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LS 400: Liberal Studies Senior Capstone

Benefits of After-School Programs on Elementary School Students

By

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LS 400: Liberal Studies Senior Capstone

Abstract

As a prospective educator and mother of six children, I often ask myself, what specific benefits can my child obtain through an after-school program? What is the structure of the after-school program? Would my child get help with homework if he or she needs it? Would he or she be allotted time to read, and does the after-school program follow the mandated Common Core State Standards? Organizations such as The Youth Orchestra of Salinas (YOSAL) as well as those associated within our elementary schools offer additional support to help meet the needs and interests of all students, parents, educators and interested stakeholders. Even though all of the needs of our children may not be met within one specific program, the myriad of after-school programs offered within our communities do, in fact, offer sufficient positive resources to meet the needs of our children, students, and parents.

Introduction

As a prospective educator and mother of six children, I often ask myself, what specific benefits can my child obtain through an After School Program? What is the structure of the After School Program? Would my child get help with homework if he or she needs it? Would he or she be allotted time to read, and does the After School Program follow the mandated Common Core State Standards? Organizations such as The Youth Orchestra of Salinas (YOSAL), as well as those associated within our elementary schools, offer additional support to help meet the needs and interests of all students, parents, educators and interested **stakeholders**. Even though all of the needs of our children may not be met within one specific program, the myriad of After School Programs offered within our communities do, in fact, offer sufficient positive resources to meet the needs of our children, students, and parents.

A primary purpose of After School Programs today is not only to provide day care during the after-school hours, but they are also established to provide enrichment activities for elementary school students. Many schools strive to provide these activities to their students through exposure to different art forms, response to intervention programs, and to provide assistance with homework. These After School Programs are crucial to ensure that our children are in a safe place – this is a vital component of the After School Program because violence and gang activity is, and has always, been prevalent within our community. Other schools offer musical instruction and physical education to supplement their program, while some provide arts and craft supplies to enhance exposure to creativity and self-exploration. According to, Durlak & Weissberg (2007), “This serves as an added bonus to the students, for many art programs have been cancelled and/or diminished within the regular scheduled school hours.” Because most of the After School Programs are associated with schools, there is no cost to the parent and/or fees

associated with the programs. Youth Orchestra Salinas, (YOSAL) is an additional program which is not affiliated with a school, and they too offer free remittance to its program by way of grants, private donations, and sponsors.

Common themes of review within the responses to the questions addressed to the principals, after school teachers, program directors and research were prevalent within this research are outlined below: exposure to arts and music, physical nourishment, homework assistance, hands on opportunity to learn, and safety for our children.

When I first embarked in my research, my primary research question was, “How do After School Programs benefit elementary school students?” As I continued with my research, I found the need to adjust my primary research question. I began to ask myself, “*What specific benefits can my child obtain through an After School Program?*” Additional secondary questions also developed as I proceeded therein. Herein are the secondary questions that I developed:

- *What does the research say about the benefits of After School Programs on elementary school students?*
- *How do After School Programs benefit elementary school students educationally, recreationally, and socially?*
- *How are After School Programs structured within Monterey County?*
- *How are the After School Programs funded?*
- *Are there diverse After School Programs to meet the demands of parents, students and stakeholders?*
- *Are there resources available to meet the demands of the programs?*
- *Are the After School Programs affordable for all parents within Monterey County, and*

- Can these After School Programs help raise the regular scheduled school attendance rates?

Literature Review

A primary purpose of After School Programs is not only to provide day care during the after-school hours, but they are also established to provide enrichment activities for elementary school students. Many schools strive to provide these activities to their students through exposure to different forms of art, response to intervention programs, homework assistance, and a safe place to dwell until they are scheduled to reunite with their parents. Hence, you will read about the history and role safety plays within the After School Program, the essential component of social interface between teacher and student, the diverse After School Programs offered within our communities, and a few opposing viewpoints of After School Programs. I have narrowed the literature review into these three components; however, each component is expounded upon and branched out towards influencing factors that are prevalent to this research.

During the latter part of the 19th century, the need and desire for American children to participate in the growing industrialized labor force decreased. Groups such as the Children's Bureau, Religious Institutions, and labor unions have worked diligently to end child labor force participation (Mahoney, ~~Parente,~~ & ~~Zigler et al,~~ 2009). This is especially crucial to the Mexican American/Mexican Immigrant population in Monterey County. For years, many Mexican American children and Chicano children have worked the agricultural fields. Many of these children resided within the states of California and Texas. Some were allowed to leave school at lunch time so that they could, "...work side by side with their parents to earn money for their daily expenses" (Verdugo, 1995, p. ____). Drop in after school centers were first called "boy's clubs" which first appeared in the latter part of the 1800's to fill the idle time of after school

hours (Mahoney, ~~Parente~~, & ~~Zigler et al~~, 2009). According to Lee (1915), the turn of the century introduced the idea that more structured activities were crucial for the growth and development of children. The major factor of accelerating the growth of After School Programs has been the rise in women's participation in the labor force which created the need of child supervision that was no longer being met by traditional family roles and structure (U.S. Department of Labor, 2005).

In recent years, the voice of women within our federal, state, and local government has developed. This has provided a crucial element that has been desperately missing – a woman's perspective with an introspect that has been developed from within the walls of her home. However, with the new role of women in the labor force, it has also created a void – the traditional role of a mother in caring, tutoring, supporting, nurturing, providing a safe haven, and meeting all of the demands of her children to ensure that “they, her children” are better equipped to meet the demands of the world. In short, an internal conflict is under attack as stated within Betty Friedan's book *A Feminine Mystique* wherein she states, “There must be something more than simply being ...barefoot and pregnant” (Friedan, 1963, p. __). The need, and/or the desire to have a little less financial burden has driven many women to the labor force. This, in turn, exasperates the current U.S. Department Labor's data that continues to extract from traditional family roles. Hence, children are left with the need for proper supervision, protection, guidance, and support.

The Importance of After School Programs – Safety

After School Programs provide safe, structured, learning environments for students outside the traditional home and school day. These programs typically run for two to three hours following the end of the school day. Some may be broad and generic in focus; however,

according to my research, all are governed and or managed under a director and or credentialed academic administrator. The National Governors Association (2009) states that embedding positive intervention and support to our children is an integral part of education. These After School Programs provide an outlet for at-risk students. According to the states Department of Justice, Monterey County (2012) was the worst place in the state to be in the last year, with nearly 12 homicides per 100,000 residents.

The National Research Council (NRC, 2002) reported that youth organizations and After School Programs promote healthy development. They reported that children who participated in youth organizations and After School Programs tended to adopt higher self-esteem, increased motivation, and academic achievement. Additionally, these programs' efforts were aimed at helping youth achieve their potential. Herein, youth who participated in these programs often developed the competencies and the elasticity to face today's academic, social, emotional, and gang related tendencies (Lerner, Almerigi, National Clearinghouse on Families and youth, 2009). Ultimately, these After School Programs helped these children to develop positive characteristics such as aspirations to pursue positive academic achievement and avoidance of risk-taking behaviors - i.e. gang activity or teen pregnancy.

Advocates in support of After School Programs argue that more supervised After School Programs reduce delinquency and risk behavior. Youth engaged in safe and structured activities are less likely to engage in early sexual activity, crime and substance abuse (Fashola, 1998; Proscio & Whiting, 2004). According to the U.S. Department of Education (2014), over 70% of Mexican Americans and or Mexican Immigrants dropout of high school. More importantly, After School Programs improve school performance, especially for children in low performing districts. Elementary, middle schools and high schools in Monterey County, especially those in

Salinas, Soledad, Greenfield, Gonzales, Castroville, Chualar, and Seaside, tend to score academically and historically low within their Smarter Balanced Assessment Consortium (SBAC) scores.

President Bill Clinton (1999) further argued that he believed that the best way for our nation to meet the challenges that our children face today is to expand the number and improve the quality of our After School Programs. With quality After School Programs, parents and educators will be given additional tools and support they need to succeed; students learn their lesson in the schoolhouse, not on the street. Youth crime and victimization plummet. Quality After School Programs both enhance opportunity and bolster responsibility. In doing so, they strengthen our communities. They honor our values, and they benefit our nation (Clinton, 1999; Weekly Compilation of Presidential Documents, 1999 35.1).

Social Development

A sense of belonging is critical in healthy development. Staff in after-school organizations contribute to the essential features of these settings by creating appropriate structure in a safe environment and by promoting a sense of belonging, feeling of personal efficacy, and positive social norms (Mahoney, ~~Eeeles~~, ~~Larson~~ et al, 2004). Instructors develop a sense of belonging with our children, which in turn, facilitates supportive relationships (DuBois & Karcher, 2005; Rhodes, 2004). This rapport is crucial in building character and a strong sense of worth within the hearts and minds of our youth. Many times, adults tend to believe that tomorrow is a better day; however, character, integrity, and sense of one's personal worth is crucial within our elementary development. Hence the value of our administrators, teachers, directors, and stakeholders play a vital role in complementing our children's time with learning, team bonding, sports, academic support, and wholesome recreational activities. According to

Larson (2000), these positive mentorships may build psychosocial development as well as enhance academic aspirations to pursue a post-secondary education in order to be more like those positive role models whom they have built bonds with.

Patterson (2000) argued that students from grades four to twelve showed that the growth of new deviant behavior was related to the level of deviancy in the fourth grade -peer group. In turn, arrests, substance use, and number of sexual partners tended to increase if their deviant behavior was left unchecked. Additionally, Snyder (2005) states that low-socioeconomic youth were studied and observed to measure their playground behaviors and as well as covert deviant behaviors such as lying to an adult, blaming others for one's own misbehavior, and aggressive tendencies. Their studies showed that a number of students tended to adopt like-minded behaviors, especially those surrounded by social disadvantaged demographics. Hence, the need to ensure that quality teachers, credentialed administrators, and caring, and successful role models ~~is~~ are underscored within the After School Programs and/or organizations.

In addition, numerous authors make a clear distinction between traditional school hours and After School Program hours. Distinctions are made in regards to a framework that is useful in creating environments that encourage youth by supporting positive interactions that build on internal motivations and interests (Noddings, 2005). Bingham (2004) supports Noddings' arguments as he explains, "Learning takes place only through the interaction between people. It is realized indirectly through active dialogue. When both the listener and speaker come to an understanding and both are edified, the learning is then transferred to engagement...learning; however, tends to be broader than learning within traditional school hours" (2004 p. ____).

Types of After School Programs

Community-based programs are implemented by community organizations such as YMCA, public agencies, libraries, and youth organizations (Gootman, 2000). The Youth Orchestra of Salinas (YOSAL) program vision is to transform the lives of our youth and our communities through the inspiration, discipline and performance of classical and orchestral music. This program's values are to provide a quality, musical, educational setting, to provide a safe place for districts, and to enrich our community with our musical performances. Its major accomplishment is keeping students safe while they learn an amazing amount of music, collaboration and responsibility (YOSAL.org, 2019). The program provides a positive alternative to the many negative opportunities and influences for students on the streets of Salinas.

