:30pm	Closing Remarks and Flex Time
5:30pm	Pickup

This scenario preserves the ninety minute instructional block currently offered but maintains a consistent dismissal time and still allows for homework and tutoring. A combination of these two time schedules could also be offered, depending largely on program leader and volunteer availability. Much like a college timetable, the Scenario 1 could be offered on Mondays and Wednesdays with Scenario 2 on offered Tuesdays and Thursday, for example. Any combination or modification of the two could be applied to suit student and staff needs, so long as pick up time remains constant to accommodate parents' schedules.

Documentation Changes

Enrollment is currently a two part process with different forms for each program. First, an announcement letter is sent to interested or selected students describing the program, day of the week, and pickup time. Once this letter is returned, the site coordinator sends a confirmation letter telling parents and students exactly when to begin the program. Some particularly successful aspects of the current registration process should be noted. Because prompt pickup is crucial to the successful afterschool program, the existing announcement letter deliberately and heavily emphasizes the expectation of a punctual and reliable form of transportation for students, and the confirmation letter reiterates it. As a result, late or neglected pickups have very rarely occurred (see figures 6 and 7) . Another important element of the registration letters is a summation of date and time information. This “quick reference” makes information for parents easy to find and understand, as many glance over these forms quickly without carefully reading the text in paragraph form.

This multi-part process, however, is slightly cumbersome and sometimes confusing to parents, particularly those who have multiple children or a child in several after hours activities. Simplifying the afterschool registration process would increase efficiency, reduce paperwork for the site coordinator, and improve clarity for parents. Figure 8 is an adaptation of the registration form used at Herzl Elementary School. It is presented as a model of a centralized registration process that could be easily customized for use at SMGMTA. The

ANNOUNCING	ANNOUNCING	ANNOUNCING
JAZZ AND CREATIVE MOVEMENT DANCE PROGRAM For 4 th and 5 th grade students		
<p>We are pleased to announce the addition of a second dance program to our after school offerings, JAZZ AND CREATIVE MOVEMENT FOR 4th AND 5th GRADE STUDENTS. Your child's name has been selected from the waiting list, and will be given priority enrollment. We will meet weekly from JANUARY TO MAY on WEDNESDAYS FROM 3:00PM TO 4:30PM. This is a FREE program for the selected 4th and 5th grade students.</p> <p>Please complete the enrollment form at the bottom of this sheet and return it to school TOMORROW if you still wish for your child to participate. Enrollment is limited and transportation must be provided. Students who participate must be picked up at 4:30pm. Students picked up late will NOT be able to continue in this program. Participation will be limited to 15 students. Selection for JAZZ AND CREATIVE MOVEMENT will be in the order that forms are returned, or by draw if the number of interested students exceeds the enrollment space. You will be notified if your child is selected and when to begin the program.</p> <p>WHO: 4th and 5th grade students interested in dance WHAT: JAZZ AND CREATIVE MOVEMENT DANCE PROGRAM WHEN: Wednesdays, 3:00pm to 4:30pm</p>		

Figure 6. Excerpt from sample announcement letter for SMGMTA afterschool programs. The summation at the bottom is particularly helpful to parents.

CONFIRMATION OF SELECTION JAZZ AND CREATIVE MOVEMENT DANCE PROGRAM For 4 th and 5 th grade students
<p>Congratulations! Your child has been selected for participation in our JAZZ AND CREATIVE MOVEMENT DANCE PROGRAM. Class will begin on Wednesday, January 12 immediately after school. We will meet weekly on Wednesdays until the month of May.</p> <p>Students who participate in this program must be picked up at 4:30pm. Students picked up late will not be able to continue in this program. Regular attendance is expected. Students with repeated absences will forfeit their spot in the program.</p> <p>You must return this form tomorrow to reserve your spot. Thanks for your support and participation! We look forward to seeing you in January!</p>

Figure 7. Excerpt from sample confirmation letter for SMGMTA afterschool programs. Note the reiterated emphasis on prompt pick-up.

registration form is accompanied by an "Activity Schedule" that lists all activities for a given semester (see page 49, this publication). It is distributed to all students at the beginning of the school year.

