An Evaluation Of An Afterschool Program In a Title 1 Elementary School

Contobia Horsey-Adams

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AN EVALUATION OF AN AFTERSCHOOL PROGRAM IN A TITLE I ELEMENTARY SCHOOL

Contobia Horsey-Adams
Educational Leadership Doctoral Program

Submitted in partial fulfillment of the requirements of Doctor of Education in the Foster G. McGaw Graduate School

National College of Education
National Louis University

April 2019
DISSERTATION
AN EVALUATION OF AN AFTERSCHOOL PROGRAM IN A TITLE I ELEMENTARY SCHOOL

Contobia Horsey-Adams
Educational Leadership Doctoral Program

Submitted for Approval

(April, 2019)
This document was created for the dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement a major project within their school or district that relates to professional practice. The three foci of the project are:

- Program Evaluation
- Change Leadership
- Policy Advocacy

For the Program Evaluation focus, candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the Change Leadership focus, candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the Policy Advocacy focus, candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

Works Cited


4.21.16
ABSTRACT

In our modern global society, many families face the dilemma of balancing work and raising children. Before and after school programs have been established in many Title I elementary schools in an effort to address the problems facing our communities and educational system today, especially as related to minority students. These afterschool programs provide a safe and positive environment for students who may be struggling academically, emotionally, and mentally. This study evaluated one afterschool program in a Title I school, investigating stakeholder perceptions regarding the program’s contribution to student’s academic gains and other areas of need for holistic student success. The study found that a major area for program improvement included a social emotional learning curriculum that addresses comprehensive student needs and fosters whole student development and success.
PREFACE

To start, I would like to thank my dissertation advisor, Dr. Carol Burg, Ph.D., for her endless encouragement and support through my educational journey, and for her mentoring and coaching throughout my dissertation path. Thank you for helping me navigate through the many huddles throughout this journey in order to see me reach the finish line. Thank you to my committee member, Dr. Joan Minnis for your time, effort and encouragement.

Additionally, I would also like to thank the late Howard Horsey, Jr. for his ongoing encouragement throughout my life especially my educational path, in particular during the last five years of his life. I would like to extend much appreciation and thanks to my family for their prayers and love during this time. Without their understanding and allowing me time away from them, this would never have happened.

As I reflect back over the past several years, I am constantly reminded of what it will take to ensure that all schools provide the best quality of learning for today’s youth. My background as an educational leader broadened my perspective regarding the youth in our nation. My role has been advocating and lobbying for additional resources and funds to support afterschool initiatives in the state of Florida.

My first step is to share the leadership lessons learned as a candidate of extensive research evaluation centered on sharing a vision of improving and building academic success for all students. Second is to create a climate of culture to ensure everyone is treated fairly. The success of good leadership is when your team agrees with the same vision and works together for the same goals. Lastly, when there is distributive leadership within an organization, there is more support and buy-in from the staff.
The results of this data indicated significant positive outcomes of afterschool programs, but we still have a long way to go. The findings will indeed provide information to educational stakeholders as a framework for underperforming schools and ways of improving the quality of afterschool programs in our state. As a leader, I am hoping to get more involvement from stakeholders on a national, state, and local level. It is imperative that they see the importance of education from a different pair of lenses. The lives of our youth rest in our hands.

Overall, this experience has prepared me for the next journey in the educational arena. The knowledge and information learned from this program has been exceptional and thought provoking. Educational leadership will be my road to success.
ACKNOWLEDGEMENTS

I would like to begin by thanking my dissertation advisor, Dr. Carol Burg, Ph.D., for her endless encouragement and support through my educational journey, and for her guidance and coaching throughout my doctoral dissertation. Thank you for helping me navigate through the many hurdles throughout this journey in order to see me reach the finish line. Thank you to my committee member, Dr. Joan Minnis for your time, effort and encouragement.

Additionally, I would also like to thank the late Howard Horsey Jr for his constant encouragement throughout my life especially my academic career, in particular during the last five years of his life. I would like to extend a heartfelt thanks to my family for their constant prayers and love during this time. Without their understanding for allowing time away from them, this would never had happened.
DEDICATION

This research dissertation is dedicated to the late Howard & Gladys Horsey, Jr. who taught me the value of leadership, education, and critical thinking. A special feeling of gratitude to my loving parents, whose words of encouragement pushed me harder for tenacity to the highest level.

Also, I want to extend a heartfelt appreciation and love to my children, Dr. Chasma Mathis, Mr. Edwin Augustus Adams Jr, Ms. Cierra Adams, and Ms. Celina Adams. Thank you for your encouragement and love.
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CHAPTER ONE: INTRODUCTION

Due to the restructuring and reorganizing of the *Elementary and Secondary Education Act (ESEA)* of 2016, national and state government placed a strong significance on extended learning strategies and best practices to improve student academic achievement in schools in the United States. There are various sections in the ESEA law directly related to intervention programs. Congress strongly wants all youth to receive fair and equal opportunities to achieve high scores in the areas of math and reading. Remedial programs provide students who are struggling with additional resources to build upon their academic ability. For many years, policy makers, school administrators, and district board members analyzed various intervention programs to support more instructional learning for students before and after school. Studies revealed that additional hours during non-school hours provided more opportunities for mentoring, tutoring, and academic enhancement to support learning. According to Lauer, a strong advocate for education, the effects of intervention learning among youth suggests that there is potential for positive outcomes in the area of academic performance (Lauer et al., 2006; Zimmer et al., 2007). It is assumed that out-of-school time can enhance performance in learning in academic and personal enrichment areas.

In the recent past, there has been a meaningful change from manufacturing to a greater emphasis on information and knowledge services among our students. In schools across the U.S., knowledge has been growing in a more specialized and technological fashion. Our students are transforming the information learned in the classroom and applying it in meaningful social relationships. However, our 21st century students are missing the core social skills needed to become lifelong citizens.
In the United States, remedial and interventional programs are strategically established in low socioeconomic communities to restore, rebuild, and reteach at-risk students to become lifelong learners. As part of these initiatives, the 21st Century Community Center (CCLC) stakeholders designed these kinds of programs to provide academic and positive enrichment opportunities to struggling students and build healthy relationships between teachers and students. The CCLC program model was used in the creation of community centers that addressed the needs of those students who attended high poverty and low performing schools. In addition, program directors designed the intervention activities to help youth learn the necessary local and state assessment standards, especially in many of the core subject areas, while enhancing their social and emotional skills.

Currently, we only have eight 21st Century Community Learning Center (CCLC) programs in our elementary schools throughout Adams County School District. While this is a great start, there is a growing demand to implement more CCLC programs in more elementary schools across the county and eventually in middle and high schools. The problem with increasing the number of programs is the limited funding and resources available to each state. The federal government has capped the Adams County School District to a two million-dollar limit. Minority students attending Title 1 schools have been struggling in many of the core academic subjects, and unfortunately, there are not resources or time allotted during the regular school day to offer extensive remedial and mentoring opportunities. Instead, we have been refocusing our learning programs on mentoring, tutoring, and providing extensive remediation for those students. Even though the CCLC learning programs have been striving towards closing the academic
gaps and building healthier and positive relationships, we still have a long way before we reach all students who are struggling in our communities.

In schools across Adams County School District, when the regular school day ends, it is marked by the end of the supervised controlled environment and the beginning of unsupervised, unproductive activities for many of our students. The 21st Century Community Learning Centers (CCLC) program is a valuable opportunity for at-risk youth to reinforce and strengthen the academic, social, and mental skills taught during normal school hours. In addition, many programs have added highly effective activities centered on learning development, new survival skills, and resources available to meet students’ cultural needs. In Adam’s County, local administrators wanted to create a well-developed program based on established cultural and critical needs and aligned to specific state and local goals and objectives listed in the grant narrative.

One of the elementary schools that implemented extended learning opportunities, such as the 21st CCLC, was Mathis Elementary School. The primary goals of this program were to:

1. Create modeled programs that provide academic, personal and enrichment enhancement activities for all children, particularly students who attend Title 1 schools. In addition, all project based learning activities must align with the school improvement plans, district’s goals and baseline objectives stated in the grant.

2. Provide all students with a wide array of character life skills activities that align with their regular academic lessons before school or after school hours.
3. Teach character education and literacy workshops to families of participating students

The more complex problem, however, is that we need to implement more after-school learning programs for minorities including African Americans, Hispanics, and Latinos who are currently living in low socioeconomic areas or are currently in the Families in Transition program (FIT). Due to the high disparities and inequality in education and extracurricular activities, these children are often struggling and left behind students who are more privileged. Based on research articles written by many scholarly writers, I strongly feel that expanding more quality remedial programs will help bridge the gap among all races in this county.

In Adams County, we have the following demographics for the student enrollment. The approximate number of students currently enrolled is 65,000 of which 12.76% are White, 65.0% are Multiracial, 20% are African American, 2.2% are Asian, and 0.4% are American Indian or Alaskan. The student body of Mathis Elementary School includes seven ethnicities. The largest ethnic group of the 751 students is Hispanic (78.1%), then Black (10.0%), White (8.5%), Asian (2.1%), Indian (1.3%), mixed students of two or more ethnicities (1.1%), and Pacific Islander (0.3%) are also included in the school racial projections.

Based on the overall numbers, we need more 21st Century Community Learning Centers (CCLC) in our struggling and challenging schools. After extensive researching, I found that, in many states, after school programs are still an unexplored component of education. Due to the newness of after-school programs, very little information is available regarding best practices, strategies, implementation, and cost effectiveness of
the program. In order for information to reach those who can make decisions for the
program, we must provide data so that the stakeholders, lobbyists, and funders invest in
additional monies in education.

The current situation makes it impossible to determine if developing policies of
implementing afterschool programs are producing success and if students are reaching
academic gains. Based on insufficient evidence, it is hard to determine whether
afterschool programs are an investment and if allocation of funds is the best way forward.
As a result, many local and state officials began to debate about the effectiveness of
afterschool programs and its relevance to continue supporting this initiative.

Since additional funding for 21st CCLC programs devolves to various states,
program evaluators must be able to measure the results of these activities and capitalize
on the evaluation results so that sustainability of the program will continue to serve the
lowest 25 percent in the schools in a less cost effective manner. It has been reported by
afterschool program evaluators that “extended learning program opportunities are making
a significant change among our students, academically and socially, by contributing to
academic gains, positive outcomes, and becoming a responsible citizen” (Harvard Family
Research Project, 2002, p. 2). Ongoing evaluation will help to determine the effectiveness
of reducing achievement gaps between students of all races.

**Purpose of the Evaluation**

The overarching aim of this dissertation paper was to evaluate and research a 21st
CCLC afterschool program and determine if this program has narrowed the academic
achievement gap for minorities who are living in different socio demographic
backgrounds. In addition, I analyzed and compared how youth who actively engaged in
interventions programs were more likely to graduate, build social and behavioral skills, decrease the cycle of poverty, and create opportunities for life-long learning.

Two educational researchers, Phia and Miller (2003), reported that afterschool programs have a more direct impact not only on academics but also on a student’s engagement in school learning through activities that are connected to the regular school improvement plan. Through these types of programs, students acquired basic survival skills that may lead to success and positive outcomes. It also supports the learning components in the classroom by providing struggling students with tools for real life situations.

The National Afterschool Alliance and Florida Afterschool Associations noted that regularly participating attendees in any supervised and structured program might benefit in becoming lifelong learners. It is important to note that due to limited resources during the regular school day, extended learning opportunities such as 21st CCLC may be the only source of additional enrichment in areas of math, literacy, technology, STEM and science for many students. The Mathis’s afterschool program has offered a productive and economical way of helping our students reach their potential.

During the past three years, I have had the opportunity to evaluate, monitor, and observe the 21st CCLC at Mathis Elementary. This year especially, this school has seen a significant increase in minority students, such as Hispanics, due to Hurricane Irma and Maria. In September, the opening enrollment was 700 students, and by the end of the school year, the number was over 760 in just eight months. The school enrolled mostly Spanish speaking students who had very little background in U.S. schools and the English language. The largest ethnic group of the 760 students is Hispanic (78.0%), then
Black (10.0%), White (8.5%), Asian (2.1%), Indian (1.3%), students of two or more ethnicities (1.1%), and Pacific Islander (0.3%).

The 21st CCLC SPIRIT program at Mathis elementary provides afterschool and summer enrichment activities to over 100 students. The community where Mathis Elementary is located is a central focal point for families coming from areas of Haiti, Puerto Rico, and other third world countries. As families arrive in the community, many of these students are new to the public education system and have very limited schooling and English language skills. In the selection process, youth in the lowest 25% quartile in the school are given top priority, and those students are eligible to enroll in the 21st CCLC SPIRIT program first, followed by the non-English speaking students. This program has been reaching all types of students from urban and suburban areas in the county.

Mathis Elementary School, located in Adams County, is a Title 1 school where over 99% of students free and reduced lunch and live in low poverty areas in the county. With the negative impact from many of the high risk urban communities, there has been urgency for quality preventive intervention programs created for minority youth to expose them to positive influences, especially youth who have been labelled at-risk. Afterschool programs must maintain positive outcomes in order to be considered effective; therefore, the focus must be on reducing increased harm and/or other negative factors and placing more accountability and assurance not only on the students but also in the community in which they live (Botvin, 1990). There is visible evidence that intervention programs are relevant to student success and learning gains.
Part of my evaluation was to investigate how successful this afterschool program was in increasing student attendance in the regular school day, improving student achievement in both the regular and afterschool setting, and reducing the number of student behavior and referrals within a school setting. Due to the high profile of adolescent social and mental behaviors, early intervention best practices must be incorporated in a comprehensive program that will have an impact on the student, their families, and surrounding communities (US DHHS, 2001). By offering extended learning programs, we are able to address the needs of those students who would be arriving home without proper supervision.

In targeting students who struggled in many of the core content areas, such as math, literacy and science, the 21st CCLC program offered remedial lesson plans that helped narrow the achievement gap among many of the low-level achievers. Based on school improvement plans, students in primary and intermediate grades who were struggling worked directly with the lead teachers in the afterschool program. Students received up to 45 minutes of homework help from certified teachers who helped them complete class assignments and projects. The 21st CCLC offered academic instruction, tutoring, and project-based learning experiences using a research-based program.

With the extended homework time and tutoring assistance offered in the program, students needed additional support and work towards improving their performance in school. According to one of the formative reports written by the state’s external evaluator, preventive activities over time had a direct impact on the achievement gap among minority students in Title 1 schools. Over the past several years, there were substantial improvements in the areas of math, literacy, science, and reading. Based on
this report, it is vital that each state education agency receive funding for struggling
students living in low economic areas to help meet the requirements of district
improvement plans and state standards. In fact, in Adams County, many stakeholders and
lobbyists found that there was a need for more 21st Century Community Learning
Centers (CCLC) in low economic communities throughout the state of Florida. With the
influx of Spanish speaking students arriving in Central Florida, there has been a sense of
urgency to enroll these students in afterschool programs to help them transition from one
country to another. State and local officials are petitioning more state money for our
schools to accommodate this need.

As part of my evaluation process, I measured how effective the Mathis
Elementary 21st CCLC program was in offering supplemental academic support that
supported the social and mental behavioral development progress of students enrolled in
the community program. Sandra Feldman, founder of the American Federation of
Educators, created a wish list regarding more learning time for children in need
(Feldman, 2000). According to her article, afterschool programs, summer schools, and
other extended day programs helped children build the necessary skills to succeed during
the school day. Programs such as extended learning compliment any core subject
academic area and enhance critical learning skills at home as well. In developing these
programs, program staff must work with students to ensure the activities compliment the
core subject academic areas and enhance critical learning skills at home.

Researchers have stated that children who are marked academically as Tier 2 or 3
or marked as one of the 25% lowest in the school required extra support and resources
that most advantaged children take for granted. During the regular school day, many Tier
2 and 3 students received intervention, which provided targeted teaching to help them catch up. Afterschool programs were often an extension of what students learned during the normal school day to improve their level of academic performance. Therefore, many of these children were not involved in extracurricular lessons such as dance, music, and sports due to financial restraints and limitations (Feldman, 2000). In order for children to feel welcomed and accepted in their school environment, a strategic plan of action to embrace their needs was important during non-school hours.

During my time of observations, students enrolled in the program for 30 days or more had reached successful gains in all core subject areas and improved in social and behavioral outcomes. Significant positive outcomes in structured afterschool activities were reaching all groups of diverse children ranging from Hispanics, Latinos, and African Americans. At Mathis Elementary, I measured whether or not regularly participating children attending the program felt safe in the program and measured the number of discipline and behavioral referrals across the board.

The goal of the paper was to investigate how the 21st Century Community Learning Centers, which gives high risk children with struggling needs opportunities for teacher and student driven learning and personal and cultural activities, are working to integrate learning and academic enhancement to students in need. I evaluated the importance of adult family member and/or parental involvement activities in helping their children succeed academically. For example, extended learning programs throughout the United States have shown a decrease in high crime statistics rates during afterschool hours, such as drug use, gang recruitment, and violent crime. If we place more programs in our communities that will monitor and increase positive behaviors, our children will
become better learners in school and will be productive citizens. Once these programs are in place, there should be a high emphasis on academics that is directly related to student progress through test scores and other more traditional methods of assessment.

As part of my research paper, I decided to work with a school centrally located in Adams County. Prior to my research, I collected demographic, socioeconomic, and other data relevant to assist with my report. Mathis Elementary is a Title 1 school where students received over 99% free and reduced lunch, and I looked at data for other schools that have less than 20% eligible for free and reduced lunch across all grade levels. I chose two schools that had approximately the same number of students in each grade level, but the demographics and student race varied drastically. Part of my evaluation was to investigate how successful afterschool programs in two different school settings increased student attendance in the regular school day, increased student achievement in both the regular and afterschool setting, and helped to realize a decrease in student behavior and referrals within a school setting.

I gathered and evaluated data on the structure of the 21st CCLC program in an elementary school and determined the level of attendance and staffing goals. I looked at how the program fit in the regular school environment and whether it complimented or hindered the regular school day. In conducting my research, I collected survey and interview data, which reflected how afterschool programs specifically provided for those minority students who consistently take part in the out of school activities. Participation among parents, caregivers, and outside community organizations at large have produced great value to everyone. I measured the impact of the program and if it brought about
significant positive changes and improved quality of life in the community, school, and home for these at-risk children.

In evaluating programs and projects, there are many types of methods used to support policymakers, stakeholders, educational leaders, and childcare provider’s decision-making. These methods, quantitative, qualitative and mixed methods of evaluation, are models used to recognize significant trends and similarities in each program base. Identifying the most critical data helped me reach a more successful outcome. During my research study, I analyzed information based on student participation, behavior and discipline, report cards, and other data and how that influenced academic performance.

As part of the evaluation, I addressed the correlation between high quality afterschool programs and attendance in school. It is true that poor school attendance has led to academic failure, and students struggling academically often disengage from school because they feel hopeless. Afterschool evaluators found that supplemental learning not only improved learning in the classroom, but also increased attendance by motivating students to attend school on a daily basis and created healthier socialization in a non-school environment.

Based on findings from the California Afterschool Learning and Safe Neighborhoods, they found that afterschool partnership initiatives centers around regularly participant’s attendance during the school day that have a direct correlation with those attending and participating in the remedial program. For example, some of the students who missed approximately 5% of school attendance during the school year returned for extra days during the program sessions, according to the report. (California
Department of Education, 2002). In fact, I also measured social and behavioral outcomes, aggressive behavior towards other students, and the number of suspensions.

For many years, evaluations of 21st CCLC programs focused on numbers, like improving test scores or lowering behavioral and discipline statistics. While these elements are important, they are more difficult to measure based on the other components of the program, such as building healthy and growing relationships between youth and adults, developing strong moral and ethical development among our young children, and allowing them time to engage in physical fitness. All 21st CCLC programs must clearly establish a set of evaluative criteria in the beginning of the school year. All programs must consider the wide range of positive outcomes, including the mental stability of each of our struggling children. It is important that these factors are mentioned to our school leaders as schools set their school improvement plans, which should have a direct correlation to extended learning. When performing informal and formal evaluations, whether conducted by program staff or outside evaluators, the outcome of the program must incorporate multiple measures of success.

Another approach to the evaluation process was obtaining valuable feedback from important stakeholders, policymakers, and educational leaders. Gaining feedback and information from community members, organizations, and civic agencies is one of the most important tools in measuring a program’s efficacy. Soliciting feedback through teacher and parent surveys, face-to-face interviews, and collecting quantitative data helped analyze and identify the program’s strengths and the areas where change was needed. In addition, I looked at the components of the program and considered whether the quality of each project based learning or activity met the respective stated goals.
Rationale

In January 2002, the U.S. Congress reintroduced of a law focusing on the equality of education for all. The purpose of the law, Every Student Education Act (ESEA), was to provide and support additional resources and opportunities for at-risk students. In addition, the ESEA developed and implemented new grants to disadvantaged school districts that served low-income students. This law was created to allocate federal funding to state and local educational organizations in building and improving the quality of elementary and secondary educational values across America.

This initiative also mandated that all highly qualified teachers in all subject core areas must be held accountable to provide students with instructional learning. In addition, supplemental educational services that offered additional instructional learning were approved for afterschool programs. This law acknowledged that student achievement was directly connected to the strategies and practices taught in the classroom. The 21st Century Community Learning Centers program was designed to identify students with social, mental, and behavioral needs and provide them with school based academic and enrichment activities that can enhance their performance in school. This legislation gave states (local and county-wide districts) the authority to focus on extended learning programs that provided academic and personal enrichment opportunities to at-risk students living in poor communities in underperforming schools and to reach these children by offering learning strategies to close the achievement gap and become lifelong citizens (U.S. Department of Education, 2004). In order to meet the academic and personal enrichment priorities, activities needed to be designed to foster a love for learning, science, literacy, and STEM.
To support my rationale, it was vital to provide evidence and data to ensure stakeholders were investing in a program geared to help youth reach their highest potential. First, I conducted research to better understand the correlation between a highly effective program and student achievement gap. My study addressed the framework of intervention programs and youth engagement with a focus on academics and social emotional behaviors. Specifically, my study focused on the direct association among minorities attending a Title 1 school and academic outcome. I studied the developmental needs of children in the program and how the program related to their sense of competency, both in the program and in the classroom. According to Afterschool Alliance, afterschool programs have an educational benefit among youth and the types of program quality matters is increasing. (Afterschool Alliance, 2009). Therefore, it is important that there are highly qualified individuals in the program with an effective, meaningful, and engaging curriculum.

The reason why I selected this program was to determine how effectively the afterschool programs were meeting their goals regarding academic achievement across the board. Every year, the Department of Education provides funding to implement remedial programs for schools struggling to obtain high grades. For schools that receive funding, key stakeholders, politicians, school board members, and administrators expect to see significant changes in these schools. Success of the program allows for more funding to be disbursed to those schools who are low performing and considered struggling schools.

According to research, “students participating in school-based, afterschool programs have a more positive outlook in life especially in 4 key areas: reduction in
crime-like activities; enhancement in student academic skills; building their social and behavioral skills; and strengthening self-confidence and self-esteem” (FDOE, 2014, p. 55). One of the most important and powerful outcomes centers around behavioral issues that are slowly increasing in our society. Mental and social challenges handicap our students and limit their academic ability.

Intervention afterschool programs that can build, develop, and enhance our struggling students is an outcome that most community leaders, organizations and local funders really want to focus on during the after-school programs. Stakeholders have a vested interested in the level of high-risk behavior among our youth, by providing them with a more supervised and structure environment. Offering these type of services should decrease the number of behavioral incidences in the school, home, and communities. In my professional role as a grant project specialist working with many afterschool programs, I felt that implementing high quality student driven programs helped disadvantaged students with negotiation, social conflict, and anger skills. In many of these remedial programs, site directors incorporated social and emotional activities specifically designed to bridge the behavioral gap and work towards more positive outcomes.

Another focus of my research was the program evaluation on afterschool programs to determine the impact of academic and behavioral improvement for students in remedial programs in a Title 1 school. Afterschool programs have stimulated curiosity and imagination, while also improving the skills needed for success in school and work, including self-perseverance, teamwork, communication, and critical thinking. Among the most common areas that I studied, the data reflected either an improvement or non-
improvement in students’ survival skills, such as those mentioned in Tony Wagner’s (2008) book, while continuing to maintain self-discipline and wise choices regarding their home, school, and social life.

If it can be justified that afterschool programs with a supervised, organized, and academic environment are making life long changes in our youth, I will continue to lobby and testify before school board members and the Florida Department of Education in Tallahassee to express the importance of these programs for at-risk students across the country. Over the years, I appealed to school board members, Superintendents, and local communities to take the time and find out how successful the programs are in reaching students in need. This evaluation was important to determine the need for afterschool programs in elementary schools. By conducting this evaluation, I obtained information to support the academic needs of students of all colors to receive additional support.

**Goals of the Program Evaluation**

Program evaluation is a key element that many of the afterschool programs in the United States use, including 21st CCLC (FLDOE, 2007). These evaluations include formative, summative, and mid-point assessment data from students participating in the program. Funders often use the information obtained from the research findings to confirm support for the program.

Program evaluation reports designed for state and federal government ensure the appropriate use of funds. It is the responsibility of the program specialists or regional directors to monitor and evaluate the program by aligning the success with the goals and objectives. Baseline guidelines that are used to measure strengths and weaknesses were
assigned to each grade level. The final findings helped determine further strategic plans of action for the movement of the program.

Continuous program monitoring and progress helped achieve the success of the program’s goals and objectives by ensuring that all activities aligned with the school improvement plan. Program outcomes were designed to assist with the implementation process and provide information regarding programmatic and operational data in order to achieve sustainable gains and support additional funding requests. According to Patton (2008), any program research evaluation plan must look at the internal and external dynamics of the program to make sure they measure successes and weaknesses. This type of program evaluation showed that regularly participating attendees received more benefits that others. The afterschool programs offered many intangible benefits that contributed to the opportunities to success.

In conducting program evaluation, it helped to show how a particular outcome can be measured as opposed to looking at the entire program. This is an important process because it helped develop the important processes of the results (Patton, 2004). In this study, I used results from areas of attendance, behavior, discipline referrals, and baseline and mid-year assessments as a base for reaching the goals of the afterschool program.

In measuring the outcomes of data and the program progress, it is important to conduct program evaluation in the following area: program evaluation. Program evaluation can center on generating information that will measure outcomes against goals, and performance targets. Over the course of the year, I conducted site observations, which included surveys, interviews, and focus group discussions.
When measuring program evaluation data, I conducted various surveys and interviews of several family literacy activities, professional development activities, and collected data for referrals and discipline behavioral results (Patton, 2008). Program evaluation results may vary due to many variables. I considered not only academic data but also measured the level of behavioral and discipline referrals, retention rate, and parental involvement as part of the findings. These factors were important in determining the effectiveness of a high quality program that incorporated curriculum based on the needs of the youth.

Through extensive analysis, I evaluated the 21st CCLC afterschool programs through formative and summative evaluation methods, such as ongoing surveys of regular schoolteachers to assess students’ behavior in regular school. Within each program, I surveyed principals, assistant principals, teachers, and other staff by conducting interviews and focus group discussions. I reviewed the data, coded for like themes, and analyzed it to measure the effectiveness of extending remedial learning programs in a Title 1 community school.

Formative evaluation is the process of collecting raw data over a specific period and then observing throughout the year for desired outcomes. Often, the formative evaluation reports are followed by the summative report, which is based on an accumulation of grades, test results, attendance, and discipline referrals, along with other data (Patton, 2008). By having access to the FOCUS system, which is designed to provide grades, test assessment results, attendance, behavioral and discipline referrals, and other data to support the program’s outcome, I measured the level of success of each of the participating students.
Over the years, researchers have revealed that the primary years are the bridge to lifelong learning success and play an important role in assisting the foundational groundwork in the areas of academic and personal enrichment skills. In low income district areas in Adams County, stakeholders wanted to see a positive outcome, especially among the children living in those communities. Based on the availability of funds, afterschool programs strategically placed in these communities have a direct connection to students and their academic standing in the school by:

1. Providing academic and personal enrichment activities, mentoring and tutoring, and life skills that will have bridge the achievement gap and increase academic standards and outcomes among all at-risk minority youth.

The 21st CCLC’s learning goals and objectives are to target those students who are struggling and live in high poverty communities. The program centers worked with students outside the traditional instructional time to narrow the achievement gap in the core content areas of reading, math, and science. Additional services such as mentoring, tutoring, and homework assistance was available upon demand. Most of the structured, supervised activities should have more students directly involved in the implementation of the activities as opposed to program staff driven to avoid lack of engagement and interest. This type of interaction will provide students with more responsibility, leadership opportunities, and becoming a role model in the school.

2. Provide additional services for children more directed to character education, positive behavior, learning, music and art, and STEM related programs equipped with up to date technological tools, which will complement the
regular school day instructional programs for all those participating in the program.

Education has a direct connection to preparing our students for the future. During an afterschool conference in California, Jodi Grant, founder of the Afterschool Alliance, stated that education is to help our students become lifelong learners and build them to become responsible citizens in the workforce. Educational systems must prepare our children to become productive citizens in the world, especially in the workplace (Afterschool Alliance, 2012). Grant stated,

Students need skills that are based on the social, emotional and professional skillset. By establishing these skills, students are more likely to gain confidence and motivation and work collaboratively with others to reach their goals. A high quality afterschool program offering technical and vocational training can complement student learning and help them become lifelong citizens. (Afterschool Alliance, 2012, p. 8).

Programs designed to bridge the academic gap among students struggling in Title 1 schools need state and local recognition. This type of setting allowed students to engage and participate in real life experiences unfamiliar to them in their culture.

The goal of the program evaluation was to collect data that assessed the program’s goals and objectives. Such data included student attendance, school grades, test results, and end-of-year course work. It was important to look at the projection of the baseline data from the beginning to the end of each semester to determine and measure growth and areas of weakness.
During my research, I collected both qualitative and quantitative data during the first half of the school year, which were used to guide recommendations made in this study. Data trends and research helped to redefine, realigned, and improve the quality of afterschool programs for not only the students but the administrators as well. All program activities during after school contributed to real life experiences and connected it to the school’s core subject areas such as science, STEM, and reading.

3. Offer adult family member activities in the area of literacy and financial education to all those involved in the program.

As part of the grant’s initiative, all programs sponsored family events that aligned with educational and personal enrichment opportunities for active 21st CCLC students and their families. By offering these effective 21st CCLC programs, parents, caregivers, and community members provided more support to programs that were making positive changes in the lives of struggling students. They were inclined to frequent the activities more so than those offered during the regular school day. Departments of Education strongly support parental and adult family members’ engagement in activities that have an educational component that helps to teach best practices and strategies to caretakers as well as other members in the household. Many of our schools started parents as partner in education, a joint effort to build and strengthen our schools” (FDOE, 2015, p. 1). These adult family activities not only benefit the students, but also the parents along with the community members.