The County of Monterey scores very poorly on statewide tests, with almost 75% of students in grades 3-11 not meeting grade level standards in Reading, Language Arts, and Math. YOSAL students do better in school. The impact of music and active participation of students' success is supported by research. YOSAL Board Chair, Mary Alicia McRae, said there have been studies such as one put out by Northwestern University that was designed to test whether the level of engagement matters. According to the report, it states that researchers found that children who regularly attended music classes and actively participated, showed larger improvements in how they process speech and reading scores than their less-involved peers after two years. The researchers also found that neural processing of students who played instruments in class improved more than the children who just showed up to music appreciation class (YOSAL.org, 2019).

The YMCA embraces the values of caring, honesty, respect, and responsibility, with a mission to strengthen the community through programs that develop youth, support healthy

living and foster social responsibility. They have enriched the lives of thousands of families and individuals in our community. They offer youth, adult, senior citizen, and family health and fitness programs to enhance individual needs as well as provide alternative day care programs for school-aged children (Central Coast YMCA.org, 2019). Their programs vary in length and space may be limited. To ensure enrollment they encourage members to register early. Waiting lists are established after maximum enrollment is reached. Registration may be completed in person or, for registered members, on the internet for some programs. They believe that no one should be turned away because they lack the ability to pay. That's why they provide financial assistance, so everyone has the opportunity to take advantage of the Y's valuable programs and services (Central Coast YMCA.org, 2019).

The First Tee has established Nine Core Values that represent some of the many inherently positive values connected with the game of golf. According to The First Tee, their values are: Honesty, Integrity, Sportsmanship, Respect, Confidence, Responsibility, Perseverance, Courtesy, and Judgment. By participating in The First Tee, kids are introduced to these core values which are incorporated throughout the program. Parents are encouraged to reinforce these behaviors by talking about them, what they mean and what these behaviors can look like at home (<https://www.thefirstteemontereycounty.org/>, 2019).

According to The Salinas Elementary School District (2019), the district offers The Best of Education and Safety Time (B.E.S.T.) After School Program. It is funded by the After School Education & Safety program (ASES) grant which provides a safe, structured, supportive environment for students after the regular school day ends. The B.E.S.T. Program is provided at no cost to families who are working or attending school during program hours. As required by

the grant, priority enrollment is given to students identified as homeless or foster youth (Salinascityesd.org, 2019).

The B.E.S.T. Program involves collaboration among parents, youth, representatives from schools and government agencies, individuals from community-based organizations and the private sector. The program is offered at eleven school sites in Salinas, CA. Programs provide literacy, academic enrichment, and safe, constructive alternatives for students in first through sixth grades beginning at the time of dismissal from the regular school day and ending at 6:00 p.m. each school day. For the 2018-19 school year, the dismissal schedules for Transitional Kindergarten and Kindergarten do not allow for children in those grades to remain on campus continuously until the program starts, and for this reason, the program is unable to accommodate these students in the program (Salinascityesd.org, 2019).

The After-School Education and Safety (ASES) program funds the Alisal Unified School District (AUSD). These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe constructive alternatives for students in grades 1-6. The educational literacy component provides tutoring and homework assistance designed to help students meet standards in core academic subjects such as reading/language arts, math, and science. A broad range of activities are implemented based on local student needs and interests. The enrichment component offers an array of additional activities that reinforce student learning through Science, Technology, Engineering, Arts, Math (STEAM) methodology centered on an interdisciplinary approach that encourages problem solving, discovery, and exploratory learning that increase students ability to think critically and work as a member of a team. Their program also offers structured Physical Education opportunities and daily supper (alisal.org, 2019).

Arguments Against After School Programs

A number of arguments are made against effective After School Programs. According to Scarupa (2009), editor of child trends a number of parents and youth have selected not to attend After School Programs because of the vicinity and or location of these programs. A number of youth state that neighborhood safety plays a key role in the decision about whether to participate in out of school programs, especially when participation requires traveling through notorious gang neighborhoods. And they go on to say that these safety concerns are compounded by drug and substance abuse problems.

Other barriers noted were simply economics and or the cost to finance participation in the After School Program. Despite the fact that references have been made in regard to free After School Programs, there are many programs that charge exorbitant fees. The cost of transportation fees, enrollment fees, fees associated with a sport, and fees associated with meals are simply an expense outside of the parent's budget (Scarupa, 2009). Other factors such as negative perception or stigma, lack of caring adults, and lack of awareness about out of school programs are other concerns that deserve to be noted.

As duly noted above, After School Programs play an essential role for parents, students, community members, and stakeholders. The new role of women in the labor force has, in-fact, created a void – the traditional role of a mother in caring for her children. It provides a safe, structured, learning environment for students outside the traditional home, and numerous community-based programs are supported and sponsored by community organizations such as YMCA, public agencies, libraries, and other youth organizations to meet the needs of our children. Despite the fact that some arguments may be made in regard to gang-infested

neighborhoods, drugs, and expenses generated from After School Programs, the benefits of the programs certainly outweigh the negative for our children.

Methods and Procedures

Several methods were used to conduct the research for this project. Data was collected through the California State University Monterey Bay Library database. Peer reviewed articles and books on the topic were researched. Additional methods and procedures that were used to conduct this research were interviews with administrators (See Appendix A for interview questions for administrators), directors (See Appendix B for interview questions for directors), and teachers (See Appendix C for interview questions for teachers). Each interview was recorded via the use of my cell phone, transcribed using voice-typing tool on Google Docs, and later inserted within my appendix.

Many long hours were dedicated to compile my research, especially the task of seeking out books, articles and journals on the subject matter. Even more hours followed when I had to first schedule appointments with these professionals aforementioned. Because they were, in fact, professionals, I needed to ensure that I was fully prepared, equipped with resources such as a recorder, had my questions lined up, and prepared my questions accordingly to each organization, school, teacher, administrator etc. Lastly, I needed to ensure that I respected their time, was on time and ensured that time was left for any additional information that they desired to share.

I visited two local elementary schools, wherein I was able to interview one administrator and two teachers per school. This included four separate teachers that I interviewed, two administrators, and two directors from Youth Orchestra Salinas (YOSAL), an external, non-academic organization.

Other methods and procedures utilized in this research included online research of specific community programs and organizations. This approach was needed, in conjunction with the methods and procedures listed above, in order to become acquainted with the many programs that were offered within our community, our districts, the local school districts and their respective management teams, if in-fact, I truly desired to expand on a holistic approach to my primary question, “How do After School Programs benefit elementary school students?”

Results, Findings and Discussion

All of my research - the visits to the elementary schools, the interviews with administrators, academic teachers, various interviews with staff, directors, my subsequent interview with YOSAL Director, and my tireless, technological research on the subject matter, the following results were concluded. After School Programs and after school organizations do, in fact, play an integral role, and they offer numerous benefits to our students and our community. Our After School Programs offer a safe zone for our children who may not have his or her mom and/or dad at home for a number of hours directly after the traditional school hour of 2:30 or 3:00 p.m. These programs offer assistance with homework, a third meal, supper for those homeless children, a safe place from drugs, gangs, teen pregnancy, and other idle options within our community.

Simply stated, I needed to ensure that I took a holistic approach to ensure that I was able to produce the best product, the best comprehensive analysis, and the best answer to the following question, “*What are the benefits of After School Programs on elementary school students?*” This specific question is duly noted as the topic of my research; however, this specific question lead me to secondary questions herein as followed:

- *What does the research say about the benefits of After School Programs on elementary school students?*
- *How do After School Programs benefit elementary school students educationally, recreationally, and socially?*
- *How are After School Programs structured within Monterey County?*
- *How are the After School Programs funded?*
- *Are there diverse After School Programs to meet the demands of parents, students and stakeholders?*
- *Are there resources available to meet the demands of the programs?*
- *Are the After School Programs affordable for all parents within Monterey County, and*
- *Can these After School Programs help raise the regular scheduled school attendance rates?*

These secondary questions assisted me in completing my research. They served as the backbone and the fundamental foundation of ensuring that I remained focused on the daunting task of truly analyzing the benefits of the After School Programs, if any, and their subsequent programs as a whole. They served as a base for my research on After School Programs and organizations. More importantly, they gave me direction in regards to the many resources, and or lack of resources available to me as a parent, student, and community member within our social paradigm.

I generated a number of additional questions simply to be used as a form of organizing my thoughts, my time, and my focus. These are the questions that I cherished in thought as I proceeded forth with my interviews. I have produced those additional questions within my appendix (Appendix A, Appendix B, and Appendix C) section for your review.

I began my analysis of my results, findings and discussion by first presenting two administrators from two distinct schools with their respective interviews. Two other interviews with two After School Program Directors follows. I completed this portion of the analysis from four After School Program teachers. Two of the teachers are employed with one school from within Monterey County, and two After School Program teachers are employed with another After School Program from another school within the County of Monterey.

What does the research say about the benefits of After School Programs on elementary school students?

Comments: You forgot to import this first secondary research question and use your research and data to respond to this research questions per my comments on May 27, 2019.

The fact that I interviewed two administrators from two different schools provided a more holistic approach to the question, “*How do After School Programs benefit elementary school students?*” I have produced my analysis, my questions and my thoughts from each administrator. I will be referring to each distinct administrator as Administrator I and Administrator II respectively for this portion of the research.

Administrator I

Administrator I oversaw three After School Programs. One program is an intervention program (Response to Intervention – RTI). The students who attend this program are specifically chosen by their teachers based on their previous years test’s scores. The second program is a homework center. The homework center has a partnership with the Salinas Public Library. They have tutors, employed through the library, to tutor students. The third program is the B.E.S.T. Program. This program is for those students whose parents are not available to pick them up. This program is sponsored by the After School Education and Safety (ASES) program; it is an

organization that funds B.E.S.T through one of our elementary districts. This program serves 11 – 12 separate schools in Salinas.

Administrator I felt that After School Programs were extremely vital to the students, for they provided a safe place and decent learning environment for them. She also felt that it was beneficial to provide the “whole” child benefits. Administrator I felt that the student may simply be placed with a babysitter who did not care about the student’s homework and simply placed him or her in front of the television. She also stated that the student may also do the same thing from within their home if they were not properly looked after. According to Administrator I, “The students are learning social skills, and they continue to learn academic skills.” This specific information was crucial to my study, for it produced inside information from an expert within the field. I was able to hear from the expert, Administrator I, the benefits that are produced from After School Programs. Administrator I also produced telling information that was vital to my secondary questions of benefits associated with educational, recreational, and social norms produced from the After School Programs they offered.

In regards to my secondary questions associated with **structure, funding, and the diverse programs to meet the many different demands of our diverse population within Monterey County**, Administrator I alluded to those questions when she began to explain the three separate After School Programs that were currently being offered to her students. Administrator I did explain that they used different funding through both state and federal funds. A combination of the funds were used to pay the teachers and purchase the materials (Administrator I, Personal Communication, 15 April 2019).

As far as the two last secondary questions that I asked for After School Programs, Administrator I did state that all of the programs they were offering were free for all of the

students. In regards to my last question, “*Can these After School Programs help raise the regular schedule school attendance rate?*,” it was evident that Administrator I felt that attending after school program most definitely helped the student complete their homework, which in turn, would most likely help them in school as a whole. The same can, most-obviously be said in regards to her feelings and statement about the students recreational and social interactions within these programs.

