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More Than Just Homework Help and Snack: Bringing the Community into After School Programs

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Programs

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More Than Just Homework Help and Snack: Bringing the Community into After School

When parents are not able to pick their students up afterschool because of work or other commitments, parents typically send the students to an afterschool program. If the parents do not have to money to send their children to a program that requires some form of payment, the parents turn to free afterschool programs that are based at the school site. These programs are usually academic-based and provide help with homework, as well as other enrichment activities. Bringing community members into these programs allows students to have more opportunities that help to expand their thinking. Fresh faces and different viewpoints allow the students to become well-rounded individuals, without costing the parents any money. The community can help students receive the most out of their afterschool experience besides just homework help and eating snack.

Meeting MLOs for Liberal Studies B.A.

When I first started my undergrad career at California State University, Monterey Bay, I had not fully committed to the Liberal Studies department. I was unsure what I wanted to do with my time in Monterey, and it was not until I committed to Liberal Studies major that I rekindled my love for wanting to become an elementary school teacher. The professors that I encountered on my journey through the Liberal Studies major and Human Development minor have helped me grow as a future educator and as the woman that I am today.

The first service learning class that I took, Intro To Public Education (LS 298) with Annette LeTourneau, helped to kick start my love for being in the classroom and the steps towards becoming a developing educator. Before taking this class, I did not know how many different things were involved and implemented into classrooms. I simply thought that I would walk into the class and hope that everything worked out. Innovative Approach to Schooling (LS 383), with Tessa Mauro, also opened my eyes to all of the types of schooling that there are in the world. I believe in order to be a successful educator, a person needs to be willing to realize that there is more than meets the eye. Both of these classes and professors guided me towards meeting the Major Learning Outcome #1: Developing Educator.

Becoming a teacher, it is important to realize that there will be diversity in the classroom, especially in California classrooms. Because of this, it is important to successfully meet the Major Learning Outcome #2: Diversity and Multicultural Scholar. Dr. Antonio Gallardo allowed me to grow in his class, Diversity in Educational Settings (LS 391). The class was a safe place where tough discussions about diversity and multiculturalism were able to happen. Multicultural Literature for Children and Young Adults (LS 394) taught me how to bring multicultural books and ideas into the classroom so that all the students feel like they are represented one way or

another. It is critical that students feel like they are important and matter, even if they are

different from the majority of the class and population.

Not one specific course in the Liberal Studies department focuses on the Major Learning

Outcome #3: Innovative Technology Practitioner, but I was able to meet this outcome with the

help of Dr. Rob Weisskirch and the Human Development classes I have taken. Writing papers,

collecting data and results, researching different topics are just some of the components that

helped me to fulfill this outcome. I had to learn how to use different types of technology and

resources in order to succeed in these courses. In order to be a successful teacher in the future, I

have to be willing to learn and stay up to date with technology practices as they continue to

change over time.

The courses, Social Foundations of Multicultural Education (LS 398) and Teaching for

Social Change (LS380), have taught me what it means to be a Social Justice Collaborator and

fulfilling Major Learning Outcome #4. There are multiple injustices in education that students

and teachers face on a daily basis. Participating in discussions and service learning activities

through these courses have allowed me to be creative with finding ways to fix or cope with these

injustices. I plan to take what I have learned and put these practices into place when I have a

classroom of my own in the near future.

In order to successfully pass the two tests necessary to become a teacher, I had to meet

Major Learning Outcome #5: Subject Matter Generalist. Intro to Earth Sciences (GEOL 210),

Social and Political History of California (SBS 386), and Nature of Language & Language

Acquisition (LING 392) are just some of the classes that I took in the past four years have helped

me in passing the CBEST and CSET. These classes, along with others, have challenged me in

attaining knowledge in various subject areas that I need to know on my journey of becoming an elementary school teacher.