As a result, the goals (listed above) of the program evaluation of 21st CCLC was to determine the level of academic success among student participants attending a Title 1 school verse a non-Title 1 school. In conducting this research, I developed my purpose
and rationale for the study and collected quantitative and qualitative data from the program. In conducting several interviews, I found that there is a still large gap between American students and foreign students from around the world, which put Title 1 students at an extreme disadvantage. “What will American students need to know in order to compete successfully for these jobs?” (Wagner, 2008, p. xv). This is where the importance of afterschool programs in the schools play a part in closing the global gap. Afterschool programs have the resources and the time to teach the basics survival skills mentioned in Wagner’s Book.

**Exploratory Questions**

I asked four primary exploratory questions and two secondary questions to address and or investigate the ongoing problems with one of the 21st CCLC programs.

**Primary Exploratory Questions**

1. What do stakeholders (Principal, Assistant Principal, School Guidance Counselor, 21st Century Community Learning Center Staff- teachers, paraprofessionals and parents in 21st Century Community Learning Center perceive / or report as working well in the program?

2. What do stakeholders (Principal, Assistant Principal, School Guidance Counselor, 21st Century Community Learning Center Staff- teachers, paraprofessionals and parents in 21st Century Community Learning Center perceive / or report as not working well in the program?

3. What do stakeholders (Principal, Assistant Principal, School Guidance Counselor, 21st Century Community Learning Center Staff- teachers,
paraprofessionals and parents in 21st Century Community Learning Center perceive / or report as the biggest challenges in the program?

4. What do stakeholders (Principal, Assistant Principal, School Guidance Counselor, 21st Century Community Learning Center Staff - teachers, paraprofessionals and parents) in 21st Century Community Learning Center suggest as ways to improve the program?

Secondary Questions

1. What are the impacts of the enhanced after-school instruction for subgroups of students based on their prior academic performance and grade level?

2. Does the enhanced after-school instruction affect other in-school academic behavior outcomes, as measured by reports from regular-school-day teachers of student engagement, behavior, and homework completion?

These primary and secondary questions guided me in identifying issues, challenges, and successes in the afterschool program. I gathered surveys, open-ended interviews, and focus group decisions seeking descriptive results. As part of the study, I generated data that provided greater value to my research project and provided strategic information to answer both the primary and secondary questions.

Conclusion

Across the United States, many afterschool programs employ programs that help academically, socially, emotionally, mentally and behaviorally. While these programs help students learn new skills and provide resources and materials to help students succeed in the classroom and in the program, quality afterschool programs are not reaching all students, and the achievement gap appears to be increasing in certain areas.
There is an urgency to address the need to assist students in reaching their goals by implementing well-structured, highly trained staff to work in the programs and to sustain participation among at-risk students.

This study provided rich data regarding the importance of afterschool programs for students in public education. The research revealed that the implementation of more academic based programs in our schools would help restore, rebuild, and rejuvenate those students who have difficulty during the regular school day. The study also revealed the similarities and differences between those regular participating attendees and those who are non-participants.
SECTION TWO: REVIEW OF LITERATURE

Introduction

Afterschool intervention and remedial programs played a vital role in building and implementing safe, healthy, and positive environments for youth, especially at-risk youth living in low socioeconomic communities (Pittman, Irby, & Ferber, 2000). Active and regular participation in these programs often lead to better performance in school and can help build our youth to become responsible and productive citizens. This chapter will analyze various factors relating to afterschool programs; effectiveness of these programs, the activities and programs offered, social and emotional outcomes, and academic and personal enrichment components.

Prevalence of Afterschool Programs

Being a Project Specialist, I ensured that my research design/methodology included everything, including survey feedback, summative reports, attendance records, and scores for the skills and knowledge gained from the inception of the program to the end of the summer term. I also compiled data from the teachers and parents associated with the program to evaluate how the program benefitted the community and the surrounding counties. This research supported the national vision and mission that afterschool programs have a positive influence on the development of at-risk students who are struggling in school.

There are several important points that my research design analyzed: the advantages and disadvantages on students’ academic outcomes as well as socio-emotional development. In addition, the quality of an afterschool program is a direct connection to student outcomes, which correlated with recent indicators from other
studies of the afterschool domain. Also, the research design provided informative data to important stakeholders who have a vested interest in academic performances among at-risk students.

There are many benefits of the program in Adams County. The experience of an afterschool program strongly reinforced the value and importance of giving every student the opportunity to become successful in school when given additional resources and support. It is critical that afterschool programs continue to have a clear and focused set of goals and objectives, gather and synthesize all data, including test assessments connected to those goals, and implement a continuous improvement plan.

The outcome of the program evaluation helped us build on lessons learned and ensure that they were providing students with the supports they needed. While there are multiple reasons to include academics in afterschool, one of the main goals is to improve academics of minority students in the program. According to Cooper, Robinson & Patall (2006), there is supportive evidence of a direct relationship and correlation between academics and higher achievement in the classroom. Effective quality programs embrace the mere fact that instructional learning must be slightly different from the strategies used during the regular school day to engage students. Using project-based learning lessons that included rigorous and relevant instruction in a meaningful real-world application will facilitate improved student achievement. Such learning opportunities include student-centered instruction, critical thinking, and informed decision making, which will assist students in meeting their needs.
History of 21st CCLC

Because of the enormous need for intervention and remedial programs in many Title 1 schools, the United States government increased aid to support programs like the 21st Century Community Learning Center Program. The program was initially designed to provide activities for students in low performing schools. The Clinton administration launched the program to support families and communities in an effort to keep children and their families safe (Gottfredson, 2004). The 21st Century Community Learning Center programs were established in various areas in poverty-stricken communities.

Current research addressed the development of the 21st CCLC programs in elementary schools and studied how these programs progressed over the years. In low economic communities, local and state officials strategically implemented afterschool programs such as Boys and Girls Clubs, YMCA, and other community based organizations to assist with the struggling academic challenges of children in the United States. Extended programs gave students a great connection with teachers to work on homework projects if they needed additional help.

Children tend to feel more comfortable in a comfortable environment where they can open up to others, build relationships, and ask for remedial assistance in core subjects such as math, science, reading, and literacy writing. By offering this type of service, students make better efforts in school during the school day and are less likely to be absent from school (Arbreton, Bradshaw, Sheldon, & Pepper, 2009). Researchers revealed that students who regularly attend the program were more inclined to see academic and social emotional gains in school.
In order to actively engage children to participate and remain active, the afterschool programs must offer activities that introduce new and exciting ideas such as STEM (Science, Technology, Engineering and Mathematics), engineering, STEAM (Science, Technology, Engineering, Art, & Mathematics), coding, and math. Exposing students to core subjects in a less formal setting can lead to higher success rates in school, and students become more involved and interested in both school and afterschool. Teachers, mentors, and coaches reinforce these skills each day to implement a strong academic base for their students.

Not only is academic performance a key factor among students, but afterschool programs also address emotional and behavioral challenges. By focusing on good character behavioral traits, teachers and program staff can build students’ self-esteem and help them gain self-worth. Students learn respect and develop the necessary skills to become responsible productive citizens through these programs (Shernoff, D, 2015). By building these skills, at-risk students continue to learn how to utilize time more wisely and, most importantly, maintain healthy supportive relationships among their peers and others in their communities.

In researching and reading many of these scholarly writings, it is stated that the value and impact of extended day programs have created a safe, positive, and healthy environment especially for students living in high poverty areas. In the eyes of parents, community leaders, and educators, these types of extended learning programs have raised public awareness and provided great opportunities for students to gain the skills required to survive and offered a safe environment during those critical hours.
Programs such as the ones mentioned above need to ensure that prevention efforts are in place and reinforced for all students. Since research noted and recorded that unsupervised children are more inclined to participate in risky and high risk behaviors, unlike those children who are actively involved in a safe and positive program, during those peak hours (James & Jurich, 1999). Various research based models showed that afterschool programs that engaged students of all cultures in new and creative experiences through cooperative learning with caring adults reduced the negativity of an unhealthy relationship and created a more positive environment.

In many of our low-poverty communities, high crime rates, drug activities, and alcohol abuse occurred during the hours of 3-6pm. Unsupervised children arriving home each day are challenged to participate in unhealthy activities, which possibly can lead them to make poor choices resulting in serious consequences. Many of these students’ parents are working one or two jobs, which results in children raising themselves and/or each other. With the development of afterschool programs, students have an opportunity to improve in their academic, social, and mental abilities. According to Gardner, Gunn, and Roth (2011), there is notable evidence that suggested participation in afterschool programs may improve students’ performance among disadvantaged youth. (p. 26). Therefore, research found that children from high-risk backgrounds who had the advantage to participate in remedial programs and educational benefits improved their goals of success.

Student Characteristics in the Program

When analyzing afterschool programs, student demographics such as race, gender, socioeconomics, and income level are important elements to consider when
registering students for afterschool programs. Race, demographics, and students with low grades/assessment scores are three areas that are identified when enrolling students in afterschool programs. These students have been known to participate in afterschool programs focusing in academic, social, and personal development. Harvard Family Research Project (2002) found that minority students were more likely to participate more often and in a variety of different activities. The research study indicated that children who enrolled in structured settings were increasingly improved their grades while their peers were falling behind (Harvard Family Research Project, 2007). Overall, participation in the program varied according to what type of curriculum the program offered.

Another characteristic of participation in the program was race and gender of students in the school. Guidance counselors preselected students for enrollment who fell below grade level. Many of these students were African American and Hispanic students living in low socioeconomic areas. Race played an important role in determining who was qualified for the program; however, there was still an achievement gap in reaching all students.

One of the characteristics required for participants to qualify for this study was related to the demographics of their living conditions. I analyzed and compared the types of living arrangements and the socioeconomic status of the minority students attending the program using a variety of evaluative criteria for selecting the students’ level of economic status. We researched either the number of free and reduced meals a student qualified for or the family income report data to determine if a student and their family fell below the federal poverty threshold. One of the recent articles written by Lareau
stated that pertaining to afterschool programs discussed how they used some different criteria in measuring the level of income, Lareau and Horvat (1999) used various evaluative methods to rank and class families in different communities. They ranked families into middle, working, and poor using a method that not only included income but also used factors such as career, job status, and educational level. Ranking families in certain categories can help identify patterns in which lower income students do not receive equitable and fair allocations of resources and funding.

**Role of Academics in Afterschool Programs**

Afterschool programs that offered students a strong academic component that emphasized critical thinking skills appeared to be directly connected to academic gain. Gardner, Gunn and Roth (2011) mentioned that afterschool intervention programs that serve struggling minority youth model programs that positive outcomes.

With regard to minorities students participating in the program, there are several indicators that has been established in the program to enhance the quality of education for these individuals. During the beginning of the program, we identified the lowest 10% in the school and recommended they participate in the remedial program designed to assist students in need. Many of our Title 1 schools have implemented the 21st CCLC to assist students who are struggling academically, personally and socially. In an article by Lauver (2002) identified many important leaders who recognized the effect afterschool programs have on improving student academic outcome, especially for students who are struggling in poor performing urban schools. There was a sudden urgency to increase federal funding for 21st CCLC programs in those at-risk areas (Lauver, 2002).
Cooper, Valentine, Jeffrey, Nye & Lindsay (1999) stated that achievement test scores and data provide valuable information regarding student progress in school. They found that after-school activities had a direct relationship to student test score gains over a course of a year. During afterschool hours, bridging the academic gap through the programs designed to increase student knowledge is one of the biggest challenges in many schools.

Students actively involved in these types of programs are performing better in the area of academics, behavior and attendance. Cooper, Valentine, Jeffrey, Nye & Lindsay indicated that spending time in high quality, extended learning activities and other remedial programs resulted in higher grades, test scores, and lower dropout rates in schools. Students who spent more time in outside activities, such as music, art, sports and other hobbies, also resulted in higher test scores and improved report card grades. Students who spent extensive time on computers, technology, and working afterschool did not necessarily succeed well in school (Copper, Valentine, Jeffrey, Nye, Lindsay, 1999).

National and state stakeholders constantly seek funds or justify the need for additional funding to support programs that close the achievement gap for low performing students and gain academic district standing (California Department of Education, 2007). Research indicated that afterschool programs increase academic performance, reduce behavior problems, and promote social and emotional health while providing a safe and positive environment for children of working parents. This information is, ideally, what many of our stakeholders, politicians, and key school leaders need to address the development of more programs in our schools. Under the new

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administration, there has been pressure by local officials to appropriate more funding sources in remedial and intervention programs.

It was my overall goal to develop a strong program evaluation model to use as a gauge to measure the importance of afterschool programs in the community. In addition, by providing accurate data, key stakeholders can learn more about the outcomes of the program and solicit more monetary resources to those schools who are facing a serious increase in students demonstrating low performance, dropout rates, and behavioral and disciplinary referrals. Vandell, Reiser, and Pierce (2007) stated that the creation of afterschool programs was to demonstrate success in the area of knowledge based skills and not simply improvement in academic gains.

Afterschool programs added other areas, such as remedial assistance and social and behavioral skills, but research found that community centers, sports teams, and other extracurricular activities often competed with the program attracting students to those activities, creating a constant battle between 21st CCLC and extracurricular activities (Vandell, Reiser, & Pierce, 2007). Due to the popularity of outside activities at the school and within the community, it has become rather difficult to retain students who find interest in other areas that promote team building and sportsmanship. Designing afterschool programs to engage and entertain minority students might avoid an exodus from the program to do other things.

Schools that offer after school activities often benefit those students who are struggling in their core subject areas. It has been noted that nonacademic activities have taken the educational learning component from the regular school day. Many of these adolescents find it too difficult to handle and often find themselves dropping in their test
scores. Stephens and Schaben revealed “that students participating in afterschool activities, outperform better than those who are not attending any type of uniformed structured program” (2002, pg. 19). High quality activities can help overcome barriers to learning and support academic learning by providing a rich alternative to the learning experience.

**Relationships between Students and Staff in the Program**

It is important that all students participating in afterschool programs develop a relationship with teachers and paraprofessionals. Positive staff-school relationships are very crucial for the development of academic, social, and behavioral growth in a school setting. Students attending learning programs afterschool can increase their chances in building and developing academic skills while being exposed to real life world experiences (Pierce, Bolt, & Vandell, 2010). In afterschool programs that offer reading and math activities, there should be a strong bond between the program staff and the participants because they are working closely together towards a common goal. Pierre, Bolt, and Vandell found that positive outcomes among the staff, and students influenced reading and math scores (Pierce, Bolt, & Vandell, 2010). By having these supportive connections outside of school time, it encouraged students to look forward to spending time in school and changed their mindset.

**Parental Involvement in Afterschool Program**

Research found that parent involvement in afterschool programs had a direct correlation with student achievement levels in attendance, academics and social behaviors. As stated above, many of the participants in these programs are minorities and have poor family backgrounds; however, children whose parents are actively involved in
the 21st CCLC schools scored slightly higher on test scores and were more inclined to graduate from high school (Harvard Research, 2008). Therefore, intervention programs for minorities are crucial to building motivation and the desire in students to reach their highest potential. Halle, Kurtz-Costes, and Mahoney (1997) conducted a study on the correlation of African American families and their beliefs, culture, and behaviors and reported a positive relationship between parent’s behaviors and cultural beliefs and the acquisition of reading and math skills but “parental beliefs were more strongly linked with child outcomes than were parent’s achievement oriented behaviors” (p. 527). Ironically, parents of color placed more emphasis on their home life than their child’s education (Halle, Kurtz-Costes, & Mahoney, 1997). My research study revealed positive outcomes similar to the study mentioned above, which supported my theory regarding extended learning opportunities.

Various factors contribute to increased student achievement for low-income students struggling in our schools. Lee and Bowen (2006) reported that parental involvement played an important role in student advancement in schools. Boyd (1992) conducted a comparison between smaller school settings versus larger schools and found that the smaller schools had a sense of community and connection. In addition, Boyd indicated that high teacher turnover, which is experienced in many struggling schools can have more direct negative impact on student achievement and a serious decrease in teacher satisfaction.

High parental involvement has a direct connection to a child’s success at school and at home (Benson & Martin, 2016). Benson and Martin (2016) found that unfamiliar and new environments, such as school, gave students a sense of rejection because the
school environment did not embrace the cultural, religious, and community beliefs with which they were familiar (Benson & Martin, 2016). Therefore, when working with minority students, it is important to implement a structured and organized plan of action that honors home and community beliefs.

After Hurricane Maria, Florida schools were becoming overwhelmed with non-speaking Hispanic students who never attended a public school. These students came from a strong culture that focused on family, community, and tradition. The biggest fear for these children is the adjustment they must make to learning something very different. In this instance, it would be beneficial to host additional extended learning programs to bridge the gap and extend a helping hand to learn the U.S. educational system.

According to Barbara Schneider, Sylvia Martinez, and Ann Owens (2006), authors of Hispanics and the Future of America, the educational world for many students whose home language is not English has been an accumulating disadvantage over several years. In order for Hispanic students to transition to a more formalized school environment, there needs to be proper resources in place to compensate for any inequality (Schneider, Martinez, & Owens 2006). Resources such as afterschool programs can provide one-on-one tutoring, mentoring, and build healthy relationships with the staff. If we do not offer additional assistance, the likelihood of success and graduation will decrease for this student population.

In any federally funded program, there are mandatory requirements that must be carried out during the implementation and development of the grant. Parent involvement is a crucial factor in making sure that programs are meeting the needs listed in the goals.
of the program. The principal, assistant principal, grant management department and site coordinators implement and administer these goals.

Gutman and McLoyd (2000) found that students who are high achievers are often labelled as advanced students and are involved in other structured activities due to family status and demographics. Parents of these students are more engaged in their social and mental outcomes as opposed to those parents who are less interested in the student’s well-being. Due to the disparity of families in the U.S., we are facing a wider gap on building community support to help with these ongoing challenges. Therefore, it is very important to keep parents involved throughout the year and allow them to have a voice in determining the progress of the program. It has been highly recommended that parents become involved in the program as a means of supporting the program and taking interest in their activities.

We designed the goals and objectives of the afterschool programs to engage parents through parental involvement activities, which are a requirement of the grant. As part of the program, the 21st CCLC encouraged parents to become active in the program as a sign of involvement. National educational goals for the program required that parents be involved in their children’s educational learning during and after school. New state mandates required all parents, caregivers, and guardians become actively involved in the afterschool program to avoid funding and budget cuts in the grant. These parental events had a specific, meaningful educational awareness component such as literacy, ESOL, GED, banking, or math workshops. These workshops are now a part of the newly designed grant narratives requirement in Adams County.
During the school year, we ensured that parents were included in the decision-making process. Parental involvement regarding school consideration is most likely to get more support concerning school policies, programs, and grant initiatives. Many parents are unaware of the level of complexities in operating a school. It is important to get the support of these individuals by recruiting them in the beginning of the school to climb on board and become active participants in the school activities including afterschool programs.

Gathering parents to share ideas, gather input, and begin making network relationships can make school support stronger and more adaptable to change. Outside communities and organizations also formed an informal channel of information that bridged the gap and received recognition of support from the school board (Clark, 1993). Obtaining support from stakeholders such as school board members guaranteed visibility and awareness of these intervention activities in struggling schools.

In building effective relationships in afterschool program, there needs to be a direct connection between those teaching the program and those attending the program. This is especially true in schools that serve minority populations in which where a racial divide exists among the teachers and the students. For many years, our schools have become widely diverse and veteran teachers are experiencing dissatisfaction and unhappiness. Money versus adapting to the culture change caused dissensions and challenges in the regular school day and the afterschool programs.

It is crucial that we reach out to those students in need, learn their culture, connect to their environment and bridge the gap to achieve a positive outcome. This is why afterschool programs for minorities are a valuable piece to bridg the gap and strive to
become lifelong learners through mentoring programs offered during the extended day. One of the key factors in improving relationships among elementary school is to have someone (an adult) who they can believe and trust on any given day. There is a direct correlation between a trusted teacher and an engaging student, especially during non-school hours. The student develops a sense of ownership, belonging, and self-worth at school, home, and in their community.

**Conclusion**

In the U.S. alone, extended learning programs are a proven way to complement instructional learning, improve social and emotional behavior, and raising student achievement. The implementation of high quality afterschool programs result in positive developmental outcomes, which lead to student success. Many afterschool programs provided parents, caregivers, and community members a sense of joy and peace in knowing their children were off the streets and in a structured environment during the most crucial times of the day.

During these extended afterschool programs, many students benefit from activities that help improve academic standing and close the academic gap in all areas. I am hoping that this program research paper will provide stakeholders and lobbyist with valuable data to continue federal funding for afterschool programs across the country. In addition, there is a strong sense of urgency to examine ways to close the academic gap and help students appreciate a love of learning.
SECTION THREE: METHODOLOGY

Research Design Overview

As an educational leader in Adams County, I conducted and evaluated a research program design of the 21st CCLC program at one of the schools in the district. In this study, my focus was on collecting data and information from various resources. This chapter describes the data collection methods of my research and other related issues that developed during the data collection process. In this chapter, eight main sections contributed to the description of data analysis and research methods.

The first section represented the research design and methods as it pertained to the questions presented to the participants. Included in each of these sections is information on the process of data collection and research evaluation measures and procedures. The fourth section is on the data gathering techniques and data analysis techniques. The last section is on the concept of ethical consideration and conclusion.

According to Michael Quinn Patton (2008), there are different types of data, primary and secondary questions, and qualitative and quantitative techniques. I used various methodologies to obtain general and specific data relating to specific populations. In this program evaluation, I analyzed various data to elicit certain results from my research. However, I used various data collection methods, such as questionnaires, surveys, focus groups, and interviews, to analyze how the responses to the questions listed above supported the dissertation theory.

In attempting to compile information from this data, I created tables and charts to measure similarities and differences among minority students. I looked at the means, median, standard deviation, and variance prepared by the external state evaluator of
students participating in the programs. I collected data on positive and negative outcomes aligned with the goals, assessed impact, and analyzed adjustments on how the program fit the needs of the students, families, and program staff. My research study has helped me in several ways in determining the effectiveness of intervention programs for minority students and positive outcomes for these students. By conducting this research and obtaining qualitative and quantitative data, I received a better understanding of the impact of the program staff and the activities for at-risk students that led to marginal gains despite the large academic gap.

The research design methodology for this study used multi methods, collecting both quantitative and qualitative analysis. This information resulted from surveys, interviews, focus group discussions, and observations, which was part of the data collection process. The qualitative method was used as a way to match purpose that was subjective, such as open-ended interviews and surveys. On the other hand, I believed that the quantitative methods required a process where I received results/decisions that were integrated with a purpose.

The research study has helped me in several ways in determining the effectiveness of intervention programs for minority students and positive outcomes to these students. By conducting this research and obtaining qualitative and quantitative data, I was able to collect and analyze data regarding the sample program. In addition, this research design helped give me a better understanding of the impact of the program staff and the activities for at-risk students that led to marginal gains despite the large academic gap.
Participants

I selected several key participants from the school to participate in a survey, interview, and/or focus group session. These individuals were: principal (1), assistant principal (1), school guidance counselor, (1) teachers, (36), 21st CCLC staff (10 including site coordinators and teachers serving dual roles), mentors (volunteers) (10), and parents (38). I sent inquiry emails to invite those involved to participate in the study (Appendix A, B, & C). First, I interviewed the educational key leaders of the school. These key individuals were chosen based on their visibility and role in the school. These individuals were important to the study because they had a vested interest in the program and were accountable for the implementation of the program.

Second, I surveyed 36 teachers from Mathis Elementary who had five to fifteen years of experience teaching. They were mostly all females ranging from 25 to 55 years of age and worked specifically in the 21st CCLC staff for over 5 years. I also surveyed ten mentors (volunteers) ages 22 to 26 years of age, all white females, who were either a sophomore or senior in a collegial educational program, and 38 parents, mostly Hispanics, from 21 to 65 years of age and living in low socioeconomic communities.

The teachers held considerable power in the development of curriculum planning and personal enrichment development. All of these individuals were carefully chosen to ensure fairness and equality. The teachers were a sole source of reliability and represented the target population by providing valuable, unbiased feedback. These individuals were key leaders involved in the implementation of the program, which had a direct effect on the outcomes of the student’s academic, social, and behavioral competencies.
In alignment with the grant, the teachers must provide instructional learning that matches the goals and objectives listed in the grant proposal. I conducted a theory-based evaluation with the program staff to help identify the relationships in the program that were both positive and negative. The indicators of learning, such as gains in school, academic reports, report cards, test assessments, and progress reports, were used in the context of evaluating the effectiveness of the program for those minority students at the schools.

Other key participants that I chose were parents and volunteers, and they added strong comments and information on the overall structure of the program and its impact on students. Parents, volunteers, and community leaders were very important in the afterschool program because they were directly involved in the understandings of the inner workings of the school and the effectiveness of the program at the schools. By giving the parents, caregivers, and adult family members open-ended survey questionnaires, important data outcomes about the program were evident. In addition, a vast majority of responses provided nonjudgmental opinions about enhancing or improving the quality of the program.

**Data Gathering Techniques**

This study took place at an elementary school located in the middle of Adams County in an underserved population of all types of minority groups. The program began in the fall school term and ended at the end of summer term. The afterschool was comprised of the lowest 10% of the student population with a strong emphasis on recruiting minorities in the community. We targeted children between the ages of 7-12 who were struggling in school academically and socially and referred them to the site.
manager for participation. The program was located in the cafeteria in the beginning, and then merged in classrooms for homework and tutoring services. We divided and grouped students according to their specific grade level as well as cognitive level, grades, test history, and behavioral and discipline referrals. The principal hired the program staff, which included professional teachers, paraprofessionals, and volunteers who expressed an interest in working with these students. Staff members signed the consent form and voluntarily participated in this evaluation.

**Participant Surveys**

My research began in the natural setting of the site and I gathered data through surveys. By conducting the research at the site, it allowed me to become a part of the environment and allowed participants to feel comfortable. For the purpose of this study, I prepared 18 questions for each of the participants, with a 100% response rate.

There were two types of surveys administered to the various respondents in the program. I compiled an open-ended survey that was given to administrators and staff, including 21st CCLC teachers, volunteers, and parents (Appendix?). Open-ended questions were questions in which there is no definite or final answer. An open-ended questionnaire was an effective way to allow respondents to answer the questions in their own words.

In addition, I presented closed-ended questions in order to obtain finite sets of answers from which the respondent chooses. According to Patton (2007), closed-ended questions must have design choices to include all the possible answers a respondent could give for each question. In addition, I designed and compiled surveys based on the Likert
Scale to assess respondents’ feelings about the program. I used a categorical survey in which the answers are categories, and each respondent fell under one of those categories.

**Principals, Assistant Principal, Counselor Survey**

The survey for principals, assistant principals, and counselors allowed me to get a better perspective on what these key stakeholders felt and thought about this program at their site from the start of the school year to the end. The reason I chose these three key educational leaders was to obtain a more direct and honest response regarding outcomes of the program in the community. The survey included quantitative and qualitative questions about the program content, organizational leadership, instructional strategies, and student performance in the program (Appendix D). The leaders of the schools assessed their perceptions of how goals and expectations of the afterschool program were communicated to the students.

Marshall and Rossman (2011) stated that this type of data collection provided a wide spectrum of responses, thus allowing the participants to respond in an open and unbiased manner. The ability to partake in this type of research format was a great way to capture all the information.

**Teachers Survey**

I conducted a baseline survey with the regular school day staff and had indirect collaboration with the 21st CCLC staff. The 21st CCLC staff collaborated with the regular staff to engage in feedback and areas of change or improvement. The survey included both quantitative and qualitative questions regarding their knowledge of the afterschool program goals and objectives, changes and structures within the program, including student’s academic and social performances and attendance. I asked
professional educators in the school to provide their best opinions on their beliefs of how the program activities and curriculum aligns with what is being taught during the regular school day and how it relates to the program afterschool.

**21st CCLC Staff Survey**

I conducted a staff survey in which I asked the 21st CCLC key stakeholders, including site coordinators and instructional teachers and coaches, to discuss their duties and responsibilities and the type of activities in the program. The survey included questions about program implementation, program activities, program climate, program resources, and internal and external communication among all staff (Appendix E). Many of the questions centered on professional development training, collaboration and communication with regular school day teachers, engagement with parents and support staff, and the impact of the program on youth. These individuals were selected because they have a higher level of influence on how the program helped to improve and measure students’ outcomes and learning goals.

**21st CCLC Parent Survey**

The parent survey was directed more at the level of satisfaction with the 21st CCLC at their child’s school. In addition, I administered this survey by asking participants to reflect on the effectiveness the program had based on their child’s needs being met and explain why their child enrolled in the program. The survey questions included quantitative and qualitative methods based on program awareness, program structure, program satisfaction, and the effectiveness on the child (Appendix F & G). There was also a Spanish version of the survey. In working with the parent participants, I distributed open- and closed-ended questionnaires to approximately 50 adult family
members whose youth participated in these remedial programs. Of these families, 38 responded. I share this data in a later chapter.

**Staff Interview: Math and Reading Coaches & Teachers Including 21st CCLC**

During my program research evaluation, I conducted four staff interviews with participants involved in the program. This process took no more than 15 minutes and allowed time for questions and answers at the end. The interviews took place at the school site in the Media Center. The first set of interviews was more of a structured format in which questions participants provided answers that directly related to the carefully formatted question (Appendix H). The second set of interviews was more unstructured, which allowed participants to answer openly and freely. In addition, I used two specific indicators that assessed the level of growth and improvement among participants.

Each interviewee was very vocal and articulated well during this time. The teachers gave open- and closed-ended responses, along with additional questions at the end. It is important during any type of interview that the person conducting the interview should get to know each interviewee. The reason for this can vary based on the discipline perspective of the research evaluator. The interview questions contained quantitative and qualitative information about the organization of the program, leadership of the program, student’s and parent’s needs, allocation of adequate resources, content instructional learning strategies, relationships between youth and teachers, and effectiveness of the program on minority students.

The purpose of the conducting qualitative research interviews is to gather data on information that is philosophical and conjectural and based on the meanings that life
experiences hold for the interviewees (DiCicco-Bloom, & Crabtree, 2006). Therefore, it was important to conduct interviews to better understand the site organization and leadership skills.