As a side note, I did ask Administrator I about specific *demographics of her school* and those that she serves. She stated that she served 98% Latino and or Hispanics, 70% English Language Learners, and 34% homeless. As soon as I heard this from her, the expert, I immediately saw how these after school programs could service our students - especially the homeless so that they can eat and get help.

Administrator II

Administrator II does not offer many of the same After School Programs as Administrator I, and the schools that Administrator II oversees only offer the B.E.S.T program which is **financially funded** through ASES. This elementary school within Salinas does not offer RTI nor Homework Centers which are associated with libraries.

I also approached Administrator II with the same underlying question, “*How do After School Programs benefit elementary school students?*” Administrator II did not specifically specify an answer to this question, but she did say, “I truly do not know what some parents would do without these programs” (**Administrator II, Personal Communication, 15 April 2019**). She also stated that she knew that there is First Tee, but it was not accessible to all parents because there is a fee associated with the program. Additionally,

Administrator II was aware that some parents could not pick up their kids right after school, and legally some kids should not be home alone because of their age. According to Administrator II, “These programs offered a safe place for these students” (Administrator II, Personal Communication, 15 April 2019). Herein, it was evident that expert number two, Administrator II, felt that After School Programs did, in-fact, offer great benefits to the students.

When I asked about how the After School Program offered educational, recreational, and social support for the students, Administrator II stated that the students were able to use their devices such as their ChromeBooks. As far as recreational, the students were learning drums as a class, and it was clear that these two practices supported their social as well as their recreational skills (Administrator II, Personal Communication, 15 April 2019).

When I asked Administrator II about their **structure and funding of the After School Program**, she stated that they were funded by grants, ASES funding and money that they get to meet the needs of the students. Administrator II did not elaborate on the grants; she simply made mention that the funds were available. When I learned that this specific school only offered one program, it was clear that this school only offered a specific, one-fits-all, service for their parents and students. (Administrator II, Personal Communication, 15 April 2019). Hence, I did not have to ask the question, “*Are there diverse After School Programs offered to meet the demands of the students?*”

When Administrator II made reference to First Tee and the cost associated with that specific program, it was my understanding that she was making reference to the fact that the one specific After School Program that they did offer was for free, and they presently did not look towards other After School Programs to service their students.

Special consideration was addressed when we talked about the needs of the student and the benefits of the After School Program, and it was implied that the meals, the academic support, the recreational support, and the social support all played an integral role in supporting the students' attendance rate.

Director I

The same questions that I asked Administrator I and Administrator II were also addressed to two Directors, Director of Youth Orchestra of Salinas, (YOSAL). I'll address each director as Director I and Director II respectively. When I questioned Director I as to how After School Programs benefit students, Director I stated that music arts are important to students. It helps them, the students with brain development and motor skills. He felt that the academics and arts "should" go hand in hand. Herein, it is evident that Director I felt that the arts, helped the students both academically and recreationally. Both played a vital role in the student's development. I addressed the question to Director I in an attempt to get some insight in regards to the social benefits that student(s) get. Director I simply implied that the greatest strength that the student gets is both academic and recreational.

I proceeded to ask Director I, "*How is this After School Program structured in Monterey County, and how is it funded?*" Director I explained that the program ran from Monday through Friday from 3:00 to 6:00. He also stated that the program was offered to all students from 1st grade to 12th grade. The program was divided between a younger group and an older group to better serve the students. The program also added additional benefits such as snacks, homework help and transportation to and from the facility to the student's home (Director I, Personal Communication, 15 April 2019).

This specific program, YOSAL was funded through private donors, grant foundations, and sponsors, and it was also evident that this program did meet the needs of the parents, students, and stakeholders. Many more needs were from this specific program, for the program was also able to provide transportation for the students it served.

These thoughts led me to the following question, *“Was this program affordable to parents within Monterey County?”* It was clear that this program, did in-fact, offer many benefits to parents, students, and stakeholders, and that the cost for the program was favorable to parents because the cost was covered through grants, donors and sponsors.

When I asked Director I if he felt that the YOSAL After School Program helped raise the regular scheduled attendance rate, Director I stated, “The kids that we serve are under contract, and they could only miss a certain number of days” (Director I, Personal Communication, 15 April 2019). Even though Director I was specifically referring to the YOSAL After School Program, it was evident that the same structure and discipline that is being taught and learned within this program, develops character and developmental skills that could easily be transferred to their regular school scheduled which, in-turn, would most likely assist the student in his or her attendance. In closing, it was clear that there are many benefits and resources to meet the demands of this specific program.

Director II

Director II is also employed with YOSAL. She has been employed with this After School Program for roughly four years. I began the interview with the question, “How do After School Programs benefit elementary school students?” Director II had a lot to say in regards to this question. First of all, Director II explained that the YOSAL program played a major role in developing the children because of the positive music that the program offered them. She stated

that it was important to have programs like this one that were available to the parents free of cost.

Furthermore, this setting was like a home to the kids - the kids felt safe, and they are learning at the same time.

Director II's response addressed many of my secondary questions along with my primary question of benefits. Simply stated, Director II felt that the program did, in-fact, help out the kids educationally, for the music has helped the children with positive reinforcement via music, recreationally for music was a form of art and required recreational activity, and socially for the children were able to establish strong bonds with all the other children that also participated in the program.

Director II went into more depth to how the children were broken up into groups. Five separate groups had been organized, and many of the groups were broken according to the student's abilities. A number of students were committed to a specific instrument, and others were organized between orchestra and pre-orchestra. The pre-orchestra consisted of the beginners, and the others consisted of orchestra. Although this information went more in depth in regards to the program, it was evident that this specific program, the YOSAL Program, did in-fact offer a wide range of benefits for the students, and simply stated, it was affordable for the parents (Director II, Personal Communication, 15 April 2019).

Director II also reiterated the need for all of the students to participate diligently with the YOSAL Program. If a student missed too many days, the student may be asked to be dismissed from the program because of a breach of contract. Naturally, this level of maturity did appear to teach the students the importance of attendance - at levels that could easily be transferable

towards their regular scheduled school attendance (Director II, Personal Communication, 15 April 2019).

Naturally, because Director II was employed with the same organization with Director I, I made a “glance” attempt towards asking about the funding and the cost for the parents. The exact same response was produced from Director II as Director I in regards to funding. The cost of participating in the YOSAL program derived from grant funds, donations and sponsors. Interestingly, there was this one last vignette that Director II added in regards to benefits. Director II stated that there was a therapist there for the emotional health of the student. The student was able to speak to the therapist for whatever reason, and this cost was also covered through the same funding (Director I and Director II, Personal Communication, 15 April 2019).

Four elementary school teachers were also interviewed. The four teachers derived from two local schools located in Monterey County. I shall refer to the teachers as Teacher I, Teacher II, Teacher III, and Teacher IV respectively. I continued forth with the same primary and secondary questions; however, I included a few secondary questions for the After School Teachers that can be reviewed within the appendix as Appendix C.

Teacher I

I began my interview with my primary question, “*How do After School Programs benefit elementary school students?*” Teacher one focused more on the benefits of homework. She, Teacher I, stated that the students have time to work on art projects, and some kids were able to help each other out. This assistance was readily transparent as we could observe the older students helping out the younger students. These specific responses answered not only my primary question, but they also served to answer one of my secondary questions in regards to the

educational, recreational, and social support that the students received therein. In short, the students benefited in all three criteria under this After School Program.

When I asked Teacher I how the After School Program was structured, and who funded the program, Teacher I explained, “I personally do not have a Teacher’s Credential. I only have 41 college units”. She did, however, state that she had to take the Instructional Aide test at the Salinas Adult School, and her title was Homework Assistance and Supervisor of Activities, (HASA). An After School Teacher was employed in the After School Program who watched over the Instructional Aids Teachers.

When I followed up with additional questions such as the diverse After School Programs that were offered, Teacher I stated that a diverse array of programs and/or activities were crucial in order to ensure that the kids did not get bored. This program offered art, beads, canvases, beads and other recreational activities. One interesting comment that Teacher I did share was that if the student did not complete their homework within the After School Program, most likely the student did not complete the homework because their parents did not know how to assist them or perhaps they, the parents, were not familiar with the subject matter. Hence, we could see how vital this After School Program was for not only the students but equally as important for the parents.

This specific After School Program, which was held on site of the elementary school was free, including a meal for all of the students who participated in the program. No commentary was specified in regards to funding; however, Teacher I did imply that sufficient resources were available.

As I previously stated, I did take the opportunity to ask additional secondary questions to the Teachers. A number of responses to the teacher secondary questions are embedded within the

teachers responses, hence I will only be including responses that I deemed crucial for this study and that have not been addressed within the previous commentary.

Teacher I did not directly respond to the question about Common Core, hence I was not able to address this question herein. When I asked Teacher I if in-fact the students were given an opportunity to read for a minimum of ½ hr., Teacher I explained that the students were only given ½ hr. to complete their homework, hence the students were not expected nor were they asked to read for ½ hr.

As I continued the interview with Teacher I, I followed up the question, “What types of programs do your students use on their technological devices, it was evident and transparent that the children were using their ChromeBooks as a resource to work on their art project. Teacher I explained that they invited the students to continue to use their ChromeBooks as opportunities as this presented themselves.

The last question that I asked was, “If you had a wish list for the After School Program, what would that entail?” Teacher I stated that she would like more outside equipment. She wished that there was more structured play outside instead of “just” recess time.

Teacher II

Teacher II did in-fact hold a Teaching Credential. She was one of the teachers responsible for overseeing the Instructional Aid Teachers. She served in this capacity for roughly three years. I began my interview with my primary question about the benefits of the After School Program and for their students. Teacher II felt that they do get homework support, peer tutoring support, and sometimes get to hang out together. These specific benefits naturally lead to one of my secondary questions of the educational, recreational, and social support that the

students may or may not receive. Herein, it is evident that Teacher II felt that these needs were rendered to their students.

Since Teacher II was the credentialed teacher therein, her duties included extra responsibilities. She was responsible for the schedules of all of the teachers and students. If a teacher called in sick, she was also responsible for calling in a substitute for that class. Teacher II also stated that they really did not have class - rather, they had rotations. The students rotated different activities in order to produce a more well-rounded forum for the students. This specific commentary addressed the structure of the After School Program and the educational, recreational, and social benefits of the program, and the diverse program(s) that it offered to its students and parents. An interesting anecdote is that siblings often had an opportunity to work, play, and socialize together, this, in turn, must bring peace of mind to the parents knowing that their children are also receiving after school support from their siblings.

In regards to the Teacher Secondary Questions, Teacher II stated that they do not actually create lesson plans; however, the homework that the students are given from their regular school scheduled teachers does include Common Core Curriculum. Their After School Teachers simply reinforce and support the students in completing their homework.

