A literature review of the

Effectiveness of School-Based Services

SEPTEMBER 26, 2002

A Literature Review of the Effectiveness of School-Based Services

Report Prepared For:

Helen Myers
Project Director, School-Based Program Review
Ministry of Children and Family Development

Report Prepared By:

David I Hay
Information Partnership
1650 Chandler Avenue
Victoria, BC   V8S 1T1
Tel: 250 592 2220
Fax: 250 592 2310
Email: David.Hay@InfoPartners.ca

Contents   Page

1. Executive Summary

As part of the school-based program review, the Management Services Division of the BC Ministry of Children and Family Development commissioned this literature review of the effectiveness of school-based services. This paper discusses the findings from the research, provides conclusions and recommendations, and provides an annotated bibliography of sources.

Conditions for Healthy Child Development

Current social policy research identifies the following conditions for healthy child development: public policy, programs and services to contribute to the optimal development of children and youth; education as a key input and influence on the development of children and youth; programs and services to support the learning of children and youth who are at-risk for sub-optimal learning development; integrated services that enhance 'customer service', affordability and accountability; schools as a key site for the delivery of educational programs and other services that contribute to the development of children and youth; participation of the community at large – children and youth, parents, other adults, community organizations, the private sector, and government – for the development, implementation, administration, monitoring and assessment of successful programs.

Review Findings

The paper provides a detailed review of the literature relevant to BC's particular set of school-based services. Thematically, crossing over all of the services, there are four important findings:

➢ There are components of effective services that can be applied to any school-based service program:
  o A clear plan with a focus on shared goals with timelines to achieve them
  o Services focused on delivering outcomes, not servicing risk
  o Outcomes-focused cooperation between schools, service providers, and funding sources
  o Commitment to 'data-driven' or 'evidence-based' decision-making
  o Creation of concrete accountability and evaluation systems
  o Support for professional development and for policy and program implementation

- o Participatory program operations that involve the schools, teachers, staff, students, parents, and the broader community as appropriate
  - o Effective partnerships with other stakeholders (i.e., agencies and groups)
- ➢ Community schools, where education and learning are connected to the broader community, and sometimes to other programs and services, are the most successful school-based service program
- ➢ Integrated services, that are focussed on the needs of the child, family and community, are the best approach to providing school-based services
- ➢ Adequate support (leadership, time, expertise, financial resources, etc.), training, monitoring and evaluation are essential to the successful provision of effective school-based services.

In summary, it is evident that programs and services are required to support education, learning and healthy development. It is imperative that programs and services are able to demonstrate their contribution to educational outcomes and healthy development. The review has shown that there are some indications from other jurisdictions of the effectiveness of school-based programs – particularly community schools and early intervention programs.

There is a critical need to create information management systems here in BC to enable BC programs to demonstrate effectiveness. The literature review has provided a look at many solid 'performance models' that exist in Canada and the US that a BC system could be built upon, and there are already activities to this end underway within government in BC. It is obviously important to integrate these activities to have the most effect, and to use resources efficiently. It may be less obvious, but equally or even more important: substantial leadership and support needs to be provided to design, implement, and sustain such a system.

Recommendation 1
That the Ministry of Children and Family Development, in partnership with relevant stakeholders, pursue the development of an information management system – for the practical use of all relevant stakeholders – that will provide ongoing support for effective administration, monitoring and evaluation of BC's school-based services.

Recommendation 2
That the Ministry of Children and Family Development, in partnership with relevant ministries and stakeholders, examine a broadening of the current community schools model to include the integration of related human services.

In conclusion, there are three lessons to restate:

➢ Service system change requires intense intervention, but change is possible when communities work in concerted and integrated ways to solve share problems
➢ Change efforts need to be part of everyday life, thus community members need to be involve in these efforts that will alter their lives
➢ These efforts require new attitudes, professional responses, and ways of thinking about human service delivery

2. Introduction

As part of the school-based services review project, the Management Services Division of the BC Ministry of Children and Family Development commissioned this literature review of the effectiveness of school-based services. The objectives are to:

1. Provide a literature review on the effectiveness of school-based services, specifically: the social equity envelope (school meals; inner city and early academic intervention programs), community schools, school-based support services, healthy schools, and summer education programs in provincial resource programs.

2. Analyze the findings of the literature review and provide a report with recommendations.

Section 3 of this report provides some background to the review. Section 4 outlines the review method and other research issues. Section 5 provides a summary of the findings of the literature review. Section 6 analyzes and synthesizes the findings to give conclusions and recommendations. Section 7 lists the endnotes and Section 8 provides an annotated bibliography of sources.

3. Background

As part of the Ministry of Children and Family Development's comprehensive review of its programs and services, the Management Services Division is collecting evidence on the effectiveness of school-based services. This literature review is a contribution to that evidence.

To place BC's school-based programs in context, it is important to recognize the dimensions of current social policy discourse in Canada, and to recognize the place of the school as a site for social program delivery.

The stated goals of BC's school-based services are primarily two-fold: to facilitate and enable children and youth to fully participate in their educational programs; and to contribute to the healthy growth and development of children and youth.

Two inter-connected conceptual frameworks, social cohesion and social inclusion, currently dominate social policy discourse in Canada. Recent Canadian research has identified five dimensions of social cohesion, three of which – belonging,

inclusion/integration, and participation – directly relate to the goals of BC's school-based services.[1]

For a number of reasons and especially for particular population sub-groups in Canada – minorities, the poor, and people with disabilities – social exclusion is a major issue. The Laidlaw Foundation has explored and promoted social inclusion as a "new way of looking at the well-being of children" and lists five cornerstones of the concept.[2] Two of the cornerstones of social inclusion, human development and involvement/engagement, are directly relevant to the goals of BC's school-based programs.

Another recent Canadian research paper helps to situate BC's school-based services. The National Children's Alliance, a coalition of national organizations concerned about the well-being of children and youth, commissioned Louise Hanvey to produce a discussion paper on human development issues for the "middle childhood" years (ages 6 to 12).[3]

Hanvey uses an "ecological model of children's development" that examines the relationship between children's characteristics and influences, outcomes, and the basket of available services for children.

Influences ⟷ **Outcomes**
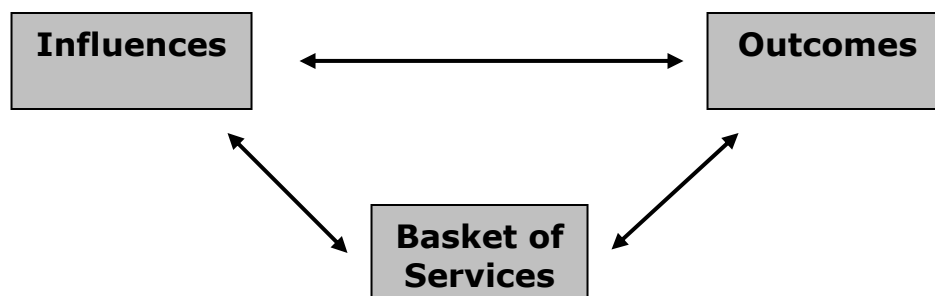
Basket of Services

The model recognizes that children live in varied contexts and these contexts influence their development in complex, iterative and interactive ways. The 'basket of services' available to children is recognized as both an intervening variable and as a developmental influence. The bi-directional arrows establish the paths of influence that move back and forth and through various developmental contexts and child outcomes.[4]

The school is one of the critical areas of influence in this model, along with the child, the family, and the community.[5]

Mahon and Beauvais reviewed public policies across Canada for school-aged children and published their findings in January 2001.[6] Their general conclusion was that "[t]hus far policies for school-aged children have only been stitched together piecemeal and cannot be said to provide children aged 6 to 15 the security they need to develop and grow to their full potential."[7]

Mahon and Beauvais note a shift away from general, broad-based programs with additional measures for those children needing extra support, to programs targeted to low-income children and families and others deemed most 'at-risk'. Another theme noted in their cross-jurisdictional review is that while 'integrated' policies and programs are desired, in practice there are mixed results. There is evidence that in some jurisdictions current policies and programs reflect the continuation of multi-department or multi-ministry responsibility and delivery.