**Focus Group Discussion - Johnson University**

I conducted focus group sessions with an active group of 12 volunteer mentors who gave more detailed answers than the survey. The volunteers worked at least three days a week for nine months with the students in the program. I was the facilitator of the focus group and asked questions and analyzed the interaction among the groups as I obtained information regarding specific questions. This focus group worked collectively together and separately, engaging students in the learning goals of the program, including academic and social behaviors.

I conducted the focus group sessions at various times and days of the week. I sent out notifications in an email, text, or letter informing the participants of all the logistics. During the focus group sessions, I included questions that identified problems in the program, identified project strengths and weaknesses, areas of growth and change, and that generated new ideas (Appendix I). During the focus group, it was important to use the data from the group as opposed to the individual responses. The focus group consisted of volunteer participants who are not considered random samples.

**Data Analysis Techniques**

Marshall & Rossman (1999), stated that “techniques for data analysis is the process of collecting, correlating, transforming data into a model that can provide useful information, support decision making and transform change” (p. 43). Over the past ten years, there has been research focusing on the evaluation of afterschool programs in an
effort to find out if there is evidence based results that measure the effectiveness of the program. This study was designed to analyze and explore whether or not minority students attending this program showed significant differences in the areas of academics and social behaviors. I used various techniques to analyze the data including coding, theming, descriptive statistics from all surveys, and data digging.

When collecting data, I looked at the desired outcome of the program, the activities that helped me get there, and various indicators to gauge the progress of the program. I used coding techniques to begin breaking down the data in an excel format. I used quantitative and qualitative methods as a form of my evaluation to analyze program activities, level of behavior and referral, progress of academics, and test assessment among those participating in the program.

**Surveys**

To obtain quantitative and qualitative data, one of my primary focuses was to conduct surveys for all voluntary participants from the principals, assistant principal, teachers, 21st CCLC staff, parents, and volunteers. I collected survey data that provided reliable information from participants over a specific period that reflected the outcomes of the afterschool program and its relationship to student learning. As the research evaluator, I distributed surveys to the site based administrators, instructional teachers, professional staff, volunteers and parents. In addition, I gave out one twenty-minute survey to all those who voluntarily agree to participate in this research study. If needed, I had the survey(s) in print format along with copies in English and Spanish.

The survey questions consisted of both closed-ended and open-ended questions. These questions were in a format that used a “yes or no” response or a rating system.
There were several steps that I used to calculate and formulate the data. First, I looked at the data and arranged it according to groups and subgroups. Then I cross tabulated and listed my results based on themes and patterns. Third, I filtered my research using a modeling data tool. This tool allowed me to narrow my group into several main groups and proceed towards trends and comparative data. Lastly, I input answers on an excel spreadsheet for further evaluation.

**Interviews**

I compiled the open-ended interviews along with closed-ended structured interviews from the reading and math coaches and the 21st CCLC teachers. Part of my data process was collecting qualitative data from parents of the students in the program. This allowed the participants to describe the importance of the program in their own words. The process allowed the participants to feel more informal and at ease with the questions. In addition, I used two specific indicators that assessed the level of growth and improvement among participants. I looked for specific emerging patterns and common threads and listed them on an excel spreadsheet.

During my program research evaluation, I conducted interviews as an evaluative method to get the participants’ perspective about the afterschool program. I offered two types of interviews in my evaluation research. The first set of interviews was a more structured format in which I administered questions and then participants provided answers directly related to the carefully formatted questions. The other type of interview was more unstructured, which allowed the participants to answer openly and freely. This type of interview strategy used in the qualitative data collection process was extremely valuable for the findings.
**Focus Groups Discussion**

I conducted one focus group discussion during the program year and then analyzed it for specific themes and similarities in answers. This focus group included a group of mentors/interns who participated in a field study program at Mathis Elementary school. The breakdown of interpreting focus group data requires a non-judgmental and neutral mindset to avoid adding any biases to the respondents’ answers.

Regardless of the quantitative and qualitative method of data collection, I used this data technique to obtain reliable information from participants who were actively involved in the program. I looked for themes and emerging patterns of response and then developed categories. When completed, I then sorted all questions by participant in certain categories. After the sorting process was complete, I then coded responses and the process of analyzation began.

I conducted focus groups using both participants’ and stakeholder’s perceptions and the interviewing observations. The focus group included stakeholders, parents, and community members in the local community where the afterschool program was located. I selected 10 individuals who shared common characteristics relevant to the evaluation. This process of selecting these individuals was random sampling.

The focus groups were a great tool for data collection on the afterschool program. The focus group sessions occurred at various times and days of the week. I sent notification by email, text, or letters informing the participants of all the logistics. During the twenty-minute focus group session, I included questions that identified problems in the program, project strengths and weaknesses, areas of growth and change, and that generated new ideas. After conducting this research, I gathered the group responses and
grouped the data in thematic units to answer my research exploratory questions.

Researchers stated that focus group responses are important to analyze first, then divide into thematic units to help define the recurring systems of explanations and beliefs (Stewart, Shamdasani, & Rook 2006). As a result, thematic units and patterns of responses helped measure the relationships between various questions and concepts that merged across all data.

**Program Based Data**

After conducting my research, the program-based data collected consisted of information available from sources such as interviews, surveys, and focus group discussion. This information was very important to measure and assess the performances of programs and the type of output over a period of time. Researchers concluded that program based data does not necessarily estimate an exact rate of outcome, but data from program participants are potentially biased and does not truly represent the overall general population. As a result, I used process indicators on the evidence and data regarding the items that contributed to the achievement goals of the program.

Process indicators is a commonly known process used in the evaluation process that monitors the implementation of a program as well as the programs inputs. Indicators are important to assess whether the data can provide a strong measure of evaluating the progress of the afterschool program and to ensure if it is meeting the goals and objectives of the grant. Usually, process indicators are an indicator of outcome results. I felt that the outcomes were easy to measure based on the response from the participants, and there was an urgency among the participants for areas of improvement and change.
I also used outcome indicators, which is a specific, observable, and measurable characteristic and or change that represents the end results. Outcome indicators revealed where there were areas below the standard level, which ideally would help the process indicator identify areas for change. By analyzing the outcome indicators of this data, it gave me an opportunity to review and analyze the data, which in turn helps a program determine if it is carrying activities and services as intended.

Accurate and quality data assessment worked toward a strong reliability and validity of each of the respondent’s answers. The data obtained reviewed the strengths and weaknesses of process and outcome indicators as performance in the intervention program.

**Test Assessments**

Assessments help obtain information that has a goal and objective to measure students’ outcomes. I collected grades, standardized test reports, and other assessment data for the program and the participants. At the end of each nine weeks, I compiled raw data from our FOCUS system to begin preparing baseline, mid-year, and end of the year data. I used this data to compare and contrast how participants in the program were responding to the activities of the program, their interaction with teachers, and the discipline and referral progress. Findings of the data are discussed in Chapter 4.

The formative and summative reports developed by the Florida Department of Education Program Evaluator for the implementation of program evaluation was used by the researcher to analyze levels of academic learning gains, behavior and discipline referrals, and retention rates. I used baseline data, including report card grades and test
assessments, to measure the effectiveness of the program and provide additional information regarding the program.

From a researcher’s perspective, both qualitative and quantitative data are important in all aspects of a program evaluation. Throughout my research, I used both quantitative and qualitative research methods to collect and analyze data from the sample program. In collecting qualitative data, I looked at the quality of the program with emphasis on the characteristics, observed behaviors, personal beliefs and thoughts of those individuals participating in the program. This method did not necessarily measure each characteristic, but I focused on 20 individual’s records and personal growth. In other words, I addressed the question of what the program experience means to each participant in their own words, through surveys, interviews, an open-ended questionnaire, and daily observation of the program environment. Some of the sample questions centered on the following:

- Are the program’s goals and objectives clearly stated in the program?
- Are the students’ improving with each quarter?
- Are the students participating in the program experiencing behavioral and referral problems?

The program’s goals and objectives were clearly stated in the school’s strategic plan as well as the parent handbook. All of the 21st CCLC team was well informed of the goals and learning objectives specified in the grant. In addition, each semester’s students were making substantial gains in the areas of the math and reading. Even though students regularly attending the program were making significant progress, there was still a high level of social and behavioral problems. By conducting and gathering quantitative
information on the program, I used this information as a contributing source for my research paper.

After working with qualitative and quantitative methods of collecting data, I found inaccurate measurements of certain data variables associated with the program, making them ineffective. In working with qualitative and quantitative data, I learned that different variables associated with those attending the program and versus those not attending the program had higher academic gains. Often times, researchers reported that the data was often measured accurately and effectively due to certain factors, such as learning ability, social emotional skills, and behavior. According to Patton (2002), the most common sources of qualitative data included observations and interviews, which cannot be analyzed using statistical software.

Due to the richness, and meaningful experiences and context of the response, I noticed some of the data was slightly more emotional, which created more questions than answers. The main goal of the qualitative data analysis was to look at rising themes, sequences, and trends (Patton, 2002). Qualitative studies often use an analytic framework—a network of linked concepts and classifications—to understand an underlying process; that is, a sequence of events or constructs and how they relate. Content analysis was used to analyze the administrators, teachers, volunteers, and parent interviews

By using these types of methods, I obtained sufficient information to investigate how this program built capacity and learning gains. Even though evaluating the effectiveness of any program, especially an intervention program, can be a complex and daunting task, researchers must remain hopeful in developing and restricting innovated
measures that can produce positive outcomes. Positive outcomes will eventually lead to additional funding and allocation of school resources.

The research setting centered on Mathis Elementary School, an afterschool educational school site serving minorities, mostly Hispanics and African American from eight to eleven years old (second to fifth grade) who live in low socioeconomic areas in the western section of the Adams County community. In order to prepare the research, I asked the site coordinator to evaluate and measure the success of minority students registered in her program and provide feedback regarding outcomes.

**Ethical Considerations**

In order to address the ethical considerations of my dissertation in an effective manner, I made sure that voluntary participation of respondents in the research was important. Moreover, at any time those participating had the right to withdraw from the evaluation study at any stage if they wish to do so. Respondents who participated agreed to an informed consent, and the principle of informed consent involved researchers who provided sufficient information and assurances about taking part in the research (Appendix J & K). All volunteers signed the consent form and received a copy of the form. I made sure I obtained written consent to conduct the program research. I also collected signed parent consent forms, teacher voluntary consent forms, and administrator/stakeholder consent forms.

The parent consent form was readily available in both English and Spanish prior to the beginning of each interview or focus group discussion. Parents and or guardians were required to sign the sheet making sure they completely understand all the rules and regulations. According to the CITI assessment, consent forms provide guidance on the
privacy and protection of minors’ rights when conducting interviews and questionnaires. According to University policies and procedures, the privacy and confidentiality procedures of any human subject involved in a research evaluation project is very important. In addition, national and state legislators mandated and required that all research projects be created, and implemented in a manner that (1) Offer protection and grants integrity of any human subject that voluntarily participates, and (2) Abides with the federal regulations and university policies and procedures (CITI, 2015, p. 7).

After taking the Collaborative Institute Training Initiative quiz (CITI), I realized that informed consent forms were an important part in the development of any research and project design. All participants must clearly understand the content of the research and become fully aware that this is a voluntary initiative with formal requirements. During this research, we must remember that participation is optional and it is mandatory to determine the age of the participant before an interview. If an interview candidate is a minor, it states that these minors must receive adult consent from a legal age guardian prior to the start of any research. According to the CITI law, a minor is any person under the legal age of 18 (CITI, 2015). I followed and adhered to the guideline listed in the CITI law to avoid any conflict or miscommunication regarding under age participants.

Lastly, the Belmont Report provided information and data involving maximizing and minimizing harm. This was a powerful and interesting report because it stressed the importance of the legality of humans as subjects in research:

The Belmont Report looks at the ethical principles created by the commission during a deliberation conference which was held over a period of nearly four years. It is a statement of basic ethical principles and guidelines that should assist
in resolving the ethical problems that surround the conduct of research with human subjects. (CITI, 2015, p. 6).

I presented the ethical issues as they related to human subject and informed participates with the sensitivity and importance of this research initiative. As the researcher, I explained to the participants the importance of maintaining confidentiality and protecting them to ensure all information was stored in a secure location.

**Conclusion**

The main purpose of this chapter was to discuss and highlight the research methodology process used in the collection process. The data revealed reliable and valid information with vast similarities and differences. When conducting the research data, each of the qualitative and quantitative evaluative methods of measurement were interpreted in a variety of ways. All of the data has now been categorized, coded, and analyzed for emerging themes and patterns.

Afterschool programs have been growing very rapidly in the United States, especially in low-income communities. The importance of the afterschool program is evident in many of our struggling schools across the nation. This study found that implementing additional academic programs in our schools might help restore and reteach those students who have difficulty during the regular school day.

In addition, this project had many important factors that are crucial to the program evaluation process. I gathered information that may or may not be readily available. I used outside sources, external evaluators, and other key stakeholders to provide information to support my research. Information obtained must be accurate and pre-approved by the school district and the Florida Department of Education.
Lastly, based on recent findings, there are many benefits of this program here in Adams County. This experience of an afterschool program has strongly reinforced the value and importance of all children in the U.S. be given the same opportunity for educational achievement during the regular school day. It is critical that afterschool program directors and staff continue to have a clear and focused set of goals and objectives, gather and synthesize all data, including test assessments that connected to those goals, and implement a continuous improvement plan.

The outcome of the program evaluation helped build on lessons learned and ensure that they are providing their students with the necessary skills needed to become lifelong learners. Many of the 21st CCLC’s goals issued by the state requires you to accommodate the challenges of those at-risk students who are struggling academically, socially, and mentality. In an effort to support quality programs for all children, we must continue to lobby and advocate for additional funding for all students regardless of their race, demographics, or social background.
CHAPTER FOUR: RESULTS

Findings and Interpretations

This chapter presents the results of data analysis for the effectiveness of afterschool programs and its impact on minority students living in low socioeconomic communities. This research study answered primary and secondary questions and used surveys, interviews, and a focus group discussion as methods of research. I compared and contrasted information shared by the school administrators, key educational leaders, teachers, program staff, mentors, and parents who revealed major improvements in the following areas: attendance, standardized test scores, and behavioral referrals. Report card data and other appropriate assessment data measured academic and personal enrichment objectives that contributed to learning gains. After analyzing the data, I interpreted the information in order to test my research questions. Data gathered through the surveys and questionnaires were subjected to frequency counts to find the highest frequency of occurrence. After compiling the responses, I quantified the data and presented it in a percentage format.

Survey Response Rate for Research

The overall questionnaire response rate for surveys with administrators was 100%, (3/3) of which were valid responses and no regrets. One hundred percent of the respondents were administrators, assistant principals, and guidance counselors. As mentioned in previous paragraphs, school administrators were more likely to be aware of the 21st CCLC activities and programs and worked as liaison between the district, school, and program staff. Therefore, they provided in depth information and responses to the survey
Participants-Administrator Survey Data

As stated earlier, the purpose of this evaluation study was to determine the effect of afterschool programs on elementary school student achievement among minorities. I distributed a survey to a principal, assistant principal and school guidance counselor; three were completed and returned for a response rate of 100%

In response to Question 1, how long have you been working at this school, most of the respondents indicated more than 15 years working at this particular school site. The guidance counselor reported working at the school for 30 years, the assistant principal 15 years and the principal 10 years. In conclusion, these individuals worked in the district for many years and have a lot of experience working in school. With this amount of experience in the program, the staff brings great talents, and skills to be effective leaders in contributing to the program.

Figure 1: Q1: How long have you been working at this school?

In response to Question 2, what is the most important objective of the 21st CCLC afterschool program in your view, 66% (2 out of 3) respondents recorded that academic
performance was the greatest objective to the program. One out of 3, or 33%, of respondents stated that personal enrichment linking social skills is an important objective.

*Figure 2: Q2: What is the most important objective in the 21st CCLC program in your view?*

Based on these responses, it can be determined that academic enhancement along with social emotional skill building can contribute to the goals and objectives of the program. In reviewing my study, I gathered the objectives and standards of the program and compared them to the school improvement plans.

In response to Question 3, in what areas have students increased according to student improvement, 66% (2 out of 3) of the respondents stated that students increased in the area of literacy as the top area of student learning gains. In addition, based on the findings, 33% (1 out 3) of the respondents stated that math is an area that students have increased.
This interpretation of the data meant that in the afterschool program, both literacy and math content areas were a tool in developing academic and literacy skills in the program. Staff should incorporate literacy and math in their lesson plans.

In response to Question 4, in your judgement, to what extent does the 21st CCLC afterschool program enhance the effectiveness of the school, all 3 (100%) respondents agreed that the program very much complimented the regular school day activities. This meant that the program has demonstrated a positive impact of closing the gap on the academic and social abilities of low minority children. By having the program at the site, it has provided resources and assistance for those attending each day.
Figure 4: Q4: To what extent does the 21st CCLC afterschool program enhance the effectiveness of the school?

Blue Participants 1, 2 & 3

Based on responses to Question 5, do you feel that your 21st CCLC afterschool program enhanced student motivation to learn, all three of the respondents (100%) very much agreed that the program helped students in the ability of learning and in motivation to learn. It was clear that the intervention programs prepared minority students to create a sense of interest and investment in learning the skills necessary to succeed. It appeared students were more likely to work well with others and their teachers when the activities helped to motivate and engage them toward positive outcomes.
In response to Question 6, do you feel that the activities in the 21st CCLC afterschool program has contributed to improving students’ skills in reading, 100% of the participants very much agreed that the program indicates measurable increases in reading especially those students who have actively attended the program. Consequently, high quality programs focusing on reading helped students with limited ability to gain knowledge. The relevance of active participation and academic achievement was a strong indicator for progress. There are ongoing debates and conversations among stakeholders to determine if programs should target disadvantaged youth in the area of academics only with little time for enrichment activities such as physical education, drama, and art. In other words, there needs to be a greater focus on academics because they are easily measures and used for state reporting purposes.
Figure 6: Q6: Do you feel that your 21st CCLC afterschool program has contributed to improving students’ skills in reading?

Looking at the responses to Question 7, do you feel that your 21st CCLC afterschool program contributed to improved student skills in math, all 3 of the participants (100%) very much agreed that the program helped build skills in the area of math. Academic test scores and performance based test has shown gains for those student participating in the program. Quality program building on math skill has reinforce knowledge that has attributed to students’ positive outcome.
In response to Question 8, do you feel that your 21st CCLC program has enhanced students’ attitudes toward the school, 2 out of 3 participants (66%) stated very much that the attitude towards the school and has shown improvement. One out 3 (33%) indicated the program has enhanced students’ attitudes somewhat towards the school. The afterschool program experiences of students had a positive influence based on the attitudes and behaviors of students and staff. Students attending this program have a better attitude because of the skills taught each day, which will help them perform better. However, there is room for improvement to ensure all students remain positive and open to a sense of belonging. This indicated that the students benefit from gaining a good attitude by participating in the program.
In response to Question 9, do you feel that your 21st CCLC afterschool program has improved students’ safety, 100% of the respondents answered that they felt very much that there was improvement in student safety. Therefore, I can conclude that safety has been a huge factor in building a positive environment in the school. The program served as a safe haven afterschool, and everyone agreed that student safety was the most important in maintaining a well-organized and managed remedial program. Out of school hours are critical for student development and learning.
In response to Question 10, do you feel that there has been an improvement in student attendance, all 3 participants, (100%) felt very much that an improvement in student attendance by attending the program was apparent. Overall, responses indicated that the staff felt the students improved in attendance and engaged more in the classroom during normal school day times. In addition, each individual shared a common theme that afterschool program serves as a bridge between the regular school day and intervention programs in the afterschool. This leads children to want to attend school and feel a part of the school culture and climate.
Figure 10: Q10: Do you feel that there has been an improvement in student attendance?

Blue Participants 1, 2, 3 all agreed

In response to Question 11, do you feel that the 21st CCLC afterschool program at the school reduced vandalism in School District of Adams County, all 3 of the participants (100%) stated very much that the program has helped to reduce the number of vandalism reports. In operating a high quality program at this site, students take responsibility and take ownership of their site to avoid vandalism or destruction of the property. Therefore, the program was effective in reducing violence, crime, gang activity, and juvenile crimes at the site.
In response to Question 12, do you feel that there has been an increase in parents’ attendance at 21st CCLC events, 2 out of the 3 participants (66%) very much felt that parent involvement increased in the program. Thirty-three percent of the participants (1 out of 3) somewhat felt that there was an increase in parent’s attendance at 21st CCLC events. Based on the respondents who agreed that parent’s attendance increased, they felt that systems were in place to invite parents to attend the events. Parental involvement is important to achieve support of the program. On the other hand, the respondent who somewhat agreed felt the lack of increase can be connected to the community and the culture. Decreased parental involvement can be due to many factors; however, strategies must be in place that will get them more involved.
In response to Question 13, do you feel that there has been an increase in parents’ attendance at parent teachers conference from students participating in the 21st CCLC after school program, 100% of the respondents very much felt that there is an increase in attendance among parents participating in the 21st CCLC after school program. Efforts to bring parents to the conference is importance. In addition to a high quality program, educators helped schools partner with parents and build attendance levels. Research showed that youth will produce more academic gains and have better attendance if their caregivers, parents, and/or guardians attend events (Child Trend, 2018). However, this is not the case with all students attending the schools, especially if the home language is not English.
Tarasawa and Waggoner (2015) reported that parents who do not speak English at home have a much lower attendance record at all school meetings, including parent teacher meetings and student’s events. In addition, due to the language barrier, there is a high level of disconnect between them and the school. In other words, school administrators must look at options such as interpreters or other options to ensure all parents are involved in the process. Parents who do not speak English at home have lower rates of attendance at general school meetings, parent-teacher conferences, or school or class events, relative to English-speaking parents; and lower rates of volunteering or serving on a committee.

*Figure 13: Q13: Do you feel that there has been an increase in parents’ attendance at parent teacher conferences from students participating in the 21st CCLC afterschool program?*

*Blue Participants 1, 2, 3 all agreed*

In response to question 14, do you feel that students have shown improvement in the areas of behavior and discipline referrals, all three of the participants (100%) replied
very much that students have shown significant improvement in the area of behavior and discipline. However, inclusive results due to the large variation in behavioral referrals and teacher’s information does not provide a direct answer to the effects of afterschool program on student’s behavioral progress. The findings suggested that teachers noticed significant improvement, but without hard data, it is impossible to verify. Out of school time activities played a role in building an environment that encouraged learning, decreased student misbehavior, and built academic gains. This concluded that the program still need intervention in building healthy behavior skills among students.

*Figure 14: Q14: Do you feel that students have shown improvement in the areas of behavioral and discipline referrals?*

![Pie chart showing the responses to Q14.]

*Blue Participants 1, 2, 3 (all agreed)*

In response to Question 15, do you feel that 21st CCLC staff accommodate students’ needs in the area of homework and classwork assignment, 33% (1 out of 3) of the respondents felt very much that the students’ needs in the area of homework were being addressed. However, 66% (2 out of 3) of the respondents felt that the students’
needs are somewhat being met in the program. The program allowed students with learning difficulties to request accommodation during homework time. Based on one of the participant’s responses, (33%) (1 out of 3) very much felt that the afterschool program found ways to include student needs while the remaining two seemed to believe that there is a need for more intervention and a program designed to reach students. The needs of students with learning disabilities was met.

*Figure 15: Q15: Do you feel that 21st CCLC staff accommodate students’ needs in the area of homework and classwork assignments?*

In response to Question 16, do you feel that the curriculum and instruction in the afterschool program reinforced concepts taught during the school day, 66% very much agreed that curriculum and instruction in the program reinforced the regular school day. However, 33% of the respondents indicated only somewhat that this intervention out of school program aligned with what was taught during the regular school day. This means
that the program activities complemented the regular school lessons and staff communicated with teachers to ensure that students were receiving the content skills in both school and afterschool. An afterschool program aligned with the regular school day curriculum can increase academic outcomes and student learning.

*Figure 16: Q16: Do you feel that the curriculum and instruction in the afterschool program reinforced concepts taught during the school day?*

In response to Question 17, what are some of the major challenges in the 21st CCLC program at your school, the most common theme of 100% was the issue of behavior and discipline. Two out the 3 respondents felt some of the challenges stem from social and emotional behavior to learning disabilities with special plans for learning. This means that there were challenges in reaching students with special needs and implementing social emotional programs to address these challenges.
One (1) out of the 3 (33%) felt that with the influx of Spanish speaking students, the program needed to hire more bilingual teachers to assist the students with language barriers. In addition, 1 out of 3 participants felt that the length of time for the program became a challenge because students are not getting their homework completed. All of the respondents (100%) agreed that we needed to allocate funds for additional time for the program, hire more teachers equipped with handling social and emotional learning, and establish a plan for working with ESOL students. All 3 (100%) of the participants, the principal, assistant principal, and guidance counselor, responded with the most common theme that funding and resources are the biggest challenges in the program. Due to restricted funding and budget allocations, the budget was reduced, causing major problems. With limited resources, the program cannot provide all the necessary resources for the students. Another challenge in the 21st CCLC program is the short time period and the restriction of age groups allowed to participate. In other words, respondents felt that the program did not provide enough time to reach the needs of those students struggling in a particular content area, leaving gaps in their homework and classwork assignments. In addition, the program restricted the ages of those allowed to participate, causing many of the needy students to go home after school to take care of their younger sibling in preschool and Kindergarten. Some of the respondents, (2 out of 3) 66%, felt that the program needed to run more than three hours per day, offering dinner and adding the younger sibling to join the intervention activities.
In response to Question 18, what are some of the major successes in the 21st CCLC program at your school, the most common theme was providing a safe place for students in the afternoon. All respondents (100%) reported that this program had benefited many students and parents because it provided snacks, meals, and activities to prevent students from going home and spending time alone. All respondents (100%) reported that one of the major successes in the program at the school was homework time allotted for students, which allowed them to complete homework instead of doing it at home. Two out of 3 respondents (66%) reported another major success in the 21st CCLC program in that students were introduced to real life experiences unrelated to what they were learning at home.
Figure 18: Q18: What are some of the major successes in the 21st CCLC program at your school?

<table>
<thead>
<tr>
<th>Major Success in the 21st CCLC</th>
<th>Participant1</th>
<th>Participant2</th>
<th>Participant3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>Activities</td>
<td>35%</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>Snacks</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Survey-Teachers and 21st CCLC Staff

Background on Teachers

I distributed 65 surveys to teachers and 21st Century Community Learning Center staff, of which 36 surveys were completed and returned for a response rate of 65%. The ages ranged from early twenties to late fifties. The number of years serving in an educational facility ranged from one year to twenty-five years. Within the school district, each one of the teachers had extensive background in serving students in disadvantaged communities. Having this level of experience brings high quality instructional learning that can help students perform better in school. Each of the participants volunteered to partake in the research study. The survey consisted of both open- and closed-ended questions. This led me to believe that the key leaders at this school had a variety of school experience, which created a strong foundation for educational gains and learning
at Mathis Elementary. The surveys reflected a level of professional training that each one of the administrators brought to the school.

**Question 1.**

In response to Question 1, what is your current subject area, 36 out of 36 (100%) of the teachers in the program and in the school reported a wide range of background skills, subject areas, and educational talents. Even though they are teaching in a particular grade, they each reported a specialty in the field of education. Based on these finding, 18 out of 36 (52%) of the teachers in the program have more than one specialty, which benefitted the school. Finally, 15 out of 36 (42%) of the respondents listed only one subject area.

*Figure 19: Q1: What is your current subject area?*

In response to Question 2, how many years of experience do you have working with students in the school, it was reported that 36 out of 36 (100%) of the respondents revealed that the school has a mixture of veterans and newly appointed teachers, which can have advantages in building capacity and academic gains. For example, the number of teachers
who had between 1 (one) and 5 (five) years of experience was 2.8%. The number of teachers who had between 5 (five) and 10 (ten) years of experience was 1.8%. The number of teachers who had between 10 (ten) and 15 (fifteen) years of experience was 4.4%. The number of teachers who had over 20 (twenty) years of experience was 2.4%. There were 36 teachers and site staff in this study.

Nine of the 36 (25%) respondents were both working in the classroom and in the program, which can be advantageous for those students struggling during the day. Findings revealed that afterschool programs employed a mixture of experienced staff to assist in closing the achievement gap. Other participants in this research study, including teachers, math and reading coaches, and program staff, had a wide range of experience in teaching and afterschool program based on their responses

*Figure 20: Q2: How many years of experience in the program do you have working with students in the school?*

![Bar Chart](chart.png)

*Number of Responses*

**Question 3.**

In response to Question 3, what is your role in the afterschool program, 12 out of 36 (35%) respondents answered this question by stating they were actively involved
in the program under assigned roles. Of the 36 teachers sampled in this study, 12 out of 36 (35%) had active roles in the program. There were 23 out of 36 (65%) of the respondents who were not actively involved in the program. Based on these results, there were fewer teachers involved in the program than not involved, which can put a strain on the number of teachers involved in the program. The use of more professional teachers taking part in the program will offer greater gains for the minority students in the program. Having teachers assigned roles will also help with relationship building, cultural awareness, and academic development as a foundation of commitment to the program.

*Figure 21: Q3: What is your role in the afterschool program?*

![Figure 21](image)

**Question 4.**

Based on Question 4, briefly describe one or two success stories that you have witnessed in the 21st CCLC program at your school, more than 65% of the participants in this study reported the most common themes such as grade improvement, improvement of self-concept, commitment to school, and a sense of belonging. Twenty percent of participants reported the common themes of positive and healthy environment and
homework assistance. Findings revealed that 15% of the participants reported that behavior and social skills have increased in the program.

Findings also showed that 65% of all teachers agreed that grade improvement and self-concept should be a target in reaching these students. In reviewing these findings, it appeared that afterschool programs offered a sense of self-belonging that brought positive outcomes. It also appeared that the program reached students in several areas and had a direct impact on their learning abilities. Afterschool program served as a playing field for hope, prosperity, and a sense of personal responsibility.

Table 1

<table>
<thead>
<tr>
<th>Categories of success stories</th>
<th>Number of Respondents</th>
<th>Category of the most important area of success stories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Grade Improvement</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>2. Self- Concept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Commitment of school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Sense of Belonging</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>1. Positive Healthy and Safe Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Homework Assistance</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td>1. Behavioral Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Social Skills</td>
<td></td>
</tr>
</tbody>
</table>

Question 5.