Interestingly, Teacher II did state that the students should be allotted time to complete both their homework and be given an opportunity to read as well. Perhaps the underlying verb noted herein is should, for the teachers attempt to ensure that the students are completing their homework, reading for ½ hr, and lastly, receiving assistance with subjects that they help with. Teacher II simply stated that the teachers, older students and siblings are there to provide assistance when the need arises.

Teacher II also addressed my question in regards to the use of technology. She stated that the students would use their Ipads and/or ChromeBooks to watch, “How to Draw” videos, and naturally a number of the students would use their Ipads and/or Chromebooks to complete their homework assignment. Lastly, she also mentioned that numerous students would use their devices to take their Accelerated Reader (AR) quizzes.

Interestingly, when I asked Teacher II about a wish list for the After School Program, Teacher II shared similar insight to Teacher I. She too felt that more, readily, available, outside resources would be helpful. Additionally, she added that Science, Technology, Engineering and Mathematic (STEM) kits were available so that the kids could be more diversely challenged in all subject matters.

Teacher III

Teacher III is from another local elementary school from within the County of Monterey. Teacher III is a fully credentialed teacher who also tends to substitute during the regular scheduled hours. When I asked Teacher III about how After School Programs benefited elementary school students, Teacher III stated that students gained extra help for their homework, they were given an opportunity to go outside and play, and they were often called upon to work together within the classroom. Teacher III kept her responses simple and direct; however, she did express her ideas of the academic, recreational, and social skills that the students were exposed from within the program.

When I asked Teacher III about the structure of the program and the funding, Teacher III began to explain that the students were given 45 minutes of reading time - sometimes that time fluctuated depending on how quick they finished their homework. The students were expected to

complete their homework within 40 minutes, and if the kids were struggling with a subject, mini lessons were produced from the teacher.

I transitioned my questioning from structure to the diverse activities that this specific After School Program offered, and Teacher III explained that they, the teachers and students, diversified their activities by offering “other” activities according to their day in the week. Interestingly, students are offered an opportunity to play the drums at least once a week, measures were taking place to offer the students an opportunity to play tennis.

Teacher III explained that the school did offer a lot of math games, and she, herself had a lot of manipulatives for the students. This was in response to my question of resources that were readily available for the school.

Because Teacher III also served the school during the day from time to time as a substitute, Teacher III expressed that she felt at home within her “own” classroom. Teacher III had a designated classroom assigned to her, while all other After School Teachers were simply borrowing another’s classroom. This, in turn, allowed Teacher III much more flexibility. Simply stated, this advantage served as a major resource for Teacher III.

In regards to the Secondary Teacher Questions, Teacher III expressed that depending on the subjects that the student was learning, it was essential that all students stick to the Common Core Curriculum. As far as technology devices, all of the students were able to use their Chromebooks to access Math games and other, additional resources.

When I asked about a wish list for the After School Program, Teacher III stated that curriculum with science and hands on manipulatives would be of benefit for the students in order to challenge and support their critical thinking.

Teacher IV

Teacher IV was employed within the same After School Program as Teacher III. She too was a fully credential teacher, and she was a full-time teacher from another school who worked as an elementary teacher during the regular school schedule. I began my interview with the question, “How do After School Programs benefit elementary school students?” Teacher IV stated that there are simply a lot of parents who could not pick up their students after school. Sometimes parents are forced to hire someone to pick up the kids for them, but a lot of times the students simply sit in front of the TV. Teacher III also explained that some parents could not afford to pay for childcare, and the After School Program was a great option because the students were taken care of. They are learning, they are doing fun activities, and they receive a good meal.

Teacher IV also explained that the students were offered opportunities to play the drums, not once a week, but rather twice a week. This response was given when I asked about the academic, recreational, and social benefits that the students were exposed within the After School Program. Teacher IV also elaborated on the program’s intent to start playing tennis. The students were going to be able to play tennis at no cost, and that the class was like a big family - they look after each other.

In regards to the social support and structure of the program, the students played in groups. If a problem arose, they would talk and learn to come up with a solution. Teacher IV began to elaborate a little more on the structure of the After School Program after I continued my interview with the questions, and she stated that students did their homework directly after they had an opportunity to eat. If in fact they did not have homework, they did Sustained Silent

Reading, (SSR). They, the students, also did small group instructions for those who needed some help while others worked on their own - others who perhaps did not need the extra support.

I then began to move towards my additional Teacher Secondary Questions in regards to topics that had not yet been addressed. Teacher III stated that the school had plenty of books; however, she also stated that since the After School Teachers were moved from classroom to classroom, she felt somewhat as if she was imposing. She felt as if she was stepping into someone else's home, and she really did not feel comfortable using someone else's things. Teacher III did, however, state that the coordinators of the After School Program were great at getting what the students and teachers needed.

When I asked Teacher IV about technology, Teacher IV explained that most of the students used their Chromebook when working on the academic material such as homework, and in regards to my question of the wish list, Teacher IV did express interest in Art. She also stated that it would be nice to invite an Art Teacher who could teach Art to the students.

After carefully analyzing my research, reviewing my case notes, and visiting with numerous After School Program administrators, directors, teachers, facilities, and affiliated After School Programs, it is evident that the After School Programs offered within Monterey County, do-in fact, offer many benefits to students, parents, and stakeholders. Our children benefit immensely through the diverse programs. Each After School Program has a well-developed structure, a credentialed administrator, a credentialed teacher, sufficient resources, cost effective programs and established safe zones that promotes recreational, academic and social development for the students.

After School Programs and after school organizations do, in fact, play an integral role within our community. Our After School Programs offer a safe zone for our children who may

not have his or her mom and/or dad at home for a number of hours directly after the traditional school hour of 2:30 or 3:00 p.m. These programs offer assistance with homework, a third meal, supper for those homeless children, a safe place from drugs, gangs, teen pregnancy, and other idle options within our community. Our children within Monterey County are exposed to positive, recreational activities - the arts, music, musical instruments, and positive social stimulation which is crucial to optimize our children's academic aspiration and development.

According to our administrators, directors and teachers, several reasons why After School Programs are necessary is because some parents work long hours, and the parents need support - more than just childcare for their children. Many parents do not have family near them to provide the childcare they need, and they may not be able to pay for day care either. They do not have many options; hence, an After School Program is beneficial to them and their children.

Numerous interviewees stated that the After School Programs that they offered provided supper, a full meal to the students, and this supper may have been the only dinner they received for the day. There are many homeless people, including children, within our community, and this meal provides them, the children, a well-rounded third meal at the end of their day.

Besides the obvious nourishment that the students receive, the students are exposed to some much needed educational, recreational and social support that helps develop well rounded students who would most likely be deprived of these resources had they not been enrolled within an After School Program within Monterey County.

In addition to the numerous interviews that I conducted with administrators, directors, and teachers, I also researched on-line data from Ed Data that clearly shows the large number of homeless students within Monterey County. Two separate schools from within Monterey County were analyzed, and I will be addressing this data which will be referred to herein as

Appendix F - Homeless Student Enrollment and Appendix G - Homelessness Student Enrollment. I also produced two sets of other data referred to herein as Appendix H - Suspensions, and Appendix I - Suspensions. This suspension data was also deemed essential, for many of the administrators, directors, and teachers that I interviewed made mention of free lunches, support and other benefits such as academic, social and recreational benefits that the students received when they participated in the After School Program.

According to Ed-data, Appendix F - Homeless Student Enrollment and Appendix G Homeless Student Enrollment, more than 100 students were homeless in both the 2016-2017 and 2017 - 2018 academic calendars, and it appears this is a common number of homeless students within many of the schools situated within Monterey County. Even more despairing is the fact that this number appears to be rising every year. Imagine how a student feels when the teacher is asking them to focus on the work, but their stomachs are simply aching from hunger or their minds are wondering where they may sleep tonight. Some may even feel a need for some positive social support in order to simply get through another day. The recreational support that a homeless student may gain from an After School Program may also help the student take his or her mind off these specific stresses.

Other children who attend our local schools within Monterey County are suspended at an alarming rate. I was shocked to learn from Appendix H - Suspension and Appendix I - Suspension, that students within elementary school age are actually suspended. Students in the After School Programs may also be able to benefit from the programs and minimize these alarming suspension rates by participating in the essential features of these settings.

According to Mahoney, Eccles and Larson, (2004), the After School Programs create appropriate structure in a safe environment which promotes a sense of belonging, feeling of

personal efficacy, and positive social norms. Additionally, instructors develop a sense of belonging with our children, which in turn, facilitates supportive relationships (DuBois, Karcher, 2005). This rapport is crucial in building character and a strong sense of worth within the hearts and minds of our youth.

Clearly, the After School Programs mentioned herein are vital to all of our students, especially those at-risk children who are homeless and/or at risk of being suspended. We can observe that a large number of at-risk students are being suspended in large numbers. Over 65 students were suspended within one elementary school in the 2013-2014 academic year and close to 60 were suspended the following academic year. These are children - our children who may easily become one of these statistics. Hence, we can see the importance of the After School Programs and the benefits that they generate.

Appendix H - Suspension and Appendix I - Suspension shows that almost 20 students were suspended from one elementary school. Although this represents a lower number of students who were suspended from the school, 20 students still represent a large number of at-risk students who are in need of support - more specifically, after school support.

Additional results within my research included some major surprises. Youth Orchestra of Salinas (YOSAL) offers orchestral instruction and free enrollment. This opportunity is made feasible through private donations, grants, sponsors, and public foundations. YOSAL also provides transportation to and from the student's school to their facility. A number of schools are associated with this program, and this is an enormous financial, as well as social, and mental support to the parents, students, administrators, and stakeholders.

Youth Orchestra of Salinas (YOSAL) also has established partnerships with other creditable organizations within the community such as the Monterey Jazz Festival, Carmel Block

Festival, The World Theater from California State University of Monterey Bay (CSUMB), The Monterey Philharmonic and other distinguished organizations. Imagine the possibilities of networking with these organizations simply because of your enrollment in this After School Program .

This specific program stood out to me the most, for I was able to learn that there are a diverse array of After School Programs and organizations to meet the needs of all of our children. Some meet the needs of supper. This is a crucial element for some parents, because they are homeless, and at the very least, their children have a place to receive some stimuli and a hot meal from Monday through Friday.

As I previously mentioned, other children receive social stimuli which is also beneficial for the students, parents, stakeholders, and administrators. This stimuli, and/or social support, serves as a beacon for our children to aspire and pursue. They, in turn, adopt the desire to pursue a post-secondary education, to graduate from middle school, to graduate from high school, or to simply stay away from drugs in order to adopt a new way of life - a better life for themselves, their parents, their family, and our community.

Lastly, any positive setting that provides our children an outlet from the streets and cities within Monterey County is deemed beneficial. My heart goes out to those children and parents who suffer with depression because of gangs, drugs, and teen pregnancy simply because of a little lack of support when it is needed. An After School Program and/or after-school organization may be the venue they need to help them over that small and/or large obstacle that vex them.