My final capstone project and essay, is the missing puzzle piece for successfully completely all of the Liberal Studies MLOs that I need in order to graduate. On my path to becoming an educator and bringing the community into an afterschool program, I have become a developing educator, diversity and multicultural scholar, innovative technology practitioner, social justice collaborator and finally a subject matter generalist. In order to successfully complete by project and paper, I needed to reflect on all of these MLOs and let them guide me toward the end of my undergrad career. These MLOs have made it possible for me to research and focus on the important aspects of bringing the community into after school programs in the area.

Introduction

Parents who are not able to pick up their children right after school or need extra help with homework have the option to send their students to after school programs. There are multiple after school programs those children of different age ranges can choose to attend. Numerous after school programs focus on helping the students with the homework, while others focus on activities that are not specifically school or homework based. Not all of the after school programs that are available are free to students; there are a few that parents have to pay monthly for in order for the students to attend. The programs for which parents have to pay typically offer different activities in which the children can participate because the program has money that is available to use as well as the necessary staff members to help facilitate those activities. Not all parents have the ability to pay for their students to attend these types of programs though. Because of this, their students attend the free after school programs. These programs are still

great programs for the students, but many of the programs might not be able to incorporate

outside activities depending on the amount of staff and funding that is available at the time.

Families that do not have the means to pay for after school programs and activities should be

able to feel confident about their decision on the free program their student attends.

Working at the After School Academy, ASA, at Del Rey Woods Elementary School in

Seaside, this topic has become extremely important to me. This is a grant-based program that

receives its money based on the amount of students that attend on a daily basis. The students in

ASA are primarily Hispanic or Latino and come from lower income families. The program

provides all the students with a free snack after school, and then helps with their homework. A

majority of the students are not able to get homework help from their parents when they go

home, so it is important that the staff members are able to provide this help to all of the students

that attend the program. After the students finish their homework, ASA encourages them to read

for at least 30 minutes before they can go to recess and play. This simple task can be difficult to

a majority of the students because they are not interested in reading and do not have the attention

span to sit in their desk any longer than they already have. Because of this, we are constantly

trying to refocus the students and keep them interested and engaged in the task they have to

complete.

Once a good amount of students have finished their homework and reading, one of the

staff members goes outside with those kids while the other staff is still in the classroom helping

the rest of the students finish up their homework and reading. Because there are not enough staff

members to work with the kids who have finished homework, the kids get recess time instead of

doing other activities inside or outside of the classroom. Compared to the after school programs

that parents pay for, ASA does not offer many extracurricular activity opportunities for the

students in the program.

There are different ways that ASA could try to incorporate and bring in extracurricular

activities. The first way would be asking for donations from the families. This could be

problematic because a major of the students are from low-income families, hence why they are in

the free after school program. Another option would be trying to have the program leaders come

up with activities for when the students finish their homework. This is a possibility, but could be

difficult because not all of the students finish homework at the same time. Depending on how

many students still have not finished their homework will determine how many program leaders

will be available to work with the students who have finished homework. An option that I think

will work best would be to bring the community into the ASA program. This could involve

college and high school students as well as members and partners that are in the community. By

brining community members into the program, the students will be able to be engaged in more

activities other than just homework.

Having the community come into the program is the best option because it allows the

students to get involved in more than just school related topics and homework. The community

members will be able to bring in view points to the students that they might not ever seen before.

Service learners are already helping out with the program, but having capstone students or other

community members come in and set up activities for the students to be engaged in will allow

the students to open up their eyes to all sorts of opportunities that are available to them. Some of

the ideas that the capstone students would be bringing into the after school program would be

technology based, letting the students know they have the opportunity to go to college, games

and activities that involve social and emotional behavior training and reading intervention. I

would be in charge of creating a schedule for when the different activities would be taking place in ASA. All of these ideas would be able to engage the students as well as potentially change the way they act and view the program.

Action Plan

In order to research the historical and empirical evidence that has previously addressed this topic, I will need to look at other after school programs. I will research the background of ASA as well as other after school programs in the area. By researching the background, I will be able to see if there has been previous community involvement with the program and if this involvement was successful in the past with the students. I also want to research how bringing in community members will impact the students in other aspects besides simply being engaged in extracurricular activities during program hours. I want to know if by bringing in community members to do extracurricular activities with the students will change the way students view the program and if it will affect their overall attitude.