Based on the responses to Question 5, what are some of the weaknesses/challenges associated with the 21st CCLC program at your school, and what ideas do you have for addressing these, 12 out of 36 (35%) of the respondents reported the most common theme is working with students who experience behavioral and social emotional issues. In addition, 7 out of 36 (20%) of the respondents reported the most common themes of overwhelming concern is the length of time, the lack of resources and funding, and not enough bilingual teachers in the program. Also, 7 out of 36 (20%) of
the respondents reported that the issues of non-speaking Spanish teachers were an
obstacle for the students in both the school and the program.

Figure 22: Q5(a): What are some of the weaknesses and challenges in the 21st CCLC Program?

The next most common themes reported by 7 out of 36 (20%) of the respondents
was lack of resources in the program. Lastly, there was 1 out of 36 (5%) of the
participants who did not respond to the question at all. In reviewing these responses, I
feel that the program needs to address many challenges to enhance the quality of learning
among minority students. Focusing on social and emotional learning is important to
instill competencies that will promote positive gains. In addition, it is vital that educators
be equipped to speak dual languages in order to provide the many opportunities and
resources to minority students.

According to 100% of the respondents (36 out of 36), the most common theme for
better ideas for the program is more money and changing the times of the program. In
other words, all of the participants would like to see additional allocation of funds to help
service the disadvantaged youth in the community. There is also a strong indication that
adding more time to the program will help support and provide assistance to the students in this community.

*Figure 23: Q5(b): What ideas do you have?*

**Statement 6.**

Based on the responses to Statement 6, the 21st CCLC program site coordinators keep me informed and updated regarding students’ behavior, 28 out of 26 (75%) of the respondents strongly agreed that the site coordinator was organized, communicated often, and updated the staff regarding student participation. There were 9 out of 36 (25%) of the respondents who agreed that the site coordinators were organized, communicated often, and updated the staff regarding student participation. This means that the program site staff had the characteristics of a good leader. Communication was a key factor to ensure equity, fairness, and equality. The afterschool program staff strongly agreed that the program offered communication and collaboration methods to disseminate information.
Based on the responses to Statement 7, the 21st CCLC program has helped enhance and improve the quality of education among those regularly participating students, indicated by 27 participants, or 75%, who strongly agreed the program builds and implements high quality activities for those students who attend on a regular basis. Seven participants (25%) agreed that the program builds and implements high quality activities those students who attend on a regular basis. This means the program was reaching the needs of school bonding with the students and increased teacher perception of student’s efforts and sense of belonging. While this study did not measure the direct impact of the program on behavior, academic, or social development, the staff witnessed academic and behavior gains beyond what was measured.
Figure 25: Statement 7: 21st CCLC program has helped enhance and improve the quality of education among those regularly participating students

Statement 8.

Based on the responses to Statement 8, the 21st CCLC communicates with me as to my student’s needs, assessments, and/or concerns verbally or other forms of communication, 64% of the respondents (23 out 36) strongly agreed that teachers in the program communicated to the teachers during the regular school day. This meant that there was some collaboration and communication among the staff and the regular school day staff; however, there is room for improvement. Of the remaining participants, 8 (26%) agreed that program teachers and staff communicated with teachers and 6 (17%) reported that teachers in the program did not talk or make any initiatives regarding collaboration and communication with the teachers. The 21st CCLC staff wanted more partnerships with regular school time teachers who were directly involved with struggling students who are in the program. Four out the 36 (12%) indicated that communication is very vague and often transmitted in an email or on the phone. Four out of 36 (12%)
reported no response from program staff. A mixture of the respondents agreed that there was a level of communication but it varied. When program staff were not communicating with the teachers during the day, it left room for problems and a level of disconnect for everyone. Classroom teachers and program staff play a critical role in identifying and working with students who may be struggling in homework and on class assignments.

Figure 26: *Statement 8: The 21st CCLC communicates with me as to my student's needs, assessments and or concern, verbally or other forms of communication*

![Bar Chart](chart.png)

**Statement 9.** Based on the responses to Statement 9, the program has helped my students improve their reading, math and science skills, 18 out of 26 (50%) reported strongly agree that my student reported that the most common thread that appears is that afterschool program can have varied effects on the student depending on their abilities, cultural, and learning developmental skills. Nine out of 36 (25%) reported agreed that my students improve their reading math and science skills. 3 out of 36 (10%), 3 out of 36 (10%) disagree, 3 out of 36 (10%) strongly disagreed and 1 out of 36 (5%) did not at all. Considering that this school has a mixture of all races,
it is critical that we reach matching programs and students to achieve maximum results. In reviewing the data, there was a mixture of answers, therefore, it appears that positive gains in the program has improve students in the area of reading. However, without specific data, it is difficult to measure academic performance in reading in comparison to others in the school.

*Figure 27: Statement 9: The program has helped my students improve their reading, math and science skills.*

**Statement 10.**

Based on the responses to Statement 10, 16 out of 36 (44%) strongly agreed that the program is meeting the academic and social needs of the regular participating students. There were 7 (20%) respondents who agreed and 4 out of 36 (10%) of the respondents disagreed or strongly disagreed that the program was meeting the academic and social needs of the regularly participating students.

Overall, we would like to see a successful, high quality program effectively making a difference among at-risk students, but based on the findings, there was a mixture of opinions and responses. Examining the differential impact of intervention
programs for at-risk students can differ based on economic, social, and special needs of the learner. While the differences in the students was clearly obvious, it appeared that the program reached a level of growth in the areas of academic and social enrichment.

*Figure 28: Statement 10: The program is meeting the academic and social needs of those regular participating students.*

![Bar chart showing responses to Statement 10](chart.png)

**Statement 11.**

Based on the responses to Statement 11, the program helped students turn in their homework or projects. There were 18 (55%) respondents who strongly agreed that the program helped students turn in their homework or projects in a timely manner, 12 out of 36 (35%) of the respondent agreed, and 6 out of 36 (17%) disagreed or strongly disagreed. While these findings are promising, further research is needed to measure the impact of the homework time and academic gains. The overall results of this finding indicated that homework sessions in afterschool program had a positive impact on student academic outcomes.
Figure 29: Statement 11: The program helped students turn in their homework or projects

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Not at all</td>
<td></td>
</tr>
</tbody>
</table>

Statement 12.

Based on Statement 12, 14 (39%) of participants strongly agreed that the 21st CCLC site coordinators offers and shares resources with program staff to help them align afterschool with class curriculum. Twelve (33%) of the participants agreed and 10 (28%) disagreed. Due to a lack of resources available to the staff, more participants disagreed with this statement. This means that educators making decisions about the program staff and resources appeared to be lacking in this area causing teachers and staff to feel disappointed. It is crucial that we acquire, develop, and share the necessary resources for afterschool programs to succeed.
Figure 30: Statement 12: The 21st CCLC Site coordinators offers and shares resources with program staff to help them align afterschool with my class curriculum

Statement 13.

Based on Statement 13, 18 (50%) of participants strongly agreed that the 21st CCLC program allowed students to engage in all subject and academic personal enrichment activities. There were 14 (39%) who agreed and 4 (11%) who strongly disagreed that students participated in all activities in the program. These findings conclude that the design of the program engaged students in the areas of academic and personal enrichment activities. There appeared to be a mixture of responses regarding whether the activities were student driven or teacher driven. This could mean that there was a level of consistency regarding program planning based on student needs or teacher’s needs.
Figure 31: Statement 13: The 21st CCLC program allows student to engage in all subject and academic personal enrichment activities

Statement 14

Based on Statement 14, all respondents agreed that the 21st CCLC regularly check student’s progress reports, academic assessment, and test scores. The response rate of 100% indicated a positive relationship between the program and student progress and statistically impacts the afterschool program as enhancing student achievement and test scores. The results of the study showed that the students participating in the program receive additional intervention to assist in academic gains.
Figure 32: Statement 14: As a 21st CCLC we regularly check student's progress reports, academic assessment, and test scores

Survey- Parent Survey Data

I distributed 65 surveys to parents of which I received 38 responses from a random group of participants who voluntarily agreed to participate in the research for a response rate of 60%. Of the 38 responses, there were 18 Spanish surveys and 20 English surveys. The site coordinator, who is bilingual, helped translate the surveys into Spanish. The surveys used in this research were available in both English and Spanish.

All participants received both forms so that they could use the one best suited for their needs. I performed data collection during the middle of the school year, prior to testing period. All surveys were completed at the site, and several employees were helpful in ensuring that the parents, caregivers, and adult members understood the data collection process. The study was limited to 65 participants, so I was able to easily analyze the samples.
The sample for this study consisted of parents from a diverse background, different educational levels, and economic status. Parents participated in the research at the school site. To secure confidentially, all participants received pseudo identifiers as to not disclose their real name. Participants were 75% female and 25% male, and they lived in the local vicinity. The ethnicity of the group was comprised of 89% Hispanic, 7% African American, and 4% White.

The parent participants’ ages ranged from late 20’s to over 60 years old. This meant the parents of the children in the program were extremely young, which may mean that the age group for raising children has dropped significantly. There were also older caregivers and adult family members raising their children’s children. The afterschool program related to parent’s ability to support their children regardless of their age, gender, and socioeconomic conditions.

Figure 33: Parents by ethnicity.

The techniques I used in this study involved survey assessments to get a better understanding of participants’ perspectives in promoting after school activities within
Adams County. The first several research questions addressed program operations and how different components have or have not attributed to the success of the afterschool program. During the next several paragraphs, I will report findings in descriptive and interpretative manner.

**Question 1.**

Based on the responses to Question 1, 19 out of 38 (50%) of the respondents felt that homework and tutoring were the most important elements in the afterschool program. Homework is a top priority used to measure student’s success; therefore, parents felt that homework was an important factor for those students who were struggling during the regular school day. Eleven out of 38 (30%) of the respondents felt that art activity was an important element, which the research indicated is very important among Hispanic cultures. Many of their communities value the arts, especially music, dance, and drama.

*Figure 34: Q1: What is the most important element in the afterschool program?*

A study from the U.S. Department of Education’s Arts in Education found that Hispanics believed academic and lifelong skills are important for their children, but it
is extremely important that art enrichment curriculum is incorporated into the lesson plans in the program. Finally, 8 out of 38 (20%) of the respondents felt that physical activities were an important component in the afterschool program to avoid obesity and learn more about healthy nutrition. Surprisingly, I thought this number was high and a bit questionable because of the Hispanic culture, but I discovered that many Spanish families believe strongly that physical activities are crucial for their children due to the high level of outside activities learned and taught in their native country. These findings mean that physical education is a strong factor in the development of youth.

**Question 2.**

Based on the responses on Question 2, 15 out of 38 (38%) of the respondents felt that the biggest success in the program was students receiving support and tutoring in math, reading, and science. Parents felt that getting assistance, especially in the core subject areas, would help students do better during test assessments and classroom projects. Approximately 12 out of 38 (30%) of the respondents felt that the biggest success was social development, and emotional learning has had a direct impact in the home, classroom, and community. In addition, 4 out of 38 (10%) of the respondents felt that afterschool program helped students to become more motivated and happier during school time. This indicated that afterschool program was bridging the gap of socialization and positive relationships. Only 5 out of 38 (12%) of the respondents did not answer the question at all. The biggest challenges were based on 28 out of 38 (70%) of the respondents indicating that there is not enough time in the program to complete the homework and the need for more one-on-one relationship
building with the teachers at the school. In addition, 7 out of 38 (20%) of the respondents revealed that the social and emotional learning was very important because students were misbehaving at school and at home. About 3 out of 38 (10%) of the respondents did not answer the question.

*Figure 35: Q2: What do you feel is the biggest success in this program? What is the biggest challenges in this program?*

Outcome data for challenges relating to the program showed that this site needed to provide additional ways of increasing homework time to enhance the educational recreational and personal enrichment levels of at-risk students.

**Question 3.**

Based on question 3, has your child improve in the areas of academic core subjects such as math, reading, writing, and science, the responses of parents appeared to be a mixture of yes and no. Findings revealed that 15 out of 38 (35%) felt that there were academic gains (math) due to the students participating every day. The findings also revealed that 11 out of 38 (30%) felt that there were academic gains in reading and that 11 out of 38 (30%) felt yes that there were academic gains in writing due to
students participating every day. Finally, findings revealed that 3 out of 38 (3.5%) felt that academic gains were evident in science due to the students participating every day.

*Figure 36: Q3: Has your child improve in the areas of academic core subject areas such as math, reading, writing and science?*

The findings revealed that most of the respondents were pleased with the program’s activities and lesson plans but not for Spanish speaking students. However, it appeared that the afterschool program helped assist students in the core academic areas. The most common support was 15 out of 38 (40.5%) participants who determined math and science were areas of positive outcomes. One of the most notable themes identified was that 21 out of 38 (55.5%) respondents agreed that reading and writing was not an area of growth among minority students, especially ESOL. An outlier thread was stated that there needed to be more bilingual teachers and lesson plans for students arriving from Puerto Rico.
Figure 37: Q3 Part 2: Has your child improved in the areas of academic core subjects? List them.

![Bar chart showing responses to improvement in academic core subjects.]

Reading: 11, Writing: 11, Math: 0, Science: 3

**Question 4.**

Based on question 4, which afterschool program outcome is important to you, more than half of the respondents 14 out of 38 (35%) picked test scores and grades, followed by social and mental skills 5 out of 38 (15%), and development of creative and artistic skills 2 out of 38 (5%) recorded that the program outcome is important to them. Activities such as those mentioned above is ideal for afterschool programs, but there is a sense of urgency to focus on social, emotional and mental skills.

The results of the research showed that the most common theme was test scores and grades, which means that parents find assessment as a high level of importance in the program. In addition, the results from this analysis leads to the second most common thread of social and mental skills which strongly indicated the program must foster programs that are designed to meet mental and social competencies. Lastly, the last most common theme important to parents is creative artistic skills that means it is imperative to
add the content of art integration in the project based learning lessons to allow students to explore new experiences.

Figure 38: Q4: Which afterschool program outcome is most important to you? Pick one?

![Graph showing number of responses for different outcomes](image)

**Question 5.** Based on Question 5, how important was the availability of an afterschool program at the school site in your decision to enroll your child in the school, 10 out of 38 (27%) reported that the overall decision was important. Fifteen out of 38 (40%) participants answered the questions, but did not understand, and 13 out of 38 (35%) did not answer the question at all. Many of the parents could not answer this question because of the lack of information disseminated during adult family events about the format and structure of the program. Lack of background knowledge hindered the true understanding of the program. The parents who did not respond to the question at all could mean that communication was not properly disseminated to the stakeholders of parents, adult caregivers, and or guardians. Outcomes from these results indicated that afterschool program was very important at the site, but due to the criteria of the program, many students could not enroll in the program. Responses indicated that parents
understood the question but could not elaborate on their answers. Afterschool programs normally target students who are in the 25th lowest quartile and who are struggling academically and emotionally. Therefore, it was rather important for their students to participate in the program to meet their needs as opposed to parent’s willingness to learn about the 21st CCLC program.

Table 2

*Question 5: How important was the availability of an afterschool program at the school site in your decision to enroll your child in school?*

<table>
<thead>
<tr>
<th>Importance of Availability of Afterschool Program</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, overall the decision is important</td>
<td>25% (10 out of 38)</td>
</tr>
<tr>
<td>Yes, but does not understand the question</td>
<td>40% (15 out of 38)</td>
</tr>
<tr>
<td>Did not answer the question</td>
<td>35% (13 out of 38)</td>
</tr>
</tbody>
</table>

**Question 6.**

Based on Question 6, if your children are in an afterschool program, do you think it has helped your child in the areas of social emotional and mental behavior, 65% (24 out of 38) of participants stated that social emotional behavior was an issue with students in the program and during the regular school day. Of the remaining participants, 25% (8 out of 38) parents have noticed a difference in how their students interact with teachers and others. Also, 6 out of 38 (10%) did not respond to the questions. In other words, a common thread was the need to address the social and emotional needs of the students by developing activities to engage teens in positive outcomes.
**Figure 39: Q6: If your children are in an afterschool program, do you think it has helped your child in the areas of emotional, social, and mental behavior**

![Bar chart showing number of responses for emotional, social, and mental behavior areas.]

**Question 7.** Based on Question 7, do you think the afterschool program provides your child with the necessary tools to assist homework and classroom assignments, 28 out of 38 (75%) of the respondents identified homework assistance as a main component in learning, and the teachers do a great job in working with those students who are struggling. There were 5 out of 38 (15%) of the respondents who stated that the program needed more teachers, volunteers, and mentors to assist in this area. Ten percent (3 out of 28) of the respondents did not answer the question at all. The intent of asking this question was to determine if parents felt the program was supplementing their student learning abilities during the regular school day. The remedial program was designed to provide additional support and resources for those students attending the program. Based on the findings, it appeared that structured academic activities (homework) and spending time with teachers contributed to academic gains and positive outcomes.
**Figure 40: Q7: Do you think the afterschool program provides your child with the necessary tools to assist with homework and classwork assignments?**

**Question 8.**

In response to Question 8, does your child actively engage in all the academic and personal enrichment opportunities in the program, 17 out of 38 (45%) of the respondents indicated that students did actively engage in both academic and personal enrichment. Seven out of 38 (20%) of the respondents remained neutral, and the remaining 13 out of 38 (35%) indicated that their students wanted more fun things to do in the program. Conclusions based on this research question are that the program should be student driven in order to develop a high level of ownership and belonging.
**Figure 41: Q8: Does your child actively engage in all the academic and personal enrichment opportunities in the program**

**Question 9.**

Based on Question 9, are you satisfied with the homework time and what suggestions would you make regarding homework, tutoring, and homework sessions, 26 out of 38 (70%) stated that they were satisfied with the homework, and tutoring, but wanted more time during the afterschool program. In addition, 7 out of 38 (20%) were satisfied with the homework time but wanted additional time for students to work on their assignments, Also, 3 out of 38 (5%) of the respondents indicated that they wanted more Spanish speaking teachers because their students struggled with the homework and the teachers in the program did not understand. Also, 2 out of 38 (5%) of the respondents did not answer the question. Their responses indicated that parents are pleased with having homework time offered; however, there was a language barrier, which caused many of the students to be left behind. It is therefore, important to identify key themes that
provided answers to this research question that centered on more tutoring and bilingual teachers in the program.

*Figure 42: Q9: Are you satisfied with the homework time?*

Question 10.

In response to Question 10, have you seen an improvement in the area of behavior and discipline, 21 out of 38 (55%) noticed a slight change and positive outcome, while 13 out of 38 (35%) respondents indicated some challenges with the students regarding social and emotional learning. Four out of 38 (5%) reported that they did not see any improvement in the area of behavior. The challenges with students who are misbehaving continued to exist, and there needed to be more activities addressing the issue of behavior, especially for at-risk students. The challenge facing the afterschool program was lack of support, administrative direction, resources, and training at the site. The site was facing major difficulties because they did not have the resources to meet the needs of these students.
Interview Results

Interviews with Math and Reading Coaches, 21st CCLC Site Coordinators

This section begins with a summary and interpretations of findings on the impact of afterschool programs among minorities attending Title 1 School. I interviewed four individuals including reading and math coaches along with two site coordinators. The site coordinators were also regular school day staff, which included the MTSS coach and Media Specialist. All of these individuals worked directly with the students in the program. Among the individuals who were participating in the afterschool program, all 4 reported a range of 10-15 years’ experience teaching in the school with the median being 10 years. With the vast years of educational experience of these individuals, I was able to provide a more realistic perspective on the impact of the program.

The interview data collection for this study involved a mixture of open- and closed-ended questions. The qualitative data collected came from interviews from these individuals. There were 14 questions for each of the participants. The interviews were
recorded on a voice audio recorder and transcribed into a Microsoft Excel document, which was then stored on a secured laptop. The interview format was very casual and informal allowing open conversation. I reviewed and analyzed all of the data on the afterschool program at Mathis Elementary and found some interesting statistical results.

**Interview Question 1.**

In response to interview Question 1, what is your role in the after school program, 2 out of 4 (50%) reported they were reading and math coaches at the school and, 2 out 4 (50%) reported they were site coordinators in the program. Of the two coaches currently working in the program, only one is currently working in the program, and the other coach left due to extensive workload. The other two respondents –site coordinators both have leadership roles in the program. Of the 4 participants, three have actively been involved in the program for more than 2 years.

*Figure 44. Q1: What is your role in the afterschool program?*
Question 2.

In response to interview Question 2, what is the greatest challenges in the 21st CCLC program, the most frequently reported theme, reported by 2 out of 4 (50%) of the participants, was behavior and length of time in the program. One out of 3 (25%) reported some of the activities did not align with the regular school day, and 1 out of 3 (25%) indicated a language barrier. The results for question 2 reinforced what the staff felt were challenges and should become the focus for improvement. Good behavior is key in ensuring students learn the necessary tools to become lifelong learners. Challenges in the program relating to behavior need to be addressed and managed in order to restore positive outcomes. Researchers from the NYU Steinhardt School of Culture, Education and Human Development stated that afterschool programs with good quality social and emotional management would improve academic performance for students both with and without behavioral issues especially in primary grades (Kirby, 2017). High quality programs with interactive project based activities will help students improve their life long skills in many core content areas.

Another reported theme was that activities in the program do not align with the regular school day. In any afterschool program, the project based learning lessons must complement what is taught in the regular school day to allow students to reach their highest potential. Understanding what the daily curriculum will bring about the best method for monitoring student’s progress and measure growth. Researchers indicated that integrating lessons throughout the school day and throughout the curriculum increases the range of active learning experiences in high quality afterschool programs, which allows students to experience ways in which the concepts can be used in the real
world. (Cole, 2016). Interactive learning involving students and teachers will provide real life experiences for those at risk students living in low socioeconomic communities. It will bring about experiences and skills that can be used in real life.

*Figure 45: Q2: What is the greatest challenges in the 21st CCLC?*

The other reported theme related to the program was the length of time. Teachers reported that there was not enough time to assist students with homework and or classroom activities. This means that students were not receiving enough time to finish their homework assignments. Supporting homework helped as the primary purpose for afterschool tutoring. Therefore, there should be more resources available to extend the program for more time to help student achievement and academic performance.

The last reported theme related to the program was the language barrier. Due to the high influx of students arriving from Puerto Rico, the afterschool program needed to hire more Hispanic speaking educators to assist with the ESOL students. Focusing on increasing the number of teachers with dual language abilities will help minority students regularly attending the program.
Question 3.

In response to Question 3, what is the greatest success stories relating to the 21st CCLC program, 1 out of 4 (25%) reported that having a safe place after school for students who normally would go home alone is one of the great success stories. The second theme was reported by 1 out of 4 (25%) and cited having parent speak on the importance of this program and how this program has helped them with homework and classwork projects. The next common theme reported by 1 out of 4 (25%) was seeing art integration and craft related projects as a huge success. Students were learning to express themselves more through art and drama.

*Figure 46: Q3: What is the greatest success story relating to 21st CCLC?*

The students attending the program developed a desire to attend the program and looked forward to the activities and lessons each day. The program was a place where students felt safe and received help. When reviewing the interview results, I found that teachers participating in the program felt that students enjoyed being in the program instead of going home alone. Naftzger (2007) stated that attending out of school
intervention programs does improve students’ performance. He found that over 40% of students in a 21st CCLC program improved in math and reading, making significant gains (Natfzger, 2007). Therefore, having students in an afterschool program plays an important role in encouraging positive outcomes.

In response to a second theme of parental involvement, speaking on behalf of the program is very important so students can value the importance of the program and its benefits. Working families and communities found it extremely beneficial when they knew that their students were secure and safe while they were at work. In a recent report from Brandeis University (2006), the author stated that working people who have young children derive many benefits from having an afterschool program so that they can feel relaxed while they are at work. One of the teachers reinforced the notion that parents believing in the program was a win for the afterschool program. Without parental support, the level of performance among these students might be less evident.

**Question 4.**

In response to question 4, do you spend time with students each day on academic and activities to improve their grades, 50% (2 out of 4) reported that they spend time each day working toward growth and performance among those students in the program. A positive response reinforced the importance of working with these students on a daily basis, which was a critical foundation for growth.

Three out of the four reinforced a common theme that teachers have a direct connection each day with students working on the core content area. One of the 4 (25%) stated that they are no longer working in the program. The coach who is currently not working in the afterschool program could not provide any feedback on her perspectives.
of the program. Because 3 out of 4 (75%) were in the classrooms on a daily basis, they were able to bring that role in the program findings.

Figure 47: Q4: Do you spend time with students each day on academic and activities to improve their grade?

Question 5.

Based on the responses to Question 5, what are the essential elements of qualities youth development programs and why are they important, the findings revealed that 2 out of 4 (50%) reported that the program worked on developing the social skills that students need to become healthy adults. One out of 4 (25%) reported that youth development programs have many quality elements, but this afterschool program needed to work on helping students from Puerto Rico and third world countries. It was evident that these students needed more assistance in order to catch up with the rest of the students. In addition, 1 out of 4 (25%) reported that the most common essential element of quality youth development is being organized in order to produce a highly qualified program.

The interview responses for this question were not as consistent as in the previous questions. The choices were varied widely with a variety of perspectives and thoughts on
the best practices for essential elements of a quality program. When reviewing the responses, the most common theme of social and emotional learning as an essential part stood out. According to various national research on afterschool programs, the 21st century schools serving a highly diverse group of students with a variety of learning abilities appeared to lack social and behavioral competencies, which are considered important in our schools (Learning First Alliance, 2001). Due to a lack of connection with minority students, their academic and behavioral performances fail to increase, especially in elementary and middle schools (Blum & Libbey, 2004). Therefore, these components are essential to creating an atmosphere where programs can flourish and students become engaged in the process.

*Figure 48. Q5: What are the essential qualities of youth development programs?*

![Pie chart showing responses to Q5](chart.png)

**Question 6.**

Several major themes emerged from the data based on responses to Question 6, what is your approach to behavioral and disciplinary management. In the first theme, 100% (4 out of 4) agreed that the best approach to discipline was to make sure students
have a sense of belonging and trust among all. Both coaches, 2 of the 4 (50%), stated behavioral management should follow the school board rules. One of the four participants (25%) stated that setting expectations in the program is the first step to establish consistency in the program. One of the four participants (25%) responded by identifying the methods used for monitoring student behavior as the top priority. Outcomes of these findings revealed that the approach for effective behavioral procedures should mirror the district’s policy. It is imperative that universal screening procedures be in place when students are misbehaving to identify potential issues in the program. All of the participants shared their personal perspectives that could build positive discipline strategies and reinforce positive behaviors and increase academic performances.

*Figure 49: Q6: What is your approach to behavioral and disciplinary management?*

![Pie chart showing 50% for Sense of belonging in the program and 50% for Follow the school board code of student conduct.]

**Question 7.**

Based on the responses to Question 7, how would you integrate academic standards in personal enrichment, 100% (4 out of 4) of participants agreed that teachers need to incorporate all core content areas in the project based learning lessons each day.
The second most common theme reported by 4 out of 4 (100%) of the participants was that when highly effective lessons are used to create a good afterschool program, students connect to the program and therefore it creates a healthy environment. The third most common theme stated by 1 out of 4 (25%) participants was to incorporate art standards in personal enrichment activity.

In essence, teachers incorporated academic content into personal enrichment through project-based learning, which is designed to bring real life experiences to at-risk students. Teachers at this school tried to incorporate high quality lessons that were fun, engaging, and rewarding to those students who would otherwise not be exposed to such activities. Having programs that students can relate to will have an impact on their development in the classroom.

*Figure 50: Q7: How do you integrate academic standards in personal enrichment?*

**Question 8.** In response to question 8, how would you work with your staff to ensure that the afterschool programs/activities are culturally relevant and diverse, 4 out of 4 (100%) of the participants most frequently stated that culturally based activities are
very important and we must connect to the students in the program. All of the respondents seemed very appreciative and sensitive to the concept of cultural awareness, which could build an effective program that allowed students to reach their highest potential. All of the respondents acknowledged that there needed to be more culturally relevant material in the program so students can feel welcomed and a part of the program.

A common theme among all was that the program staff must be committed to building a climate of diversity. According to research, cultural differences among youth and teachers can become beneficial if they learn other cultural practices. It is not just about hiring bilingual educators, but also learning the culture in which you teach (Diversi & Mecham, 2005). The findings clearly indicated that academic standards were important to students and teachers and teachers must value the input and opinions of the students in the program to connect more of the learning with their culture and their social environment. The different styles and lessons must have a more hands on approach so kids can have real life experiences.

Another theme was the need for professional development to ensure teachers receive cultural training to work with ESOL students. Afterschool programs play a vital role in minority student success by providing qualified teachers in the program. Given the challenges that minority students face each day in school, we must address the needs of cultural proficiency to ensure that all minority students acclimate to U.S. schools and provide opportunities to make the transition easier. Based on the report by the Afterschool Alliance, training is crucial in developing a fluency for a new language and students must begin the process of understanding new content through the language to become familiar with the new culture (Maxwell, 2011). All afterschool programs should
begin integrating different language in their curriculum so children can be more culturally proficient living in this society.

**Question 9.**

In response to Question 9, please give us an example of a program you designed that clearly linked program goals to activities and then to participate outcomes, the most common theme reported by 2 out of 4 (50%) participants was integrating art and science, including STEM and robotics, in the activity lessons. Another common theme was incorporating healthy and nutritious programs for the students. Based on the findings, the teachers highlighted the fact that we need to incorporate more science and math related activities in the program. By reinforcing academic programs in enrichment activities, we will build the skills needed for students to become successful. By selecting students and engaging them in activities that are skill building, like teamwork and social skills, we will promote positive outcomes. Expanding learning opportunities through intervention programs can open the doors for minority students to explore further. Students who participate in after school programs with a STEM focus have shown increased skills and knowledge bases, which could help them succeed in a STEM career (Expanded Learning, 2013). With a strong emphasis on the sciences, students will gain more knowledge and hands on opportunities in one of the required content areas in instructional learning.

Another common theme revealed was the need for health and nutrition programs for students, which are linked to program goals, activities, and participant outcomes. The site coordinator confirmed that this was an important combination of great resources to allow students to learn about health and wellness. A comprehensive plan to incorporate healthy eating and physical activity can provide successful opportunities to teach children
to become healthy adults and further strengthen their social and emotional skills.

According to the Center for Disease and Control (2011), encouraging students to become physically involved in early and late programs will help them develop sport-specific and behavioral skills. Programs need to identify resources that can provide nutrition and health classes for students who are developing mentally, socially, and behaviorally.

**Question 10.**

In response to Question 10, do you think your program benefits some students more than others and if so, what types of students’ benefit, 10 out of 38 (27%) reported that the program benefited the Hispanic students at the school while 9 out the 38 (23%) reported that the program benefited the lowest percentile, which targets students with learning disabilities. In addition, 7 out 38 (18%) reported that the program benefited those students who are struggling with social emotional and behavioral problems by offering assistance with outside resources. Another 6 out of 38 (12%) reported that the program benefited those students who really wanted to take part in the academic and personal enrichment activities. Another 6 out of 38 (12%) reported that the program benefited parents who worked during the day and needed childcare. Four respondents out of 38 reported that the program benefited the school because it provided funding for Title 1 programs.