Reviewing the learnings from international comparative research conducted for the Organization for Economic Cooperation and Development (OECD), Richard Volpe echoes the findings of Mahon and Beauvais and suggests that "fragmented" programs challenge the "ability to deliver...services to children and youth at risk."[8] Research conducted by Volpe and others has shown that "unintegrated services" are "deficient in their ability to produce desired outcomes."[9]

Volpe's international review found that integrated services were the preferred delivery model, and that they were a high priority on the policy agenda of many jurisdictions. "Administrators valued economies, while professionals valued the improved service, reduced stress, and increased job satisfaction."[10] Of note, Volpe reports that this continued policy interest in integration is primarily because of its potential to provide affordability and accountability.

Mahon and Beauvais make an important observation in their review, "[a]ll school systems are grappling with ways to meet the diverse and special needs of school-aged children and, in some provinces, real efforts have been made to make the school the centre for delivery of a broad range of services for children and their families."[11] Hanvey also makes this point, i.e., that school can be an important hub of services delivery.[12] Hanvey cites a program in Saskatchewan, "School[PLUS] - whereby schools have two primary functions: to educate children and youth, and to support services delivery (i.e., where

the school serves as a community-level centre for the delivery of social, health, recreation, culture, justice and other services).[13]

Although the focus of a recent report to the Ministry of Children and Family Development and the BC government was early child development and specifically the pre-school ages of 0 to 6, the authors make a number of points that are relevant to this review.[14] While particular programs are not mentioned, Mustard and Picherack note how school-based programs can aid in the learning development of school-aged children.[15] The authors also note that children identified as 'vulnerable' (i.e., at-risk) for learning delay can also hold back 'non-vulnerable' children from appropriate learning outcomes.[16]

Mustard and Picherack make the point a number of times that early child development programs and services are best linked to schools, on the one hand to link them to learning, and on the other to provide integration with existing institutional arrangements for learning.[17] The authors feel strongly enough about this last point to suggest that early child development [ECD] programs and services should be made the responsibility of the Ministry of Education, as the goals of ECD programs are primarily to aid learning outcomes.[18]

The above discussion has meant to serve as background and context for the review of school-based services effectiveness. It is important to link the goals of BC's programs – enabling participation in education, and contributing to healthy growth and development – to current Canadian policy research on the health and well-being of children and youth.

In summary, the current research suggests that:

➢ Public policy, programs and services are needed to contribute to the optimal development of children and youth
➢ Education is a key input and influence on the development of children and youth
➢ For a number of reasons certain children and youth are at-risk for sub-optimal learning development, and programs and services are needed to support their learning
➢ Integrated services offer improved 'customer service', and greater affordability and accountability
➢ Schools are a key site for the delivery of programs and services – educational services, and beyond – that contribute to the development of children and youth

➢   Participation of the community at large – children and youth, parents, other adults, community organizations, the private sector, and government – is essential for the development, implementation, administration, and assessment of successful programs.

4. Methods

To conduct this literature review on the effectiveness of school-based services, the Ministry of Children and Family Development's program description documents were used [see *APPENDIX – BC School-Based Program Descriptions*]:

➢   as a source of keywords for internet search engines [e.g., www.google.com] and social research sites [e.g., www.ccsd.ca, www.canadiansocialresearch.net]
➢   to compare goals, objectives, elements, and activities with programs in other jurisdictions

Other search terms included evaluation, assessment, results, outputs, outcomes, monitoring, accountability, performance, effectiveness, etc.

The review concentrated on sources available through the Internet. Searches returned sites with sources of information that were more or less relevant. The following three questions determined relevancy:

1.   Are programs described similar to the BC programs [goals, objectives, elements, activities]?
2.   Is there evidence that the programs are or were a success? I.e., is there information on outputs, results, outcomes, effectiveness, etc.?
3.   What information, information systems, and measurements were used to define, monitor, and report on success?

Using these search terms and questions of relevancy, a 'snowball' system was also used,, i.e., after finding a site, other sites were found simply by following links of interest. Additional assessments of information returned from searches related to information quality (e.g., research methods, validity, reliability, bias, etc.). Most of the information sourced is North American, and predominantly from the United States.

5. Findings

It should be noted that this review is <u>not</u> a review of the effectiveness of <u>BC's</u> school-based services. From the information that we have reviewed, the BC programs are comparable to programs in other North American jurisdictions. Thus, information is available from "similar" programs in other jurisdictions. Some of these programs are obviously similar to BC programs, e.g., school meal programs. For other programs there is insufficient information to make a comparison of similarity. This presents some challenges for this review of school-based program effectiveness.

In research terms, the applicability or relevance of the information found for assessing the effectiveness of BC programs is questionable. That is, if program A in another jurisdiction is similar to program A in BC, can the report on effectiveness from the other jurisdiction be used to report on the effectiveness of the BC program? Common research practice maintains that this information would be insufficient to assess the effectiveness of the BC program. Any statement regarding outcomes of effectiveness could only go so far as to say there <u>may be a relationship</u> between the demonstrated effectiveness of the program in another jurisdiction and the effectiveness of the BC program. This information could contribute to policy decisions on the BC programs, however, but only as a very general indicator.

To adequately assess "similarity" between BC and non-BC programs, a detailed comparison would have to be done, and much more information would be required to make this comparison. To do this for each of BC's school-based programs and services and all of the information found through this review on programs in other jurisdictions is beyond the scope of this project.

To have directly applicable information that is sound in both research and policy terms, information has to be available directly from the BC programs. Information collected from the Ministry's core review process, and from Ministry regional offices is not included in this review. From what is known of the core review and regional information, it is mostly sporadic, ad-hoc, non-systematic, and/or anecdotal. This raises the importance of reviewing, evaluating, and assessing what information, information systems, and measurements could be used to define, monitor, and report on the outcomes – challenges and successes – of BC's school-based services. This point will be returned to in Section 6, Conclusions and Recommendations.

Findings as they relate to each of the BC school-based services program areas are reported below. To help in relating the findings to the BC programs, each section begins with a table outlining the BC program description, goals, and objectives.

Some of the information sources discuss programs that combine one or more of the BC programs. These sources are listed first in the bibliography (Section 8), and findings of relevance are discussed as appropriate in each section. Information from these sources are also discussed in Section 6, Conclusions and Recommendations. Section 8 provides a detailed bibliography of the all the relevant information sources found.

5.1   Social Equity Envelope

Description:
Provides funding to school districts to offset the impact of poverty and multiple risk factors, thus providing students with greater opportunity to benefit from their education. The funding supports **School Meal Programs**, **Inner City School Programs** and **Programs for the Early Intervention of Academic Difficulties**. The funding is provided to School districts who are best positioned, together with their communities to determine needs and appropriate interventions.
Goals:
To enable children and youth to fully participate in their educational program.
Objectives:
Reduce the number of factors that place children and youth at risk. Maximize opportunities for students to be ready and able to learn. Minimize effects of social and economic conditions such as poverty, hunger, and potentially dangerous urban environments.

5.1.1   School Meal Programs

Two separate and comprehensive research reviews were recently conducted on the effectiveness of school meal programs. Brian Hyndman completed a review for the Canadian Living Foundation's school breakfast program, *Breakfast for Learning*, published in February 2000.[19] Health Canada commissioned David I. Hay to review school feeding programs and to assess them as "sound social policy".[20] Both authors primarily covered Canadian and US research.

A recent US review report examines the relationship between school breakfast programs and learning.[21] The report provides a useful bibliography and assessment of past research in this area. The last half of the report builds an evaluation framework that includes suggestions for indicators and data collection methods that the authors suggest will be an improvement on past studies of school breakfast programs.