There are some stakeholders than can be identified when it comes to bringing community members into the after school program. The first and most important stakeholders would be the students who attend the program. The students are so focused on getting their homework done after school that sometimes they do not have time to step out of homework mode and be a kid for a little bit. Having the community come and present their ideas, as well as working with the students will allow the students to take a break and focus on something that is new, interesting and exciting to them. By allowing the students to focus their attention on a new project will hopefully be able to change the students attitudes and viewpoints on the program.

Another stakeholder would be the parents and teachers of the students who attend the program. If the students begin to have at better attitude about the program and in the classroom

because of the outside sources, then the parents and teachers will see this change. The teachers

will hopefully be able to see an improvement in the students' attitude throughout the course of

the time period that the community is coming to the program.

 In order to gather the data, I will be sending out surveys. I plan to collect surveys before

the students actually begin to participate in the extracurricular activities that other capstone

students have planned. I want to see how the students, as well as the parents, view the activities

that ASA already provides. After I create the schedule for the capstone students and the students

have participated in the activities, I will then send out an additional survey to the parents and

teachers. I want to see how they now view the program and if the parents see a difference in their

child's attitude toward ASA. I will also be collecting data from myself as well as the other staff

members. I will be looking to see if the staff members, including myself, see any difference in

the students' behavior in the program and the attitude toward the program overall.

 Below are some sample questions that I will be asking in the survey that I send out.

Before: Parents

1. How do you like the ASA program?

2. Do you think your student likes the program?

3. Do you wish the program offered more?

 Before: Students

1. How do you like the ASA program?

2. Do you enjoy the activities?

3. Would you want to add any more activities?

 After: Parents

1. Do you see a difference in your child's attitude toward the program?

2. Do you like the different activities that were offered?

3. Do you hope to see more activities in the future?

After: Students

1. Do you feel any different about the program?

2. Did you enjoy the different activities?

3. Do you hope to continue to see more activities in the program?

Literature Review

There are many different reasons why students attend a program afterschool. One of the main reasons that parents sign their students up for some sort of afterschool program is because no one is at home during the hours of 3:00pm and 6:00pm when the student gets out of school. After school hours are prime time for students to become involved in behaviors that can be considered dangerous or risky (Frazier, Mehta, Atkins, Hur, Rusch, 2013, as cited in Gottfredson et al. 2001). After school programs provide a safe place for students to go while their parents are still working or not at home. Another reason students attend programs after school-hours is because the students need extra help when it comes to their academics and homework. Afterschool programs can provide the help underachieving students need with their homework and academics. Some students only receive homework support at these types of programs.

Free After School Programs for Youth

According to the California Department of Education, there is funding available for after school programs. One specific program that has a significant of money available is the After School Education and Safety Program (ASES). The current funding level of the ASES program in California is $550 million (California Department of Education, 2015). The purpose of the ASES program is to provide a safe place for students to be during non-school hours. In order for

local programs to get funding from ASES, the program needs to have an educational, literacy

and enrichment element. This can come in the form of homework help, educational activities and

activities that enhance the students' knowledge as well as other creative elements. Students that

are enrolled in the after school programs need to attend daily in order for the local program to get

continuous funding from ASES.

The After School Academy (ASA) of the Monterey Peninsula Unified School District

(MPUSD) is an after school program that is funded by the grants of the ASES. The program runs

from after school hours all the way until 6:00pm. This free after school program is available to

all students, but the parents must apply. Unfortunately, not all students that apply will be given a

spot in ASA due to the amount of staff that is available. According to the MPUSD website, the

ASA program has both academic and social enrichment activities that are available to the

students who attend the program (Monterey Peninsula Unified School District, 2015). These two

elements help to support the whole child. The ASA program is able to support the students with

homework help, as well as helping them growing emotionally and socially. The types and

amount of activities that are available to the students in the program are dependent on how many

staff members are available.