Based on these findings, the program does benefit the school in many ways. Afterschool program is a great way to reach out to a wide diversity of students who are struggling and provide them with skills needed to enhance their performance. According to one report, student success and personal development in afterschool programs is often
due to the guidance from adults who care (NMSA, 2010, p.35). Building a cultural climate in a positive environment will benefit all those participating in the program.

**Question 11.**

In response to question 11, do you see improvement in the areas of academic, social, and behavioral skills among students in the program and what ideas might make the program better, the most common theme from 4 out of 4 (100%) participants indicated vast improvements in academic skills, but they disagreed regarding social and behavioral skills. Another common theme, 1 out of 4 (25%) of participants, reported was that they had no raw data to measure the academic performance among students in the program due to not being involved in the program. However, this individual did not directly answer the question; therefore, I feel this information was inconclusive.

The teachers stated that there needed to be a method of improving students’ social and emotional behavior in the school and the program. This appeared to be an ongoing issue in the program, and stakeholders must look at ways to control the level of social and behavioral challenges by looking at other options. Numerous studies have found that benefits of social and emotional learning in afterschool programs show great progress in academic and behavioral performances. Another common theme reported by 1 out of 4 (25%) participants was that the program was designed to reach students at different learning abilities, so we need to diagnose a student’s skills more closely in order to get more measureable data regarding academic gains.

**Question 12.**

In response to question 12, do you feel that the afterschool program assists students by relating to what is being taught during the regular school day, 4 out of 4
(100%) respondents agreed. The most common theme was professional development with the staff, which could offer additional information that will help the regular school day staff. The next most common theme was that the program needed to receive more support from administrators. The next common theme was that the program needed to work more closely with the resource teachers to gain knowledge of what students in the program are learning.

As part of the requirement, there should be a log for teachers to correspond with the program staff to ensure the program is meeting the needs of the students. In addition, the program staff along with administrators must schedule professional development training so that teachers working in the program can build their skills to assist students. Having follow-up sessions with teachers at the school could improve collaboration and communication. Based on the question, both staff felt that professional development with the team at the school would help increase performance in the classroom. In order for us to expand our knowledge in learning different opportunities, all staff should come together and bridge the gap among minority students.

**Question 13.**

In response to question 13, how often do you communicate with afterschool program staff about particular students or curriculum, the most frequently reported common thread was 2 out of 4 (50%) respondents stated that they are constantly working with students. Another common theme was the need for building resources to communicate more effectively on a monthly basis. Two out of 4 respondents (50%) did not answer the question at all. Even though 50% of the respondents stated that they are constantly communicating with the students, there appeared to be a need for practices to
encourage open dialogue among all educators. The goal of the program was to increase affective ways of communication through other resources. The message seemed to be clear from the consensus that the program needs to be more aware of the communication practices and be more consistent in following protocol.

**Question 14.**

In response to question 14, what ideas do you have to make the program better, the most common reported theme was hiring bilingual and qualified teachers. The next most common thread was more money in the program, which will lead to successful benefits for students. The next common thread was reaching out to outside resources to help assist in the program. The final common thread was offering more in-house field trips. Based on the interview responses, there is an urgency to allocate more resources and funds for the program to build capacity.

Programs that have highly qualified staff, adequate resources, and student driven activities will have a direct effect on those students in the program. Recent studies stated that high quality programs that create a healthy and safe learning environment between staff and students develop open dialogue and display genuine interest in the student’s well-being are encouraged and promising (Reisner, 2004). Dedication to staff development and hiring of qualified individuals are an important part of building healthy relationships with students.

Based on the question, the respondents revealed that there are significant ways to improve the program, ranging from more resources and time, hiring new teachers who are bilingual, and providing more culturally related programs for students.
Focus Group Discussion-Johnston University Volunteers

When conducting focus group discussions, it was first important to help participants understand the goals of the research study, create a common understanding of the process, and establish comfort among participants. Participants in this study were chosen from a local college that recruited future educational teachers who worked in an afterschool setting to gain tutoring experience in the field of teaching. The sample consisted of 12 college students, ages 21-25, and ranging from college sophomores to seniors. These interns participated in the 2016-2017 school system’s 21st Century Community afterschool program. From the sample, 100% were white female and working on a degree as a teacher and/or professor in an at-risk community.

*Figure 51: Number of respondents by race.*

Prior to beginning the discussion, it was important to clarify with participants the types of assessments in which their data was used in this research project. Over 12 college interns from Johnston University volunteered to participate in this 20-minute focus group discussion. Each participant signed a consent agreement and was told they
could withdraw at any time. Before starting the survey, participants discussed their beliefs in the value of afterschool programs, how supportive the program was, and how it benefited students. Twelve interns provided information on their personal relationships with program teachers, parents, and students.

Figure 52: Participants by age.

Figure 53. Number of participants by years in college.
**Question 1(a).**

Question 1 asked participants if they were involved in the afterschool program and, if so, to explain how they become interested in working in an afterschool program. Twelve out of 12 (100%) respondents stated that they were involved in the afterschool program. The reason they were involved was because it was a part of the curriculum at their college and they were required to participate in a field of education that focused on working with at-risk students in the local community. Five out of 12 (40%) reported that tutoring was an important element that could help students who are struggling academically in school.

**Question 1(b).**

Based on the response to Question 1b regarding participants’ involvement in the program and how they became interested in working in an after-school program, all twelve participants (100%) were actively enrolled in the program and participated in tutoring and mentoring. This meant that all of the volunteers agreed to assist in this particular remedial program focusing on homework and mentoring assistance. They were constantly available during the afternoons to help those struggling in the core subject areas. Incorporating academic content and homework into afterschool programs showed gains in the level of academic achievement among students (Cooper et al., 2006; Glazer & Williams, 2001). In other words, the student interns provided added assistance and support for students with homework assignments. In addition, according to Epstein (1995), additional benefits from community partners, including mentors, homework hotlines, and volunteers, can be purposeful for afterschool programs. It is imperative that
partnerships in afterschool programs continue to be an asset in assisting students to succeed.

**Question 2.**

Based on responses from Question 2, which asked what made participants decide to take this position as a volunteer mentor, 12 out of the 12 (100%) respondents agreed that being involved in this program allowed them to gain experience working with a culturally diverse group of elementary students. All of the respondents (100%) agreed that this program helped build the skills necessary before choosing an advanced career in education. Even though it was a requirement for their program, they all wanted to make an impact on students who were struggling. By vesting in these students, volunteers can have an impact on student outcomes.

These volunteers seemed to have a genuine interest in making a difference in the lives of the students by offering technical assistance and available resources. Student to student tutoring is an effective way of working with students to help them understand their assignments. The success of tutoring greatly contributed to students interrelating with each other and communicating effectively to reach their needs. Research stated that positive relationships between staff and students could lead to long term academic gains, especially for disadvantaged students (Connell, Spencer, & Abber, 1994). Establishing healthy relationships with staff, peers, and parent can produce self-motivation and a sense of belonging.
Question 3.

Based on the responses to Question 3, does the program encourage parental involvement? How many parent volunteers are there? and is there a parent volunteer requirement? 5 out of the 12 (40%) agreed that there is some level of parental involvement component in the grant, but very little direct parental connection with the program. Four out of 12 (35%) agreed that there is room for improvement regarding parental involvement and the staff should communicate more with parents on a daily basis. Three out of the 12 (25%) did not respond to this question. Similar to other research evaluations on the effect of afterschool programs and parental involvement, this question found the 21st CCLC needs more direct communication with the adult caregivers to achieve positive outcomes and build relationship among all. Parent involvement in schools will help decrease behavioral issues, and will lead to student motivation at home, in school and the community.
Question 4.

Based on the responses to Question 4, do you think the program has affected participants in the following areas, behavior, school performance, school attitude/motivation, 9 out of 12 (75%) participants responded yes to the question. Respondents agreed that behavior was a huge factor in academic performance; however, students were still misbehaving in the classroom. In addition, 1 out the 12 (0.5%) reported there were some areas in which the program affected the students in school attitude and motivation, while 4 out of 12 (30%) reported that there was a mixed response for the level of outcomes based on certain circumstances. These respondents felt that school performance increased from the beginning of the school year to the end. In the area of school attitude and motivation, all of the respondents strongly felt that there is a sense of urgency to build social skills in motivating students to achieve higher scores in the areas of math, reading, and science. The question revealed that there are significant
differences in academic outcomes of students who are in the program that have very little behavioral issues.

*Figure 56: Q4: Do you think the program has affected participants in the following areas: behavior, school performances, school attitude/motivation?*

<table>
<thead>
<tr>
<th>DO YOU THINK THE PROGRAM HAS AFFECTED PARTICIPANTS IN THE FOLLOWING AREAS, BEHAVIOR, SCHOOL PERFORMANCE, AND SCHOOL ATTITUDE/MOTIVATION?</th>
<th>Participants Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>School Performance</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>

**Question 5.**

Based on the responses to Question 5, does the program engage in planned and continuous evaluation, there was a mixture of responses regarding the program and level of evaluation. Based on my findings, there were 10 out of 12 (80%) who agreed that the program does engage in planned and continuous evaluation but could not clearly identify what resources/tools were used. Two out of 12 (20%) had no response regarding this question. They stated that they noticed the staff monitoring student progress through a book, but never saw specific evaluation tools other than i-Ready. i-Ready is an academic software used to measure student’s assessment through math, reading, and science. Two out of 12 (20%) stated that they noticed interaction among the staff regarding lesson plans and project based activities, but hardly ever noticed evaluation techniques. This
revealed a need to ensure planned evaluation tools are in place in order to measure student success and ensure students are moving towards closing the achievement gap.

Figure 57: Q5: Does the program engage in planned and continuous evaluation?

Question 6.

Based on the responses, 3 out of the 12 (25%) respondents answered this question of are there ways for the students and their parents to make suggestions about the program by stating that parents can talk via email or in person with the staff regarding suggestions and changes to the program. On numerous occasions, parents came into the program and made suggestions for more time in the program for their students to get homework help. According to the data, 9 out of 12 (75%) respondents did not answer this question. Many hurdles influence parents and students from making suggestions or changes. Due to limited funding and resources, 21st CCLC programs are complex and varied in their focus and in determining change. It is important to engage families in afterschool programs to enhance attendance, behavior, and achievement levels.

According to Lauver and Little (2005), families are essential partners in the efforts to
ensure that they understand the importance of participating in the afterschool programming. Building family partnerships not only in the program but with the school can help enhance student learning and build capacity among our families.

Figure 58: *Q6: Are there ways for the students and their parents to make suggestions about the program?*

![Chart showing responses to Q6]

**Question 7.**

Based on the responses to Question 7, how do you record successes and challenges, and do you receive feedback from others such as school staff or the program director, 10 out of 12 (90%) reported success with homework completion. Respondents felt that the success rate with homework was 50%, while the challenges such as behavior, social skills, and motivation is 50%. In addition, tracking homework was a routine task that was monitored during the program operation times. On the other hand, 2 out of 12 (10%) respondents felt that the success rate is 35% and the challenge rate is 65%, but tracking homework is 100%. This means there is room for improvement in the core competencies within the program. More preparation of homework and classwork assignments need to be incorporated in the daily routine of the program. Another
common thread among all of these studies is that even though the design of the afterschool program centers on academic support, there is a need to offer more social and emotional support. It is important to balance the academic component with more programs focusing on developmental opportunities such as social skills, self-motivation, and self-esteem.

The program holds great opportunity for providing at-risk, disadvantaged students with opportunities to develop skills, and relationships needed to become successful. The underlying factor is whether these programs are reaching or addressing the behavioral and social challenges mentioned by the interviewees. We all have high expectations that out of school time activities will provide children with the basic life skills they need to succeed. Therefore, it is imperative that feedback and communication is ongoing to ensure we address the challenges and successes.

Table 3.

**Question 7: How do you record successes and challenges? Do you receive feedback from others such as school staff or the program director?**

<table>
<thead>
<tr>
<th>Participant Responses</th>
<th>Success Rates</th>
<th>Challenges</th>
<th>Feedback</th>
<th>Track Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 out 12</td>
<td>50%</td>
<td>25%</td>
<td>None</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One on One time with students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students are lacking language skills</td>
<td></td>
</tr>
<tr>
<td>2 out of 12</td>
<td>35%</td>
<td>65%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

**Question 8.**

Based on Question 8, about 8 out of 12 (70%) reported to the question of what systems are in place in communicating (i.e., student logs, regular meetings, etc. has the most common theme as communicating each time they go to the school. On average, 1 out 12 (10%) stated that they communicated only as needed, and 2 out of 12 (20%) did
not respond to the question. For the most common thread, 10 out of 12 (85%) reported that the systems in place include the use of a clipboard in every classroom to write down information, followed by student logs and emails that are used to communicate with the staff.

*Figure 59: Q8: How often do you communicate with school day staff, with site coordinator, with the teachers of your participants?*

Based on my findings, there was an extensive range of open discussions daily among all staff, and conversations were often reiterated in an email to staff. Therefore, communication with the regular school day staff through any type of communication was crucial in building healthy relationships among students and developing better skills in the area of academic and personal enrichment. Communication among all staff in a school setting is a vital part in building student achievement. A formalized system of monitoring the communication is very important to see results.
Figure 60: Q8b: What systems are in place in communicating (i.e., student logs, regular meetings, etc.)?

Question 9.

Based on the responses for Question 9, what are some challenges you have experiences in the program so far, 10 out of 12 (85%) respondents felt that there were behavior and organizational challenges in the program. In addition, some of the same respondents, 8 out 12 (70%), commented about the lack of stability for consistent teachers. The next most common thread was reported by 5 out 12 (45%) respondents who said students lack motivation and had poor attitudes. Students who lacked motivation and displayed a poor attitude often received poor grades in school and afterschool programs. The students must receive positive interactions with positive role models to create an image of self-worth. These benefits for students include improved academic performance, social/emotional development, and health outcomes. The last most common thread, 4 out of 12 (35%) reported that the challenges they experienced in the program were due to language barriers.
The needs of disadvantaged children in afterschool programs are more pronounced in areas serving African Americans and Latinos. Many of these students come from an environment that is unhealthy and unsafe, and therefore, behavioral issues arise in the program. In responding to the survey questions, it appeared that behavior was a challenge and needs to be evaluated. The rapid increase in behavior problems can lead to poor academic performance and poor social skills. Goplerund (cited in Kronick, 1997) stated that effective programs that demonstrate equality, equity and fairness to all groups use resources that offer intervention strategies and make them available to all students. In addition, promoting early intervention programs will help bridge the gap. In other words, we must utilize additional outside resources to build capacity and relationships.

*Figure 61: Q9: What are some challenges you have experienced in the program so far?*

![Bar chart showing number of responses to various challenges in the program.]

We need to make sure teachers hired to work the afterschool program are consistent and stable. As children transition from afterschool program to afterschool program, there should be a high expectation that the teachers will remain in the program.
Young, disadvantaged children need to see stability and consistency in order to build a psychological and cognitive relationship with their teachers. Studies indicate that young, at-risk children at-risk experience social issues when changes take place, causing certain triggers that can be harmful to themselves and the program (Kingery & Erdley, 2007). Introducing children gradually to change helps avoid any drastic behavior or emotional attitude that could cause disruption in the classroom.

**Question 10.**

Based on responses to question 10, what are some successes you have experienced in the program so far, 6 out of 12 (50%) participants reported that they felt that the academic gains were the most common theme. A common theme of successes was reported by 2 out of 12 (20%) in the area of personal enrichment. Another common theme was relationships, which was reported by 2 out the 12 (20%) participants. Another common theme shared by 1 out the 12% (10%) was building relationships and mentoring.

It appeared that afterschool programs designed for school improvement increased student performance, which is an indicator of measurable success based on the participants’ responses. These findings provided some evidence that supports the use of success and best practices in the program to help these students improve performances in all areas. Some of the participants shared the opinion that academic gains can help change performance in school and provide at-risk students a promising opportunity to reach for their goals. Afterschool programs focused on building and sustaining children to work hard in school and to learn as they grow.

Two participants felt that personal enrichment was vital in helping children develop their skills to see different things and learn new meaningful experiences that they
do not see in their community. Exposing these children to field trips and college tours broadened their perspective on life and gave them opportunities to become successful.

Two participants felt that relationships were one of the successes in the program, which leads one to believe that building healthy relationships is important among youth. The aspects of relationships for youth who are at-risk is a great way of connecting students to teachers in a non-school environment.

*Figure 62: Q10: What are some successes you have experienced in the program so far?*

One participant felt that mentoring was a way for youth to provide additional help to support the students. Therefore, the success of an afterschool program is providing a supportive, positive, and encouraging environment where students form bonds with older adults. Participants indicated that some of these students needed mentoring with someone they can talk to on a daily basis. There needed to be healthy, strong mentoring relationships among staff, coaches, teachers, and volunteers,
Question 11.

Based on the responses to Question 11, 12 out of 12 (100%) respondents stated that the program worked well for some students. In addition, 8 out of the 12 (70%) participants stated that the most common theme was the language barrier, which affected what the student was learning during the regular school day. There was an ongoing struggle due to language barriers, and teachers were unfamiliar with the culture of students. The most common theme noted by 6 out of 6 (50%) respondent centered on non-qualified teachers being able to reach students at their level. Even though students are learning and moving toward positive outcomes, there are many disparities based on the achievement gap of Hispanics and racial minority populations. Additional resources must be in place to resolve the issues.

Question 12.

Based on question 12, how can youth be more involved in developing and planning of the program, 12 out of 12 (100%) respondents felt that youth must have a voice in the program. Five out of 12 (45%) participants shared a common theme that students should design the personal enrichment plans and choose the content that they want to participate in. Two out of 12 (20%) shared a common theme that youth having input in the decision making of the program produces value and ownership. In working in a program where students are involved, it is important to gather their input and suggestions in order to gain an investment in the program.

If students are involved in the planning, they are more likely to perform well in the program. It is clear that afterschool programs through the eyes of youth can help build positive social skills, leadership, and lasting relationships. In observing other afterschool
programs in Adam’s county involving youth and teachers, active partnership among youth in designing the programs has had positive outcomes and has targeted more students to work among each other sharing same similarities. As a result, they are involved in the process of planning, which can improve academic gains as well as social and risk taking situations.

*Figure 63: Q12: How can youth be more involved in developing and planning of the program?*

<table>
<thead>
<tr>
<th>Participant’s response</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth have a voice</td>
<td>12</td>
</tr>
<tr>
<td>Students design lesson plans</td>
<td>5</td>
</tr>
<tr>
<td>Students have input in decision making</td>
<td>2</td>
</tr>
</tbody>
</table>

**Question 13.**

Based on Question 13, would you recommend other parents/outside agencies to get involved in the program, 5 out of 12 (45%) participants stated that they would like to see more community partners and businesses working with the students who live in their community. In working with these businesses, they can provide time and resources to the program. The next most common response, 10 out of 12 (80%), indicated that they wanted to see more parents involved in the program because students were experiencing low self-esteem, and parental involvement would help bridge the gap. Two out of 12
(20%) participants wanted to get support from school board members and local officials serving in the community.

Figure 64: Q13: Would you recommend other parents/outside agencies to get involved in the program?

In after school programs, stakeholders must take the time to invest time, money, and qualified staff to assist in the development of the students in the community. It is clear that outside partners including parents, volunteers, and agencies must get involved in working with the students in their community. Most of the participants shared the perspective that supporting the program by providing services can help meet the needs of the youth.

Question 14.

Based on Question 14, do you agree that this program is making significant changes in the lives of the children, 12 out of 12 (100%) of the participants found the most common theme centered around the concept that the program has been making significant gains from the beginning of the school year to the end of the year. Because
students were from a large diverse background, the program accommodated the students in different ways.

*Figure 65: Q14: Do you agree that this program is making significant changes in the lives of the children*

Academic achievement is directly related to poverty and low achievement, which impacts low income children. The program exposed students to concepts and ideas that they might not have experienced in their own community. Some of the other participant responses focused on building positive relationships and having one on one tutoring in the program. In answering these research questions, the majority of participants would like to see this program opened to more students and allow for more time for students to work on their homework. According to Sickmund et al. (1997), afterschool programs are one of the most important programs designed to provide supervision, structure, and skills necessary for at-risk students to receive additional support and engagement in life skills goals. In addition, Harvard researcher Robert Putnam (2015) stated that afterschool programs for youth help with developing the basic skills that will help them become lifelong learners.
Methodology Conclusion

Based on my analysis, I found that intervention programs are successful in academic and personal enrichment performance among minority students; however, there is still a level of need in ensuring the program is reaching all students and aligning with the regular school day curriculum. For the programs to become successful, administrative support with a strong leadership base must in place where the emphasis is on the study. Based on the systematic review methods to analyze the effects of afterschool programs among minorities, it is important that we continue to look at the problematic behavioral and social issues reported in the findings.

The extent to which I can draw conclusion from the survey, interviews, and focus group discussion clearly indicated that a lack of evidence on externalizing behavior among at-risk students. Given my findings, it is clear that we need to find more resources to provide social and emotional programs with effective teachers to implement high quality out of school time programs. By restricting the program, as well as administrative support and professional development, the outcomes would become more valuable in reaching the highest potential among at-risk students.

Organizational Change

A comprehensive description of the organizational changes that would make this program evaluation topic successful and placed within the larger educational context based on more training for staff working with these students and instilling more resources to produce better quality programs. Organizational changes can be in the form of transformative, adaptive, developmental, and radical changes. Based on the effectiveness
of afterschool program topic, I would like to address the concept of developmental change to meet the needs of our students, and to improve the emotional state of their mind.

To further guide instructional learning in the afterschool program, and monitor the outcomes, teachers require additional resources directly connected to working with the students in their community. In the larger educational context, we need to make these changes in order for teachers to know their students, and match them to their current understanding and shape the students do learn more. According to the American Institute for Research, the author mentions that the awareness on social and emotional skills in education is growing over the past five years (Stoland, J. & Stecher, B. 2013). Researchers have found that the measurement is complicated; but practitioners are looking for ways to improve young people’s competencies by aligning these activities into the regular school day schedule and the 21st CCLC program.

Based on my findings, I will provide a comprehensive description of these results so that the primary intended users could understand. After conducting several interviews, focus group discussions and survey analysis, it appeared that this program has many benefits to the compliment the community and the school. Afterschool programs targeting at-risk students has been designed to improve student academic performance, behavior and social and emotional skills. Administrators strongly felt there were advantages to having the program at their site due to the increased rise in report card grades, test assessments, and classroom instructions. Teachers working in the program had a sense of commitment in fulfilling the needs of the program, yet needed additional training to build their professional development skills.
There are several reasons why I selected this issue of more professional development training in the area of social emotional competencies as an organizational change is because of the high demand to build students based on their performance in school and culture. In this ever-growing community, where there has been an influx of changes demographically, socially, and economically, our needs for children has changed significantly. In order to address these needs in an afterschool setting, we need to provide additional training to students. With the excess use of technology, our children are interacting less with each other causing significant social and behavior problems.

In addition, afterschool programs are designed to promote academic and personal enrichment opportunities, but there is a need to incorporate social and emotional skills in the curriculum. Organizational change will focus on intentional professional training to establish core competencies of staff and afterschool leaders with ongoing technical assistance. Unfortunately, over the years, I had personal experience in observing these programs and noticed that while academic performance is heavily emphasized in the lessons, children are receiving less social and emotional learning, which has been a concern in the schools.

Programs that were singularly focused on a particular project based learning lesson did not offer social and emotional learning resources. The students in the classroom were struggling with real life issues such as behavior, socializing with others, and teamwork. The primary barrier in recent studies is lack of professional training for staff that is limited in creating a culturally safe and healthy environment for at-risk students.
The reason why I selected this issue to address with organizational change is that as more students from a diverse background enroll in this school, there has been a slight increase in behavioral and social trends. Students are lacking the no cognitive factors, which researchers have linked to positive outcomes in student learning. The University of Chicago Consortium found a direct connection to no cognitive factors that contributed to academic success. Moreover, it was mentioned that afterschool programs that implement no cognitive factors such as academic behaviors, academic determination, academic development, academic learning best practices, and emotional skills influenced school related behavior and produced positive outcomes (Farrington, Roderick, Allen & Worth, 2014). While afterschool programs are a vital opportunity for increasing academic scores, social and emotional learning, and reducing youth violence, we must continue to review prevention strategies to build cognitive behavior and reduce the problems.

In The Global Achievement Gap, education expert Tony Wagner discussed the importance of preparing our students during elementary school years to acquire the seven skills necessary to become lifelong learners (Wagner, 2010). Throughout our country, afterschool programs are becoming more prevalent in many elementary schools to complement and enhance the regular school time’s activities. Nevertheless, beyond elementary years, especially in low performing areas where high crime, violence, drugs and alcohol abuse is overflowing, there is not enough structured and organized programs for elementary school students and beyond.

In addition, in Wagner (2006), there is the 4’C’s change model processes for organizational renewal that I will identify in the AS IS/TO BE vision of my change
leadership project (Appendix L). The four organizational areas that I will examine for possibilities for change and renewal are competencies, conditions, culture, and context. These four areas are important in defining the successful transformation of change and how these areas are significantly involved in the decision making process. In this change leadership project, I considered several major areas of improvement in order to implement this change ranging from time, space, material resources, and transportation to lack of staff skills and experience in fostering literacy for these students. In addition, assessed the importance of how this program will improve student academic gains as they approach graduation.

**Context**

In implementing Wagner’s 4 C’s in the vision stage, context is very important for many reasons because we need to know more about the student’s background such as demographics, socioeconomic status, dropout rate, and absenteeism to help inform and shape the transformation of change. According to Tony Wagner, he states that context is the based on presenting information in a way that students relate the meaning of what they learned based on their own personal experiences (Wagner, 2006).

In addressing my change leadership proposal plan, there are several important factors such as lack of intervention programs, mentoring and tutoring services and relationship building that are not offered to low performing elementary students. Other factors include the parent and community needs about student safety and the growing need to keep students connected to positive activities during the most critical time of the day. Even though the mobility rate of those living in high poverty neighborhoods are increasing, it is important that we continue to reach those participants that are attending
on a regular basis. Afterschool programs in high schools not only build academic success, but also give youth an opportunity to go beyond what is taught during the regular school day. Connecting with these students will give teachers a better perspective of the student’s culture, lifestyle, and behaviors outside of the classroom.

According to Grossman, Raley & Walker (2001), parents are comfortable with sending their students to school all day but would feel even better if the buildings remain opened for youth programs designed to invest in their children’s future” (p 3). Policymakers, advocates, and educational leaders must recognize the strengths and opportunities for quality afterschool programs that can build positive relationships in the community. In addition, stakeholders must emphasize the importance of rally for additional funding to support this initiative. If we invest in more afterschool programs in low socioeconomic communities, we will see an increase in student’s academics, and perhaps less behavioral problems.

Culture

According to Tony Wager, culture is the knowledge, values, attitudes and beliefs acquired from an individual through generational history or culture of their heritage (Wagner et.al, 2006). In many of the Title 1 schools, especially the elementary schools in Adams County, there are group of low performing students who feel isolated, abandon and rejected because they are not performing well in their core subject areas. The situation for the adults is similar because they are not proficient in the student’s culture, lacking the skills to adapt to their culture. Teachers are often forced to teach a particular lesson and move on, leaving very little time for remedial or reteach interventions. Students become discouraged and hopeless, leaving them with low self-esteem and not
motivated to continue the course. Low-level students become easily distracted and end up either dropping out of the class, or failing the course.

It appears students are not willing to ask for assistance because of the relationship with the teacher or a feeling of helplessness. In addition, teachers in the classroom fail to take the time to learn about the culture, the deficiencies and the lack of ability among these students. Due to the high demand on teachers, they are required to meet state requirements, which has left many students not able to close the achievement gap.

**Conditions**

According to Tony Wagner, conditions used in the change model refers to the improvement of learning such as trainings, meetings, professional development, quality time with students, and mentoring Wagner et.al, (2006). Districts are making significant changes with elementary school transformation across the United States. In every elementary school across the U.S., there is a sense of dedication, compassion, and hope in ensuring students reach their highest potential. Thus, profound changes must ensure that all students acquire new skills, to become lifelong learners and college readiness.

Due to lack of support from the state level, there has been little effort to bring an extended learning program to reach the needs of the students and their community. In a recent article written by Grossman, Walker and Raley said, “stakeholders such as politicians and budget committee groups must begin to balance their viewpoint about an afterschool program’s possibilities with the realities of the importance of their program” (2001, p. 56). It is apparent that locating these programs in schools can bring many positive outcomes, but there are still many challenges in implementing this change. In
other words, the conditions used in the change model reflect the need for professional development training, cultural awareness of the students, and more time for the program.

**Competencies**

In Tony Wagner’s book, competencies are necessary to define skills, and attributes the needs for people within an organization. In order to measure competencies in the afterschool program, we need to address the issues of cultural awareness among ESOL students and staff. Second, the students are lacking emotional, behavioral and social skills necessary to succeed in school. Third, students are achieving low scores in the areas of homework, classroom and test assessments. Based on the case study, I have identified these areas as attributes that have prevented the program from reaching the level of high quality. In creating a competency framework as an effective way to maintain the skills needed to link students’ needs and the goals and objectives of the program, we need to measure the current competency levels to make informed changes.

**Conclusion**

As mentioned in the previous paragraphs, the primary focus of Tony Wagner’s 4’C is to identify the context, culture, competencies, and conditions based on the findings conducted in these research proposals. I prepared a comprehensive description of the 4’C and how they relate to afterschool programs in Adams County. Ongoing evaluation of the afterschool programs in Title 1 communities is important to hold program directors accountable.

There are still many unanswered question regarding the impact of the afterschool program on minorities. As afterschool programs are increasingly important to stakeholders who want to make a different, why are there so many limited resources and funds. The hope is for advocates and policymakers to value the important of narrowing
the achievement gap and increase participating rates of disadvantaged youth to decrease crime in the communities. We all recognized the increasing levels of single headed homes with little income in poor neighborhood, but it appears money has become limited in building sustainable programs designed to make a difference.