AFTERSCHOOL REGISTRATION FORM	
<i>This form must be completed in its entirety for every child you enroll.</i>	
Student's Name _____ Room # _____ Grade _____ Date of Birth ____/____/____ Homeroom Teacher _____	Class Selection: 1 st choice: _____ 2 nd choice: _____ 3 rd choice: _____
Parent/Guardian Information:	
Guardian Name _____	
Mailing Address _____	
City _____ State _____ Zip Code _____	
Home Phone _____ Work/Cell _____	
E-mail (if available) _____	
Emergency Contact:	
Name _____ Phone _____	
How will your child get home from the program?	
Walk _____ Will pick up _____	
If picking up, please list authorized person(s): _____	
<small>I hereby give permission for my child to participate in after-school enrichment programs provided by the Community Schools Initiative. I am aware of the dates and times at which my child's chosen programs run and I will be responsible for timely pick-up. I also give permission for my child to be photographed, audio taped or videotaped specifically for the purposes of documentation and publicity as it relates to program participation.</small>	
Please let us know if your child has any physical limitations and/or food allergies:	

Signature of Parent/Guardian: _____	

Figure 8. Adaptation of the Afterschool Registration Form currently used at Herzl Elementary School.

Designing Programs

Given such deliberate scheduling and identification of goals, afterschool programs must be *intentionally* designed to reflect and effectively attain these goals. Particularly in the wake of No Child Left Behind, many school administrators and parents are interested in providing academic enrichment programs in an effort to boost test scores and proficiency levels as measured by standardized tests. Afterschool programs and FSCS have been proven to

succeed in this arena, but only through careful design of programs and services.

The programs offered by SMGMTA's afterschool program to date, as described in the Program Description, vary greatly in their academic content, from recreational to high quality enrichment programs. Learning Point Associates identifies three main categories under which the majority of afterschool programming falls; SMGMTA programs are located in each. The following excerpts from the Learning Point Associates "Building High-Quality Academic Enrichment Activities" workshop handouts, distributed at the Coalition for Community Schools 2005 National Forum, offer insightful, specific information that should be carefully considered in the planning of future afterschool programs.

The three major categories are:

Tutoring/Homework Help - These activities extend the student's daily classwork into the afterschool hours. Tutors or teachers help students to complete homework, prepare for tests, and work specifically on concepts covered during the school day.

Enrichment - Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or using old concepts in new ways. These activities are fun for the students, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences. The methods used in enrichment activities differ from those of typical classwork.

Recreation - These activities are not meant to address academic concepts, but rather to allow students time to play. Sports, games, and clubs fall into this category. The activities do not need to be connected to academics. Lessons learned in recreational activities often include social skills, teamwork, leaderships, competition, and discipline.

In the interest of standardized tests and accountability, many educators favor enrichment activities in the afterschool program, as they directly relate to academic content and can be integrated with classroom learning. Planning an enrichment program that aligns with program goals and integrates well with regular day content can be challenging. The excerpts below identify and explain the four essential components that characterize high quality enrichment programs (see page 56 for activity worksheet):

High quality activities have the following characteristics:

- They exhibit well-integrated academic content.
- They develop strong relationships between the participants and caring adults.
- They provide opportunities for authentic decision-making by the participants.
- They allow the potential for student leadership in the activity.

Well-Integrated Academic Content

Academic content in afterschool activities should be *intrinsic* to the activity, rather than merely added as an afterthought. Academics should be organically knit into the fabric of the activity, such that the learning occurs as a function of the process itself instead of as a tangential consideration. In our study thus far, several programs have submitted activities in which the academic content of the activity was added on to the end of an activity that was already occurring (e.g. allowing students to play basketball only if they write a report describing their favorite basketball player). The learning should come from the activity, not be connected after-the-fact. Also, in order for the activity to be engaging, the academic content should be made relevant to the participants' experience. Academic content must also be age and ability appropriate.