Another free after school program to students in Monterey is Community Partnership for

Youth (CPY). This grassroots organization was founded in the springtime of 1991. It was created

when the community lost a high school student due to a drug deal gone wrong. Now, this

program gives students in high school, middle school and elementary school a safe option when

it comes to after school. CPY offers a tutor/mentor program for the younger students, as well as a

leadership program for older students (Community Partnership for Youth, 2015). The programs

run from the dismissal bell until 4:30pm. CPY brings in different members of the community to

work with the students with various activities in a safe and structured environment. The students

and staff are expected to follow standards that set a framework of interaction and for others to

take responsibility for their actions. Students do not have to pay to attend CPY and donations are

always welcome.

Paid After School Programs for Youth

The YMCA of the Monterey Peninsula offers an afterschool program for students at two

different school sites in the area. The program runs from dismissal of school until 6:00pm.

Depending on which school site the students attend will determine the full time or part time fees

that need to be paid. There is financial aid available for the students that require it. Just like other

afterschool programs, students need to register in order to be a part of the program. Since

students have to pay to attend this program, there are more enrichment activities available. Some

of the activities that are included in the afterschool program are sports, art clubs and homework

club (Central Coast YMCA, 2015). These activities allow students to be able to receive more out

of their experience because of the increased amount of opportunities available.

The Boys and Girls Club of Monterey County offers two clubhouses and two extension

sites in the Monterey area. These sites offer their afterschool programs for ages 6-18 on all

weekdays from 12:00pm-6:00pm. There is an annual fee to be a part of this program, but it is not

an extensive fee like other afterschool programs. Even though the program fee is not a lot, there

are multiple extracurricular activities that are available for the students. Some of them include

field trips, homework help, art, music, technology and more. This program also teach the

students healthy lifestyle habits as well as teaching them to be responsible and active in their

own lives as well as the community that they are from (Boys and Girls Club of Monterey

County, 2003).

Sense of Belonging

No matter if the afterschool program is paid for or free for the student, each seems to provide the students with a sense of belonging. Afterschool programs have the ability to increase students' self worth depending on whether the program has a positive youth development in it. Youth are able to figure out and explore their ethnic identity without feeling judged, harassed or rejected when the program lets the surrounding and similar communities in that the students can relate to (Riggs, Bohnert, Guzman, & Davidson, 2010). Involvement in after school programs has the possibility for students to have a greater sense of belonging in their community and group they identify with. At-risk youth have the greatest potential of benefitting in afterschool programs because it can be a safe place for them to work on the feelings of self worth as well as emotional skills.

Students that attend the program on a consistent basis are more likely to see improvements in their self worth. There are positive outcomes when the student has higher attendance in the program because the more he or she goes, the more likely she is to feel like she belongs. In order to make the student want to attend the program, the program needs to be welcoming and almost feel like home (Lee &Hawkins, 2008). When the afterschool program is located in the community in which the students live, the program has a better sense of what is going on. After school staff should also know what is going on in the community so that he or she is able to interact correctly with the student.

Engagement and Motivation

If the student is not engaged in the program, there is a possibility that the student will not have a lot of motivation to be active in the program. When a program is just homework help or focused around academics, students are not as engaged and have little motivation to complete the

task or even come to the program (Shernoff & Vandell, 2007). As soon as some type of art or sport is introduced into the program, students become more involved, engaged and motivated in both the program and their own lives. Having a homework and academic based program can be engaging to students, depending on the structure and nature of the program. A program that is well structured and sticks to a consistent schedule has more students that are engaged and motivated not just the after school program, but in school as well (Grolnick, Farkas, Sohmer, Michaels, & Valsiner, 2007). Not only do these students do better in school, but there is more participate in other activities as well.

Student motivation stems from how engaged he or she is in what the afterschool program offers on a daily basis. Engagement comes at both the personal and social level. The personal level shows how much the students are getting out of the program and taking with them when they go home. The social level shows how the students both treat and interact with their peers and leaders. If a student is not engaged, he or she is more likely to not care about her peers and her own well being (Mahoney, Parente, & Lord, 2007). The more enrichment activities that are available to students, the more engaged the students would be. Community members are able to bring different activities in that are new, exciting and enriching to all the students. The students would be able to experience various viewpoints and ideas when the community comes into the after school programs.