Problems and Limitations

There were several problems I ran into throughout my research. Simply getting into any school to conduct my research was difficult. I contacted several schools through email as well as phone calls, and I left numerous messages. Unfortunately, I did not get too many return calls. Additionally, the first principal I interviewed almost seemed reluctant to allow me to interview her after-school teachers. One thing I learned from this interview was that the teachers that teach the after-school students are not certified teachers. They do not have their teaching credentials. They have completed the minimal 60 college units to serve under this capacity. They then proceed to a local adult school where they take a test to serve as instructional aids. They are, however, overseen by a credentialed teacher. A few teachers however, do hold teaching credentials, and these teachers tend to serve in the more affluent settings in Monterey County.

Completing my research was an extremely daunting task. I needed to force myself to approach others for information. I needed to reach out to individuals, professional individuals, whom I did not know, and I needed to reach out to professional individuals in the field in order to facilitate the process. Despite the fact that I am an introvert, I forced myself to network with friends, professionals, and After School Program Staff and directors to receive information in regard to my research question - *How do After School Programs benefit elementary school students educationally, recreationally and socially?*

Networking with friends and professionals who previously served as an administrator within our local school district was most beneficial. Prior to approaching him, I had little success and a sense of direction. After I made contact with him, I began to receive numerous phone calls from a myriad of schools, After School Program directors, teachers and organizations. At first, I questioned if I truly needed to interview so many individuals who were employed and/or

associated in the field. I then learned about the essentials of a holistic and/or a triangulated approach to my research. I also learned that if I researched a greater population, interviewed more directors, teachers, administrators and stakeholders, I would most likely produce the holistic approach - a true answer to my primary and secondary questions that I sought. I simply wanted to know, “*How do After School Programs benefit elementary school students educationally, recreationally and socially?*”

Producing my secondary questions was also another challenge. I was not familiar with the academic process. But the secondary questions kind of simply fell into place when I sought answers to my primary question. Even more importantly, I attempted to generally analyze and write about the responses to my questions as a whole. I learned that it was essential to truly evaluate each response. It was essential that I analyze each response in order to produce a true measure, a more holistic research, and in-turn, pay tribute to the valuable time and effort afforded to me from the administrators, directors, and teachers.

My mistake of attempting to analyze the responses generically was duly noted by my professor. Although he knew that I had spent countless hours on my research, he also noted that I needed to analyze each response and truly pour more emphasis to fully developing my Results, Findings and Discussion. This was a major and daunting task for me, for I simply thought that I was finished. I had little, if any, strength and desire to complete this task; however, I also knew that I had a lot of money and time invested in this. So, I simply did it!

Lastly, I wanted to conduct an anonymous student survey, but I was not given an opportunity to complete this task. According to the administrators, there is a lot of red tape. The schools have to ask for parents' permission to conduct any type of survey. This meant that

permission slips had to be drawn up and handed out to students, and the students, in-turn, need to return these permission slips before taking the survey.

Interestingly, the first principal I interviewed added that the school runs a health and wellness survey of their students each year, and after this specific survey is conducted, they, administration and staff, receive many phone calls from concerned parents. The parents question the motive of the survey and question who conducted the survey and for what purpose. After hearing this vignette from an administrator, I simply decided to forgo the survey.

Recommendation

It is my recommendation that our local school districts, our local after-school organizations, our local news broadcasters, and our local outreach programs, including social media, properly inform our community of the many After School Programs resources, opportunities and benefits that are afforded to us. We can make a difference. We must make a difference. We must find stronger means in providing this information to our parents, to our students, our children and our community.

If I may add one last vignette, when I was out conducting my research, numerous school administrators approached me while I was conducting my research interview questions with them and asked me, "Have you passed the CBEST? Are you currently enrolled in the Post-Baccalaureate Program?" Hence, my recommendation is work hard when you undertake your research. Network with those you hope to be employed with in the future. You may land employment sooner than you thought and perhaps be a part of the solution.

Conclusion

A primary purpose of an After School Program is not only to provide day care during the after-school hours - they are also established to provide educational, recreational, and social

enrichment activities for elementary school students. Many schools strive to provide these activities to their students through exposure to different art forms, response to intervention programs, to provide assistance with homework, to provide a safe place for our children and when possible, help raise attendance and lower suspension rates within our schools. These After School Programs are crucial to ensure that our children receive the many benefits that are afforded within our After School Programs in Monterey County. Our children receive many benefits within a safe setting, and this is a vital component of the After School Program because violence and gang activity is, and has always, been prevalent within our community.

The information I have produced provides parents, current teachers and future teachers the resources to help their students and or children find an afterschool program that fits or meets their needs and or interests. As a parent, I was not aware of all of the programs that were offered within my community, and I was eager to learn what resources are being offered within our communities to develop our children academically, recreationally and socially. It is imperative that our children be well rounded individuals, and it is my goal to provide additional resources, as well as knowledge, for other parents, students, teachers, administrators and stakeholders to ensure that they can benefit from the many After School Programs afforded to them.

After School Programs and after school organizations do, in fact, play an integral role within our community. Our After School Programs offer a safe zone for our children who may not have his or her mom and/or dad at home for a number of hours directly after the traditional school hour of 2:30 or 3:00 p.m. These programs offer assistance with homework, a third meal, supper for those homeless children, a safe place from drugs, gangs, teen pregnancy, and other idle options within our community. Our children can be exposed to positive recreational activities, the arts - music and other musical instruments, and positive social stimulation which is

crucial to optimize our children's academic aspiration and development. For these simple reasons, I invite you to stand as a voice for our children. Help our children access these After School Programs so that they can benefit academically, socially, recreationally.

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Appendix A

Administrator Interview Questions

1. How is the After School Program structured at your school?
2. Is there an unmet demand/waiting list for the After School Program?
3. How do you get your funding for the After School Program?
4. Describe why you feel that the After School Program is necessary for elementary school students.
5. Are there resources readily available for the After School Program?
6. At what age/grade can students participate in the After School Program?
7. Do you have enough teachers/substitute teachers to teach in the After School Program?
8. Do you offer students the opportunity to participate less than five days a week in the After School Program - why or why not?
9. Is there anything else you would like to add?

Appendix B

Organization Director Interview Questions

1. How is the After School Program structured at your organization?
2. Is there an unmet demand/waiting list for the After School Program?
3. How do you get your funding for the After School Program?
4. Describe why you feel that the After School Program is necessary for elementary school students?
5. Are there resources readily available for the After School Program?
6. At what age/grade level can a student participate in the After School Program?
7. Do you have enough teachers/substitute teachers to teach in the After School Program?
8. Do you offer students the opportunity to participate less than five days a week, why or why not?
9. Is there anything else you would like to add?
10. How do students find out about your program? Do you advertise - how?

Appendix C
Teacher Interview Questions

1. How is the After School Program structured at your school/organization?
2. Who provides the funding for the After School Program?
3. How do After School Programs benefit students in their learning, recreational, and social development?
4. What types of activities do you provide to help in each of these developments?
5. Describe why you feel that the After School Program is necessary for elementary school students?
6. Are there resources readily available for the After School Program?
7. Is the After School Program required to follow the common core curriculum?
8. Do the students have time to work on their homework?
9. Do the students get additional help in the subjects they are failing/not understanding?
10. Do the students get time to read (30 – 45 minutes)?
11. What types of programs do your students use on their technological devices?
12. If you had a wish list for the After School Program, what would that entail?

Appendix D
Anonymous Student Survey

The After School Program is beneficial for me.

Yes No I don't know

The After School Program helps me educationally - (reading, math, science, writing)?

Yes No I don't know

The After School Program helps me recreationally - (Physical Education)?

Yes No I don't know

The After School Program helps me socially (interacting with other kids - sharing, helping, making friends)?

Yes No I don't know

I can talk to my After School Program teacher?

Yes No I don't know

I am enrolled in the following After School Program- grade level.

1st grade, 2nd grade 3rd grade 4th grade 5th grade sixth grade

What resources do you feel are most valuable in the After School Program - number the programs from most important to least important (from 1 – 6)

P.E.	computers	homework time	group work	food	other school resources

Page Break

Every Appendix is entitled to its own page

Appendix E

Transcribed Interviews

Recording # 3 - Director #1

How is the After School Program structured at your organization?

Our program is an after-school music program first through 12th grade all ages, Monday through Friday 3 to 6 p.m. Younger students mainly Elementary I called Dupree Orchestra prepping for the orchestra the older students Upper Elementary his orchestra split into two programs we teach students music orchestral instruments, violin trumpet trombone at the pre- orchestra level we do buckets percussion we have snack time homework help offer transportation pick them up after school take them back to school stops

Is there an unmet demand or waiting list for the after-school program?

Yes there is, limited space currently have 200 to 250 that's the max, getting rest throughout the year getting applications and starting waiting this for summer 6 week program how long have you guys been here at this facility for three years program started a 2010 I've been with the program since 2014 before we use the school facilities to do music classes and rehearsals, we have everything here admin offices students.

So you said there's no fee for the kids to attend?

Yes, it's completely free when your cell was first trying to recruit students in 2010 they serviced only a couple of schools mainly in the Alisal District East Salinas but since then we've expanded it's open to any student in Salinas 1-12 grade as long as there's a spot

How is your program funded?

Private donors Grant foundations sponsors students parents don't pay anything,

Can you describe why you feel that the after-school program is necessary for Elementary School students?

Music Arts in general are important for students at the younger level helps them what their brain development motor skills developing better pitch and intonation whether or not the students become professional musicians is not our goal but all those things help the students develop overall academics and the Arts should go hand-in-hand should not be so separated many public schools in Salinas don't have music or regular music programs they may have a couple of teachers that visit every school daily music classes are not offered in all our schools we pride ourselves that we are filling that gap.

Do you have enough teachers to work at the program?

Yes currently we do recruiting teachers has been difficult, music teachers in Monterey County area 3 to 6 after school time slot is the prime time frame for private lessons in their homes recruiting skilled experience music teachers has been difficult sometimes they're already

teaching private lessons or they are part of the local performing organizations like Monterey Symphony Carmel Bach Festival especially because its a 5-day program

Are teachers paid or voluntary positions?

No, they are all paid. Of course we welcome volunteer teachers.

Do you offer students the opportunity to participate less than five days a week, why or why not?

This is a Monday through Friday program. Do students have the option to attend part-time? in the beginning yosal was very strict it was five days a week and they had to attend five days but we've been a little more lenient with that and have created a part-time contract Some students who are involved in other activities after school they can attend 3 days a week they can only miss two days on that part-time contract there are stipulations and rules they need to follow

Demographics: what populations do you serve?

We went in Salinas 95% are Latino Hispanic parents are migrant workers we have a few Asian

How do students find out about your program? Do you advertise?

Word of Mouth

Recording #4 - Director #2

How is the after-school program at your organization?

Yosal or Youth Orchestra Salinas is a year-round program our students come from Salinas any school public-private and even homeschooled students they start coming in at around 2 p.m. when they come in they do homework, we help with minor homework tutoring, they have a snack they get separated into different groups, we have five groups 3 for pre Orchestra it depends on their level of music abilities usually kinder through third grade for pre Orchestra, Orchestra is beginners and advanced students those are the older students who are already committed to an instrument Pre Orchestra start with recorders, they do choral work, start learning to read music, we have xylophones and other orff instruments there's a little bit of movement some choreography and music education, on theories, examples of other conductors, get them used to listening to classical music,

Is there an unmet demand for waiting list for the after-school program?