The next steps in addressing the need of increasing afterschool awareness is providing a platform for more funding in the afterschool programs. I would like to see more stakeholders and investors initiate funding across the county to ensure afterschool programs are in all elementary schools regardless of the school’s letter grade. The decisions to engage stakeholders is based on several factors; needs for more remedial programs, need for highly qualified professionals serving in the field, needs for more top level officials to see the investment of afterschool programs, and need to build supportive relationships in afterschool. In addition, by involving stakeholders, there would be more advancement for sustainability for further programming. The specific action steps would be but not limited to: awareness night featuring students in the program for funder, public forum encouraging staff, teachers, parents, students and community members to hear about afterschool programs, media including social media broadcasting, speaking at community both state and local groups bringing awareness and lobbying for funding on the state level. These are just a few action steps that I will begin to start the process of remedial and intervention awareness.

As part of my collaboration efforts, I will begin by meeting with local school educators including the superintendent, board members and local politicians. I would suggest a community advocacy group led by parents for individuals to improvement engagement. The type of engagement I am referring to is ongoing collaboration focusing
on what schools really need in the program and how the partnership activities can be directly aligned with student academic performances. Collaboration and communication are key factors in analyzing and planning for the future of high quality programs. The National Network of Partnership sponsored by Johns Hopkins identified several strategies for effective partnerships similar to the standards established by the Parent Teacher Association (PTA). One of the most important areas that they strongly recommend is to increase information regarding afterschool strategies and provide research results to help improve policy and procedures. Establishing strong partnerships will help build ongoing success among our staff, students and teachers. Once we have communication and teamwork, we will then establish excellent partnership programs at the school, district, organization, and state levels.

**Interpretations**

The results of the research study indicated that the effectiveness of the afterschool program among minorities does have an impact on academic and social performances. Data from this study revealed that students were performing below grade level and test scores were below the district’s standard. Throughout this study, my focus focused on the relationship between the program and student outcomes. The afterschool program considered here implemented high quality lessons and activities that helped students reach a higher potential. A comprehensive description of what the result means is education is a vital source for students especially living in poverty and the afterschool programs helps to overcome the fear of education by providing the necessary tool to help the disadvantaged students.
After careful review of the findings of this study, I found relevant information that determine how effective afterschool programs has improved academic achievement among minorities in a Title 1 school. Data revealed that working in a predominately minority schools with more than 50% of those in the afterschool program were minority (Hispanics and Blacks) were being taught by highly qualified white educators. Data analysis revealed that students in this program even though there were racial disparity, were able to connect with most of the teachers in the program.

As the researcher, I investigated the impact of students attending the program on a regular basis and on it effectiveness of improving students’ achievement in a Title 1 afterschool program. Regularly participating students had significant improvements in academic including reading, math and science based on the surveys and interviews. Students not enrolled in either intervention, or remedial programs at the school remained the same or decreased results in math, reading and science, according to the Site Coordinator at Adams elementary school. Based on the interview results conducted, I can conclude that many of those regularly participating students were succeeding in many of the core subject areas. The 21st CCLC staff were asked about their opinions of students’ performance and the impact during the regular school day.

Even though, many of them responded felt that students were raising their grades, and test assessment, there was a high level of behavioral issues among the students. Staff expressed that they felt the relationships between the students and teachers helped improve students’ academic performance, while the personal enrichment programs gained exposure and engaged minority students in science, STEAM, and art experiences.
Based on my findings, it was obvious among Hispanic families, art and technology were of greater value as opposed to math and reading due to students ‘autonomy.

Many of the Hispanic culture strongly believe art and technology helped their children in taking ownership in their learning abilities and helped them engaged more directly in the program. According to Hall, in addition to building relationships with the community, it is important for afterschool staff to understand that relationship building with all students will work towards higher achievement in the afterschool program and the classroom (Hall, 2003). Healthy positive relationships among staff and teachers will create a climate of community and culture.

Studies also suggested that by creating healthy relationship in which teachers and students could work collectively will help students learn more effectively. If teachers are not familiar with the culture of the students, a barrier can cause hardship. Educators who work the program must have plans and activities that create on going real life learning experiences for the students. Looking deeper at the implication of relationships, this study revealed that teachers needed more professional development training so they will be equipped with the tools necessary to foster relationships.

Another finding revealed that students needed to become more involved in the programming. Getting students involved in the program plans and administering some of the activities forms a bond of ownership and leadership. The study revealed that there was a lack of youth involvement and youth engagement. Site coordinators need to recruit students together to hear their opinions and create a model program based on culturally responsive best practices.
In analyzing this data, I provided a comprehensive description of the significance of the results and why I feel the results turned out this way. This study looked at patterns, themes that navigated the effectiveness of an after-school program on minority students and identified the impact of the activities that gained positive outcomes. The results of this study had significant value because it allowed stakeholders and policymakers to explore options of creating more programs that bring awareness and form a climate of culture.

Many of the participants in the study understood the implications and impact of the program for the students but there is room for improvement. These themes allowed me to gain the necessary understanding that 21st CCLC is a foundation of hope that bring a welcoming environment for students who would not receive this at home. The study concluded that the importance of a safe haven for youth especially for those living poor community are struggling socially and emotionally is mostly valued and appreciated by the community and the educational system.

Based on my findings, I will describe the significance of the results of my study. First, the administrators all had a different perspective of the program, because they are not directly involved in the program. It is apparent that they agree that the program is good and beneficial for the students, but having a back door approach leaves many unanswered questions from the staff. Intervention programs requires support from the administrators in order to ensure equity, fairness, and student achievement. There must be a high level of responsibility and accountability by administrators and educators to assist children in academic and social development areas. As a result, teachers and other
support staff strongly feel that administrators need to do more observations and allow more time for teachers to plan for the program.

Both interviews and surveys responses gathered from all the specific areas were very similar. Survey and interview results from the teachers and program staff had more of an emphasis. The significant results from this finding revealed that the program needed to focus on development that included professional training to handle students with social and emotional learning problems. There also needed to be more curriculum development and adequate support from the program site coordinator. Many of the respondents felt that development that is more professional would help bring the program towards positive gains especially if teachers received adequate training in literacy, reading and math skills. Many of the program staff felt decision-making was related to the kinds of program culture and expectations rather than the standards, and content core areas. The program staff wanted more of input and support in implementing the program at the school. In addition, teachers want more support in developing curriculum that meets the needs of the growing Hispanic community.

Based on the results from the interview discussions, many of the teachers felt they needed to have more resources and time to work with students afterschool. They wanted more cross-cultural training on how to become more culturally proficient in the classroom. In addition, there is a sense of urgency for more intervention programs focusing on the social emotional learning competencies. Those program staff with a certain type of teaching style may not be as productive, which can be a strong indicator that this program is not suitable for them. Program director needs to take on a more leadership role to avoid burn out or disinterested professionals.
There are many reasons why I strongly think the results turned out the way they did. For one, the program was structured to help at-risk students living in a low socioeconomic community however due to the recent change in the culture; there is a sense of urgency to place highly qualified educated professionals in the programs to meet the needs of the students. In order to become a highly qualified educational intervention program, we must continue to involved individuals that are highly trained and willing to build success for minority students attending the school.

Survey results from the mentors were rather comprehensive and very informative. Most of the respondents enjoyed the program, and felt that many of the students that they worked with in the beginning of the program exceed above their expectations. Even though the student’s behavior was an issue, many of the respondents felt that the program needed more teachers to assist in the classroom. Social and emotional development was a common thread among the survey responses. Many of the respondents strongly feel that we need more curriculum directed more supporting to student’s social development, increasing their self-worth and creating some positive outcomes. Due to the lack of funding allocated to the various states, there is a need to become proactive in assuring that intervention programs.

Interview results from administrators, teachers, program staff, and mentors shared similar ideas and thoughts regarding academic and personal enrichment curriculum; however, surprisingly many of these participants felt the program has had a positive impact on student’s success while still engaging and building positive relationships. A number of interviewees further suggested that by using an integrated art curriculum in intervention programs it would draw students towards achieving academic improvement
and achievement. Most of the results from the respondents reported that they feel this program aligns with the regular school day activities as well as the merits of academic skill development.

Overall, the results of my findings clearly provides a comprehensive linkage between the regular school day and afterschool program as an important factor in the quality of best practices in afterschool. Most of the individuals reported that this program affected students in more than one area ranging from content area, social behavior and student academic outcome.

**Judgements**

In this section, I will provide a comprehensive description of how the results of the answers influenced the findings. In response to the primary questions and secondary questions, the results were quite interesting but not surprising. This study addressed the following overarching research primary and secondary questions:

1. What do stakeholders (Principal, Assistant Principal, School Guidance Counselor, 21st Century Community Learning Center Staff- teachers, paraprofessionals and parents) in the 21st Century Community Learning Center perceive as working well in the program?

After analyzing the statistical data from the survey, interviews, and focus group discussions, many of the stakeholders strongly believed that the program is working well in their community. Overwhelmingly, with a 70% and above responses, many strongly felt that this program significantly affected minority students who were struggling in school and live in low socioeconomic communities. In addition, there was a high
response on how the program has help improve attendance, relationships, and academic grades.

In addition, it appeared that the power of highly effective programs does have an impact on the learning and development of young people. By having these type of programs, it has promising evidence for helping to close the academic gap. Also, stakeholders strongly agree that expanded learning opportunities especially in Title 1 schools has had a positive cumulative effect on students struggling in core content areas.

2. What do stakeholders (Principal, Assistant Principal, School Guidance Counselor, 21st Century Community Learning Center Staff-teachers, paraprofessionals and parents) in the 21st Century Community Learning Center perceive as not working well in the program?

After analyzing the statistical data from the survey, interview and focus group discussions, many of the stakeholders felt that the amount of time allotted for the program was a huge factor. All agreed in expanding the program to include more one on one with student for homework assistance and classroom projects. With a high level of struggling students attending the school, there needs to be more resources available to assist with remedial intervention programs. Findings revealed there were not enough Spanish-speaking professionals who could help students, creating a language barrier. Stakeholders also felt that funds were restricted due to allocation, which does not support the concept of closing the academic gap.

3. What do stakeholders (Principal, Assistant Principal, School Guidance Counselor, 21st Century Community Learning Center Staff -teachers,
paraprofessionals and parents) in the 21st Century Community Learning Center perceive as the biggest challenges in the program?

After analyzing the statistical data from the survey, interviews, and focus group discussion, the findings revealed a high level of behavioral and social issues that were not addressed in the program. In other words, the participants felt strongly that there are behavioral measures in place, but there is still a high level of behavioral, social and emotional challenges in the program. Also, it was mentioned that staff must be connected to the students in the program. There appears to be a high level of disparity among students and teachers. Staff also felt that there is no administrative support in the program to allow for professional development training, especially in the area of social emotional learning.

4. What do stakeholders (Principal, Assistant Principal, School Guidance Counselor, 21st Century Community Learning Center Staff-teachers, paraprofessionals and parents) in the 21st Century Community Learning Center suggest as ways to improve the program?

After analyzing the statistical data from the survey, interviews, and focus group discussion, my response rate on suggestions on improving the program was 65% from all stakeholders. All agreed that parents must connect with teachers and support the program. Volunteer opportunities for outside businesses and community partners must increase, along with professional development training for teachers, healthier relationships toward parent-school partnership, and direct administrative support.

Based on the findings, the response rate regarding the secondary exploratory questions was quite interesting and thought provoking.
1. What do selected stakeholders perceive as the impact of the afterschool program for minority students, especially considering the students’ prior academic and behavioral performances?

Based on the statistical results from the survey, interviews, and focus group discussion, participants in the research study revealed that the impact of the afterschool program had a direct impact on minorities at the school, especially in the areas of academic and personal enrichment. However, there is room for improvement in the area of social and emotional skills. Students have shown significant improvement from the beginning of the program to the end of the school year, but there is a sense of urgency to create more plans based on their cultural needs.

2. What is the nature and extent of collaboration (if any) between the regular school day teachers and the afterschool program directors, especially regarding measurable reports on academic progress, behavioral outcomes.

Based on the statistical results from the survey, interviews, and focus group discussion, the participants suggested that more collaboration and communication was needed between all key school level employees to create a community of unity among those students who are struggling. A program must establish clear and concise goals effectively communicated to the program staff. In addition, the program organizational goals and objectives must be related not only to the program staff but also to the entire school. The evidence from the present study indicated that it is critical for the formation of teamwork of all departments within a school setting to be a vessel of information to support the afterschool program.
In addition, I will provide a comprehensive description of whether the results are positive, negative or unclear. Based on my finding, I feel that description of my findings were mixed due to inconclusive data in which I feel needs to be collected to ensure the program is meeting the needs. For example, it was unclear whether the regular attendees improved more than those not participating in the program.

Even though in this study we found regulation participation in afterschool program among at-risks students resulted in academic gains in math and reading and reductions in social and emotional behavior, there are still areas that need evaluation so we can respectively compare to others in the school. In a recent study of over 3000 at-risk students living in low socioeconomic area, students who regularly attended for two years demonstrated gains in core subject areas as opposed to their peers that did not attend any remedial programs afterschool (Vandell, 2007). I think the data findings should have focused more a study over 2-3 years in which more information would had been gathered and analyzed.

**Recommendations**

In this section, I will provide a comprehensive description of what should be done regarding improvement and change in the current afterschool program. Also, I will provide a comprehensive description of the organizational change that I would like to make around the issue. Finally, I will be providing additional support regarding the data based on my findings.

In the 21st CCLC at Mathis Elementary, one area of improvement would be professional development and cultural diversity training for staff working the program. The quality of a proficient, diverse staff is one of the important factors that produces
positive gains and builds healthy relationship. When staff feels comfortable with the children they are working with, it becomes a more effective dynamic of unity and togetherness. In order to improve the current conditions, the administrator needs to provide more staff training and hire more bilingual teachers.

A comprehensive description of organizational change that I would like to make around this issue is to provide in depth training and workshops during and after the program begins. Potential and current staff will be handle to assess their own needs and use these resources to gain additional knowledge and learn more resources to build capacity in the program. In order to bring organizational change, the administrators and program staff need to be flexible and willing to adapt to change regarding improving the program to ensure all children are not left behind. Research has indicated that in low quality intervention programs where the staff did not engage with the students, negative interactions and poor attitude showed little growth as opposed in supporting positive behavior and practicing cultural proficiency techniques (Vandell, Shumow, & Posner, 2005). Schools that promote unity and a culture of community will provide the best quality instructional educators in the field of making a difference in the lives of our future generations.

Additional research is vital based on the limitation of this research study and other studies produced. First, research analysis of afterschool programs in at-risk communities must have realistic measurable ways of determining significance improvement, challenges between regularly attending students, and non-attendees. Since the 21st CCLC is only a small portion of the regular school day, in order to measure the effectiveness and impact of the program, more data is required.
For example, if staff recognizes a student struggling in a core content area during the regular school day, and then shows signs of improvement as a result of intervention services in the afterschool program, do you consider this an improvement or significant change. Any achievement in any area must be a sign of improvement and positive gains. According to Kane, at-risk students are labelled as being behind and face many academic struggles in comparison to others, so any type of achievement is considered a win (Kane, 2004).

The following are recommendations made to improve the overall afterschool program at Mathis Elementary School.

1. Implementing a high quality effective intervention program to help students progress in the areas of academic and social enrichment

2. Develop and plan best strategies for staff to learn about culturally proficiency and social emotional learning. Incorporate two sessions a month that focus on social emotional core competencies for teachers and volunteers.

3. Facilitate quality collaboration and communication skills among staff including administrative staff, teachers, and parents to share ideas on how to build effective measures of success, and increase awareness of the importance of the program. If administrators become more involved in the program, there will be consistent collaboration to support the program and increase measures of positive outcomes.

Based on the outcome of my research, I feel it is important to look at some of the action implications of the findings. As mentioned above, there were four major areas that need to be addressed. High quality programs, effective teachers, curriculum on social
and emotional learning, and collaboration and support from administrators. One of the main areas that I would like to focus on is the social and emotional learning competencies. Even though my findings were that at-risk students who attend intervention after school programs show significant improvement in behaviors, social and emotional skills, there are still areas of improvement in the program.

Based on the result findings of the interviews, there were strong indicators that behavior and social emotional learning must be the focus in the classroom to help students reach their highest potential. Afterschool programs must be restructured and redesigned to include social emotional core competencies activities to reduced social and behavioral problems such as cyberbullying, defiance, and aggression. Researchers have stated that highly effective programs must have a host of benefits incorporating social emotional learning competencies in their curriculum. Studies have shown that major developmental improvement among at-risk students has made an impact in the school and the program.

Based on the results of findings of the focus group discussions, there were strong indicators that students in the program must learn social and emotional skills in order to manage self-control and become a responsible citizen. The respondents observed that many students were unaware of their disruptive behavior, thus causing them to lose in the program. Many advocates of afterschool programs have stated that social emotional learning is crucial and must be reintroduced in many of our activities during the program. Extensive programs emphasizing positive behaviors will help students achieve their goals.
Based on the results of findings of the surveys, there were mixed indicators that students in the program are progressing in many of the core subject area, but there is room for improvement in the area of discipline and behavioral referral. Some of the respondents felt that when we address the needs of the whole child and preserve through the endless challenges in a students’ life, we will be able to bridge the gap to decrease behavior in school and increase positive attitudes in school. Engagement in well-rounded curriculum based programs is a predictor of enhancing social and behavioral competencies is vital.

Low income communities where social behavior has been a huge concern must be reinforced in schools by advocating for more social skills building resources for at-risk students. There has been major improvement in at-risk student’s self-perceptions, and relationships among their teachers and peers. It is true that in low socioeconomic schools where social behavior has been a major concern, implementing evidence bases training programs in the core competencies has positive outcomes. Based on my results, I have suggested that afterschool provides develop, created and implement SEL as part of their daily lesson plans.

As a working parent of four children, and a previous afterschool director of a middle school program, I have a strong passion and desire for this change plan in our schools. In the state of Maryland, many stakeholders quickly addressed the issues of violence, absenteeism, and high drug use among students in urban communities (Gottfredson, Cross, & Soule, 2007). Students did not have a safe and positive place to go afterschool leaving them with many opportunities to go in the wrong directions.
In addition, working families and businesses also advocated funds and support to build a safe place for teens to go afterschool during the most critical hours of time left alone. Policymakers, lobbyists, advocates and stakeholders across the U.S. are now seeing that afterschool programs are increasingly important for achieving positive youth outcomes, and reducing the various negative barriers such as school dropout rates and juvenile community violence crimes.

In 2002, with the support of national, state, and local government, I received the funds to implement the first afterschool program for secondary schools in a rural area in Maryland. The purpose of this program was to build and implement a model plan to ensure that all students gain the education and skills to thrive in this society (Gottfredson, Cross, & Soule, 2007). In other words, in order to succeed and compete in this knowledge-driven world, all young people will need effective education through intervention programs that will prepare them for life and work.

In 2004, due to the positive outcome of the first secondary school program, I was asked to develop another program located in a public library for middle and high students. “There was growing recognition that afterschool programs were needed in the high schools as an extension of the regular school day” (Eccles, & Gootman, 2002, p. 45). For many years, this model program was incorporated in other libraries throughout the state of Maryland. Hundreds of youth from all areas began gathering around afterschool programs to receive remediation and intervention services. Stakeholders in Maryland started supporting these types of programs because it had positive outcomes.

Currently, as a Project Specialist in School District Y, I have had a personal connection to this change plan for many years; however due to the competition of
extracurricular activities, transportation, time, space and material resource constraints, the
number of school afterschool programs in the district were closing down due to lack of
funding. In fact, closing afterschool programs was not a good idea especially in the
School District of Y.

The reason that this was not a good idea was the mere fact that students were
more inclined to go back to their old behavior and engage in unhealthy activities. It was
important that stakeholder look at a model program that is meaningful, engaging and
student driven with a youth appeal. Students in middle school need remediation and
intervention programs to help them enhance their academic and personal enrichment
skills.

My action to this analysis, interpretation and judgement is simply to place
constructive activities in our programs to ensure a more comprehensive delivery of career
and college readiness among all. Actions that need to be done is implementing quality
designed measures that will address the academic and development needs of students to
meet their highest potential

**Conclusion**

Based on my finding, it is important to provide ongoing support from
administrators and key leaders to ensure that best strategies and practices are in place in
all intervention programs. Even though, there have been recent developments regarding
the importance of afterschool program in highly poverty stricken areas, it is important to
mention that the afterschool programs have been known to make significant gains and
changes in the lives of our youth (Wagner, et al. 2006). It must be an ongoing effort to
instill more funding in the programs and provide administrative support to ensure the program is reaching its highest potential.
CHAPTER FIVE: TO-BE FRAMEWORK

Introduction

Chapter 5 will provide the reader with a comprehensive summary of the studies and their evaluative data results as they relate to the information presented in the literature review. As an effort to support these finding based on the research, there are recommendation mentioned to refine the endeavor of afterschool programs while supporting provides a synopsis of the research and their findings and a dialogue of the research fact-findings as they relate to the information presented in the review of literature. These recommended suggestions are based on findings from the study and come from the greater research and published works.

In addition, I analyzed the results of this study and included the following sections: summary of the issues, purpose of the research, summary of the sample, review of methodology, research findings, additional findings, implications for action and practical recommendations for after school programs, limitation, recommendation for future research and a conclusion.

Based on the findings, many of the participants agree that there were several problems that need to be addressed to ensure the effectiveness of the afterschool program. One of the main problems is a hiring process to assure that quality staff are placed in these programs to build and develop student’s emotional, mental and behavioral skills.

- hiring practices

- social and emotional learning

- professional learning training for students

- administrative support to ensure the program remains at the school
As many schools are constantly struggling to meet the state and district academic standards, it would appear to be evident that an increased number of afterschool programs with highly qualified teachers in all communities will gain the outcomes of success. In this section of the change agent, I will provide a comprehensive description of the next steps and provide specific action steps. First, I will meet with stakeholders on a local level to discuss the urgency of finding funding to implement after school remedial programs in several elementary schools in Adams County. My research findings reflected on the correlation between remedial quality afterschool programs and minority student achievement and how we can use this information to implement more programs in those communities. I will provide quantitative and qualitative data to support the claim low achieving elementary school students have difficulty reaching higher levels in school due to limitations placed on their home and within their community. If intervention programs are not places in struggling schools, the opportunity of closing the gaps increasing drastically.

During the implementation of the change plan, I will collaborate with community partners and outside organizations in collecting and analyzing information to support this initiative. I will work closely with outside business partners, civic and nonprofit organization to inform them of the importance of afterschool programs. I will collaborate and communicate effective best strategies and practices based on the history of the school to improve the educational outcomes through intervention programs. I will provide evidence to support the district’s educational plan and work with staff by interviewing and collecting information pertinent to the improvement of the school educational environment.
The problem is there is no high-quality afterschool programs offering social emotional learning activities in the afterschool program. A comprehensive description of the organizational change would be enhancing our quality programs to include social emotional competencies in the lesson plan. As a result, my vision is to increase the educational achievement of elementary school students in Title 1 schools by providing extended programs to meet the needs of the students, school, families and the community. In addition, a long-range vision would be establishing “extended service school” models as lifelong learning sites and a safe and positive haven in the community. A well-developed afterschool program can provide an extensive range of resources for youth, their families, which will benefit those living in the communities. If implemented effectively, afterschool programs can increase academic achievement, initiate healthy behaviors, and provide a healthy environment for youth to grow as lifelong learners.

The main challenge is there are very few high quality, interacting, student-driven, and meaningful learning opportunities in many of our Title 1 schools. “In many of these primary and secondary educational institutions in the United States, there has been an increasingly high level of absenteeism, poor academic performances, and drop out and behavioral problems among many struggling students” (Bridge land, 2009, p. 54). While there are afterschool activities serving students in both elementary schools, there needs to be extended afterschool programs in middle schools as well.

For many elementary school students, the regular school day environment can be so focused on academics and assessments and never provide enough time to build on those developmental skills to improve in those areas. As discussed by Temescal Associates (2009), teens who are performing below grade level need more structured
opportunities that can offer greater freedom and real meaning in regular school and afterschool settings. As more options become available for teenagers after school, such as sports, social media, music and clubs, teenagers are less inclined to involve themselves in afterschool activities. Therefore, the need for a high-quality program can help in the area of academic performance, building the skills for career and college readiness and expose them to opportunities they may not have experience in their culture (Temescal Associates, 2009). By implementing practical, effective and easy to integrate student driven activities during extended learning times, young people will gain new knowledge on how to become responsible productive citizens. There is a sense of urgency to implement remedial intervention programs in those high-risk socioeconomic areas.

As the study points out, there are several problems in Adams county district regarding student grades, test scores, attendance and behavioral issues. As mentioned in previous chapters, the district, which is comprised of Hispanics, Latinos and African American are struggling in closing the achievement gap. Due to the underlying factors such as poverty, suspension, socioeconomic and demographics, students are not receiving enough assistance to make significant gains. The district is experiencing significant underachievement among minorities and cultural and racial identity issues. Even though after schools are making strides in closing the gap, we need to address the issues of social and emotional behavioral challenges that will help with grades, school attendance and behavior.

There is an urgency to make organizational changes to make a different in the lives of minority students attending afterschool program. This change will call for action on the administrators and key stakeholders to invest more resources in the hiring of staff
with special skills, incorporate more social and emotional competencies in the lesson plans, and become more involved in the afterschool program at their site. I hope that this research study would provide the areas for school administrators to analyze the issues surrounding afterschool programs and student achievement among minorities.

The data from Adams County revealed that students were falling behind in the area of science and language arts. The results of the data did show program satisfaction was a strong indicator of positive environment but there is still a need for change. Afterschool programs are expected to increase their monitoring regarding academic and behavioral issues.

The socioeconomic status in this district ranges widely, from extremely poor socioeconomic communities to extremely high income communities. Many of the families have to work at least two jobs in order to meet the needs of the family. In addition, there is a high percentage of single headed households and adult family members raising children.

Within the past five years at Mathis Elementary, the achievement gap in all grade levels has been decreasing and the graduation rate has slightly improved above the state’s numbers. This particular school had increasing academic scores in test assessment and report card grades. Students are moving from other countries, which has been causing the achievement gap to widen for both males and females. Mathis elementary school comprised of 52% males and 48% females with a minority enrollment of 84%. There are over 90% of the students receiving free and/or reduced lunch and 77% are economically disadvantaged on all levels. There are less than 4% American Indian, 3% Asian, 13% African American, 66% Hispanics, and 16% White. In the areas of academics, 43% are
proficient in English, 35% are proficient in math, and 99% of students receives additional funding to support the students in remedial programs and classes.

One of the reasons why there is a sense of urgency for afterschool programs to continue beyond primary grades is to change the growing problems in the areas of academic, social, behavioral and mental development. In Adam’s county, there has been an increase in student experiencing negative social behaviors and discipline referrals such as OSS (Out of School Suspension) and INS (In School Suspension). In addition, students are not gaining high scores in the areas of reading, math and science. Students are making low scores on standardized test scores and report card grades. Students’ aggressive behavior in schools can eventually lead to crime, drugs, pregnancies, and tobacco use. Moreover, most important, there is a need to implement quality programs in middle schools to lower the retention rate of a grade, especially among minority males.

In Adams County, there is a huge population of elementary school students attending Title 1 schools centered in low economic communities with high crime rates and homelessness. In the school district, there are very little afterschool programs available for elementary school students who are often left home alone for endless hours unsupervised. In today’s times, we see that many elementary school students are given the responsibility of managing the home, watching younger siblings, and maintaining the life of a child.

However, with the ever-growing need for parents to work more than one jobs, these elementary school students are left alone by themselves at home, with very little time to do homework or class projects. It is because of these reasons, and other factors, those elementary school remedial programs beyond the school day hours be implemented
and made readily available to provide help for these students. Unsupervised, unstructured free time at home is an open door for problems to start within the home and the community.

By implementing remedial programs in elementary schools, minorities’ students will receive the necessary resources to close the academic gap and develop basis skills to become responsible productive members of society. Afterschool program models will be used to structure life skills around students’ real life cultural experiences and help build healthy relationship among all. Research suggests that afterschool programs that builds a sense of community will give students a sense of purpose and belonging. Creating a culture of community by bonding teachers, students and parents can develop a strong relationship in the school (Schaps, Battistich, & Solomon, 1997). This allows students who are vulnerable and less comfortable in school to share their emotions, and feeling in a non-threatening environment.

This change plan will enhance and reform the district’s educational institution by building a culture of community, investing in the lives of students, and sustaining high quality programs that will complement the regular school day lessons. First, this change plan of developing afterschool programs will build a culture of community where students can explore new skills, identify role models and mentors, and become a part of the community. Building a strong and positive relationship within a community can shape and restore the quality of academic and social development among youth and establishing positive and healthy neighboring communities for all.

The district’s educational environment would become more appealing and attract many outside organizations to support, advocate and lobby for additional funding.
In today’s society, there has been much progress in decreasing elementary, middle and high school dropout and violence. It is true that out of school time programs are designed to address academic gaps while restoring positive social and emotional behaviors for those students are struggling and clearly have been identified as at-risk youth. In recent studies, the implementation of high quality programs decreased dropout rates and provided strong evidence for investing federal funds in this initiative. By addressing the dropout factors, this type of program builds a culture of lifelong learners and productive citizens for the 21st century.

The consequences of implementing a successful change in the elementary school in Adam’s county that will not only decrease the number of dropouts, but will improve the quality of living among the students living in low socioeconomic areas. If students attend a structured afterschool program, which focuses on student achievement, student recovery, and social skills, these individuals will be less incline to commit crime, avoid drugs and teen pregnancy. These type of activities will allow students to be in a safe positive environment during the most crucial times of the day.

In Adams’ District, there has been numerous attempts to place quality afterschool programs that will engage student learning, and build strong relationships among teachers and students. In 2005, one of the middle schools received federal funding to institute an afterschool program for the lowest 25% of the student population. As a result, there were many academic, social and personal enrichment activities led by students in an attempt to close the achievement gap. These students were excited about additional learning that supported their social competencies and building on lifelong skills they had aligned with the regular school day curriculum.
Student test scores were rising, homework projects were improving, and student report cards showed measurable gains. Unfortunately, due to competitive extracurricular activities, attendance numbers declined, leaving no other option than to close the program. Federal funds require all afterschool programs meet a certain level of student participation, which became a significant problem even though student performance was improving in all core subject levels.

In this section of the change agent, I will meet with stakeholders on a local level to discuss the urgency of finding funding to implement after school remedial programs in several middle schools in Adams County. I will provide quantitative and qualitative data to support that low achieving elementary school students have difficulty reaching higher levels in school due to limitation places on their home and within their community. If intervention programs are not places in struggling schools, the opportunity of closing the gaps increasing drastically.