Methods

By bringing the community and its members into afterschool programs, the students are able to see experience different perspectives and activities. The students are able to feel like the community members care about what is going on in the programs that the children attend. More

information is needed to see exactly how the students and parents of the program feel about community members coming into the program itself.

Context

Del Rey Woods Elementary is a part of the Monterey Peninsula Unified School District (MPUSD). There are a total of twelve elementary schools in MPUSD. Out of those twelve elementary school sites, there are only six schools that also have the After School Academy (ASA) program in place. Two of these ASA sites are based in Marina and the remaining four are based in Seaside. All of the ASA sites have the same vision that all of the students achieve academic and social excellence.

Del Rey Woods Elementary School is located in Seaside, California. The student population of Del Rey Woods, reported for the school year 2014-2015, is 449 students with 88% of the population identifying themselves as Hispanic or Latino. The population of Seaside, reported during the 2010 census, is 33,142 people and 41% of the population identify themselves as Hispanic or Latino. The surrounding community is a good representation of what the school itself looks like. This can be helpful because the community would be able to relate and interact with the students on a different level than someone from an outside community.

The ASA program at Del Rey Woods has approximately 93 students who are enrolled and attend on a daily basis. There are two program leaders and one site director who work with the children daily. Each staff member works with anywhere from 25-40 students each and every day, helping with homework and trying to put in place enrichment activities once homework and other academic activities are finished. The students are separated into three different classrooms. The first classroom is for kindergarten to second grade students. The third classroom has the third and fourth grade students. The last classroom has the fifth grade students. When parents or

volunteers do come to help, they are sent to work in the classroom that needs the most help with reviewing homework. The older students are the ones who are able to go on field trips and have consistent enrichment activities because of the age difference. Having consistent community helpers working with all grade levels, not just the older ones, would make it possible for all the students to continue to grow throughout the school year.

Participants and Participant Selection

   Researcher. My name is Kaitlyn Pasket, a senior student, at California State University Monterey Bay. Through my time as an undergraduate student, I have spent approximately 90 hours volunteering at local schools and classrooms working with students in reading, math, and physical education as well as observing daily tasks and the creation of lesson plans. During my time volunteering in these classrooms, I have seen how excited the children get when the community comes into their space to help out or bring in a specific lesson.

   I have been working at Del Rey Woods Elementary in the After School Academy (ASA) as a program leader since August when the new school year started. The main goal of the program is to make sure that the students get the help that they need in homework, as well as other academic help. Once homework is done, the program leaders are supposed to draw the students' attention to some sort of enrichment activity. When the program is understaffed, or the students have a lot of homework, this can be a difficult task. I have see first hand how important it is to bring in community members to help out with these activities or show the students a whole new perspective on the world around them.

   I have collect several survey information research with parents and students of Del Rey Woods Elementary School After School Academy (ASA), located in Seaside, CA. I have realized that I have biases, and have attempted to put these biases of what a successful after

school program would look like in order to gather information on what students and parents would like to see in the program. I have made a conscious effort to make sure my biases do not affect the research that I am conducting.

Informants. The surveys were sent out to parents and students of those who were participating in one or more of the programs that capstone students brought into ASA. Each student and parent received a survey, but not all of the surveys were returned. The students that were sent the surveys were in all of the grade levels, kindergarten all the way through 5th grade. There was a potential language barrier between the parents and the surveys because the majority of parents do not speak English. I had asked the students to try and translate for the parents or ask my supervisor to translate for them.

Semi-Structured Survey Questions

Before participation in enrichment activities (Students):

1. Do you like the ASA program and the activities that occur throughout the program?
2. If you could, would you want to add any additional activities? Which ones?

Before participation in enrichment activities (Parents):

1. Do you like the fact that your child attends ASA on a daily basis?
2. If you could add anything to the program, what would it be?

After participation in enrichment activities (Students):

1. Did you enjoy the enrichment activity or activities that you participated in?
2. How would you feel if more activities were added to the program?
3. Would you want to keep the activities or go back to the original structure of the program?