Children's attitudes, behaviour, and ability to learn are common outcomes examined in school meal program research studies. Socialization, school attendance, community mobilization, volunteering, and family stress are some of the other outcomes less regularly studied. Both Hyndman and Hay state that overall the evidence on the effectiveness of school meal programs is equivocal – some studies report positive outcomes, some report no outcomes, and some report negative outcomes from school meal programs. The US review reports similar findings, i.e., that although there is definitely a relationship between nutrition and learning, the relationship between school breakfast programs and learning, if found at all, is weak.

In the conclusion to his study, Hyndman leans towards accepting the body of research he reviewed as an indication that school meals are somewhat effective in contributing to educational outcomes in school-aged children. Hay leans the other way, and suggests that additional evidence needs to be obtained, in a more rigorous manner, if school meal programs hope to be able to demonstrate effectiveness in dealing with hunger, nutrition, and their contribution to education.

> *The evidence available at this time does not clearly demonstrate that school-based nutrition programs are a sound social policy response for children. More evidence is needed to adequately assess the contribution of these programs to alleviating hunger, enhancing nutrition and contributing to the healthy development of Canadian children and families. It is possible that school food programs could be one of many elements in a comprehensive strategy to alleviate hunger and enhance nutrition. There are some indications, however, that school food programs can have unintended adverse consequences, such as dependency and stigmatization.*[22]

Both Hyndman and Hay agree that additional research, monitoring and evaluation of school food programs is required to better answer questions regarding program effectiveness. The authors suggest that program funders need to provide leadership and support in developing appropriate evaluation frameworks, and clearly articulating outcome targets and key indicators of levels of hunger, nutrition and food security for children and their families. The US report is helpful in providing concrete suggestions of what an evaluation framework would look like.

5.1.2 Inner City School Programs

From our review it is evident that most of the elements of inner city school programs – counselling / mentoring, conflict resolution, self-esteem building, community connections, homework assistance, after school programs, cultural and recreational programs, skill development, etc. – are also part of community school programs. As a result, some of the discussion of these issues is covered below in section 5.2.

Of note in the United States, the Council of the Great City Schools has embarked on an effort to understand student achievement patterns in large urban school districts and to develop ideas for how more districts can raise achievement. Previous Council research has shown that academic achievement is improving in urban schools and has identified a set of urban school districts that are making the fastest improvements, both overall and in narrowing differences among racial groups.

The Council engaged the Manpower and Demonstration Research Corporation (MDRC) in a "Foundations for Success" project. The report of the project is entitled, *Case Studies of How Urban School Systems Improve Student Achievement*. Although the report focuses on elements of success at the school district level, it is useful in describing the strategies that schools and districts used to create conditions for increased educational achievements of students.

The report extends the existing research by examining the experiences of three large urban school districts that have raised academic performance for their district as a whole. It attempts to use the experiences of these school districts to address the following questions:

1. What was the historical, administrative, and programmatic context within which student achievement improved in these districts?
2. How can we characterize the nature of the changes in student achievement, and what were the sources of these changes (specific schools, subgroups of student, etc.)?
3. What district-level strategies were used to improve student achievement?
4. What was the connection between policies, practices, and strategies at the district level and actual changes in teaching and learning in the classroom?

The context for changes to educational practices was very similar to the current context in BC: funding uncertainty; a focus on accountability; and volatile politics and power relations. The report also notes five preconditions for successful reform efforts: board governance focussed on policy, not operations, and with a particular policy focus on student outcomes and achievement; districts where senior staff and board trustees share the vision for reform; districts that have the capacity to solve problems that arise; leadership to champion the reform; and, adequate resources to support reform efforts.

Successful school districts shared the following characteristics:

➢   A focus on goals and a schedule to meet them
➢   Creation of concrete accountability systems that went beyond what was mandated to hold leadership and staff accountable
➢   Adoption of district-wide programs and strategies
➢   Support provided district-wide for professional development and implementation of strategies and policies
➢   Commitment to data-driven decision-making and instruction [data shared with workers; training and support also in how to use and improve outcome data
➢   Reforms were implemented incrementally, with each new implementation learning from past successes and challenges

Districts that were not successful lacked a clear plan, lacked consensus among stakeholders, lacked leadership, and lacked support and training.

5.1.3 Early Intervention Programs

A US paper provides a digest of nearly 50 years of early intervention programs.[23] Early intervention applies to children of school age or younger who are discovered to have or be at risk of developing a disabling condition or other special need that may affect their development. Early intervention consists in the provision of services to such children and their families for the purpose of lessening the effects of the condition. Early intervention can be remedial or preventive in nature – remediating existing developmental problems or preventing their occurrence.

Early intervention may focus on the child alone or on the child and the family together. Early intervention programs may be school or centre-based, home-based, hospital-based, or a combination. Services range from identification – that is, hospital or school screening and referral services – to diagnostic and direct intervention programs. Early intervention may begin at any time between birth and school age; however, there are many reasons for it to begin as early as possible.

Child development research has established that the rate of human learning and development is most rapid in the preschool years.[24] Timing of intervention is particularly important when a child runs the risk of missing an opportunity to learn during a state of maximum readiness. If the most teachable moments or stages of greatest readiness are not taken advantage of, a child may have difficulty learning a particular skill at a later time.

Early intervention services also have a significant impact on the parents and siblings of an exceptional infant or young child. Early intervention can result in parents having

improved attitudes about themselves and their child, improved information and skills for teaching their child, and more release time for leisure and employment. Parents of gifted preschoolers also need early services so that they may better provide the supportive and nourishing environment needed by the child. A third reason for intervening early is that society reaps maximum benefits. The child's increased developmental and educational gains and decreased dependence upon social institutions, the family's increased ability to cope with the presence of an exceptional child, and perhaps the child's increased eligibility for employment, all provide economic as well as social benefits.

After nearly 50 years of research, there is evidence – both quantitative (data-based) and qualitative (reports of parents and teachers) – that early intervention increases the developmental/educational gains for the child, improves the functioning of the family, and reaps long-term benefits for society.[25] In particular, one US study concludes:

> *The importance of high quality, educational childcare from early infancy is now clear. The Abecedarian study provides scientific evidence that early childhood education significantly improves the scholastic success and educational attainments of poor children even into early adulthood.[26]*

5.2   Community Schools

Description:
A Community School supports the whole community and actively involves the community in the school programming and provides programming specific to meeting the holistic needs of the broad school community. In many cases the Community School acts as a catalyst for the integration of services at the school site. The Community School concept extends the school beyond the traditional school day and calendar; however it is important to note that joint use of the school facilities alone does not meet the intent of a Community School. The Community School program is tailored to local needs and local resources with the school working in partnership with other community agencies and organizations.
Goals:
To support the healthy growth and development of children youth families and other members of the community.
Objectives:
Strengthen existing school program through the greater involvement and utilization of available community resources. Enable the school and community to jointly address areas of common interest that contribute to the healthy growth and development of the whole community. Expand the range of learning opportunities for children, youth and adults. Increase awareness and involvement in life long learning.

There is a large literature on this program area, primarily US. It can be inferred that community school programs are one of the major points of departure for community

social and educational development in communities in the US – rural and urban. All of the literature describes community school programs as successful.

The US-based Coalition for Community Schools defines community schools as a hub, where community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities – before, during and after school, seven days a week. Community partners work to achieve these results:

➢ Children are ready to learn when they enter school and every day thereafter
➢ All students learn and achieve to high standards
➢ Young people are well prepared for adult roles in the workplace, as parents and as citizens
➢ Families and neighbourhoods are safe, supportive and engaged.
➢ Parents and community members are involved with the school and their own life-long learning.