We are at capacity, we've consistently had about 200 students, Right now it's very quiet and calm. We don't have any students but after 2 and especially 3 p.m. it's like what just happened. it's really nice to hear the students the children being happy learning music singing or playing their instrument because it's not easy it's kind of intimidating at first if they really don't know anything about music but within a few days or a few weeks you can see the difference and they are a lot more they're walking taller because they're so proud that they're actually learning tunes and they actually sound good it's nice to see from the littlest ones to the oldest to see them with that sense of pride walking up and down the Halls. Orchestra on Fridays take their instrument home to practice and sometimes they perform for their families

You did say before You have the beginners are in three groups what if an older student comes in with no knowledge what group does he end up in?

The student would be evaluated by Michael the director of programs and education he would probably be pre Orchestra the third level so they're not the oldest in the group but they're able to pick up quickly sometime we have small groups and depending on the number of instructors we have for the day we can give them a little more attention, they quickly are able to pick up on something simple and very soon after that they can apply to something more difficult, and because it's everyday it helps them to pick up a lot quicker

Is there a cost or fee for kids to come here?

It's free, thanks to our donors grant writing grantors, everything comes from private and public donations.

You hold concerts, do you charge an entrance fee?

We used to but not anymore since I took over we decided that we were not going to charge for the concerts but at the last concert we raised over \$1,000 in donations from people that were there who felt touched so it probably worked out better

Describe why you feel that the after-school program is necessary for Elementary School students?

It's so important especially with music because it does something to your brain that helps you be better overall in every way in every aspect in the article in your packet you'll see how the sound waves sort of massage your brain and nowadays especially in our area we know that we deal with so many things like homelessness with bullying an increase in depression at a very young age it's sad and abusive of every kind and violence on our streets. it's really important to have programs like this that are available and free to the community so their children are safe This is like a second home for them and that's how we want them to feel to feel secure to feel safe and at the same time they are learning something that a lot of them say they want to be musicians when they grow up so they are here and they are serious and we are here to provide them with the tools we have summer camps we want to expose them to what else is out there outside of Salinas and provide them with those opportunities and they are starting to see that and they see themselves on stage not only locally but internationally. International artists to do the collaborations that we have with other organization and colleges or universities nearby they meet them and they want to be them

You said some of these kids see themselves as being musicians in the future have you seen anyone who who has gone off to do something as far as music goes in their life back in 2012 I helped out with the marketing I learned about the program we have quite a few students who have gone on to conservatories and they're there now they went through the program they graduated and they are at the University conservatories we have one student who came back last summer he was our intern and was conducting he was putting into practice would he's learning at the conservatory We have some at UC Santa Cruz and then others have gone on to other locations most of the kids I have started worried there in elementary school and some of them haven't graduated yet he's a junior in high school so it'll take a while before they start looking at into universities

You mentioned something about teaching the kids what's out there it's other programs what else do you show them besides what you teach them here

collaborations that we have with the Monterey jazz festival Carmel Bach Festival, with chamber music Monterey Bay World Theater at csumb the Monterey Philharmonic and they share they're visiting artists with us if they are paying for someone to come to them to play for them they also make it a point to have an afternoon with us they come here these International artists are here to perform to do clinics and to talk about their experiences we had a group yesterday it's nice for the students to see and get to know what it's like to be an artist. a lot of people tell them you're going to be a starving artist if you believe it then yes but that's not the case we have all these artists if you love to travel you will be all over the place because you will be in demand all over the world They see that they get to perform at the stages of these organizations that were mentioned above and they get invited us families 2 performance at the world theater or at the sunset Center they have received a lot of invitations and the cool thing is that there's so many of them going on a Friday night on a Saturday night with their families to these concerts two plays. we have made it a point to get the word out and let our students know of concerts and events going on and we let them know that there's Limited tickets.

How old do students have to be to come to your program?

Kinder through 12th grade this year we have first grade through 12 and it just happened that way

Do you have enough teachers or substitute teachers to teach?

We have a really nice group of dedicated instructors and we could use one more we're going to be searching from one more in the upper level we're doing really well.

Do students have the opportunity to participate part-time in your program?

Yes we have contracts because they do get to perform at different events we get many invitations we have two Main concerts We have a lot of participation in the community more than 15 a year close to 20 but it's not everyone sometimes it's just the winds ensemble or the upper strings it could be just the pre Orchestra group bucket bands. so it is a contract because we need everyone to learn the music and for everyone to be on the same tune we do allow part-time contracts and it depends on the circumstance but we have a few students who come three days a week and a few that come 2 days a week but the majority come everyday and they're happy.

Demographics I know that we live in Salinas, but what populations do you serve?

90% Latino, the next 10% is combined black Asian White.It's nice to see the kids become friends with other ethnicities and from different schools

How do students find out about your program. Do you advertise?

Are form of advertising is social media word of mouth, From other parents are website and being at the concerts we also do some Outreach at some of the schools they invited us to their open house or any an event that is happening we have people signing up for summer we have the fall The schools are supposed to be helping us advertise too the district they support us with an annual Grant

Is there anything else you would like to add about your program?

It's a great program to see all the kids come in every day and being happy mingling with their friends and being serious about learning music and when they perform sense of achievement you can see their self-esteem and their confidence increased incredibly it's a nice component when

you do this at a young age when you get older you're not scared of being in front of the public or in front of the public in public or in front of the public it helps in a lot of ways, a lot of our students become more aware and responsible of their things their homework their chores at home we hear from parents all the time but they have seen very positive change in their child since they began the program it's good to know as an added component we have a therapist we either refer students are the students asked to see him or the parents ask if you can get their child some help he is great and the kids love him so that's another way we care about their emotional aspect The last concert at Hartnell was a packed house they all looked so nice and pretty so professional they were very very happy you could see that they were just glowing.

Recording #5 - Administrator #1

How is the after-school program structured at your school?

Gives students the opportunity three times a year when in the fall winter and spring they are selected in the fall we focused on students that are nearly meeting the standards we feel that giving them the opportunity at the beginning of the school year is better January we select the students that are not meeting standards at all; they're the lowest This is first through sixth grade. We just started the spring session for the kids. We need that extra push that is nearly meeting standards or at the borderline of meeting the standards we want to provide those students additional help before they take the state test in the spring. We use different funding through state and federal funds. We use a combination to pay teachers and buy materials. The curriculum used two different; the teachers had to use the adopted curriculum and any additional or supplemental materials were purchased. with the new language arts program that has been adopted called benchmark has extensive amount of resources online adopted material has extra resources

The kids that attend the after-school program are selected by their teachers according to those who are not meeting the standards. I assumed that many after school programs are there to support families who need child care during the after-school hours since these students are selected by their teachers what happened to those students whose parents work late in the day and don't have childcare. We are talking about a different program, that program does not provide intervention. That's an extra curricular program it's called the ASES program but here in my school it's called the BEST program. We allow them to do their homework to read to use their computers. They also cook, they do PE, they do art dancing. We have Cycles where they are exposed to these different activities. These kids begin at 8 in the morning and leave at 6. this program is for those parents who are working we don't do intervention for these children, right now they're doing steam science engineering and math activities but all that is helpful for the kids it's in a fun way that they're learning that's not tied to a curriculum they are not with a certificated teacher there under the supervision of instructional aides and a teacher in charge and the vice principal, I also have a Homework Center , we have a partnership Salinas Public Library they pay homework assistant should work with our student Monday through Friday we have 25 we have a contract with a parent we need a commitment from these kids and their parents we want consistency these kids need support with homework because the parents cannot help them because of language or they just don't understand the material and his friends till 4:45 Thursday at 3:45 The best program kids are here Monday through Friday till about 5:30 to 6. depending on the circumstance the student may leave early if the parents get off work early we

don't want to inconvenience the parent by not allowing them to pick up their students right after work.

the kids are safe the parents have to be working going to school or they are homeless, we have 34% of our kids are considered homeless - they share a house rent a room live in the garage are considered homeless not necessarily living on the street there are a few that live in hotel and move around until they get their lives together we feed them Perler program is a lot of organization we meet with the teachers talk about her Focus East End of commission split you have to have account to order the food in the cafeteria and we feed them what we call super snack or super dinner it's a whole meal the after-school program three days out of the week from 2:30 to 4:15 I give him 20 minutes to eat we have to plan for every minute let me provide transportation the School boundaries is walking for part of the community but we have some children coming in from further out I have to pay the teachers hourly and I have to pay for transportation 3 after school program when is academic intervention the other one is a homework assistance, to show them routine how many don't have support at home, they get small group attention, the last program is the extracurricular program this includes everyone

Do you have enough substitute teachers to help out in all of your programs?

The extra-curricular is a state-funded program and we have instructional aide for the best program there's four and each gets a group of 25 kids with a teacher in charge, the teacher in charge is there for 8 hours a week they work an hour and a half daily except for Thursday teachers in charge alternate, teachers in charge help the instructional aide with lesson planning planning activities the centers centers rotate with different activities some of them are doing engineering activities they do reading Imagine Learning math on their computers summer learning how to play chess some play ping pong is extracurricular not based on Intervention but exposure to learning in a fun way there's an application process they have to apply they go through the district because of State funding program District hires the instructional aides for this program they call them hospice homework assistance program, they do 45 minutes of homework quiet time is homework time 45 minutes to an hour, they rotate classroom to classroom doing different activities rotating every 45 minutes

What are the qualifications of the AIDS that are working with the students?

They have to have a high-school diploma of units in a community college and if they don't have the required unit they must pass the test fingerprinting background check they provide training CPR and they are being supervised by a certificated teacher that works here at the school

Demographics?

98% Latino Hispanic 70% English language learners 34% homeless

Is there anything else you'd like to add about your programs?

Programs are great opportunities for the students because they are here in a safe place they are learning and it's beneficial providing the whole Child Benefits what will they do at home if the parents aren't there if they go to a babysitter they might put them in front of the TV go out and play unstructured play here they are learning social skills they continue to learn academic yes it's a long day but it's very structured we feed them they received the help and they may not sit with the individual child for 15 minutes but they're helping them in the beginning we meet with a parent they sign a contract, if there are discipline problems we talk to the parents We are at PBIS

School positive behavior intervention system Program We try to be positive Fifth row tolerance for inappropriate behavior or violent Behavior rough plain roughhousing is not tolerated they fill out a stink reform we intervene and try to provide support that they need we have their bear bucks which is extended 2 after school , some students choose to put their bear bucks together as a class and buy a snow cone party or cotton candy party

Recording #6 - Teacher #1

In your opinion how does this after-school program benefit students in their learning recreational and Social Development?

For their learning we we help them do their homework we're only supposed to do 30 minutes but we give them enough time to finish, most parents come to me and tell me "i get tired when i get them home and I don't have time to help them" So if I don't help them that no one helps them that helps them finish their homework for 1 they're understanding their homework better than some of the parents can't help them they don't understand the material sometimes it even takes me way back I look at videos and even though it's just review from what they've done in class during the day they sometimes do not remember, how to become better readers we do a lot of Art we're doing an action starts today we read a lot in this program we give them time with her friend "I never went to an after-school program but I wish I had seeing how they interact with kids in doing their homework. when I was in school I didn't go to an after-school program and I

struggled at home with my homework. It was just not a fun time" but I see them come to me. They say we love this. I hope you're not saying that just to make me happy.