After participation in enrichment activities (Parents):

1. Do you see a difference in your child since he/she participated in the enrichment activities?

2. Would you like your student(s) to participate in more enrichment activities brought in by the community?

Procedure

1. An email was sent to the prospective capstone students in my class that would potentially be completing their final project at ASA and working with the students that attend the program.

2. After collaborating with the capstone students and the supervisor of ASA, I created a schedule of the times and dates that the capstone students would be coming into the program and working with the appropriate aged students.

3. Once the schedule for activities was created, I sent out surveys to the students that would be participating in the different activities, as well as surveys for the parents whose children would be participating in the enrichment activities.

4. I collected the surveys from the students and parents that brought them back in an appropriate amount of time before the students began participating in the enrichment activities.

5. I recorded the results and answers of the surveys that I received back from the before survey.

6. I reviewed these results and once the students had participated in the different activities for a few sessions, I then sent out a second survey to the parents and students.

7. Once I received a decent amount of surveys back, I analyzed the data to figure out what

    the best action plan would be for bringing more community members into after school

    programs in the area, especially into ASA at Del Rey Woods.

Data Analysis

After collecting the appropriate information and surveys needed, the researcher analyzed

the data. Through analysis, the research made connections from the answers that were provided

from the informants and turn these connections into emerging themes that could be found

throughout all of the data.

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Results

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Once the data collection was completed through the before and after surveys from both

the parents and students, the next step was to interpret and analyze any common themes that

emerged from the data. Each survey, whether it was before or after, was carefully reviewed so

that the main points would be connected into a specific theme that consistently appeared

throughout each survey. The first theme that arose through the survey answers was that parents

wanted their children to be able to experience more than just homework help. Another theme that

emerged was that the students wanted to be exposed to non-academic activities. The last theme

that presented itself from the surveys was that the students became overwhelmed when the

activities got in the way of the completion of homework. Each of these three themes will guide

the way of understanding how and when to involve the community and its members into after

school programs.

Experience more

When the parents took the before and after survey, the majority of the returned surveys

made it clear that the parents wanted their children to be well rounded. Some parents wrote that

the wished the program offered more activities than just homework help. ASA is a great place

for the students to receive homework help, but a few parents liked the idea that the students were

being able to participate in new enrichment activities, besides the usual ones that the program

offers. The parents saw a difference in their student because he/she appeared to be excited the

day of the enrichment activity.

Non-academic activities

The students that returned the before survey talked about wanting more activities that

were not based around academics. A couple of the students noted that they did enough academics

during school, that ASA should offer more freedom with activities. Some of the main ideas that

the students mentioned about what activities to bring into ASA involved a physical or sport

activity as well as more creative art projects. The students that participated in the various

capstone projects claimed that they liked how what they were doing did not appear to be

academic based, even though it was based around something academic. The students liked how

the enrichment activities were new, exciting and structured differently than the rest of the

program.

Overwhelmed

The older students, third through fifth grade, were the ones who participated in the

capstone projects consistently. There was some days that the fifth graders could not finish their

homework because they had back-to-back enrichment activities in which to participate. Even

though these students were chosen to participate in the activities because they are on the higher

end when it comes to their academics, these students became overwhelmed. The students liked

how they were able to escape homework for a little bit and experience something new, but

became overwhelmed when they realized they did not finish homework. The majority of the

students have attended ASA since they were in kindergarten, so they know the daily routine of the program and are used to completing all of the homework before a parent or guardian picks them up. Having the capstone activities come into the program threw some of the students off which caused them to become overwhelmed.

Discussion

The outcomes that I came across were similar to my expected outcomes. I had expected that both parents and students of the program would want to have more enrichment activities and programs available to them on a daily basis. I did not expect for some of the students to become overwhelmed when they participated in the activities and could not finish their homework. I thought that the students would be excited to escape homework and focus on something new before they left for home. The students were used to a set schedule that ASA has, that when a new one was in place, some did not know how to adjust. Some of the students were able to adjust quickly though.