The distinction between intrinsic and tangential learning is an important one. Learning Point Associates defines intrinsic learning as that which “takes place through engaging in the activity itself.” Alternatively, tangential learning is “only marginally connected to the activity.” The following example from their workshop handout clearly illustrates the difference between the two types of learning.

Community Garden

Students maintain a community garden. They plant, pick, and sell the vegetables. The goal of this activity is for students to learn the planning and organization skills associated with math and science.

Intrinsic Learning

- Students decide where to plant seeds based on instructions for each type.
- Students plan a schedule for watering the plants.

Tangential Learning

- Students create a mural on the wall beside the garden depicting themselves working on it.
- Students write reports on the history of their favorite vegetables.
- Students make greeting cards using vegetable prints for decorations.

Note that if the intended objective in this example were to learn gardening history, then writing a report could be intrinsically connected; it is specifically the learning objective that determines if activities are intrinsically or tangentially related. The structure and atmosphere of the afterschool program is particularly suited for semester-long project driven study that intrinsically incorporates a number of varied academic goals. Whether or not learning is intrinsically or tangentially connected depends almost entirely upon the stated goal of an activity.

Strong Relationships between the Participants and Caring Adults

The motivation for a student's success often can be linked to pleasing an important adult. For this reason, high quality afterschool activities should encourage strong relationships between the participants and adults in the program. Such connections often work best if the activity is done in a collaborative style—that is, if students feel that they are working *with* the adults rather than being instructed by them. For strong relationships to develop, the adult must be invested in each participant's growth. Adult leaders should have a desire to see the students succeed and should respond to student needs accordingly. Students should be able to trust their leaders.

Opportunities for Authentic Decision Making

Allowing students to make decisions about how an activity will proceed gives them ownership of the activity. For this situation to occur, the decisions made by participants must be "real" decisions. Real decisions are those that affect student experience and affect the outcome of the activity. The results of these decisions should be visible to the students and linked to the learning goals of the activity. The decisions made by students should be age appropriate. Younger students may be able to feel some ownership of an activity by making choices from a limited set of options. However, as students get older, the decisions they make should become broader in both scope and depth.

Potential for Student Leadership

Whereas decision making allows the students collectively to take ownership of an activity, providing opportunities for student leadership gives individual students responsibility for a particular piece of the activity. There are two primary ways that this occurs. First, students can be assigned (or can volunteer for) specific roles that are built in to the activity itself. Second, the adults in the program should be receptive to emerging leadership about the course an activity may take. Creating these opportunities for leadership encourages students to take pride in their work and helps them to develop important skills for the future.

4. Maximize educational and networking opportunities to make evening and adult programming more relevant and effective.

Though *Library Family Nights* are a relative success, events such as these could prove more useful by including educational opportunities for parents and families. Much like the afterschool offerings, however, parents and community members should be surveyed and consulted to determine the types of programs they determine necessary or worthwhile. These might include GED classes, parenting classes, computer classes, resume and professional workshops, etc. Support groups and interest groups might also be hosted. Regardless of program offerings, these family education opportunities must be structured, relevant, and held in the evenings or on weekends. It is also crucial to provide childcare.

5. Institute evaluation and the program itself and of the site coordinator.

Evaluation is key. As with any program, it is necessary to regularly and objectively evaluate its progress and efficacy. Anecdotal evidence, however moving, is no longer a sufficient basis on which to develop a sustainable, effective program. Student scores should certainly be examined in this evaluation, but standardized tests are in no way capable of measuring the true impact of a Full Service Community School. Parent, student, and teacher surveys should be conducted in conjunction with reviewing test scores, absences and tardies, behavioral changes, and perception of the educational environment. This evaluation should directly reflect the stated program goals while also reporting unsuspected effects. It should not be approached as a “necessary evil” but rather as a way to assess the strengths and weaknesses of a program in order to better serve the children and the community. The site coordinator, as a crucial position in the Full Service Community School, should be subject to a performance review as well. A system of assessment is necessary to ensure the highest quality services possible are offered and to determine what steps are needed to raise the quality level even higher.