What is the art in action?

Weeknd Material pomegranate we have an online program with videos we have Supply we go over different type of we teach them how to use them I have first second and some third they can do a lot of advanced thing they begin with stick figures I started subbing in August and in January I received permanent status, HASA - homework assistant and supervisor of activities, Supervising them helping them do their homework that's what the title said for permanent I interviewed I have to have at least 41 College units if you want to sub we have to take a test at the adult school for an instructional aide

The material we have the text the teachers in charge they also give us a lot of materials worksheet I have some kids that seem to never have homework we have worksheets for them we have a lot of art material, students have technological devices, we have the mark on Imagine Learning which includes reading sometimes drawing they're like to play a games like racing unless they're working on their supposed to be

If you had a wish list for this program what would that entail?

My structured play we have bone but they pop or they get lost I like when they play on the play structure I like to play kickball but they don't like to, more equipment for activities buyjumpropes

Recording #7 - Teacher #2

How is the after-school program structured here?

The best program after school the kids get out at 2:20 get a snack at 3 they go there hasa, their teacher there's four groups each Hasa has a different grade level, Monday through Thursday they do rotation one group at a time we'll go to room 23 where they have all books, then they'll swap one group does homework while the other group does reading youngest group does not do rotations because they are too young, Tuesdays and Thursdays we have chess lesson there's a lot that goes on we do rotations Friday will have different rotations in the cafeteria Play-Doh Legos art iPad.

How does the after-school program benefit students and their learning recreational and social developments?

In terms of learning they get a lot of homework support, from their hasa or other students, we do A lot of peer tutoring support, give the students a sense of responsibility the students being tutored enjoy it too, they get their recess and their lunch recess but they don't always get to connect with the younger grades or with the older grades at the best program they're on the cafeteria we have a lot of sibling so the older siblings get to hang out with a younger sibling are they take the youngest sibling to hang out with their older friends, to see that those connection help them to build their social skills how to get along how to share.

What types of activities do you provide?

his is my third year and this is the most structured I've seen the program is my first year being a teacher in charge myself and one of the co-workers came on his teachers and charge in December right before Christmas break we split 2 days a week, it's really structured we have a program called Art in action provided by our district, Hoss's can login art lessons teaching about Picasso we have a lot of stem helps us move towards science and technology we have Legos and different building blocks structured play outside we have chess. a lot of it is geared to what the students are interested in, In December January February the kids were into making lanyards, that's fizzled out now they're into ticket fine motor skill beads that you iron looking for specific colors teeny tiny beads putting them together we have a lot of Hands-On stuff unless sitting in front of an iPad or watching a movie. We want them to do something to play, share.

Do you follow the Common Core curriculum?

Some 5th graders are struggling in math and we follow along with the curriculum but they do not do any Curriculum lesson,

What type of lessons lesson plans do they create?

They have to create lesson plans but not regular classroom lesson plan it's more of a schedule, that way we know what they're doing and is not just down time because with this many kids it gets crazy if there's too much downtime it's too chaotic sometimes we have sub and we can run off a copy of their lesson plan in this is what their schedule is it helps them to keep the schedule they get time to do homework and to get additional help they also do reading

What types of programs do they use on their devices when they use their devices?

How to draw videos some kids are really into art are printouts of step by step how to draw they don't use Chromebooks or iPads to often they take AR Quizzes because they do read everyday

If you had a wish list for the after-school program what would that entail?

More stem kit which is what we're working towards we're creating a list of what we need for the remainder of the school year to provide we've had the Legos of the Play-Doh for a little while so we don't want to add to it you know what the kids to get bored with the equipment and materials, maybe more physical education more structured play and equipment where we can go off we can go out and play Sharks and Minnows on the grass, but to have an actual set dodgeball set that's just for us enough for the whole school the kickball with the bases, and a couple of kickball dolls that are just for our program maybe even instead of Frisbees

Is there anything else you'd like to add about the program?

It's great, I've seen a huge a complete 180 starting last year when are new Administration came in it is now so structured we know where everyone is at we can look at the schedule I know where each teacher are which hasa is that, you don't have any music program definitely a thought.

Recording #8 - Administrator #2

How is the after-school program structured at your school?

It's structured to last until 6 from 2:40 till 3 4 days a week they have play time or reset time at 3 they line up and do they go to their respective classrooms 3 to 3:40 they have homework time 3:40 to 4 they have supper and some 46 they have their enrichment and two days a week they have music for an hour. during the enrichment instruction time the classes are doing read aloud they're working on vocabulary comprehension and imagine learning math many teacher said it's Ventures where they take turns to have to work on Lexia depending on the grade level our aces 1 works on imaginary math with the second graders but the first graders use Prodigy because imagine learning math was not appropriate for first graders them. They have homework time mealtime enrichment with the music some students step out for folklorico but that's not actually part of the after-school program. you mentioned Asus one what is that Asus one is our first second grade class, aces 2is our second third grade class, ASES 3 has some third grade but is mostly fourth grade aces 4 is 5 + 6. first through sixth grades attend the after-school program

Is there an unmet demand or waiting list for the after-school program?

Sometimes there is like right now he's going down the list checking to see if anyone wants to feel I learn today we should have an average of at least 85 but the target is always 100 but that would mean 25 kids in each class, but today we were reading that it should be at 20 however that is not enough to meet our quota.

How do you get your funding for the after-school program?

This is my first year so I haven't wrapped my mind around it, there's grants and money that we get to help meet the needs of our children especially now that we're trying to meet the needs of the whole child which is why we have enrichment within the after-school program there is separate funding just for the after-school program

Do you have separate after school programs specifically for academics like an Intervention Program?

Our after-school program is specifically after school program it's not with the intent of intervention, it's more following an enrichment model. I have filled spots with kids through SST process because an after-school program we do have some in my Americorps working we also

have various volunteers Sonos classes I know there is more support should the teacher want to do rotation that would give the student more time with the teacher LED Center

Are there resources readily available for the After School Program?

Teacher material are readily available, we also provide monthly training can be on how to run data power of relationship we're going to be using tennis Wednesday is longer day because of an extra hour we have the hits program which is tennis of tennis skills and it matches up to life skills

Describe why you feel that the After School Program is necessary for Elementary School students?

A lot of parents are not able to pick up their kids right after school and legally there's certain kids but depending on their age should not be home alone it is good to offer them a safe place to be we're not just hanging out there getting homework support homework is supposed to be practice or something they've done in class it gives them a safe place some kids may not have food at home we provide that final meal for the day here we offer them the opportunity like music being able to perform

The homework should not be so expensive that I cannot be completed in the after-school program nor should it be so difficult that it can't be completed because it is supposed to be practice of something that they know how to do

do they get to perform yes they do they perform just recently the Drumline and the hand drum performed at our school site council meeting. Will they be performing for the school at any point? I'm hoping that we can schedule a Spring Showcase. My vision would be to have a Spring Showcase but he's kids can really show their skills they feel proud parents are proud and it's good for them to have that experience.

Do you have enough teachers to substitute teachers for the after school program?

You have enough teachers I'm always short substitute teachers makes it difficult what are the qualification I actually thought that they had to at least have the CBEST but apparently they just need to have their associates degree entire to be an after school teacher I'm fortunate that all four of my after school teachers have their bachelor's honesty there but they do not have their full teaching credential when is an intervention teacher and she's just natural amazing in Austin.

Do you offer students the opportunity to participate Less than five days a week in the after-school program?

When they commit to five days a week and they commit to staying up until 6. if they are in another program or in a League or sports or they have catechism or they have something that they have to attend we are not going to exclude them they can go. The parent just has to sign them out for our district Sports the earliest they can sign out it's 5 p.m.

How do after school programs benefit students in their learning recreational and Social Development?

In terms of their learning we have we provide them homework support, they can use devices in their homework time we like to believe that the instruction that we have taken place whether it's imagine learning math or the read aloud that they all complement what they have to be doing in

the classroom the whole thing it's building on. I'll see what the drum and the time that they spend in the class it's good for the social emotional Styles too because it's building a sense of pride some of them have shown some resistance to the music. I'm looking forward to the hit program which is tennis because it'll work on life skills. We've also had restorative justice come in and they've done classroom circles to help model what it's like communicating and just talking because a lot of times were missing out on that. How many kids have a lot of things going on in their life so it's nice for them to be able to talk.

Do you believe that after-school programs are necessary for Elementary School students?

As I look back I mean who would have said we really need this but it's good cuz if he weren't here I don't know what some families would do I know this first-hand is other thing and I mean who would have said we really need this but it's a good thing if they weren't here I don't know what some families would do and with some kids would do I know that there's First Tee and there's other thing but I like that is there for them, first he is not accessible to all parents I don't know if there's a fee for them set

Is there anything else you'd like to add?

one of the big thing is that our state is really big on social emotional learning in our district also so we're trying to learn more about the social emotional component and how we can emphasize those in our after-school program and I think as a district we're heading in the right direction I don't know if you're familiar with mtss, multi-tiered systems of support what it is is a solid system that addresses the academic and addresses behavior and IT addresses the social emotional needs a lot of our work in the after-school program does address those three parts of what we call the whole child. it's exciting it's exciting to know that we're providing that for our kids is excited to be part of this because when I went to school nobody talked about the whole child I look back and I think well what if we had that what if there was this force that was going forward trying to build relationship allow kids to talk and be heard it's important I'm really excited about that. cmcss it's huge I love it. The department of the whole child division ed services academic the whole child which address is the social emotional as well as behavioral needs the academic we've always known to be pertinent to school but this whole Child part is my favorite part of the district. they have the whole division they have counselors we hired counselors for all of our schools. how does the referral process work ? if a needs basis to are the students aware of the counselors in our school everyone knows the counselor because she Saves the Day she is so flexible she's even been flexible enough to work in the after-school program because she brings a different flavor that the other teachers are are not as versed in.

Recording #9 - Teacher #3

How is the After School Program structured at your school?

Overall we have language arts time starts off with what's considered PE Time which is when they're out running off energy till they have us pick them up then we have math time which is considered part of our stem we have homework time everyone does centers can incorporate book language arts and stem.

How do After School Programs benefit students and their learning recreational and Social Development and what type of activities do you have for them?

A lot of the students are below levels and even help this is an extra help to help them learn and get better and their academics recreational when we go outside I said happy time we're supposed to use structure time we don't have a lot of that time we are going to be setting up tennis double learning hand eye coordination Social Development they have to learn how to work together in the classroom some of the science projects we do you working as a whole group they have to learn how to respect each other

Describe why you feel that After School Programs are necessary for elementary school students?

I have mixed feelings about that. I believe it's a very long day and for those who are academically deficient I think there needs to be a little bit more active time versus sitting down just doing work time because I think it's even as an adult a long day. I also have some of the kids do learn from some of the things that they do. I had teachers commenting last year that they noticed improvement. Some of them benefit from them some I believe it's just too long of a day.