The US National Association of State Boards of Education identifies the following eight key components of community school programs:

➢ Goal-setting, management, sustainability
➢ Quality staffing
➢ Attention to health, safety and nutrition
➢ Effective partnerships with appropriate agencies and groups
➢ Strong involvement of families
➢ Enriching learning opportunities
➢ Linkages between school-day and after-school personnel
➢ Evaluation of program effectiveness

Evaluations of community schools focus on improved learning and achievement as the long-term measures of effectiveness. Learning and achievement related indicators include test scores, rates of attendance, promotion, graduation, suspension and expulsion. Community schools are designed to affect other outcomes as well, including improved social behaviour and healthy youth development; better family functioning and parental involvement; enhanced school and community climate; and access to support services. A US review of community school evaluations found there were positive outcomes in four areas: learning and achievement; improved social behaviour and healthy youth development; better family functioning and parental involvement; and, enhanced community life.[27]

The Saskatchewan Ministry of Education is in the middle of a ten-year longitudinal study of community schools in the province.[28] The study suggests that positive approaches and successful projects are occurring because of the energy, enthusiasm and commitment of school-based personnel and their outreach to the community.

While some successes have been documented, many challenges to community school operation have been identified. For example, in some communities little or no preparation was done with administrators and school divisions to support understanding of the community school concept, and this has implications for commitment to the model. Involving other stakeholders has also been a regularly identified challenge.

The Saskatchewan longitudinal study also discovered that the process of introducing integrated services into a school setting has required the creation of a complex set of relationships across various professional areas and departments. Building connections between schools and other professional agencies is a critical process which involves scarce resources, especially time. Volpe's international review of "school-linked services" made the more general point that leadership, guidance, support, and funding were critical program development resources.[29]

Of note, in February 2002 Saskatchewan adopted a concept called "School[Plus]". A provincial task force recommended the province adopt the School[Plus] model whereby education and human services are integrated and located at the school site. The government response report fully accepts the task force recommendations.

> "*[S]chools will be able and expected to meet the learning needs of* every *child and young person, reaching out to and making welcome student who have left the school system. Children and youth will be supported by a network of human services linked to the school and determined by the needs of the school community. Schools will be* student-ready*, rather than requiring students to be* school-ready.*"*[30]

5.3   School–based support services

Description:
This program provides workers to support students who for social and/or emotional reasons are having great difficulty in school, or who have dropped out of the school system. Each identified student has a program jointly planned and implemented primarily through the collaboration of the teacher and child care worker, supported by a school-based team or program committee. MCF funds either a school district directly or a contracted agency for the provision of support workers for identified students.
Goals:
To enable students who are having difficulty in school, to fully participate in their educational program and/or their community.
Objectives:
To work with the classroom teacher to provide support addressing the behavioural /social / emotional issues and acting as the liaison between the school and family and community.

A recent US guide to "prevention strategies that work" provides a good overview of effective prevention programs.[31] Effective prevention programs are based on the premise that early response to learning, behavioral, and emotional problems can lead to better outcomes for students. The review suggests that two types of universal prevention approaches fit well at the elementary school level, and that both types of prevention – working together and consistently – are necessary:

➢   Classroom and school wide structural strategies. Practitioners provide consistent environments in classrooms and throughout the entire school. These approaches are designed to benefit all students by building uniform structure and a positive climate that promotes and supports appropriate behavior. Structural approaches, both those found within individual classrooms and those that are implemented school wide, typically address prevention from a multidimensional perspective that includes behavioral management, social skills instruction, and academic enrichment.

➢   School as a pathway to family and community agency partnerships. Although classroom and school wide structural strategies provide a stable and positive environment for most students, some students need additional support. Sound prevention strategies at this level establish linkages between the primary aspects of students' lives: home and family, school and classroom, and community and social service agencies. Family, school, and community agency partnerships can provide temporary assistance that can preempt the need for more intensive interventions.

Building on these two approaches, and based on a review of prevention programs, the report suggests the following components of "promising prevention programs":

➢   Prevention in the Classroom

- o Positive behavior management
- o Social skills instruction
- o Academic enrichment

➢ School wide Prevention
- o Unified discipline approach
- o Shared expectations for social competent behavior
- o Academic enrichment

➢ School-Family-Community Linkages
- o Parent partnerships
- o Community Services

The suggestions made in this guide go far beyond what is provided through BC's support workers working with identified students. The US material suggests that prevention strategies need to be fully integrated into the school and the community. As a result, prevention services such as these are more aptly described as an integral component of a comprehensive community school program.

5.4 Healthy schools

Description:
The Healthy Schools initiative promotes the health and well-being of students by actively involving them in a process that includes learning and practising decision making skills.
Goals:
To provide school-aged children and youth experience with a decision-making process that builds skills.
Objectives:
Through using an identified process, students identify issues they wish to address to improve the health of their school and community environment.

There was no literature found that had programs comparable to BC's program. Participation in decision-making is identified as a key contributor to student self-esteem, and building a positive school climate. A positive school climate is recognized as a determinant of student outcomes.

5.5   Summer education programs in provincial resource programs

Description:
Provincial resource programs provide service to children and youth whose regular school year is interrupted due to their medical, emotional or behavioural issues, and are in the care of ministries, other than the Ministry of Education, throughout the summer months.
Goals:
To provide an educational program through the summer months to maintain student's intellectual, social and emotional development.
Objectives:
See goals.

There was no literature found that had a program comparable to BC's summer education program for children in custody. For inmate populations as a whole, education and learning is recognized as a needed service for a population that has lower educational status than the non-inmate population. Educational programs also are seen to contribute to reduced recidivism amongst inmates.

6. Conclusions and Recommendations

As part of the school-based services review project, the Management Services Division of the BC Ministry of Children and Family Development commissioned this literature review of the effectiveness of school-based services. This paper discusses the findings from the research, provides conclusions and recommendations, and provides an annotated bibliography of sources.

Conditions for Healthy Child Development

Current social policy research identifies the following conditions for healthy child development: public policy, programs and services are needed to contribute to the optimal development of children and youth; education is a key input and influence on the development of children and youth; for a number of reasons certain children and youth are at-risk for sub-optimal learning development, and programs and services are needed to support their learning; integrated services that enhance 'customer service', affordability and accountability; schools are a key site for the delivery of programs and services – educational services, and beyond – that contribute to the development of children and youth; participation of the community at large – children and youth, parents, other adults, community organizations, the private sector, and government – is essential for the development, implementation, administration, monitoring and assessment of successful programs.

Review Findings

The paper provides a detailed review of the literature relevant to BC's particular set of school-based services. Thematically, crossing over all of the services, there are four important findings:

➢ There are components of effective services that can be applied to any school-based service program:
  o A clear plan with a focus on shared goals with timelines to achieve them
  o Services focused on delivering outcomes, not servicing risk
  o Outcomes-focused cooperation between schools, service providers, and funding sources
  o Commitment to 'data-driven' or 'evidence-based' decision-making
  o Creation of concrete accountability and evaluation systems
  o Support for professional development and for policy and program implementation

- o Participatory program operations that involve the schools, teachers, staff, students, parents, and the broader community as appropriate
  - o Effective partnerships with other stakeholders (i.e., agencies and groups)
- ➢ Community schools, where education and learning are connected to the broader community, and sometimes to other programs and services, are the most successful school-based service program
- ➢ Integrated services, that are focussed on the needs of the child, family and community, are the best approach to providing school-based services
- ➢ Adequate support (time, expertise, financial resources, etc.), training, and monitoring and evaluation are essential to the successful provision of effective school-based services.

In summary, it is evident that programs and services are required to support education, learning and healthy development. It is imperative that programs and services are able to demonstrate their contribution to educational outcomes and healthy development. The review has shown that there are some indications from other jurisdictions of the effectiveness of school-based programs – particularly community schools and early intervention programs.