Activity Information	Description of Proposed Activity
<p data-bbox="280 533 475 560"><i>Number of Students</i></p> <p data-bbox="280 657 391 684"><i>Age Range</i></p> <p data-bbox="280 779 464 806"><i>Duration of Activity</i></p>	
<p data-bbox="280 919 573 1045"><i>What is the academic content of this activity, and how is it linked to the stated content goals of the afterschool program?</i></p>	
<p data-bbox="280 1125 565 1251"><i>How does this activity help create strong relationships between the participants and adults, peers, or older students?</i></p>	
<p data-bbox="280 1331 561 1436"><i>What opportunities does this activity present for authentic decision making by the participants?</i></p>	
<p data-bbox="280 1537 558 1621"><i>What opportunities for youth leadership does this activity present for participants?</i></p>	

Adapted from Learning Point Associates "Proposed High Quality Academic Enrichment Activity" handout distributed at the Coalition for Community Schools 2005 National Forum.




Resources

This section provides resources and ideas for future afterschool programs. Included are full-size registration and confirmation forms, reminder letters, and other documentation utilized in SMGMTA's 2005 afterschool program. They are intended for use as they are or as models for upcoming programs. Also included are program ideas ranging from topic ideas to introductory games that can lead to useful afterschool projects. All materials here can be photocopied for use or accessed digitally on the included CD-ROM. File name and project information is included.

The following games are suggestions from the "Theatre Games and Literacy Activities Toolbox" handout distributed by the Program Director of the Advantage Theatre and Film Program at a Children's Aid Society Community School in New York. They can easily be incorporated into the afterschool program as teambuilding exercises or brainstorming for a larger performing arts endeavor.

Crazy 8's - Instructor leads group in shaking out right arm, left arm, right leg, left leg each on a fast count of 8. Then again on a count of 7, then 6 and on down faster and faster until everyone shakes each arm or leg as fast as they can on the final count of "1,1,1,1."

Ripple - Group passes a physical and/or vocal impulse around the circle. The impulse may be a simple clap, a single word, a facial expression or some



combination of sound and movement. The impulse must be passed with clear eye-contact. The person passing the impulse may choose to change the direction or even pass it across the circle.

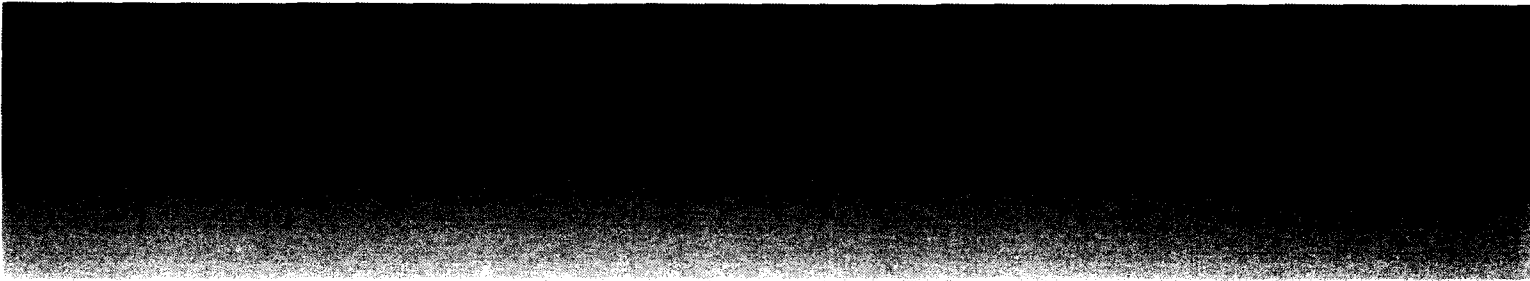
Switching Seats - Group sits in a circle with one chair less than there are players. One person stands in the center and must say something true about himself, beginning with the phrase: "Everybody who . . ." Everyone who shares that trait or experience must then find a new seat. As in musical chairs, there will always be one person left in the middle, who then must say something true about himself and so on . . .