If I could have done this project differently, I would have made sure that different students participated in the activities so that they would not be overwhelmed at the end of the day. The students that were chosen to participate were the ones who constantly finish homework, so I figured it would not cause of problem for these students. I would also have set up the schedule differently so that some of the students were gone from the set schedule regularly. Bringing in more activities for the younger grades would also be something that I would do differently. The younger ones appear to get left out because of their age, so bringing in more enrichment activities would have been great.

Conclusion

Bringing the community into afterschool programs proved to be more challenging than originally thought. The students that attend afterschool programs are there because this is one of the main places where they can get the help they need when it comes to homework. A large amount of the students who attend ASA have done so since they were in kindergarten or first grade, so they are used to the daily ASA schedule. Trying to implement a new schedule, even if it was minor, was challenging for the staff members, capstone students as well as the ASA students.

Trying to change a program structure that students and staff are used to can bring challenges left and right. One specific challenge that I faced was that the capstone students were not allowed to be alone with the ASA students. A staff member had to be present in the room when the capstone students were interacting with the children. This caused a problem because the capstone student appeared to be interfering with the already set up schedule of the staff member, even if the activity was already approved. If not all of the students were participating in the activity; the staff member would lose the attention of the ASA children because they were focused on the other activity that was taking place in the classroom.

Another challenge that was faced during this process was making sure that the students who attend the program were still receiving the help they needed with homework and academics. If the staff was worried about what the capstone student was doing, he or she could not focus on the rest of the students that were in the classroom. The students who did participate in the capstone activities would have less time than those who did not to finish up homework. This created problems because these students became overwhelmed and did not want to participate in the capstone activities anymore if they could not finish homework as well.

If more community members were to come into the ASA program for sustainability of this project, it would be beneficial for them to work with the younger students. When the younger students are introduced to schedule changes or enrichment activities compared to the older ones, it would be easier for adjustment. Instead of trying to have the older students adjust to a new schedule that they have been using for the past four or five years, the younger participants would be able to adjust quickly. The community members could either move up with the students as they grow, or work with a new bunch of students every year. It would be interesting to see if working with students for multiple years, starting in kindergarten would still make the students feel overwhelmed with schedule adjustment.

Even though there were some challenges that had to be faced, the students liked the fact that they were able to participate in new and exciting activities. The students love when guests come into the program, because it allows the students to focus on something besides homework for a little bit. The students were also able to learn different skills that they could incorporate in their every day life along with look at different viewpoints from community members. Trying to find a way to bring community members and volunteers into afterschool programs may seem like a struggle, but if done correctly after research and talking to all parties, it can be extremely impactful on all of the students that attend the program.

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Appendices

- Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Ben: 2nd/3rd Games			4:00pm-4:30pm		
Kristin: K-2nd Bullying			4:00pm-4:30pm		
Kayla: 4th/5th Technology				3:30pm-4:00pm	
Esmeralda: 5th Reading Intervention		4:00pm-4:30pm		4:00pm-4:30pm	
Maria, Lylianna, Bivianna, Alexandra: 5th College			4:00pm-4:30pm		3:00pm-3:30pm

- Before: Student Survey

https://docs.google.com/forms/d/1z2YQheamRIVJa-

zr9KcViA_uQSfArf95OXu1QL4uWN4/viewform?usp=send_form

Do you like the ASA program and the activities that occur throughout the program?
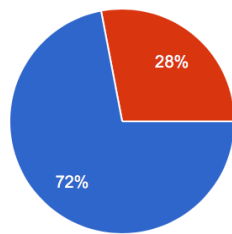
Yes	**18**	72%
No	**7**	28%

If you could, would you want to add any additional activities? Which ones?
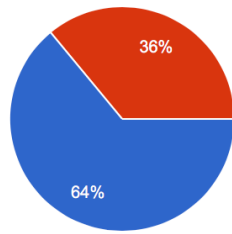
Yes	**16**	64%
No	**9**	36%