Although the review has shown the importance of services generally, there is not one, preferred model of service delivery:

> *"School linked programs that are effective are the product of service offerings, specific personal needs, and local conditions. … [I]nnovative school linked initiatives illustrate the dynamic nature of education and human service delivery."[32]*

There is a critical need to create information management systems here in BC to enable BC programs to demonstrate effectiveness. The literature review has provided a look at many solid 'performance models' that exist in Canada and the US that a BC system could be built upon, and there are already activities to this end underway within government in BC. It is obviously important to integrate these activities to have the most effect, and to use resources efficiently. It may be less obvious, but equally or even more important: substantial leadership and support needs to be provided to design, implement, and sustain such a system.

Recommendation 1
It is recommended that the Ministry of Children and Family Development, in partnership with relevant stakeholders, pursue the development of an information management system – for the practical use of all relevant stakeholders – that will provide ongoing

support for effective administration, monitoring and evaluation of BC's school based services.

Recommendation 2

It is further recommended that the Ministry of Children and Family Development, in partnership with relevant ministries and stakeholders, examine a broadening of the current community schools model to include the integration of related human services.

In conclusion, there are three lessons to restate:[33]

➢ Service system change requires intense intervention, but change is possible when communities work in concerted and integrated ways to solve shared problems
➢ Change efforts need to be part of everyday life, thus community members need to be involved in these efforts that will alter their lives
➢ These efforts require new attitudes, professional responses, and ways of thinking about human service delivery.

Endnotes

[1] Jane Jenson, *Social Cohesion: Challenges and Practices*, Ottawa: Canadian Policy Research Networks, May 2002. [Available at www.cprn.org]

[2] Christa Freiler, *Understanding Social Inclusion*, Toronto: Laidlaw Foundation, 2002. See www.laidlawfdn.org. [Document accessed at www.vociesforchildren.ca]

[3] Louise Hanvey, *Middle Childhood: Building on the Early Years, A Discussion Paper*, Ottawa: National Children's Alliance, June 2002. [Available at www.nationalchildrensalliance.com]

[4] Hanvey, 2002, p.4.

[5] Hanvey, 2002, p.5.

[6] Rianne Mahon and Caroline Beauvais, *School-aged Children across Canada: A Patchwork of Public Policies*, Ottawa: Canadian Policy Research Networks, January 2001. [Available at www.cprn.org]

[7] Mahon and Beauvais, *Executive Summary*, 2001, p.1.

[8] Richard Volpe, *What have we learned documenting and evaluating school-linked services for children and youth at risk?*, Toronto: PanCanadian Educational Research Association, Council of Ministers, 2000, p.1.

[9] Volpe, 2000, p.1.; P. Evans, et al. (eds.), *Co-ordinating services for children and youth at risk: A world view*, Paris: Centre for Educational Research and Innovation, Organization for Economic Co-operation and Development, 1998 [cited in Volpe, *What have we learned…*, 2000].

[10] Volpe, 2000, p.4.

[11] Mahon and Beauvais, *Executive Summary*, 2001, p.1.

[12] Hanvey, 2002, p.27.

[13] Hanvey, 2002, p.27. See also Missouri Caring Communities, http://www.mofit.org/bm_list.htm, "[S]chools are a logical and convenient location for various programs and services designed to serve student and families. In some cases, it is practical and desirable to provide such services directly in the school".

[14] Fraser Mustard and Frances Picherack, *Early Child Development in British Columbia: Enabling Communities*, Toronto: The Founders' Network, May 2002. [Available at www.founders.net]

[15] Mustard and Picherack, 2002, p.15.

[16] Mustard and Picherack, 2002, p.21.

[17] Mustard and Picherack, 2002, p.29.

[18] Mustard and Picherack, 2002, p.40.

[19] Brian Hyndman, *Feeding the Mind*, Ottawa: Breakfast for Learning, February 2000.

[20] David I Hay, *School-based Feeding Programs: A good choice for children?*, Victoria:
      Information Partnership, July 2000.

[21] Ronette Briefel et al, *Universal-Free School Breakfast Program Evaluation Design Project:
      Review of Literature on Breakfast and Learning*, Alexandria, VA: United States Department
      of Agriculture, December 1999. [Available at
      http://www.fns.usda.gov/oane/MENU/sbppilot/SBPlitreview.PDF]

[22] David I Hay, July 2000, p.ii.

[23] Barbara J. Smith, *Does Early Intervention Help?*, Reston VA: ERIC Clearinghouse, 1988.
      [Available at http://www.ed.gov/databases/ERIC_Digests/ed295399.html]

[24] Mustard and Picherack, 2002; David I Hay and Andy Wachtel, *The Well-Being of British
      Columbia's Children and Youth*, Vancouver: First Call, 1988. [Available at
      www.firstcallbc.org]

[25] Mustard and Picherack, 2002; Hay and Wachtel, 1988.

[26] *Early Learning, Later Success: The Abecedarian Project*, Chapel Hill: University of North
      Carolina, October 2000. [Available at
      http://www.fpg.unc.edu/~abc/embargoed/executive_summary.htm]

[27] Joy G. Dryfoos, *Evaluation of Community Schools: Findings to Date*, Hastings-on-Hudson,
      NY: Coalition for Community Schools, November 2000.

[28] Government of Saskatchewan, Ministry of Education,
      http://www.sasked.gov.sk.ca/docs/policy/aboriginal/initiative/research.html, September
      2000.

[29] Volpe, 2000, p.6.

[30] *Securing Saskatchewan's Future: Ensuring the Well-Being and Educational Success of
      Saskatchewan's Children and Youth*, Provincial Response: Role of the School Task Force
      Final Report, Regina: Government of Saskatchewan, February 2002. [Available at
      http://www.sasked.gov.sk.ca/k/pecs/pp/docs/provincialresponse.pdf]

[31] *Prevention Strategies That Work*, Burlington: University of Vermont, 1999. [Available at
      http://cecp.air.org/preventionstrategies/textonly.htm]

[32] Volpe, 2000, p.6.

[33] Volpe, 2000, p.7.

8. Bibliography

General Interest (i.e., covering more than one BC program area)

Name / Source	Comparability to BC	Information on Effectiveness	Information on Outcome Measures
Center for Disease Control, US http://www.cdc.gov/nccdphp/dash/index.htm CDC's work on school health	The CDC supports a model of coordinated school health programs that outlines eight interactive components of a health education system: ▪ **Health Education.** A Kindergarten through grade twelve (K-12) health education curriculum includes topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. ▪ **Physical Education.** A K-12 physical education curriculum provides cognitive content and learning experiences in activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. ▪ **Health Services.** These are services for students that appraise, protect, and promote health. ▪ **Nutrition Services.** These services include meals that provide for the nutritional needs of all students. School nutrition services also educate students about nutrition and health education and serve as a link to other nutrition-related community services. ▪ **Counselling, Psychological, and Social Services.** Counselling and psychological services education should help improve students' mental, emotional, and social well-being. ▪ **Healthy School Environment.** The physical and aesthetic surroundings and the psychosocial climate and culture of the school affect learning. Factors that influence the physical environment include the	http://www.cdc.gov/nccdphp/dash/research.htm - is the general research site: "Research and evaluation activities in Adolescent and School Health encompass four primary areas: Surveillance, Program Evaluation, Evaluation Research, and Research Synthesis and Application. The focus of each of these areas is on applied research to determine "what works" for specific populations of youth and to help translate current scientific findings into improved practice." *The School Health Policies and Programs Study* http://www.cdc.gov/nccdphp/dash/shpps/index.htm - this looks at how many states and schools have programs that fit the 8 areas of school health. Results not yet tied to educational outcomes. There are state report cards for each – but deals with programs and participation, not necessarily learning outcomes.	http://www.cdc.gov/nccdphp/dash/resources.htm - resources page includes handbooks for evaluation, Infrastructure Development Process that include progress indicators for each process element. http://www.cdc.gov/nccdphp/dash/coordinated.htm, This site discusses four 'strategies' employed for prevention of serious health risk behaviours: identify and monitor; synthesize and apply research; enable constituents; evaluate.