Speak Easy - Group brainstorm a list of words and phrases, possibly connected to a specific topic, about which they have some prior knowledge or personal connection. The words are written on the board in random order. The instructor then chooses a word from the list and an individual student who must, without pausing or repeating, speak non-stop on the topic for 30 seconds (timed on a stopwatch). The student then gets to choose the next topic and 30-second speaker.

Timed Writing - Using the same list of words created for Speak-Easy, students are given one minute non-stop on several topics announced by the instructor. After four or five one-minute writings, students may read their favorite aloud to the class.

Say-Back - When a student reads their work aloud, the rest of the class can respond, not with critique or suggestions, but by quietly repeating images or phrases they liked or that stuck with them. The whole group does this at once, but whispering as if they were an echo or ripples in a pond.

What Are You Doing? - One actor begins mime a simple activity. Another actor approaches and asks, "What are you doing?" The first actor must respond



immediately, naming any action other than the one he is actually doing. The second actor then begins performing the action named by the first actor until a new actor enters and so on. Repeating an action or taking too long to name one can be cause for elimination.

“Yes, and . . .” - Two actors play a scene in which each line is preceded by the words “Yes, and...” The objective is to learn the central rules of Improvisation: Never say “No” and always add something.

The Ad Game: Six to eight volunteers play at a time. The rest of the class is the audience. The players must come up with an ad campaign for an ordinary product with an unusual quality (for example, a necktie that can be used as a CD player). The ad team has five minutes to come up with a name for the product, a package design, a slogan, a jingle, a spokesperson, a marketing strategy and a finished commercial which they act out. The idea is to play it like an over the top brainstorming session. Accept all first ideas as the greatest idea ever. Always say “Yes!” Never say “No” or “Or.”

Hand-Drawing - Each student is given a piece of blank paper and a selection of colored pens. The teacher leads the class through the following set of instructions:

- Trace one of your hands in the middle of the page.
- In the space within each finger, write one word or phrase that describes “Who you are.”
- In an expanding spiral beginning in the palm, write a sentence describing something about yourself that you are proud of.
- Draw long, straight lines that begin at the tip of each finger and radiate out to the edge of the page.
- On the line extending from the thumb, write one thing that you’d like to do by this time tomorrow.



Characteristics of This Age-Group (5-10):

High energy and need lots of activity

Practicing large muscle and fine motor skills

Developing physical flexibility

Growing attention span

Respond to simple rules and limits

Eager to learn

Creative

Beginning to reason

Feel their ideas count

Easily hurt and insulted

Identify with the family

Eager to please

Enjoy small group

Emphasize fairness

Source: Afterschool Alliance, *Afterschool Resources*



What Afterschool Should Offer This Age-Group:

Wide variety of activities and choices,
but offered under a set routine

Frequent individual interaction with
adults

Games with simple rules

Quiet areas as well as noisy areas

Outside experiences

Imaginative play opportunities

Some clear responsibilities like clean-
up

Projects that apply school day lessons
to family and community

Opportunities to read aloud, silently,
and to talk about books and ideas

Matching, ordering, and sorting
activities

Opportunities to apply arithmetic
problems in real-world ways

Small experiments with everyday
products


Nature walks and talks

Opportunities to work with a variety of
materials for projects

Physical activities that do not
emphasize competition, such as jump
rope, marbles, jacks, and kites

Music, dance, and drama
opportunities

Opportunities to try experiences from
diverse cultures

- 
- On the line extending from the index finger, write one thing that you would like to do by this time next week.
 - On the line extending from the middle finger, write one thing that you would like to do by this time next month.
 - On the line extending from the ring finger, write one thing that you would like to do by this time next year.
 - On the line extending from the pinkie finger, write one thing that you would like to do by this time in the next five years.
 - Decorate the remaining white space and border of the page with pictures, images, and symbols that have special meaning for you.
 - Share your picture with two other people.