Potential Activities
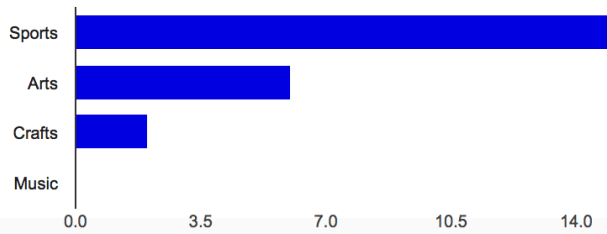
Sports	**15**	93.8%
Arts	**6**	37.5%
Crafts	**2**	12.5%
Music	**0**	0%

- Before: Parent Survey

https://docs.google.com/forms/d/1tF-D_1z1p-

B8PQ1pwdDJ20sZtBF8SKvehcrFKIcYDgY/viewform?usp=send_form

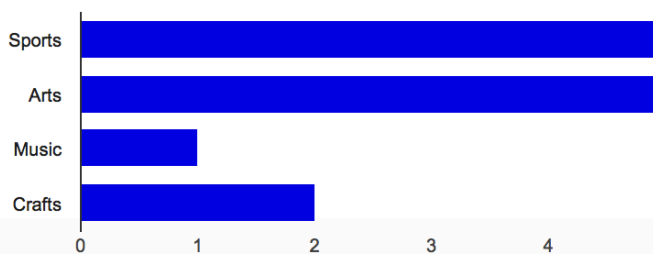**Do you like the fact that your child attends ASA on a daily basis?**
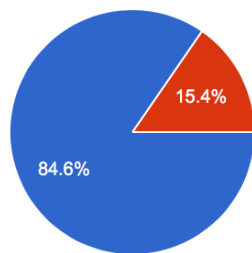
Yes	11	84.6%
No	2	15.4%

If you could add anything to the program, what would it be?
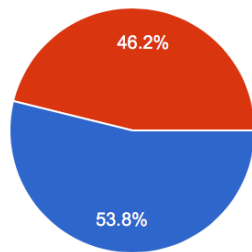
Yes	7	53.8%
No	6	46.2%

Added Programs?

Sports	5	71.4%
Arts	5	71.4%
Music	1	14.3%
Crafts	2	28.6%

- After: Student Survey

https://docs.google.com/forms/d/1Sx-VNFHdCgkCQ-

wzf1yEald3XpEK7qdZelVsOzNUp_o/viewform?usp=send_form

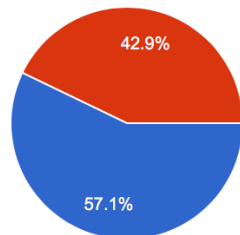**Did you enjoy the enrichment activity or activities that you participated in?**

Yes	17	81%
No	4	19%

19%

81%
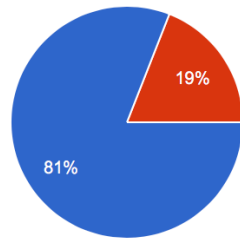
How would you feel if more activities were added to the program?
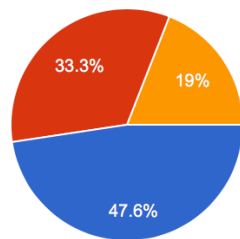
Good	10	47.6%
No opinion	7	33.3%
Bad	4	19%

33.3%

19%

47.6%

Would you want to keep the activities or go back to the original structure of the program?

Keep activities	12	57.1%
Go back to original	9	42.9%

42.9%

57.1%

- After: Parent Survey

https://docs.google.com/forms/d/10c0tiM2oIFJW90ouB0OsyfwO8-bty-

4hXolFnfQlQp4/viewform?usp=send_form

Do you see a difference in your child since he/she participated in the enrichment activities?
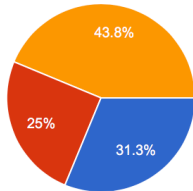
No difference	5	31.3%
Bad difference	4	25%
Good difference	7	43.8%

Would you like your student(s) to participate in more enrichment activities brought in by the community?
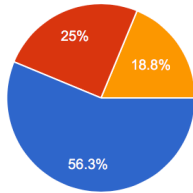
Yes	9	56.3%
No	4	25%
No opinion	3	18.8%