	school building itself and the area surrounding it; any biological or chemical agents that are harmful to health; and physical conditions such as temperature, noise, and lighting. ▪ **Health Promotion for Staff.** These opportunities help school staff improve their own health through activities such as health assessments, health education, and health-related fitness activities. ▪ **Family/Community Involvement.** All coordinated school health programs must include an integrated school, parent, and community approach for enhancing the health and well-being of students.		
National Governors Association, US http://www.nga.org/center/topics/1,1188,D_356,00.html	"Recent education reforms to develop strong academic standards, to design assessment tools and accountability systems, and to improve teacher quality have had a positive impact on overall student achievement. However, these reforms have not succeeded in improving the performance of all students, particularly those who do not arrive at school ready to learn. If efforts to raise academic achievement and "leave no child behind" are to succeed, schools must pay more attention to external factors that act as roadblocks to learning."	The NGA is a coordinating body, but it has referenced research and programs: http://www.nga.org/cda/files/001013PERFORMANCE.PDF (briefly references 6 studies that say schools with breakfast programs, increased physical activity, social support see improved academic achievement). http://www.nga.org/cda/files/000125ELO.pdf - 'Extra Learning Opportunities that Encourage Healthy Lifestyles' give students "recreational, academic, and development opportunities that supplement the education provided during a typical school day. Research indicates that ELOs improve the health of students and their ability to learn."	
National Assembly on School–based Health Care, US http://www.nasbhc.org/	Generally, the principles compare with the goals in BC's social equity funding envelope but proposes a more comprehensive health care delivery model: "NASBHC adopted seven principles for SBHCs. "The seven principles and accompanying goals set a national standard for the field, provide guidelines by which to benchmark programs, define the essential elements of a school-based health center, and establish a framework for accountability and continuous improvement."	Their evaluation bibliography is "coming soon": http://www.nasbhc.org/EQ/EQ_research_articles.htm.	They do have a number of evaluation tools http://www.nasbhc.org/EQ/Evaluation Tools.htm and Program Evaluation & Quality Improvement tools

			http://www.nasbhc.org/EQ/EQImprovement.htm
Jurich, Sonia and Steve Estes (2000). **Raising Academic Achievement: A Study of 20 Successful Programs**. Washington, DC: American Youth Policy Forum. http://www.aypf.org/RAA/index.htm	Programs reviewed were not directly similar to BC programs. Similar target populations as Inner City School programs. US programs reviewed are much more intensive and comprehensive, however. Analysis of the evidence and program evaluations suggests that five strategies promote academic achievement for young people: ➢ High Expectations for Youth, Program and Staff ➢ Personalized Attention ➢ Innovative Structure/Organization ➢ Experiential Learning ➢ Long-Term Support	Evaluations show evidence of success on multiple measures of academic achievement, such as test scores, high school graduation rates, and college enrolment and retention.	Evaluations used school data, teachers' comments, and student surveys.
California Department of Education - Healthy Start Initiative http://www.cde.ca.gov/healthystart	Healthy Start encompasses a number of services particular to the school running the program. The focus is on providing services that will enhance educational outcomes for participants. Services are provided in 'units of service' – one contact with one person. Over half the services provided are "educational in nature" and services include counselling, tutoring, literacy, mentoring, etc.	One fact sheet gives a summary of evaluations that shows the program did have an impact on learning and behavioural outcomes. It also has an evaluation report http://www.cde.ca.gov/healthystart/eval/evalworks.htm that said the education outcomes presented 'a varied picture' – some up, some down.	

Social Equity Envelope: School Meals

Name / Source	Comparability to BC	Information on Effectiveness	Information on Outcome Measures
Breakfast for Learning, Canada http://www.breakfastforlearning.ca/english/resources_a3/materials/feeding_the_mind.pdf	Recent review report [2000] of research and program material on breakfast, lunch, and snack programs.	Gives examples of success and examples where programs did not have an impact. Tends to support programs for contribution to multiple outcomes.	Discussion of hunger, nutrition, school performance, other educational outcomes.
Information Partnership, Canada http://www.infopartners.ca	Recent review report [2000] on school-feeding programs.	Discussion of programs in relation to sound social policy and program effectiveness.	Discussion of hunger, nutrition, dependency, sustainability, food security, etc.
Food and Nutrition Research Center, US www.fns.usda.gov/oane/	Site compiles summaries and links to research on school food and nutrition programs.	Current project example: ***School Breakfast Pilot Project Evaluation: Review of Literature on Breakfast and Learning*** http://www.fns.usda.gov/oane/MENU/sbppilot/SBPlitreview.PDF	academic achievement, school attendance and tardiness, classroom behavior, and attentiveness and dietary status
Food Research and Action Centre, US http://www.frac.org		Networking and advocacy site, some information on research and effectiveness	

Social Equity Envelope: Inner City School Programs * SEE Community Schools *

Name / Source	Comparability to BC	Information on Effectiveness	Information on Outcome Measures
Manpower Demonstration Research Corporation, US http://www.mdrc.org/Reports2002/achievementgap/achievement_exsummary.htm	Focus of this report (from a larger project) is looking at factors at the school district level, i.e., what makes an urban or inner city school districts achieve educational effectiveness.	Related to systems and institutions, not effectiveness for the student. Student obviously benefits from system or district success and effectiveness.	

Social Equity Envelope: Early Academic Intervention

Name / Source	Comparability to BC	Information on Effectiveness	Information on Outcome Measures
California Department of Education, US http://www.cde.ca.gov/cyfsbranch/child_development/programs.htm	Much broader – include numerous forms of day care, education, nutrition, social services, etc.		
California Department of Education, US **Head Start** http://www.cde.ca.gov/cyfsbranch/chssco/index.html	Head Start is a national program that provides comprehensive developmental services for low-income children from birth to entry in elementary school. Over a span of more than thirty years, Head Start has provided educational, social, medical, dental, nutrition, mental health services, and parent involvement activities		Current development of outcome based tools that meet both State and Head Start needs, called Desired Results Developmental Profile Plus.
National Head Start Association, US http://www.nhsa.org		http://www.nhsa.org/research/research_re_bites.htm	
Does Early Intervention Help?, US http://www.ed.gov/databases/ERIC_Digests/ed295399.html	**Definition:** Early intervention applies to children of school age or younger who are discovered to have or be at risk of developing a handicapping condition or other special need that may affect their development. Early intervention consists in the provision of services such children and their families for the purpose of lessening the effects of the condition. Early intervention can be remedial or preventive in nature--remediating existing developmental problems or preventing their occurrence. Early intervention may focus on the child alone or on the child and the family together. Early intervention programs may be center-based, home-based, hospital-based, or a combination. Services range from identification--that is, hospital or school screening and referral services--to diagnostic and direct intervention programs. Early intervention may begin at any time between birth and school age; however, there are many	Child development research has established that the rate of human learning and development is most rapid in the preschool years. Timing of intervention becomes particularly important when a child runs the risk of missing an opportunity to learn during a state of maximum readiness. If the most teachable moments or stages of greatest readiness are not taken advantage of, a child may have difficulty learning a particular skill at a later time. Early intervention services also have a significant impact on the parents and siblings of an exceptional infant or young child. Early intervention can result in parents having improved attitudes about themselves and	After nearly 50 years of research, there is evidence--both quantitative (data-based) and qualitative (reports of parents and teachers)--that early intervention increases the developmental/educational gains for the child, improves the functioning of the family, and reaps long-term benefits for society.

| | reasons for it to begin as early as possible. | their child, improved information and skills for teaching their child, and more release time for leisure and employment. Parents of gifted preschoolers also need early services so that they may better provide the supportive and nourishing environment needed by the child.
A third reason for intervening early is that society will reap maximum benefits. The child's increased developmental and educational gains and decreased dependence upon social institutions, the family's increased ability to cope with the presence of an exceptional child, and perhaps the child's increased eligibility for employment, all provide economic as well as social benefits. | |

| **Abecedarian Project, US**
http://www.fpg.unc.edu/~abc/embargoed/executive_summary.htm | Abecedarian Project was a carefully controlled study in which 57 infants from low-income families were randomly assigned to receive early intervention in a high quality child care setting and 54 were in a non-treated control group. The treated children received full-time educational intervention in a high-quality childcare setting from infancy through age 5. Each child had an individualized prescription of educational activities consisting of "games" that were incorporated into his or her day. These activities addressed social, emotional, and cognitive development but gave particular emphasis to language. | Treated and untreated children were initially comparable with respect to scores on infant mental and motor tests. However, from the age of 18 months and through the completion of the child care program, children in the intervention group had significantly higher scores on mental tests than children in the control group. Follow-up cognitive assessments completed at ages 12 and 15 years showed that the intervention group continued to have higher average scores on mental tests. The treatment/control group gap narrowed but the trajectories did not converge. Effect sizes remained moderate.