Closure Circle - Whenever possible, end each session back in a circle. Going around the circle, allow each participant to name one favorite moment from the session's activities. (They may also say one positive and one negatives if they wish.) This provides an excellent opportunity for reflection and immediate assessment of the day's work.



full service schools



making our communities stronger

Full Service Community School logos
"logo_no_words" and "fulllogo"
Both in Adobe Illustrator (AI) and PDF

Sarah Moore Greene Magnet Technology Academy
3001 Brooks Road
Knoxville, Tennessee 37914
594-1328

ANNOUNCING

ANNOUNCING

ANNOUNCING

JAZZ AND CREATIVE MOVEMENT DANCE PROGRAM
For 4th and 5th grade students

We are pleased to announce the addition of a second dance program to our after school offerings, JAZZ AND CREATIVE MOVEMENT FOR 4TH AND 5TH GRADE STUDENTS. Your child's name has been selected from the waiting list, and will be given priority enrollment. We will meet weekly from JANUARY TO MAY on WEDNESDAYS FROM 3:00PM TO 4:30PM. This is a FREE program for the selected 4TH and 5TH grade students.

Please complete the enrollment form at the bottom of this sheet and return it to school TOMORROW if you still wish for your child to participate. **Enrollment is limited and transportation must be provided.** Students who participate must be picked up at 4:30pm. Students picked up late will NOT be able to continue in this program. **Participation will be limited to 15 students.** Selection for JAZZ AND CREATIVE MOVEMENT will be in the order that forms are returned, or by draw if the number of interested students exceeds the enrollment space. You will be notified if your child is selected and when to begin the program.

WHO: 4th and 5th grade students interested in dance
WHAT: JAZZ AND CREATIVE MOVEMENT DANCE PROGRAM
WHEN: Wednesdays, 3:00pm to 4:30pm

Please complete and return:

Child's Name

Grade

Teacher's Name

Parent's Name

Address

_____ I want my child enrolled in JAZZ AND CREATIVE MOVEMENT and I will provide transportation for my child at 4:30 pm.

Parent's Signature

Phone or Cell Number

Sarah Moore Greene Magnet Technology Academy
3001 Brooks Road
Knoxville, Tennessee 37914
594-1328

CONFIRMATION OF SELECTION

JAZZ AND CREATIVE MOVEMENT DANCE PROGRAM
For 4th and 5th grade students

Congratulations! Your child has been selected for participation in our JAZZ AND CREATIVE MOVEMENT DANCE PROGRAM. Class will begin on Wednesday, January 12 immediately after school. We will meet weekly on Wednesdays until the month of May.

Students who participate in this program must be picked up at 4:30pm. Students picked up late will not be able to continue in this program. Regular attendance is expected. Students with repeated absences will forfeit their spot in the program.

You must return this form tomorrow to reserve your spot. Thanks for your support and participation! We look forward to seeing you in January!

Please complete and return:

Child's Name

Grade

Teacher's Name

Name of person to pick up child

Relation to child

Home or Cell Phone Number

Work Phone Number

Parent's Signature

AFTERSCHOOL REGISTRATION FORM

This form must be completed in its entirety for every child you enroll.

Student's Name _____

Room # _____ Grade ____ Date of Birth ____ / ____ / ____

Homeroom Teacher _____

Class Selection:

1st choice: _____

2nd choice: _____

3rd choice: _____

Parent/Guardian Information:

Guardian Name _____

Mailing Address _____

City _____ State ____ Zip Code _____

Home Phone _____ Work/Cell _____

E-mail (if available) _____

Emergency Contact:

Name _____ Phone _____

How will your child get home from the program?