**Review of Literature Related to Change**

The previous chapter revealed the research methods and data findings as it related to the effectiveness of an afterschool program for minorities living in a low socioeconomic community. In this section, I will provide literature review material to support my change leadership project on afterschool programs in a Title 1 elementary school. Until recently, there has been a sense of urgency to increase the number of afterschool programs across the United States. In 2017, President Trump’s blue print platform had a major push to eliminate afterschool programs beginning in 2018 due to insufficient evidence to support student academic performance. By cutting this federally funded program, many families will experience a hardship especially working parents
who have no other place for their children to go afterschool. Congress has been fighting
this issue for many years to prevent it from being eliminated from the presidential budget.
In writing this change leadership plan, I am proposing not only to provide data to support
the importance of afterschool program but reveal how educators can benefit by
implementing high quality programs in high school.

School administrators, board members, parents, community leaders and business
organization have been concerned about the increase of crime that is occurring between
the hours of 2pm-6pm. Studies highlighted increased employment among parents and or
caregivers (Granger, 2008, Hollister, 2003) which resulted in a lack of supervision among
our children (National Institute on Out of School Time, 2008). Repeated patterns in youth
criminal activities ranging from drugs, alcohol, violence, and pregnancy (Carnegie
Council report on Adolescent Development, 1992) strongly emphasized the need for
intervention programs that keep at-risk students off the streets by providing alternative
safe environment. Along with crime, students in high school levels fall in the trap of
dropping out of school and enrolling in activities that are illegal and dangerous.

In order to address these issues, it is vital that we place structured positive
environments in our schools during those unsupervised hours to assist with student
performance, build healthy relationships among teachers and students, create a culture of
safety within those struggling communities, and establish better conditions for all. In
Wagner’s book, he states that the high school graduation rate in the U.S. is well behind
other countries and steadily falling behind. He further states that nearly 1/3 of high school
students graduating are ready for college, while the minorities number are much lower
(Wagner, 2009). It is important that we introduce remedial courses and college readiness programs on a high school level to increase academic performance.

In addition, students graduating from school after attending more than 12 years of instructional learning are not prepared for the work field. According to a national report, more than 400 employers surveyed many newly appointed employees and less than a quarter of those individuals are lacking basic knowledge and applied skills (Conference Board, 2008). By creating high quality model programs that will equipped and provide the skills needed to perform in the work field.

In addition, the change leadership project will also provide an opportunity to build a culture of community between the teachers and the students. To create a learning environment in the afterschool program, staff, including regular school day teachers, must be skillfully connected to student experiences to support their curriculum. In a culture of community, teachers and students must appreciate and respect each other and understand the culture dynamics of their lives. In order to become a highly effective teacher, one must understand the demographics, concerns, challenges and struggles of today’s youth. Also, teachers working as youth professionals and mentors must commit to making the program safe for kids free from physical and emotional harm. All professionals must encourage children to relate to one another regardless of their race, creed, color or origin (Bodilly & Beckett, 2006). It is important that we break cultural barriers and embrace all culture prior to moving into the real world.

Furthermore, this change leadership will provide community organizations and nonprofit business to join in the initiative of implementing and funding successful model programs in their neighboring communities. Students will learn new skills and talents
from the local organization, which could result in a job or further mentoring/coaching in their area of expertise. High schools will unite with local businesses and community organization to learn more about the work field and building lasting relationship. According to Harvard Family Research Project (2002), afterschool programs that offer high quality teaching are more likely to become productive when they build partnerships with stakeholder. Strong partnerships and collaboration with outside organizations are key elements of supporting learning environment in afterschool program. (Harvard Family Research Project, 2002, pg. 8). High school afterschool program strategically placed in Title 1 schools can build self-awareness and build local alliances among students, parents and community members.

**Conclusion**

I am proposing that a program that displays culture of community and enriches minority students to succeed in school is crucial in today’s society. With the ever global changing society, educators must be equipped to provide remedial and intervention programs to create a culture of community, relationship building and healthy communities. Sustaining effective quality programs can help eliminate drop out, violence and crime, and increase student performance in school.

**Envisioning the Success TO-BE**

In this section, I will provide a creative 4C’s to be organizational chart that illustrate a vision of the future in which the problem has been solved. I discuss the vision of the organization change plan that will improve the quality of afterschool programs (Appendix M). In order to bring about a well-structured change plan, we must look at the context, culture, conditions and competencies.
During the next several months, I analyzed and assessed the 4˚C mentioned by Tony Wagner et.al (2006) to analyze the change plan of implementing high quality afterschool programs with qualified and proficient educators who are willing to work in low socioeconomic communities. I believe that it is important to analyze the conditions, culture, competencies, and context mentioned in Wagner’s book when developing this change theory.

**Context**

In implementing Tony Wagner’s 4C’s, context is important to gather information and feedback relating to the program and the environment. Such information can be linked to the demographics, socioeconomic status of the students in the program. Due to the lack of intervention programs and resources, the 21st CCLC program has faced hardship. It is important to bring about change by surveying the students, families and communities to find out their needs. Once the information is retrieved, key leadership must begin to build a positive inclusive and supportive learning community for all students and provide meaningful relationship in and out of the classroom. One area of change would be invite stakeholders, board members and administrative leaders to visit the program and highlight the student’s performances in the program. In addition, communication between the mentors, tutors, teachers and students will engage in collaborative efforts to align the program with the state goals. Adaptive change for many individuals are hard; however, a program that displays the elements of a climate and culture of community is beneficial to the entire school.
Culture

According to Tony Wagner, culture refers to the ability to change the attributes, values related to the problem. A comprehensive description of the ideal culture would be to provide professional trainings to the staff at the school. In order for the program to meet the needs of the students especially those who speak other languages, it is imperative that administrators hire qualified diverse staff. Building a culture of community and unity especially in afterschool programs will have a lasting impression. Administrators must allocate resources and funds to implement this type of initiative. This training would involve resources and hands on experiences for teachers and staff to learn about the students’ culture, their families and their communities. Culture builds relationship and connect people to each other. To be able to understand and teach children of all races today, we need to be better equip with the necessary tools to bridge the gap. Organizational change to resolve this matter would be sharing viewpoints and opinions about the cultural awareness among all and then to become sensitive to the need is vital. Having a successful afterschool program must model the students we are serving and the environment in which they live.

Conditions

In implementing Tony Wagner’s 4C’s, the ideal conditions related to my study is bringing positive changes to the program that will promote growth and social skills. It involved structural and cultural change the can support the program’s goals and objectives. Based on my findings, there is an urgency to shape how we implement our programs and address all-important matters to avoid conflict and confusion. We must build the program with a strong leadership so the program can support change.
Despite the promise for additional funds to support this program, we face obstacles that has interfered with efforts to provide disadvantaged students with greater resources. By advocating for additional monies, there would not be a lack of support and material for the program. All students are entitled to a fair and equal treatment in all schools. Local after school stakeholders must provide sufficient training for the teachers who are working in the program. With limited space, and limited availability, administrators need to take immediate action and request services from state, local and federal government to build sustainability among all disadvantaged youth. My research suggests that programs that provide strong enrichment activities will have the highest performance gains. By allocating, more funds toward the conditions of the program would increase attendance, bring quality teachers, and open opportunities for more program material.

Competencies

According to Tony Wagner, competencies refers to the ability of an individual to do a job, and set of behaviors that provides structure to guide the development of the behavior (Wagner et.al. 2006). Competencies are important in determining how the change will influence the students in a school setting. Competencies are related more to a skill set as opposed to conditions, context and culture.

The key competencies that will be addressed is how the staff including key administrators, and teachers working at the schools are lacking emotional, social and behavioral skills necessary to achieve their goals. Even though teacher education does address the emotional and behavioral disorders among our students, there appears to be
more emphasis on academically focused interventions as opposed to programs centered on behavioral interventions.

According to Hanover Research, educators need to develop best practices and effective afterschool programs with a heavy emphasis on social and emotional competencies. Unfortunately, instructional teachers and support staff are not receiving adequate training along with the skills and resources to work with these students. By fostering a high level of academic and social engagement in afterschool programs, the level of behavioral and emotional problems will decrease and allow students to build a stronger foundation for success. There needs to be more leadership and organizational strategies to build a stronger program.

Due to limited funding allocations, professional development trainings and workshops are often limited and restricted to certain educators. Many at-risk students have experienced severe social and emotional problems in school. Often times, they tend to behave in a negative manner during the school day because of many behavioral and emotional challenges associate in high poverty areas. It was noted that at-risk populations include adolescent and children who have low achievement levels on school and state assessment, high absence rate in school, and family characteristics of low socioeconomic status. These individuals are typically engaged in high-risk behaviors such as truancy, violence, substance abuse, and teen pregnancy. By creating high quality afterschool programs in these areas, it could lessen the amount of behavioral problems.

According to Lauer, many factors cause them not to attend remedial classes. Many would suggest that these barriers have been a stronghold in our youth’s ability to achieve academic success. In reading a review by Lauer, he mentioned that “students who are
classified as lower level achievers appeared to show substantial gains after enrolling in a quality program afterschool. He further states that some of these students far exceed the high achieving attending regular school day only” (Lauer, 2006, p. 65). Therefore, the impact of afterschool programs has been a great contribution in improving positive outcomes among at-risk students.

By providing extra remediation programs to students in low socioeconomic areas, this would help to create a culture of success and potential growth among our students. In order to create a change, key leadership must enforce leadership skills to inspire teachers to adapt to transformation change for remediation and extended learning opportunities.

Conclusion

In summary, this section provided a comprehensive outlook on Tony Wagner’s 4C’s, condition, culture, context, and competencies. All of these should be engaged in order to build, create and design powerful sustainable programming for youth. When reflecting on the change leadership project, I applied strategies and plans for action in the best interest of the afterschool program. My change plan involves best practices and strategies in the area of adaptive change, organizational theory, professional development and leadership.

Implementing high quality programs can contribute to the excitement for children to learn, spark their interest and build healthy relationships among children and staff. In the area of adaptive change, afterschool program staff have the ability to restructure the curriculum to engage students more in their learning experience and set higher aspirations to become successful lifelong learners. In an effort to focus more on the quality of the program, we need to support the teachers more by providing professional development with
recommendations for more social, emotional and learning competencies. As we study various
types of remedial programs, we need to make sure the program is fully implementing a
positive environment with an outcome centered on student success.
CHAPTER SIX: STRATEGIES AND ACTIONS

Introduction

In this section, I will now provide a comprehensive description of the main ideas that need to be addressed for organization change plan and how it connects to student learning. I will provide a comprehensive description of the strategies that will be required for organization change. In any organization, there is always a need for change and it must be addressed in order to see progress and outcomes (Appendix N).

Strategies and Actions

After reviewing my research paper, I have identified several main ideas of organizational changes along with strategies and action plans.

- Strong urgency to address the need of hiring highly qualified professionals to work with students to achieve high academic outcomes
- Develop a strategic robust evaluation plan that clearly monitors and provide feedback regarding the staff and the program
- Staff must implement quality professional development trainings for all staff so that the change and take place in an orderly manner.

In this section, I developed a plan of what needs to be done to make the organizational change. From the list above, I chose to elaborate on professional development of teachers and staff to become culturally proficient. According to Lindsey, she states that being culturally proficiency is having a set of values or behaviors that will respond to issues of diversity in practices of an organization. (Lindsay, 2011). This means that all individual must receive professional development training to learn strategies that will be required for organizational change.
In addition, professional development workshops designed to institutionalize cultural awareness in the school and the community will bring individuals to respect and learn the strategies for a climate of culture. Professional development will create opportunities for groups of individuals to learn about each other to form healthy relationships. Educating teachers through cultural competencies is powerful and meaningful. According to a recent report by National Education Association, it states that there is a cultural gap facing many nations especially educators who serve students from around the world. Our schools are becoming widely diverse, so we must make rapid changes to address this issue. It is important that we embrace the change and seek professional training to become more sensitive and aware of your surroundings. Sheridan, D. (April 2006). Therefore, the school system needs to support efforts to make sure all staff learns about cultural competencies.

In this section, I will provide a description of the strategies that will be required for organizational change. Due to the growing technology society, the strategies that I would use would be webinars, trainings off site, mentoring programs, and material and books. The most effective strategy for learning is webinar. Webinars are a feature of new technology that offers quick and simple learning lessons without leaving your job or office. During my line of work, we are encouraged to participate in state, local and national webinars that include resources and information relating to the subject. Second strategy is to allow staff to visit professional trainings in other districts to learn best practices on topic of their choice. Another strategy is to ensure program staff are part of a membership organization similar to the jobs that they are performing. This allows for networking and sharing of information. Studies revealed that afterschool programs that
are well developed, structure, instructional based activities engaging and building quality learning have a better chance of achieving academic gains and healthy outcomes among those participating in the program (Gerstenblith, Soule, Gottfredson, Lu, Kellstrom, Womer, et al., 2005). In other words, project based learning lessons with clear goals and objectives, aligned with the state standards in afterschool program will create an environment of learning and building capacity by which youth can improve the skills and knowledge to perform well in school.

My professional experience as a grant manager requires me to join various state and national organization, which has provided in-depth information regarding afterschool programs. According to a recent article written Afterschool Alliance., it reads that professional development is a great opportunity to help children with the core content areas while applying standards based on the goals and objectives of the grant. Opportunities such as topics for English learner, special needs, and effective evaluation has been limited due to funding (Afterschool Alliance, 2009). Stakeholders need to invest more funding in professional development for sustainability for the program.

In this section, I will provide a comprehensive description of the actions needs to achieve the strategies. The actions are electronic method for training, and train the trainer. For any afterschool program to be successful, highly qualified staff is required and must have the skills to provide better out of time programming. Such action would be a system set up to report the information in a database within a week of the training to be reviewed by program staff. This will hold the staff member accountable for ensuring they attended the program and provided feedback. Here in Adams County, I am required to upload documentation regarding any professional development training and a review
board approves it for points or reimbursement. My personal experience at the job in up keeping an electronic copy of the professional development trainings allows me to go back and review.

Another strategic action that would be successful is the schedule a training in the office for those who could not attend and allow others to train the trainer. Program staff must empower other staff to engage in conversation and open dialogue especially about areas that may be sensitive. Therefore, it is important to express opinions and learn difference perspectives regarding concept of culture.

In this section, I have prepared a Strategies, Action chart describing methods, and best practices for promoting improvement in the program. As stated in the first paragraph, I have identified several strategies and action that will bring about organizational change in a positive way. In this chart, I have identified several indicators of strategies and action that create a culture of community and cover a variety of topics related to afterschool program.

The first strategy is a strong urgency to address the need of hiring highly qualified professionals to work with students to achieve high academic outcomes. The second one is to develop a strategic robust evaluation plan that clearly monitors and provide feedback regarding the staff and the program. Lastly, the staff must receive professional development for change to be successfully implemented in the program. All of these strategies will eventually bridge the gap of inequities that has hurt our disadvantaged children and narrow the gap in achievement performance.
Conclusion

As mentioned above, effective strategies and action plan are important to bring about organizational change. For policy makers and advocates to support our programs, there needs to be immediate action and resources for professional development especially in the area of cultural proficiency. With the ever-growing population of students from different countries, we need to be better prepared to provide a comprehensive plan of action to ensure fairness, equity and equality. As school struggle to meet the demands of the ever-changing demographics, we are still face with implications of policies and policymakers.
CHAPTER SEVEN: IMPLICATIONS AND POLICY RECOMMENDATIONS

Introduction

Participation in extended learning programs has become a more common experience for children of all ages. Over the years, educators and caregivers have been very concerned about children’s success and social adaption in and out of a classroom environment. Recently, researchers have found that a child’s social emotional life has a direct impact on the outcome of their educational journey. After conducting interviews, observing and researching afterschool programs in a Title 1 school, the concept of emotional intelligence in educational learning was missing. I was aware of this particular policy implication after interviewing the teachers at the school. Many educators agree that we need a policy on ensuring that social emotional learning (SEL) is part of the curriculum activities at all levels.

Effective social and emotional learning involves a wide range of acquisitions of skills, attitudes and behaviors affecting today’s young people. Studies have shown that successful intervention programs are one of the best ways to promote the positive development of youth in the U.S. According to Tony Wagner’s book Global Achievement gap, he talks about the critical skills needed for children to reach their highest potential as responsible citizens (Wagner, 2008). Communication, teamwork, critical thinking, analytical problem solving, and teamwork are the types of skills that normally are never measured in data assessments but have an important role in the impact of the success, employability, relationships of students to become lifelong learners. However, in the 21st century, these skills are often overlooked and rarely measured in test assessment and evaluation program reports. For our elementary school students,
especially minorities, there needs to be a sense of urgency to implement policies in our extended learning programs to assist students to become successful, employable, and lifelong learners.

Based on the data findings, I became aware of this particular policy issue that SEL was not being implemented in the afterschool curriculum. Many of the parents participating in the interview sessions strongly felt that the social and mental development was an important factor in building our children to do well in school. According to the Florida Principal Leadership Standard 5, leaders must organize and build a school learning environment that will improve instructional learning for all diverse population attending a Florida school. In addition, the critical issues that makes this current policy a problem is that we have not identified the need to reach the social and emotional competencies of these children with the connection to education.

After carefully reviewing my PEP and the results from the data, I found that the critical issues facing the school is the need to integrate the social skills during the day and in the extended learning sites. The AS IS chart clearly displays a high level of disparity between the climate of the school and how the staff has avoided to change with the growth of the population at the school (Appendix L). We need to create policies that are directed towards the continuous support of academic improvements in our schools. Florida Principal Leadership Standard 5 clearly indicates that educators must initiate continuous improvement methods that focused on the students’ opportunities for success. This critical issue would interest stakeholder investment in highly quality programs to build social development skills, especially among high-risk students.
These issues affecting the promotion of social competencies could lead to positive outcomes such as relationship, emotional and mental stability, and critical thinking skills. In creating a policy, we must ensure that it will have multiple results with positive outcomes. A policy that involves knowledge base platform with many domains including cognitive competencies in afterschool programs that are necessary to move the students forward.

One of the educational research organizations that spent endless hours on SEL is featured in the Collaboration for Academic, Social and Emotional Learning (CASEL) guidebook. Case found five competencies relating to social emotional learning ranging from relationships, collaborative decision making, social and cultural awareness, and self-assessment. He has indicated that project based learning activities in afterschool program must incorporate these five skills with elementary students in afterschool programs.

In many of our schools, this type of social and emotional learning is focused on the academic level as opposed to survival skills. Many states set their own level of SEL, and decide how it is implemented in the classroom. There has been controversial debate on when we should begin teaching these concepts in our schools; thus leaving major gaps in the accountability of ensuring that this is done. According to ESSA, this law allows all states the rights to decide when and how to use social emotional learning indicators in their school environment. However, based on my findings, I strongly recommend instituting a policy under ESSA that will require all after schools to engage in social emotional learning performance models.
Measuring successful outcomes in the Title 1 schools revealed the need to increase awareness of the importance of social and emotional skill sets as critical to the student’s success in life. As lawmakers, politicians, educators, and parents become more proactive in the SEL process, there is still a high level of discussion over who is responsible for administering these cognitive competencies. Many individuals including state and local officials along with parents feel it is the responsibility of the teachers, counselors, and peer coaches in the school to develop and implement these skills, while there are many who want to see this done in the home.

In many schools across the U.S., there has been an ongoing challenge to gain academic improvement among those minority students. In many of the afterschool programs, the focus has been increasing academic gains among our students and bridging the gap. Our schools must restructure and reorganize school reform to meet these problems. Kickbush mentions in his article that school must be directly involved in the wellbeing of a student’s mental health and social competencies (Kickbush, 2012). We often miss the most important element in instructional development—the social and emotional component. Due to the data findings, there is a common thread among all of the respondents regarding the urgency for social emotional and learning.

National and state lawmakers must adopt scientific evidence based SEL policies in order to ensure students, families, and community members are reaching positive gains as a whole. I am proposing to create a district wide pilot program with heavy emphasis on the social and emotional core competencies in Title 1 after school sites. Along with the school support, I will solicit support from local community businesses partners, civic and non-civic organizations to join in this initiative. We need to work extensively in this
field to support state efforts to increase funding at all levels. This chapter will explore a comprehensive description of a policy issue related to my findings on the importance of afterschool programs.

**Policy Statement**

By implementing a policy as it relates to my program evaluation and organization change plan is building student’s competencies skills to help improve discipline and referral behaviors and academic performances that can help transform them as responsible productive citizens. Our afterschool programs are increasingly enrolling multicultural and multilingual students from a wide variety of cultures. After recently visiting many of the sites, afterschool providers are working diligently with those students with the transition phase.

Over the past years, researchers have found educational outcomes has had a direct correlation to positive outcomes especially in social and behavioral skills and these outcomes had led to academic gains. (Blake, 2015). According to Greenberg (2003), educational leadership along with parents, students and community members must come to the realization that we must teach beyond the academic parameters. We must remember to take on students’ acquired skills, including character development and health and mental strategies. Greenberg (2003) talks about the importance of enhancing student level of social competencies, character development and relationships through policies designed to address this need. By having more support for SEL, it will provide a stronger base for safety, positive learning and enhance student’s success on school, home and community. Based on my data findings and program evaluation, social and emotional learning is an important concept that must be reinforced not only during the regular
school day but also in the afterschool programs. Social and Emotional learning will have a connection to student learning.

By selecting the recommended policies to address the current policy issues, we need to provide outlooks for students to interact more productively with supportive educators, mentors, and other students. The reason why I am recommending this policy is that research reveals that students who regularly attend extended learning programs improve in positive goals, empathy and compassion for others, and healthy relationships to help them become successful in life. By implementing a high quality SEL in our programs, we are making a commitment to improve the lives of all youth through vigorous academic, social and emotional skills lesson plan.

My findings indicated that there is a low level of social skills taught in the afterschool program thus students often act out and end up being removed from the program. This type of behavior must be eliminated so students will gain skills to become more emotionally balanced in the classroom. Once lawmakers see the investment of SEL in the programs, they will more likely provide additional resources to increase employability skills and college and career readiness for our youth. According to Gullotta, 2015, after-school activities gives students an opportunity to bond with support groups within and outside the school arena. It is a great outlet to bridge youth development by applying new skills and talents, which will help achieve the highest potential. In addition, research has shown that implementing a policy on SEL will increase positive behaviors, test and assessment scores, and decrease the level of behavioral problems. In Durlak (2010) reading, he states that when state and local stakeholders push for more funding in SEL, students are more likely to develop school
connectedness, positive self-perception and learn new skills. It is important that we select a strong evidence-based program that will best serve the needs of our students.

**Analysis of Needs**

The analysis of need section included consideration of the policy from six distinct disciplinary areas to fulling address the problems. Through this analysis, policymakers will seek to make choices and trace implications on why this type of policy needed to be implemented within all school districts. Both national, state and local politicians must look at best recommendations for educational stakeholders including board members, superintendent and administrators on how to incorporate SEL lessons and curriculum in all afterschool sites. The voices of these individuals can offer recommendations for future development and resources to promote social and behavioral research and policies. The six areas addressed and analyzed are Educational, Economic, Social, Political, Legal and Moral and Ethical analyses.

The educational perspective of implementing a program based on SEL of minority students attending a Title 1 school will increase knowledge, attitudes, and skills necessary to maintain academic gains. In many of our afterschool programs, there is an important piece of the puzzle missing across the U.S. Our children are not ready to enter the complexity of this ever-changing society as responsible productive citizens. Research has confirmed that it is vital we conceptualize education by creating policies in which SEL are well developed and align with academic learning. In my findings at Mathis Elementary revealed that teachers, parents, and volunteers strongly agreed that we need to blend project based learning activities with social, emotional based curriculum at an early age.
Educational Analysis

In this section, I will provide a comprehensive educational analysis that traces the implication of the policy problems and its context supported by research. The first component is the Educational Analysis and how it relates to the policy. The research from my PEP clearly indicates that there is a connection between positive outcomes and youth achievement. During the past 5 years, the U.S. has taken a stronger interest in creating federal policies that integrate nontraditional skills and core competencies with a focus on the social, emotional learning element. With the limited amount of funding in our states, there has been a huge disconnect in allocating funds to those programs who are struggling with report card grades, student assessment, and positive healthy relationships.

The educational advantage of creating and developing more social and emotional learning curriculum in afterschool program is that educators will see the value and importance of positive outcomes and achievement gains. If we educate our teachers to use more cognitive thinking during role-playing and teamwork, we will be able to build students to become responsible lifelong learners. These skills can be used during the regular school day, at home, and in the community. On a state-national level, policies relating to core competencies could offer interventions program such as restorative services, community services, and problem solving opportunities that will help youth on all levels. (National Center for Mental Health Promotion and Youth Violence Prevention (2008). Based on the lack of knowledge regarding social and emotional learning in my data findings, it is essential that we institute a district wide policy for change.
**Economic Analysis**

A comprehensive economic analysis that traces the implications of the problem and its context. The cost benefit of evaluating the economic outcome of a student’s success is important especially for stakeholders. The economic benefit of investing in education has been an ongoing debate across all levels. Policy makers want to see the monetary value of the outcome of students in our schools. For example, by implementing quality SEL activities, it helps to reduce the level of dropouts, and discipline referral causing more money on the investment of the school. If students do well in school, our taxes could decrease and then the rising cost of public health, assistance and criminal behavior will be lower. As a society, we will gain more returns by investing more on the educational returns and less on the intervention services.

In reading an article on social and emotional trends in the U.S., it has become widely recognized that there is more of a direct connection between the cognitive gains and developmental outcome in the schools even more than ever. (Durlak 2011; Heckman and Kautz 2012; Levin, 2012). As a result, social and emotional learning was eliminated in program evaluation data in part due to the difficulty of measuring assessment and test grades. Therefore, it is important to integrate these skills in educational policy and decision-making. There must be more analysis of a needs assessment on the development of positive attributes of social competencies through extended learning programs for stakeholders to see the value of investing funds and budgeting more money in these essential skills.

According to Levin, (2012), his research suggests that most recent in education performance often does not reflect on cognitive skills, and its relation to economic
performance; however, in order to see the high returns of success, we need to focus more on the impact of cognitive gains in the classroom. It is true that if we balance both the social and emotional learning and cognitive learning as an investment, there would be more policies introduced to build upon the academic success of our children.

**Social Analysis**

Social and Emotional learning plan can help the learning needs of student in the area of social development. When students work collectively together in school and at home, they will develop strong social skills that can be trace back to the implications of the problems and assist in the development of social capacity in the classroom. Unfortunately based on my findings, many key educators emphasized that even though education has changes, school reform has not emphasized enough on the developmental elements that are valuable to instructional learning in our classrooms. A national study by the American Journal of Public Health (AJPH) revealed major improvements between the core competencies taught in elementary schools and the success in the later years in areas of education, employment, mental and substance abuse. (American Journal of Public Health, 2015) There is a direct investment in teaching these skills earlier, which brings positive investment in the end.

On another note, there is strong social implications when we build cognitive skills in our afterschool program because we can partner with teachers and families. When students learn social and academic competencies, they are more likely to build a healthier relationship with adults and peers. There is a greater probability to have positive development when all parties communicated towards the common goals. Based on an article by Albright and Weisberg, they discovered that open communication between
families and teachers is CRUCIAL in enhancing social development among youth, especially during the elementary school years. Therefore, it is essential to build upon activities that involve families to support students SEL, especially in extended learning programs.

While building social and emotional foundation in our programs, students will be able to manage their emotion and demonstrate social awareness in their foundation of life skills. When project-based learning activities are culturally connected to student needs and background. Based on student’s needs and experiences, policy makers must ensure SEL policies are appropriate to their culture and sensitive to meet the student’s needs. In observing teacher’s lesson plans, I noticed that many of the activities did not have a connection to the cultural needs of the ever-growing change in the school, especially in the afterschool program. Teachers were not aware of the whole concept of cultural proficiency, thus leaving gaps among the minority students in the program.

There needs to be clear policies of how social and emotional intervention programs can promote equity and fairness among all. Casel’s report, (2013) on the framework of SEL, he revealed that administrators must take initiative to attend training, and have open communication with the staff to ensure that SEL is given a top priority within each school district and the extended learning centers.

Political Analysis

There is some political analysis that traces the implications of the problem and its context. Over the years, there has been controversial debates on whether there is data evaluation or studies on the effectiveness of SEL learning. Policy makers must see data to support positive outcomes especially in social and emotional learning. In this section,
I will explore the political implications of this problem. Many politicians are concerned about wasted tax paying dollars and look for other ways to reform our schools. However, positive education is perceived as both nontraditional and traditional skills applied in the classroom. Educational stakeholders must work together to support the learning goals of social emotional learning programs. Stakeholders such as educators, family, researchers, policymaker, and lobbyists all play an important role in order to enhance a student’s educational level. According to Greenberg, (2003), he firmly believes that educators, parents, and members of society feel that school must teach beyond the reading, math and language skills. We must enhance students’ social-emotional competencies, character development and behavioral skills. In order to supplement this type of outcome, we must reinforce the importance of fostering academic and social achievement in our afterschool programs. SEL plays a critical role in academic gains as well as the nonacademic outcomes (Zin, 2004). Schools must be proactive in their educational vision and goals to initiate efforts to advocate for funds and resources for students to acquire the necessary skills to apply it to everyday life.

In creating this adaptive cultural change in the afterschool programs, there could be more resistance from stakeholders, and top-level educators. With a carefully written and clearly established vision, the likelihood for political implications could lessen. Therefore, it is important to collaborate and communicate with school board leaders to adopt such a policy based on the student’s learning needs and the educational, economic and political benefits as it relates to cost and tax paying dollars. Based on the lack of knowledge, we must also include the parents, caregivers and adult members to support
the policy. In relating to this section, Fowler discussed how individuals are more likely to change their perspectives when the policy is factual and helpful to all.

Legal Analysis

The legal analysis of social and emotional learning can be complex and difficult. In this section, I will describe some of the legal components of effective social emotional learning that has hindered our students. Results from the finding indicates that no one wants to take responsibility for the lack of social emotional learning in schools and afterschool programs. Many would say it is the responsibility of the parent, caregivers or adult family member to teach, implement and monitor SEL. The courts have established guidelines on the meaning of equal educational opportunity for all. Recently, there has been conversations in our courthouses over school reform, school practices, and academic potential as issues that must be addressed. Federal policies must be created to support statewide and district implementation of cognitive competencies. Overall, greater cognitive competencies can increase graduation rate, college and career readiness, and healthy work and family relationships, reduced behavioral and discipline referrals (Jones, Greenberg, & Crowley, 2015). In assisting with these skills, afterschool programs will develop, implement lessons that can be applied to students’ core level of learning. Based on the focus group discussion school leaders must recognize the need to provide students of all races the opportunity to build social capacity, model exemplar models of competency and develop strong leadership skills to connect to others. The question remains…Who is legally responsible in making it happen.
Moral and Ethical Analysis

In this section, we will further discuss the moral and ethical analysis of the problem, its context, and how we can build a better outcome. Educators and policymakers must see the critical needs to develop competencies in the academic success of life. We have a moral and ethical responsibility to help students develop the emotions to handle life expectancies. Schools have a moral and ethical responsibility for student’s well-being not just academic. There has been insufficient evidence to focus on the social emotional and ethnical components within education. By focusing on the whole child, there is greater opportunity to balance social emotional learning and the academic performances in the classroom.