Conclusion:
The importance of high quality, educational childcare from early infancy is now clear. The Abecedarian study provides scientific evidence that early childhood education significantly improves the scholastic success and educational attainments of poor children even into early adulthood. | Treated children scored significantly higher on tests of reading and math from the primary grades through middle adolescence. Effect sizes for reading were large; those for math were large to moderate. The investigators have now completed a young-adult follow-up assessment of study participants. At age 21, cognitive functioning, academic skills, educational attainment, employment, parenthood, and social adjustment were measured. One-hundred-four of the original 111 infants (53 from the intervention group and 51 controls) were assessed. |
| **SRI Associates, US**
http://www.sri.com/neils/expend.html. | SRI is a private non-profit research firm currently doing a national study into early intervention for the American Institutes for Research for the Office of Special Education Programs, U.S. Department of Education. | Data collection is complete and analysis is underway. | |

| Rand Corporation, US
http://www.rand.org/publications/MR/MR898/ | Cost-benefit analysis of early intervention in US | Report summary states that interventions programs can have significant benefits | |
| **Joint Center for Poverty Research, US**
http://www.jcpr.org/policybriefs/vol2_num10.html | Study compares 4 models – Perry Preschool Project, the Carolina Abecedarian Project, the Early Training Project, and the Milwaukee Project.

"Early Childhood Intervention Programs: What Do We Know?" Janet Currie reviews the evaluations of several early childhood intervention programs. The programs she examines are predominantly center-based programs that emphasize school readiness. | Finds that well-designed, well-funded early interventions can have large and significant effects on school readiness and subsequent child outcomes. She also, however, finds a paucity of high-quality research on early intervention programs; only four of the many programs evaluated used random assignment. | |

Community Schools

Name / Source	Comparability to BC	Information on Effectiveness	Information on Outcome Measures
Government of Saskatchewan, Ministry of Education http://www.sasked.gov.sk.ca/docs/policy/aboriginal/initiative/research.html	Saskatchewan Education worked with the Saskatchewan Instructional Development Research Unit (SIDRU, University of Regina) to lead action research at six designated Community School sites in the province. Four newly designated and two well established community schools volunteered to participate in the research process. The fist phase of the research covered the years 1997- 2001. As the schools were implementing the community schools framework, the researchers worked with each of the schools, using an action research approach, to help them craft areas of research that were of interest to them. The researcher acted as a guide in the process and documented findings. Although the findings were reported as "very affirming" of the community schools concept, concerns were expressed that the research did not provide the data that could illuminate issues regarding the contribution of community schools to school and student success. Phase 2 of the research is now underway with researchers from the the University of Saskatchewan, Saskatoon. The gaol is to obtain sufficient data to report on community school effectiveness.	Reference to a 10-year longitudinal study on Community School effectiveness, in particular to: identify those aspects of the policy framework that work and those that do not; to determine the extent to which aspects of the policy framework are being adopted, as well as what refinements are necessary; to determine whether or not Community Schools make a positive difference in the school life and success of Aboriginal and at-risk students who attend them.	
Government of Saskatchewan, Ministry of Education http://www.sasked.gov.sk.ca	A recent provincial task force recommended the province adopt a "School^Plus" model whereby education and human services are integrated and located at the school site. The government response report fully accepts the task force recommendations. "[S]chools will be able and expected to meet the learning needs of *every* child and young person, reaching out to and making welcome student who have left the school system. Children and youth will be	*Securing Saskatchewan's Future: Ensuring the Well-Being and Educational Success of Saskatchewan's Children and Youth*, Provincial Response: Role of the School Task Force Final Report, Regina: Government of Saskatchewan, February 2002. [Available at http://www.sasked.gov.sk.ca/k/pec	

	supported by a network of human services linked to the school and determined by the needs of the school community. Schools will be *student-ready*, rather than requiring students to be *school-ready*." [p.5, italics in original]	s/pp/docs/provincialresponse.pdf]	
Rural School and Community Trust, US http://www.ruraledu.org/index.cfm	The Trust works with a network of schools and community groups striving to improve the quality of education and community life and to improve state policy on education. We work across the nation but especially in those rural places distressed by historic patterns of poverty and racism or stressed by declines in population, major changes in population composition and fundamental economic change.	What Difference Do Local Schools Make? A Literature Review and Bibliography This review provides a useful overview and explores the many arguments for community oriented local schools.	Assessing Student Work (January 2001) Report discusses the limitations of standardized testing in evaluating student progress, and offers alternative methods to assess project and place-based student work.
Coalition for Community Schools, US http://www.communityschools.org	Definition of a community school: Using public schools as a hub, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities -- before, during and after school, seven days a week. These partners work to achieve these results: ➢ Children are ready to learn when they enter school and every day thereafter. ➢ All students learn and achieve to high standards. ➢ Young people are well prepared for adult roles in the workplace, as parents and as citizens. ➢ Families and neighbourhoods are safe, supportive and engaged. ➢ Parents and community members are involved with the school and their own life-long learning.	Evaluation of Community Schools: Findings to Date	Improved learning and achievement must be a long-term measure of effectiveness. Learning and achievement related indicators include test scores, rates of attendance, promotion, graduation, suspension and expulsion. Community schools are designed to affect other outcomes as well, including improved social behavior and healthy youth development; better family functioning and parental involvement; enhanced school and community climate; and access to support services.
Richmond, VA, US	Site provides links to best practices research	Making After School Count is a	The Harvard Family

http://oncampus.richmond.edu/connect/issues/afterschoolcare/afterschoolcare.html		report published in June 2000 by the Charles Stewart Mott Foundation that takes a look at several successful after school programs across the country. The report focuses on parental involvement in after school programs that work. The Evaluation Exchange newsletter "Emerging Strategies in Evaluating Child and Family Services" (2000) identifies key issues in after school programs, promising practices, and challenges facing the field. The newsletter includes articles on local evaluation of after school programs. What Makes a Good Afterschool Program? is a March 2001 article from the *Monitor on Psychology* that discusses the lack of consensus on what kinds of after school programs are most effective, and outlines characteristics of successful programs.	Research Project After School Evaluation Data Collection and Dissemination Project is supporting the development of quality information and capacity-building tools that will improve research and evaluation work and use of this information in the field, especially at the local level. HFRP is developing a database of after school evaluations that will include the evaluative work of both large- and small-scale after school programs. This database, available on-line and in hard copy form, will be continually updated and will enable stakeholders in after school to learn more about other programs, how they are evaluated, and what is known about their effectiveness and outcomes.
National Association of State Boards of Education, US http://www.nasbe.org/Educational_Issues/Briefs/Policy_Updates/Schools/after_school.pdf	Article on the components of successful programs	Eight key components of after-school programs: ➢ Goal-setting, management, sustainability ➢ Quality staffing ➢ Attention to health, safety and nutrition ➢ Effective partnerships with appropriate agencies and groups	