Walk ____ Will pick up _____

If picking up, please list authorized person(s): _____

I hereby give permission for my child to participate in after-school enrichment programs provided by the Community Schools Initiative. I am aware of the dates and times at which my child's chosen programs run and I will be responsible for timely pick-up. I also give permission for my child to be photographed, audio taped or videotaped specifically for the purposes of documentation and publicity as it relates to program participation.

Please let us know if your child has any physical limitations and/or food allergies:

Signature of Parent/Guardian: _____

Afterschool
ACTIVITY SCHEDULE

CLASS	TEACHER	DAY/TIME	GRADES OFFERED	DESCRIPTION

Teacher & Staff Survey

We need your help! Your input will help to shape the 2004-05 programs. Please take a few minutes to complete and return both sides of this survey and return it to the school office within two days. Thank you!

Name: _____

Grade: _____

Email: _____

Please rate the following areas as they pertain to new programs that should be considered for 2004-05. Use #1 as urgent, #2 as very important, and #3 as less important.

ACADEMIC

- Reading Comprehension
- Staying Focused/Time Management
- Writing
- Fluency/Language Arts
- Problem Solving
- Goal-Setting for High School
- Math Computation
- Career/College Planning
- Drama
- Science
- Civic Education
- Advanced Placement Class
- Study Skills/Homework
- Other (Please list)

SOCIAL

- Public Speaking
- Relationships/Teamwork
- Self-Control
- Conflict Resolution
- Trusting Others
- Self Expression
- Caring Adults
- Cultural Awareness
- Service Learning
- Intergenerational Programs
- Community Action
- Clubs for Teens
- Current Trends
- Other (Please list)

EMOTIONAL

- Parental Support
- Self-Esteem
- Lack of Discipline
- Teen Violence
- Anger Management
- Gender Issues
- Peer Relationships
- Body Concept/Image
- Positive Outlets
- Dating/Relationships
- Parental Communication
- Learning to be Supportive/Nurturing

What would you like to see supported in the areas of health and therapeutic services?

What programs should be made available for adults to help them succeed personally and to help their children do better in school? Should the program be a group activity or one-on-one?

When do you see the students most engaged during the school day?

What services can this community school offer you to fulfill the personal goals that you have as a teacher?

Are there areas of personal interest that you'd like to facilitate for an afterschool program? If yes, please state them here:

Regarding professional development, would you be interested in receiving CPDU credit for participating in the afterschool program? ___Yes ___No

What other types of training are you interested in receiving?

Would you like to participate in community school programs? If yes, check which roles would be most appealing to you:

- Working on the Program Advisory Team to plan programs and/or give input on an ongoing basis
- Working on parent/teacher projects or activities
- Helping plan high school preparation activities that are extra-curricular
- Being a lead teacher in a particular After-School activity or class
- Partnering as an assistant teacher with an artist or other outside contractor
- Coordinating a program selected by the community school principal or Columbia College
- Recruiting students at the school for a program(s)
- Occasionally volunteering to support special events at the community school

Would you like to be considered for a focus group discussion about program goals and planning? ___Yes ___No

Community Schools Student Survey

After-School Fun and Learning for Grades 6-8

We need your help! We want to create after school activities that are exciting and interesting to you and other students. Answer the questions on both sides and give us your ideas and opinions about what new afterschool activities you would like to see at your school.

When you return your survey, we'll enter you into a drawing for free giveaways and prizes!

Name: _____ Grade: _____ Teacher: _____

Do you participate in afterschool activities? YES _____ NO _____

If yes, why do you participate? If no, why not? _____

When school is over I usually:			Would you like to get involved in afterschool activities?		
	Yes	No	<i>Pick an activity that sounds good</i>	Yes	No
Stay after school			Make posters for afterschool activities		
Go to a friend's house			Learn how I can be a student helper		
Go to a family member's home			Learn about what I want to be when I group up		
Watch TV			Learn how I can make my school a better place		
Baby-sit my brothers/sisters			Any others? 1. 2. 3.		
Go home					
Hang out outside					
Play video games					
Go to the park					
Do homework					
If I stay after school, I:	Yes	No	Any comments?		
Go to activities/clubs					
Go to sports/teams					
Detention					
Don't stay after school					
Receive help with homework					
Help others with homework					

If you are in another program after school, please list the name of that program on the line below:

Tell us up to five things you think make afterschool fun:

1. _____

2. _____

3. _____

4. _____

5. _____

What afterschool activities would you offer your classmates?