Other factors can be included in this analysis; however, I believe that moral education in the strategies of learning is more important than the information obtained during instructional learning. Our educational system in the U.S. must step up and become more accountable in preparing minority children for being a responsible learner and lifelong citizen (Alias & Arnold, 2006). The climate of the schools must make it readily accessible to build on the core competencies that can lead children in the right direction.

Furthermore, the moral and ethical analysis of the problem of developmental learning is much deeper than just the power of thinking and doing good. According to Elias, Zin, and Weissberg (2004), moral education must center more on the power of right thinking and knowing from good and bad. We must focus more on problem solving and collaboration than on the attitudes of functionally average. (Elias, Zins, & Weissberg,
1997; Huitt, 2004). By allowing educators to recognize the needs of our students, we will be able to lead them to productive futures.

In addition, we as educators have a moral obligation and responsibility to ensure that all children receive the support to grow academically and socially. Based on my study, various stakeholders realized the importance of devoting more resources and time to children and provide the highest education to help keep them safe from outside influences and behavioral issues. In the study, it was important to link moral obligation to not only the staff at the school but the parents as well (as much as this can be done practically).

**Policy Implications for Staff Relationships**

In this section, I will explain and discuss the policy implications for staff relationships and how the social and emotional learning policy will help build healthy relationships. In any type of policies, there must be research and data in order to promote and implemented within an organization. Building staff relationships is part of an evident based practice that can be measured. Good cultural relationships among the staff and the student will gain the wide recognition for more resources and support.

It is essential that minority schools develop practical and culturally sensitive assessment tools when working with the students in the program. This will help improve the relationship between the staff and the students will grow and eventually reach its highest potential. The quality of teacher-student interaction and student instructional learning must direct to student performance and student skill development.

There has been significant research, which has proven that healthy relationships and positive interaction are two factors in the increase of academic growth and social
awareness (Hamre & Pianta, 2007). Ideally, educators who train on this practice will respond to the core competencies of minority students. In addition, the strategies will enhance and develop the mental and social skill development of the student (Allen, Pianta, Gregory, Mikami, & Lun, 2011). Once the student builds these skills, they will be able to apply in a variety of ways. There were several findings in my study; students who actively participate in after-school programs improve in many areas ranging from social development, school academic outcome, and behavioral attitude. Teachers who are proper trained to work with the students will build upon a student’s feeling of self-worth and self-esteem. Strategies and best practice with a strong emphasis on social and emotional core competencies will produce positive benefits in a child’s academic and social well-being. Furthermore, as educators, one of the most important things we need to engage with our youth is learning how to manage emotions and working together with others.

**Policy Implications for Community Relationships**

In this section, I will discuss the policy implications for community relationships and how the social and emotional learning policy will help build healthy community relationship. It is my intention that educators across the U.S. work closely together to implement SEL practices in the schools. The implications for community relationships centers on support to facilitate students’ abilities and educate them to use them in the real world. In collecting my data, I found there is a sense of urgency from the parents to become more involved in the social and emotional well-being of our future. We must reach a point of relevancy in producing high-quality activities in the after-school programs. Our programs must produce desired outcomes that meet the core competencies
models. If stakeholders notice the program focusing on SEL, it will provide opportunities for additional resources.

**Policy Implications for Other Stakeholders**

In this section, I will discuss the policy implications for other stakeholders’ relationships and how the social and emotional learning policy will help education at its best. We must pay close attention to challenges that make stakeholders turn their back on the policies of SEL. There must be strategies for supporting a program to overcome and celebrate the success of a much-needed policy. On a national level, we must allow stakeholders to allocate resources to move SEL in the right direction.

After conducting this research, I am hoping that all key stakeholders will collaboratively together to support ways of adapting effective SEL programs in our schools. There is evidence that supports policy implications that stakeholders must address policy challenges and facilitate acceptance that reinforce the notion of afterschool programs in low poverty areas. The need for improving the quality of education is imperative especially when closing the achievement gap. As educators, we must address the rise of more remedial programs by coordinating and communicating with stakeholders at all level, establish a communication channel among educators at the top levels to allow for decision making to be equitable and fair. In addition, educators must support policy as a priority in the face of educational reform.

**Conclusion**

Now that I have brought an awareness of the value of social emotional competencies, there should be more of an urgency to build collaborative relationships between the regular school day and the after school programs. By doing this partnership,
this will give all students the same consistent models of support, positive reinforcement of behavior, healthy relationships all year round. However, this cannot happen without the investment from top educational stakeholders, politicians and school board member to intentionally work together to understand this model for school transformation. We must build mechanism together with joint efforts for all including parents, and community leaders toward enhancing student’s critical survival skills.
CHAPTER EIGHT: CONCLUSION

Introduction

In the conclusion of my dissertation, I would like to revisit the issues addressed throughout the document—impact of afterschool programs among minorities. The issue of how effective is afterschool programs in Title 1 schools serving disadvantaged students was rather interesting and appealing. My findings suggest that the program provides a strong academic component along with personal enrichment. This program directly relates to student learning in the classroom, home and the community. Regular attendance in an afterschool program has provided a safe and positive environment for students who would instead go home alone.

Afterschool programs has reached so many disadvantaged students in local communities as a way of teaching, reinforcing social, emotional and behavioral competencies necessary to become lifelong learners. Even though afterschool programs has been successful, my findings release small gains in academic areas such as reading, math, science and literacy. Researchers have concluded that it is hard to measure and evaluate data on academic performance due to marginal errors such as learning abilities, ESOL and special needs.

Discussion

The program evaluation process was time consuming. Information obtained from the interviews, open focus group discussions, and surveys shared similar themes and codes regarding the out of time program. The purpose of my program evaluation was to evaluate how the program has affected a school where there has been a huge influx of Hispanics, Haitians, and Black American. I wanted to find the correlation between those
attending the program each day vs those non-attendees. It was clear that there has been reported of significant gains, but there is room for improvement in the area of social, mental and behavioral competencies’. This process has prepared me to further research additional information regarding afterschool programs. There are several positives accolades in conducting this study. One positive was the opportunity to interview the key leadership team, which helped support best practices in the programming. Second was the focus group discussion with the student interns who provided a different and broader perspective regarding afterschool programs. I would like to extend my research beyond this program and compare it to other areas in the district. I would like to establish baseline and analyze data over two years.

This result study did address my goals, but as a project manager, I am very interested in creating and improving the quality of programs offered at this site. My plan of action would be to meet with the site based administrator and provide substantial information regarding moving the program in the right directions. The broader aim of the program would be ongoing professional development and routine evaluation to ensure equity.

The organizational change mentioned in Chapter 6 has raised awareness based on the program evaluation. From top leadership to student mentors, there needs to be strong leadership in place and more support from those in charge to strategize productivity in the program. Change is hard to adapt, but often times change is important to identify best practices for afterschool programming for youth identified as at-risk.

The policy for which I strongly advocate to address raised in my program evaluation and organization change is social and emotional competencies. I strongly feel
that there is a sense of urgency to train our staff on how to deal with social emotional students, and how to look for triggers. It is important to allocate federal dollars to make sure no child is left behind regarding social competencies. The relationships, skill set, and commitment that the program staff offers is valuable for youth and it can be directly related to breaking the cycle of intergenerational poverty.

**Leadership Lessons**

The leadership lessons learned in this process begins with organizational skills and management skills is essential in building a community of culture. Communication and collaboration with your staff is a main source of teamwork, and a sense of belonging. After conducting the research, I learned several essential leadership lessons that has prepared me to strive harder in the workplace. Positive values and morals, Community advocate, Team player, and Ambiguity.

I will use this information to support the Afterschool Alliance association and the Florida Department of Education to bring about more funding for out of time programs. Based on the economic demands that our families are facing every year, we need to provide additional programs to help supplement their needs. In addition, due to rising of the academic gap, we need to seek additional materials and connect with outside agencies to form partnerships to bring about change. Most of all, we need to change the mindset of individuals to respect the fact that afterschool programs are not just a babysitting services. Afterschool program has had positive outcomes on student behavior and academic gains.
Conclusion

Afterschool programs are emerging as one of the best positive environment that any child can receive snacks, tutoring, mentoring, and experience real life world activities. In the ever-growing society, we must embrace our students regarding of their social, racial, demographic, gender or race. We must become culturally prepared to address the challenges of our students and provide them with the concept of hope. Imagine each day after school when the doors open to a child, you are not only connecting and building healthy relationships, you are saving a life.

Afterschool programs across the U.S. are implemented and conducted in a variety of ways. The intent of the program has multiple goals and serves many purposes such as safety, supporting academic achievement, building relationships, mentoring and tutoring and reinforcing skills taught from the regular school day, enhancing and developing social and emotional competencies, bonding with family members and learning a host of personal enrichment activities. Business, nonprofit partners can benefit when the children in their community have a safe, positive and productive ways to spend their time after the regular school day ends. Without these programs, our at-risk students would end up home alone unsupervised and subjective to crime, violence, drugs and alcohol.

The afterschool arena has made significant positive outcomes in providing, supporting a learning environment that has focused on student success. In many of the programs, students are learning interest in many subject areas such as math, and science, and gaining self-confidence in the classroom, while connecting with adults who have an interest in their future.
Why is this information relevant to us? If we as educators expose stakeholders to the value of afterschool programs and how they bring families and communities together in school and home, we will continue to see a decline in hope among our students.

Afterschool programs are not just a glorified babysitting program, but should be entitled to the same opportunities as other programs in the area of budget and policy initiatives.
References


Beyond the Bell: Research to Action in the Afterschool and Expanded Learning Field,.


Maryland Program. Final Report to the Maryland Department of Human Resources. (Technical report available from the authors.)


Appendix A: Survey Email: Principals, Assistant Principals, and Counselors

Sender Information:

Name:

Title Principal

School District of Adams County

Date:

To Whom It May Concern:

Purpose of the email: I am writing to you to request your participation in a brief survey. As mentioned in a previous conversation, I am working on my doctoral degree from National Louis University and I am interested in using your school as part of my project research. Your responses to this survey will help us evaluate the effectiveness of the afterschool program so that we can design better activities and improve the teaching and quality of the methods used in the program.

Your participation in the survey is completely voluntary and all of your responses will be kept confidential. It is very brief and will only take 30 minutes to complete. I am requesting 5 minutes of your time to discuss any questions you may have and to sign the informed consent forms. No personally identifiable information will be associated with your responses to any reports of these data. Should you have any comments or questions, please feel free to contact me at [redacted].

Thank you very much for your time and cooperation.

Sincerely,

Contobia Adams

NLU Doctoral Student
Appendix B: Email: Teachers, Paraprofessionals and Support Staff

Sender Information:
Name:
Title 21st CCLC Site Coordinators/Paraprofessionals and Support Staff
School District of Adams County
Date:

To Whom It May Concern,

Purpose of the email: I am writing to you to request your participation in a brief survey. As mentioned in a previous conversation, I am working on my doctorate degree from National Louis University and I am interested in using your school as part of my project research. Your responses to this survey will help us evaluate the effectiveness of the afterschool program so that we can design better activities and improve the teaching and quality of the methods used in the program.

Your participation in the survey is completely voluntary and all of your responses will be kept confidential. It is very brief and will only take 30 minutes to complete. I am requesting 5 minutes of your time to discuss any questions you may have and to sign the informed consent forms. No personally identifiable information will be associated with your responses to any reports of these data. Should you have any comments or questions, please feel free to contact me at cadams25@my.nl.edu or call me at [redacted].

Thank you very much for your time and cooperation.

Sincerely,

Contobia Adams
NLU Doctorate Student
Appendix C: Email: Interview Question

Email to Reading, Writing and Math Teachers, Johnson University student-teachers/mentors

Sender Information:

Name: [redacted], [redacted], [redacted] and Student-Teachers Mentors

Title: Reading, Math Coach

School District of Adams County

Date:

Purpose of the email:

I am writing to you to request your participation in a brief interview for 20 minutes. As mentioned in a previous conversation, I am working on my doctorate degree from National Louis University and I am interested in using your school as part of my project research. Your responses to this survey will help us evaluate the effectiveness of the afterschool program so that we can design better activities and improve the teaching of research methods.

Your participation in the interview discussion is completely voluntary and all of your responses will be kept confidential. It is very brief and will only take 45 minutes to complete. I am requesting 5 minutes of your time to discuss any questions you may have and to sign the informed consent forms. No personally identifiable information will be associated with your responses to any reports of these data. Should you have any comments or questions, please feel free to contact me at [redacted].
Appendix D: Survey: Principals, Assistant Principals, and Guidance Counselors

Dear Principal/Assistant Principal/School Guidance Counselor:

Thank you for taking the time to complete this survey. As part of my educational research study, I will be surveying principal, assistant principal, and school counselor of afterschool program to learn about the quality and availability of after-school services, the relationship between the 21st CCLC Program in one school district. This information will help 21st CCLC improve the program for students and other stakeholders.

To protect your privacy, your responses to this survey are confidential. The evaluation will report aggregate results only. It will not report individual principals, assistant principals, or school guidance counselors’ responses.

We appreciate your participation.

1. How long have you been working at this school?
   
   Circle One
   
   a. Less than a year
   b. 1-2 years
   c. 3-5 years
   d. More than 5 years

2. What is the most important objective of the 21st CCLC afterschool program in your view?

   Circle one
   
   a. Facilitate homework completion
   b. Provide academic enrichment
   c. Enhance artistic development
   d. Provide sports/recreation opportunities
   e. Enhance social or civic development
   f. Other (Specify) __________________________

5. In what areas have students increased according to student improvement?

   Circle One
   
   a) Reading
   b) Writing
   c) Math
   d) Literacy
   e) Science
6. In your judgement, to what extent does the 21st CCLC afterschool program enhance the overall effectiveness of the school?

Circle One
a) Very Much
b) Somewhat
c) A Little
d) Not at all

7. Do you feel that your 21st CCLC afterschool program enhance students’ motivation to learn?

Circle One
a) Very Much
b) Somewhat
c) A Little
d) Not at all

8. Do you feel that the activities in the 21st CCLC afterschool program has contribute to improved student skills in reading?

Circle One
a) Very Much
b) Somewhat
c) A Little
d) Not at all

9. Do you feel that the 21st CCLC afterschool program has contribute to improved student skills in math?

Circle One
a) Very Much
b) Somewhat
c) A Little
d) Not at all

10. Do you feel that the 21st CCLC afterschool program has enhance students’ attitudes toward school?

Circle One
a) Very Much
b) Somewhat
c) A Little
d) Not at all
11. In what ways has the 21st CCLC afterschool program improve students’ safety?  
   **Circle One**  
   a) Very Much  
   b) Somewhat  
   c) A Little  
   d) Not at all

12. Do you feel that there has been an improvement in student attendance?  
   **Circle One**  
   a) Very Much  
   b) Somewhat  
   c) A Little  
   d) Not at all

13. Do you feel that the 21st CCLC afterschool program at the school has reduced vandalism at the school?  
   **Circle One**  
   a) Very Much  
   b) Somewhat  
   c) A Little  
   d) Not at all

14. Do you feel that there has been an increase parents’ attendance at 21st CCLC school events?  
   **Circle One**  
   a) Very Much  
   b) Somewhat  
   c) A Little  
   d) Not at all

15. Do you feel that there has been increase parents’ attendance at parent-teacher conferences from students participating in the 21st CCLC afterschool program?  
   **Circle One**  
   a) Very Much  
   b) Somewhat  
   c) A Little  
   d) Not at all
16. Do you feel that students have shown improvement in the area of behavioral, and discipline referral?

**Circle One**

a) Very Much  
b) Somewhat  
c) A Little  
d) Not at

17. Do you feel that the 21st CCLC staff accommodate student’s needs in the area of homework and classwork assignments?

**Circle One**

a) Very Much  
b) Somewhat  
c) A Little  
d) Not at

18. Do you feel that the curriculum and instruction in the afterschool program reinforce concepts being taught during the school day?

**Circle One**

a) Very Much  
b) Somewhat  
c) A Little  
d) Not at

**Wrap-Up Questions**

19. What are some of the major challenges in the 21st CCLC program at your school? Please share any ideas you have to help address any challenge.

20. What are some of the major successes in the 21st CCLC program at your school?
Appendix E: Teacher Survey

Dear Instructional Learning Staff,

I am a doctoral student at National Louis University who is working on completing my research project on “An Evaluation of an Afterschool Program in One School District”. As part of my research, I am asking for you to complete a voluntary survey based on your experience as an employee working in the program. In order to assess and evaluate this program, your opinion is highly valued and appreciated.

1. What is your current subject area?

2. How many years of experiences in school?

3. What is your role in the after school program? Please check one
   ___ Site Supervisor
   ___ Site Staff
   ___ Partner Organization staff
   ___ Regular Volunteer

4. Briefly describe one or two success stories that you have witnessed in the 21st CCLC program at your school?

   _____________________________________________________________

5. What are some of the weaknesses/challenges associated with the 21st CCLC program at your school? What ideas do you have for addressing these?

   _____________________________________________________________

Please answer the following by using a Likert scale from 5 to 1
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The 21st CCLC program site coordinators keeps me informed and updated regarding students’ participation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. The 21st CCLC program has helped enhance and improve the quality of education among those regularly participating students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The 21st CCLC communicates with me as to my students’ needs, assessments and/or concerns verbally or other forms of communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The program has helped my students improve their reading, math, and science skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The program is meeting the academic and social needs of those regular participating students.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. The program helps student turn in their homework or projects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The 21st CCLC site coordinators offers and share resources with program staff to help them align after school with my Class curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The 21st CCLC programs allows students to engage in all subject and personal enrichment activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. As a 21st CCLC we regularly check student’s progress reports, academic assessment and test scores.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: Survey for Parents [English] - Adult Participant

1. Which is the most important element for an afterschool program to have (pick one):
   a) Homework and tutoring time
   b) Physical activity
   c) Arts activity—music, dance, drama, etc.
   d) Healthy snack
   e) Community service
   f) Other (be specific)

2. What do you feel is the biggest success in the program? What do you feel is the biggest challenge in the program?

3. Has your child improve in the areas of academic core subject areas such as math, reading, writing and science?

4. Which afterschool program outcome is most important to you (pick one):
   a) Increasing test scores
   b) Keeping kids safe
   c) Healthier kids (through fitness and nutrition activities)
   d) Development of creative and artistic skills
   e) Behavior
   f) Social and mental skills
   g) Attendance
   h) Grades
   i) Other (be specific)

5. How important was the availability of an afterschool program at the school site in your decision to enroll your child in school?

6. If your children are in an afterschool program, do you think it has helped your child in the areas of emotional, social and mental behavioral skills? Why or why not?

7. Do you think the afterschool program provides your child with the necessary tools to assist with homework, and classwork assignments?

8. Does your child actively engage in all the academic and personal enrichment opportunities in the program?

9. Are you satisfied with the homework time? What suggestions would you make regarding homework, tutoring and homework sessions?

10. Have you seen an improvement in the areas of behavior and discipline?
Appendix G: Encuesta para Padres (Ingles) Participante Adulto

1. Cuál es el elemento más importante para un programa después de clases (escoja uno):
   A) Tareas y tiempo de tutoría
   B) Actividad física
   C) Actividades artísticas-música, danza, teatro, etc.
   D) Merienda saludable
   E) Servicio comunitario
   F) Otros (ser específicos)

2. ¿Cuál cree que es el mayor éxito en el programa? ¿Cuál es el mayor desafío del programa?

3. ¿Ha mejorado su hijo en las áreas académicas básicas como matemáticas, lectura, escritura y ciencias?

4. Qué resultado del programa después de la escuela es más importante para usted (escoja uno):
   A) Aumentar las puntuaciones de los exámenes
   B) Mantener a los niños seguros
   C) Niños más saludables (a través de actividades de fitness y nutrición)
   D) Desarrollo de habilidades creativas y artísticas
   E) Comportamiento
   F) Habilidades sociales y mentales
   G) Asistencia
   H) Grados
   I) Otros (ser específicos)

5. ¿Qué tan importante fue la disponibilidad de un programa después de clases en la escuela en su decisión de inscribir a su hijo en la escuela?
6. Si sus hijos están en un programa después de clases, ¿cree que ha ayudado a su hijo en las áreas de habilidades emocionales, sociales y de comportamiento mental? ¿Por qué o por qué no?

7. ¿Cree usted que el programa después de la escuela provee a su niño con las herramientas necesarias para ayudar con las tareas escolares y tareas de clase?

8. ¿Su hijo participa activamente en todas las oportunidades de enriquecimiento académico y personal en el programa?

9. ¿Está satisfecho con el tiempo de tarea? ¿Qué sugerencias haría con respecto a la tarea, la tutoría y las sesiones de tarea?

10. ¿Ha visto una mejora en las áreas de comportamiento y disciplina?
Appendix H: Interview Questions: Reading and Math Coaches & Site Coordinators

Interview Questions

What is your role in the after-school program? Please check one.
21st CCLC Site Coordinator
21st CCLC Site Paraprofessional
21st CCLC Teacher
Reading Coach
Math Coach

1. What is the greatest challenge in the 21st CCLC program?
2. What is one of the great success story relating in the 21st CCLC program?
3. Do you spend time with the students each day on academics and activities to improve their grades? How much?
4. What are some essential elements of quality youth development programs and why are they important?
5. What is your approach to discipline and behavior management?
6. How would you integrate academic standards into an enrichment activity?
7. How would you work with your staff to ensure that the afterschool programs/activities are culturally relevant and diverse?
8. Please give us an example of a program you designed that clearly linked program goals to activities and then to participant outcomes?
9. Do you think your program benefits some students more than others? If so, what types of students benefit most?
10. Do you see improvements in the areas of academics, social and behavioral among the students in the program? What ideas do you have to make the program better?
11. Do you feel that the after-school program offers assistance to students that relates to what is being taught during the school day? Taught during the school day?
12. How often do you communicate with after-school program staff about particular students or curriculum?
13. What ideas do you have to make the program better?
Appendix I: Focus Group Questions: Student Teachers/Mentors

21st CCLC Johnson University Student Teachers/Mentors

Participant’s Pseudo Name

1 (a). What is your role in the after-school program? Please check one.

Regular Volunteer

21st CCLC Parent

21st CCLC Guardian

21st CCLC Caretaker

1(b) Are you involved in the after-school program? If so, explain, how did you become interested in this type of position (working in an after-school program)?

2. What made you decide to take this position as a volunteer mentor, (Are you involved in the school during the day?)

3. Does the program encourage parental involvement? How many parent volunteers are there? Is there a parent volunteer requirement?

4. Do you think the program has affected participants in the following areas?

• Behavior

• School performance

• School attitude/motivation

5. Does the program engage in planned and continuous evaluation?

6. Are there ways for the students and their parents to make suggestions about the program?

7. How do you record successes, challenges? Do you receive feedback from others such as school staff or the program director? Do you track homework completion?
8. How often do you communicate with school day staff? With the site coordinator? With the teachers of your participants? What systems are in place for communication (ex. student logs, regular meetings)?

9. What are some challenges you have experienced in the program so far?

10. What are some successes you have experienced in the program so far?

11. Do you feel the program has supported what the student is learning during the regular school day?

12. How can youth be more involved in developing and planning of the program?

13. Would you recommend other parents/outside agencies to get involved in the program?

14. Do you agree that this program is making significant changes in the lives of the children?

   Yes or No, please explain.
Appendix J: Informed Consent to Participate in Research – Survey

Greetings,

My name is Contobia Adams, and I am currently a doctoral student at National Louis University, Tampa Florida. I am conducting a program evaluation research. The project is entitled: An Evaluation of an Afterschool Program in One School District. The study will analyze how minorities’ students who are struggling in school have made progress in closing the academic achievement gap.

My research project will address the program effectiveness and analyze how the program can better serve the students in the school. I will use the data I collect to understand the process and changes that may possibly need to be made regarding afterschool programs.

You are being asked to participate in this study by signing this consent form indicating that you understand the purpose of the survey and agree to participate in one 30-minute survey. All information collected will solely reflect upon your experience and opinion. You may participate in this study by signing this Consent form indicating that you understand the purpose of the survey and agree to participate in a 30-minute survey.

Your participation is voluntary and you may discontinue your participation at any time with no negative effects. I will keep the identity of the school and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants. Only I will have access to all of the survey data, which I will keep in a locked cabinet at my home or on a password protected hard drive for up to 5 years after the completion of this study, at which time I will shred all data, and notes.

Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of afterschool programs at your school and what changes, if any, need to be made.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at cdams25@my.nl.edu. In the event you have questions or require additional information, you may contact me at . If you have any concerns or questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, [redacted] or the National-Louis Institutional Research Review Board: [redacted], NLU IRRB Chair, National Louis University IRRB Board.

Thank you for your participation.

Statement of Consent: I certify that I have read and fully understand the Statement of Information given above and agree to participate in the research. Permission is given voluntarily and without coercion or undue influence. It is understood that I may discontinue participation at any time without penalty of loss of any benefits to which I may otherwise be entitled.

______________________________
Name (Please Print)

______________________________  ______________________________
Signature  Date

______________________________
Researcher Name (Please Print)

______________________________  ______________________________
Researcher Signature  Date
Appendix K: Informed Consent to Participate in Research – Interview

Greetings,

My name is Contobia Adams, and I am currently a doctoral student at National Louis University, Tampa Florida. I am conducting a program evaluation research. The project is entitled: An Evaluation of an Afterschool Program in One School District. The study will analyze how minorities’ students who are struggling in school have made progress in closing the academic achievement gap.

My research project will address the program effectiveness and analyze how the program can better serve the students in the school. I will use the data I collect to understand the process and changes that may possibly need to be made regarding afterschool programs.

You are being asked to participate in this study by signing this consent form indicating that you understand the purpose of the survey and agree to participate in one 20-minute interview. All information collected will solely reflect upon your experience and opinion. You may participate in this study by signing this Consent form indicating that you understand the purpose of the survey and agree to participate in a 20-minute interview.

Your participation is voluntary and you may discontinue your participation at any time with no negative effects. I will keep the identity of the school and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants. Only I will have access to all of the interview data, which I will keep in a locked cabinet at my home or on a password protected hard drive for up to 5 years after the completion of this study, at which time I will shred all data, and notes.

Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of afterschool programs at your school and what changes, if any, need to be made.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at [redacted]. In the event you have questions or require additional information, you may contact me by emailing [redacted]. If you have any concerns or questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, [redacted]; or the National-Louis Institutional Research Review Board: [redacted], NLU IRRB Chair, National Louis University IRRB Board.

Thank you for your participation.

Statement of Consent: I certify that I have read and fully understand the Statement of Information given above and agree to participate in the research. Permission is given voluntarily and without coercion or undue influence. It is understood that I may discontinue participation at any time without penalty of loss of any benefits to which I may otherwise be entitled.

_______________________________________
Name (Please Print)

_______________________________________    ______________
Signature Date

_______________________________________    ______________
Researcher Name (Please Print) Researcher Signature Date
Appendix L: AS IS 4 C’s Analysis

Context
- Parental involvement lacking
- Absenteeism
- Low student engagement

Culture
- At-risk students feeling isolated and abandoned by teachers
- Low expectations of low performing students
- Poor relationships among teachers and students
- Students lack self-esteem and motivation to want to improve in school

Competencies
- Lacking the social emotional competencies- SEL
- Low scores on test assessments
- Students lacking emotional, behavioral and social skills
- Language barriers for non-speaking English students
- Lack of administrative support

Conditions
- Lack of funding for after school program
- Lack of student choice and voice
- Lack of parental support
- Lack of material resource constraints
- Lack of time and space
- Lack of professional development training

Need for more high quality teachers and more professional development training to promote social, emotional learning in the afterschool program

Baseline AS IS 4 C’s Analysis for High Quality Afterschool Programs in a Title 1
Appendix M: TO BE 4 C’s Analysis

Context
• More Parental Engagement
• Positive Attitude and Motivation
• Increased Rewards and Incentive for Student Engagement

Culture
• Sense of self-belonging and self worth among students in program
• Increased academic gains through homework assistance and tutoring with volunteers
• Community of culture with staff and students
• Increased motivation – spending more time with students

Competencies
• More Social and emotional curriculum
• Increase scores on report cards and test assessments
• Positive self-esteem and responsibility
• Bilingual teachers
• Resources for Non-Spanish speaking students
• Administrative Leadership and support

Conditions
• More funding through lobbying and advocating
• Student Driven lessons and planning
• Climate of community
• More Resources and material
• Additional funds for space, more time and training

Need for more high quality teachers and more professional development training to promote social, emotional learning in the afterschool program.

Vision TO BE 4 C’s Analysis for High Quality Afterschool Programs in a Title 1
### Appendix N: Strategies and Actions Chart

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey and identify qualified individuals that have strong communication skills, and listening skills</td>
<td>Create a panel of qualified professionals including after school leaders to ensure qualified individuals has the skills, knowledge and talents to bring to the program</td>
</tr>
<tr>
<td>Identify individuals that have participated in diversity training or have experience working with at-risk students</td>
<td>Interview panel should be a comprehensive group from the school, community and the program to ensure fairness, equality and equity. Interview panel must meet prior to the interviews to discuss options and hiring methods</td>
</tr>
<tr>
<td>Select individuals who are experienced in the area of social, mental and behavioral abilities</td>
<td>Offer professional development and training to those individuals who expressed a strong interest. Extra course work is an option. Follow-up with the individual occasionally for feedback</td>
</tr>
<tr>
<td>Interview questions should be clear, concise and follow the goals and objectives of the grant. Tailor questions that are specifically for the school.</td>
<td>Allow for additional support such as mentors, veterans to work with new staff to answer any questions. Administrators provide support and guidance</td>
</tr>
<tr>
<td>Implement an evaluation method for staff and program</td>
<td>Administrators proactive role in fully engage in the development of the evaluation method to ensure student learning and will provide walk thru and on site observation to remain in compliance with federal laws Robust evaluation with meaningful feedback</td>
</tr>
</tbody>
</table>