		➢ Strong involvement of families ➢ Enriching learning opportunities ➢ Linkages between school-day and after-school personnel ➢ Evaluation of program effectiveness	
Legislative Office of Education Oversight (LOEO), OH, US http://www.loeo.state.oh.us/reports/PreEleSecPDF/commschools1.pdf	Report has a long bibliography. LOEO is required by law to report on Community schools in Ohio. It is a 5 yr review; in first & second year, they reviewed the implementation of community schools and in 2002 reviewed community schools' impact on student achievement. The report seems inconclusive.		
http://www.childrensaidsociety.org/media/general/Factsheetafterschool.pdf		Fact sheet references a few studies that discuss specific outcomes (activities in free time = better marks, better outcomes for those in after-school programs, etc.)	
http://www.jhu.edu/teachbaltimore/Summer%20Enrichment%20Program%20Facts.PDF		Fact sheet on summer enrichment from Johns Hopkins U; specific studies mentioned in bibliography	
http://www.publiceducation.org/health/sites/round1.htm		Some outcomes from specific case studies	
http://www.futureofchildren.org/pubs-info2825/pubs-info.htm?doc_id=71873 -	Journal from fall 1999 that has several article on after/out of school care	http://www.futureofchildren.org/information2827/information_show.htm?doc_id=71881 states research into after-school program is rudimentary	
http://www.tascorp.org/ The After-School Corporation – based in New York, US		Site has a section on 'promising practices' and evaluation/research	
http://www.cisnet.org/ -.	"Communities In Schools champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life."	The site mentions reports on case studies/outcomes/results.	
http://www.financeproject.org/ostevaluation.htm		Section on Examples of Local or Program Evaluations. A number of websites on outcomes from specific schools/districts	Results-based Decisionmaking Resources. Information on outcomes, selecting indicators, how to design a local evaluation, and using

			the information for managing.
Communities Organizing Resources to Advance Learning, US	Launched in 1999, CORAL is The James Irvine Foundation's effort to improve education for children in California. It is a community-based learning initiative designed to boost the achievement of children and youth through out-of-school programs.	"CORAL is committed to a community-based-and community-building-approach. Rather than use ready-made designs prescribed from the outside, each community adapts the CORAL model to local circumstances. In the process, community partnerships are formed, and a sense of collective responsibility for student learning developed, which will sustain such programs long into the future. More information about the CORAL model and evaluation is summarized in the **Evaluations** section."	Improved academic achievement is the long-term outcome of CORAL (e.g., increased motivation to learn; improved attendance rates, study habits, grades and SAT-9 test scores; and increased knowledge of how to access a learning environment . The interim outcomes are: 1) children and youth will have ongoing positive relationships with caring adults; and 2) children and families will have knowledge and access to CORAL programs. CORAL's short-term outcomes include: 1) cross-agency coordination to deliver high quality after school educational programs and 2) broad-base community support to help children and youth succeed in school.
National Network of Partnership Schools, US http://www.csos.jhu.edu/p2000/default.htm	National Network of Partnership Schools brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school-family-community partnerships.	Members participate in an optional research and evaluation opportunity called Focus on Results, to learn how practices of school, family, and community partnerships help reach specific academic and school improvement goals. Schools that agree to participate in Focus on Results	"Research Briefs" section highlights research on student and community outcomes, e.g., attendance, math performance, parent participation, leadership, etc.

		complete one baseline survey in the fall and one final survey at the end of the school year.	
New York City, US **Beacons Initiative** http://www.fcny.org/html/home.htm	The Beacons Initiative seeks to link community based youth organizations with schools to increase the presence of supports for youth to meet their needs and to assist them in building academic and social competencies that will enable them to become economically self-sufficient, successful parents and active members of their communities. Beacons are school-based community centers open afterschool, evenings, and weekends for an average of 10-12 hours a day offering children, young people and families a wide range of services.	Program is discussed as a "success", but no data or reports available at the site.	
School of the 21st Century, US http://www.yale.edu/21c/	The School of the 21st Century (21C), also known as Family Resource Centers in some communities, is a school-based child care and family support model that promotes the optimal growth and development of children beginning at birth. The 21C model transforms the school into a year-round, multi-service center providing services from early morning to early evening. 21C responds to changes in patterns of work and family life in recent decades that have meant new concerns for parents, especially a pressing need for affordable, quality child care.	The model also helps educators ensure that children arrive at school ready to learn and receive the support they need to succeed academically. Since 1988, more than 1300 schools in 20 states have implemented the program. The model has proven equally successful in urban, rural and suburban areas, as well as in affluent, middle class and impoverished communities.	
Program For Integrated School And Community Solutions, US http://healthychild.ucla.edu/programs/piscs/piscs.asp?who	The long-term aim of the **Program for Integrated School and Community Solutions** is to improve the well being of youth, families and communities. This is accomplished by working closely with schools, complexes of schools, and district-wide systems to enhance Learning Support programs and organizational policies and practices. The Program examines issues involving system integration and benefit to instruction, while developing tools to enhance future efforts at reform.		

School-based Support Workers

Name / Source	Comparability to BC	Information on Effectiveness	Information on Outcome Measures
New York State Education, US http://unix33.nysed.gov:9280/specialed/publications/policy/IEP	Program uses Individualized Education Program (IEP) for eligible special needs children.	This site is a "parent's guide" and does not include information on effectiveness.	Information on outcomes and indicators is at http://www.vesid.nysed.gov/pocketbook/2001/, Also, a data collection site http://unix33.nysed.gov:9280/sedcar/home.html with general information
Learning Disabilities Association of Canada http://www.ldac-taac.ca/english/projects/projsucc.htm	Project Success, a national tutoring program designed to help children and youth increase their literacy skills. The program is designed to help children and youth who are experiencing difficulties reading and writing within the school system.	Anecdotal outcomes reported. Site mentions collection of data, but these are not discussed in detail.	
Prevention Strategies That Work, US http://cecp.air.org/preventionstrategies/textonly.htm	This guide describes prevention practices that K-8 school administrators have found to be effective in accelerating school performance, increasing readiness for learning, and reducing problem behaviors. Creating a safe school environment requires, among other things, having in place many preventive measures for children's behavioral and emotional problems. This guide describes prevention practices that K-8 school administrators have found to be effective in accelerating school performance, increasing readiness for learning, and reducing problem behaviours.		

Healthy Schools

Name / Source	Comparability to BC	Information on Effectiveness	Information on Outcome Measures
Newfoundland Government, Canada http://www.gov.nf.ca/edu/dept/safesch.htm	"A positive school environment encourages decision-making."		
Academy Curricular Exchange, US http://www.ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst113.html	Program guide for health decision-making for 4-6th grade students.		
Selected Case Studies of Youth Involvement in Public Decision-Making, Canada http://www.schoolfile.com/cash/youthinvolvement.htm	One of the case study descriptions is of a BC program (B.C. Principals' and Vice Principals' Association (BCPVPA) Student Leadership Centre)	Good description of what makes a youth decision-making program work http://www.schoolfile.com/cash/investigativeframework.htm	

Summer Education Programs in Provincial Resource Programs

Name / Source	Comparability to BC	Information on Effectiveness	Information on Outcome Measures
Department of Education, Office of Correctional Education, US http://www.ed.gov/offices/OVAE/AdultEd/OCE/mission.html	Coordinates all correctional education programs within the Department of Education, for all ages of inmates. Year round program.	Ten demonstration projects underway. Some information in annual reports.	
Maryland Department of Education, US http://www.msde.state.md.us/pressreleases/2001/november/2001_1119.htm	Program is year round, and for all inmates, mostly adults.	Studies noted that show education assisted inmates.	Decreased recidivism