1. _____

2. _____

3. _____

Would you like to get involved in afterschool program? If YES, check all that apply:

_____ Join a group to decide what programs are offered

_____ Help promote the program to other students

_____ Participate in a program/activity that sounds good

_____ Be a student leader in Afterschool

_____ Tutor younger students

_____ Join a club

_____ Learn more about high schools and attending college

_____ Learn more about local politics

_____ Learn more about jobs/careers

**Sarah Moore Greene Magnet Technology Academy
3001 Brooks Road
Knoxville, TN 37914
865-594-1328**



Dear Parent,

Congratulations! Your student has been selected by his/her peers and after school teachers as a member of our After School Council. This is a great honor that recognizes dedication, motivation, responsibility, and leadership in SMGMTA's after school program. We are quite proud and excited to have your student as part of the council.

The main project of the After School Council is to help plan our After School Closing Ceremonies, scheduled for the evening of Thursday, April 28. (You will receive more information on this event after Spring Break.) This is a school-wide event that will display the accomplishments of all students in all of our after school programs. Members of the After School Council will serve as representatives for their particular program and will work closely with me to help plan the ceremony. They will assist in all aspects of preparation, from generating ideas to publicizing to setting up the event. This is a great opportunity for your child to act as a leader in the after school program.

Being a member of the After School Council requires no additional commitment from you. We simply want to inform you of your child's selection and commend his/her efforts. Keep up the great work!

Sincerely,

Amy Nachtrab
After School and Full Service Coordinator

You Earned It... NOW CLAIM IT!



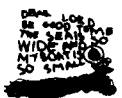
You may be eligible for the **Earned Income Tax Credit (EITC)**, if you worked in 2004. EITC is a tax benefit that could **refund you up to \$4,000** even if you owe no tax and had no income tax withheld. Just file a tax return to **claim it**.

**Get FREE income tax
preparation at
Sarah Moore Greene on
Tuesday, March 1!
Call 594-1328 for details and scheduling.**

IMPORTANT - Make sure you bring the following with you:

- ✓ A copy of last year's tax return, if you have one
- ✓ Social Security Cards or Individual Taxpayer Identification Number (ITIN) Cards for you, members of your household, and dependents
- ✓ W-2s, 1099s, or any other wage, salary and income statements
- ✓ Receipts for expenses you would like to deduct, like day care

Call the **Children's Defense Fund** at **1-800-CDF-1200** for more information about tax credits and our free tax preparation service with IRS-trained volunteers.



Children's Defense Fund

A message from CDF's Tax and Benefit Outreach Campaign

www.childrensdefense.org

1-800-CDF-1200

Activity Information	Description of Proposed Activity
<p data-bbox="172 275 418 306"><i>Number of Students</i></p> <p data-bbox="172 432 313 464"><i>Age Range</i></p> <p data-bbox="172 579 407 611"><i>Duration of Activity</i></p>	
<p data-bbox="172 758 537 915"><i>What is the academic content of this activity, and how is it linked to the stated content goals of the afterschool program?</i></p>	
<p data-bbox="172 1020 529 1178"><i>How does this activity help create strong relationships between the participants and adults, peers, or older students?</i></p>	
<p data-bbox="172 1283 529 1419"><i>What opportunities does this activity present for authentic decision making by the participants?</i></p>	
<p data-bbox="172 1545 529 1640"><i>What opportunities for youth leadership does this activity present for participants?</i></p>	

Adaptation of handout from Learning Point Associates workshop at the Coalition of Community Schools 2005 National Forum
 "activitysheet"
 Word document and PDF



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