Are there resources readily available?

They have math games that we can use they've given us the library I have a lot of my own books I have my own manipulatives I'm able to do a lot more of that because I'm in my own room it's an intervention during the day it's not a teacher's classroom with kids personal things and death I'm able to have a corner of the room with all my manipulatives and Thing versus most of the other teachers how to use someone else's classroom and they can only bring what fits into the cube pulleys. they provide some

Is the After School Program required to follow the Common Core curriculum?

For the most part yes and our math it's the applications that they have us working on are all Common Core based. Homework Time is 40 minutes, some reading depending on how efficiently they work with their homework we help them with homework if you have questions in math time if they are struggling they want additional help I will bring the group together and do mini lesson, at this grade level what type of math are they doing both grade levels berries only a little bit just gets more complicated in second grade they work with place values and I found but I have pushed place value above anything else because if they know how to write the number into a place value chart then they will also can convert into using their base ten blocks and they can quickly use that when they're $+ 10$ or $- 10 + 100 - 100 + 1$ of the first things I start realizing his kids did not understand place value chart how they could use it do you know how to write the number in

Do they get specific time for reading?

It gets Incorporated during homework time now that I have an aid I'm picking some of the lower student and they're going to be sitting one on one reading we have Americorps who has come in Americorps Are students who are working I have to do so many hours for whatever program they're working on and they work with the lower kids. They learn sentence structure when they finish their homework. it varies according to the students. Some parents don't understand so they get most the help here

Do you believe that after school programs are necessary for Elementary School students?

It benefits some, but the homework part is very important. Some learning parts are important the science to make it fun but more Hands-On because it becomes active at that point. because it becomes a Little bit more physical time

Tell me about the drumming that they do to your students enjoy that?

Some kids like it, some do not. I am not in there with them. Some don't like the hand drums because their hands hurt when they're banging the drum which they shouldn't be hurting because that they should not hurt that means they're hitting too hard.

If you had a wish list what would that entail?

To be able to use the stem time with more of a mix. To be able to do a little bit more of a science hands-on because I think that gives critical thinking, structured to letting them learn how to think.

Recording #10 - Teacher #3

What qualifications do you have to have to work in the after-school program?

You have to have a credential. It could be a 30-day credential or an emergency credential you have to have at least four years with the BA plus your credential. some just have their BAs and pass the CBEST.

How is the after-school program structured?

There's different programs that we have to use with the students we each have our own schedule, I pick up the students at 3, we do a math program -imagine math the program tests the students they work their way up after that they have supper 3:40 to 4, after supper 45 minutes for homework, if they don't have any homework they do AR silent reading, a packet, or they can use the computers for specific purposes must be educational, we do centers meaning small group instruction five or six kids while the other kids are doing other things that don't require your help, small group instruction we do read out loud we discuss the chapters and we do a summary, at another Center I have the mark on sometimes they do Bingo or Legos a lot of Hands-On activities with purpose, then we rotate. sometimes when you don't have read out loud I check to see what they're struggling with in the math program that we do or Alexia or their homework I make small groups I thought we target those needs, I always right but we're going to be doing on the board all right must do on those things that we need to get done in case those kids that finished early know what they need to do I also make a list of May dues May dues are only to be done after the must juice.

How much time do they have for homework?

They have 45 minutes but some teachers give them a lot of homework, do we have extra time I let them work on their homework that is a priority, I can understand when parents have children and they get home really late it's really stressful to do homework at that time and sometimes parents don't understand they can't help them so here in the after-school program we're here to help.

Is there anything else but they're doing it that you don't understand that you have trouble answering?

Not really because my group is in third grade if I was teaching 6th grade in might be different

I have 3rd grade. I've been teaching long enough to where if I don't know the answer I know how to find it.

How do After School Programs benefit students' educational, recreational and social development?

We're going to start playing tennis what are teaching them how to play tennis at no cost, they love to socialize it's like a big family we look out for each other they learn they play in groups sometimes it might have problems then we have to come up with the solution we talk about empathy, we try to hit as many targets as we can I feel like my classroom is like a big family, when someone gets picked up for early everybody has to say goodbye.

Describe why you feel that the after-school program is necessary for Elementary School students?

It's necessary for a lot of reasons there's a lot of parents that were can pick up their child right after school they can hire someone to pick them up for them and then they can take them home instead of in front of the TV and pay many parents do that but there's many parents that can't afford child care in our community we have a lot of Migrant workers who get out very late, we have the after-school program that the great option first because they're well taken care of second they're learning and they're doing fun activities and third day get a good meal which is very important. Many kids benefit from it because for other kids it's too long of a day. They also have drumming. They have that twice a week, when the kids are drumming we have 45 minutes of prep time, students and teachers both benefit.

Are there resources readily available?

We have many books for read-alouds at their level, since we go from room to room I don't like to use the things that are in the classroom because I feel like I'm stepping into someone else's home I usually bring my own stuff we have our space where we can leave our stuff they're really good about getting us anything that we need, we have access to the copy machine,

Is the after-school program required to follow the Common Core curriculum?

Yes, we have meetings with the vice principal about once a month that needs to be done. and they get additional help with subjects that they're not understanding reading time is separate from Homer time we do Lexia and read out loud I do fluency, and read out louds

What are the types of programs do they use on their computers?

Lexia, Imagine Math, and Prodigy also a math program. We are not required to use XtraMath but I like that program, we're focusing on math because of the test scores which are kind of low, Imagine Learning sometimes a ABC yacht.

Are they allowed to take a AR test?

Yes we now have a code that they can use after school, most kids can only take tests up to 3.

If you had a wish list what would that entail?

So we have time for art the kids love art and we can't do much part, and we had time to teach them art and someone qualified to teach them art and maybe play more instrument the drums are good but maybe have more option

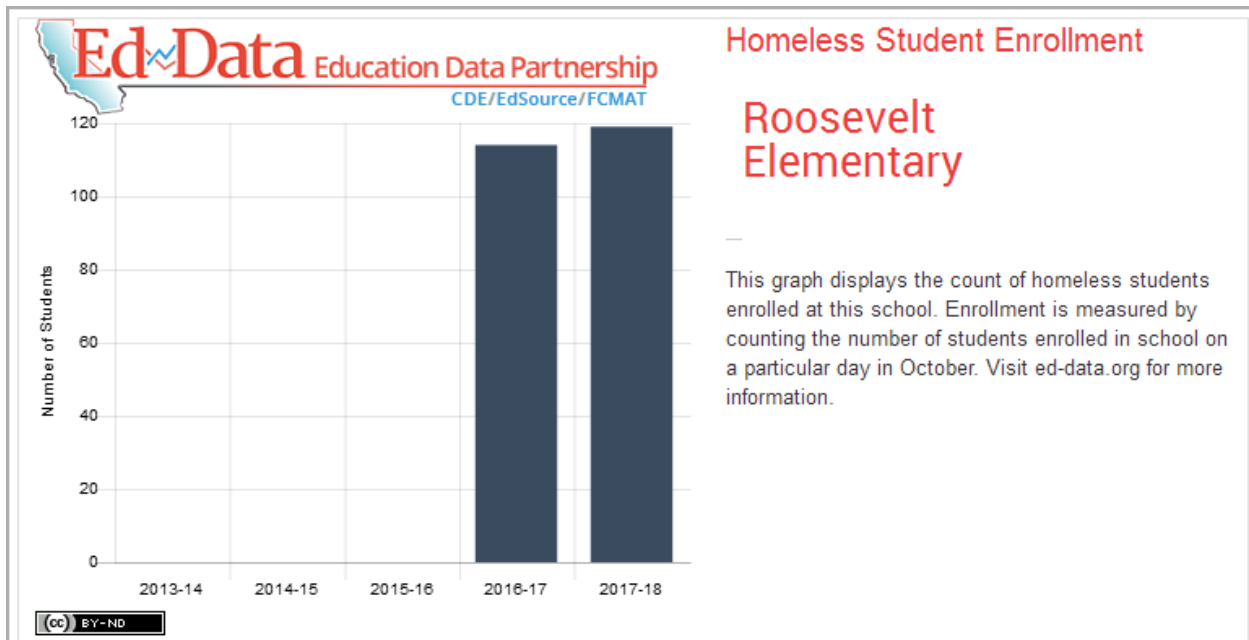
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Every Appendix is entitled to its own page

Appendix F

Homeless Student Enrollment

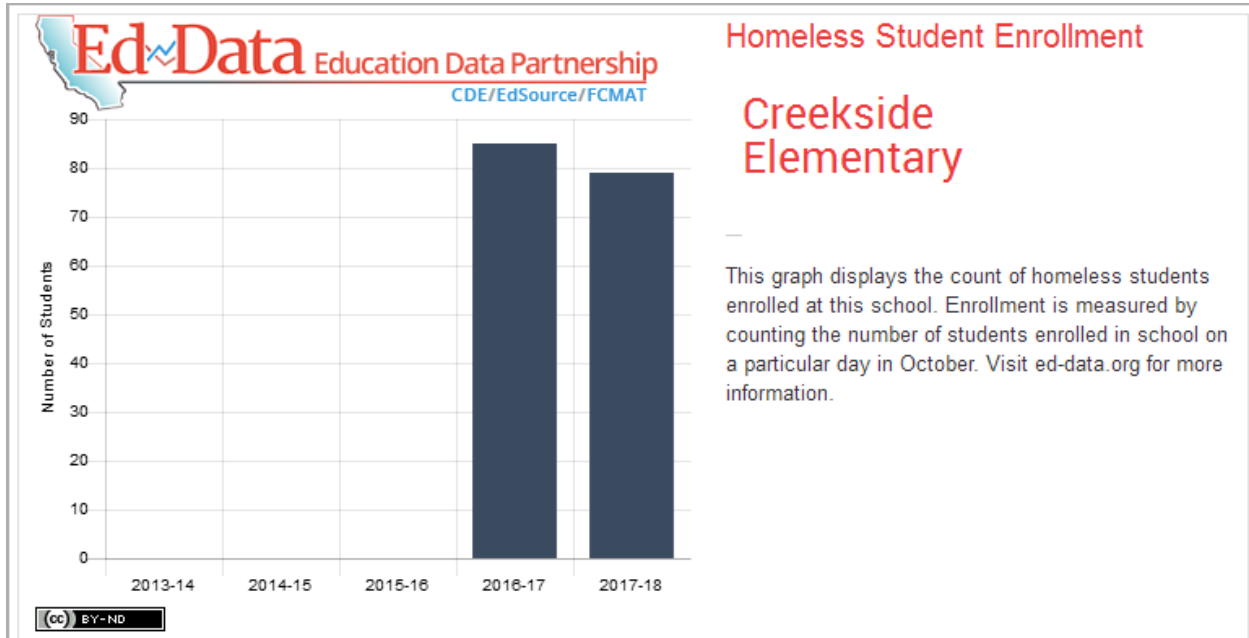
Homeless Student Enrollment - Ed - data Education Data Partnership



Appendix G

Homeless Student Enrollment

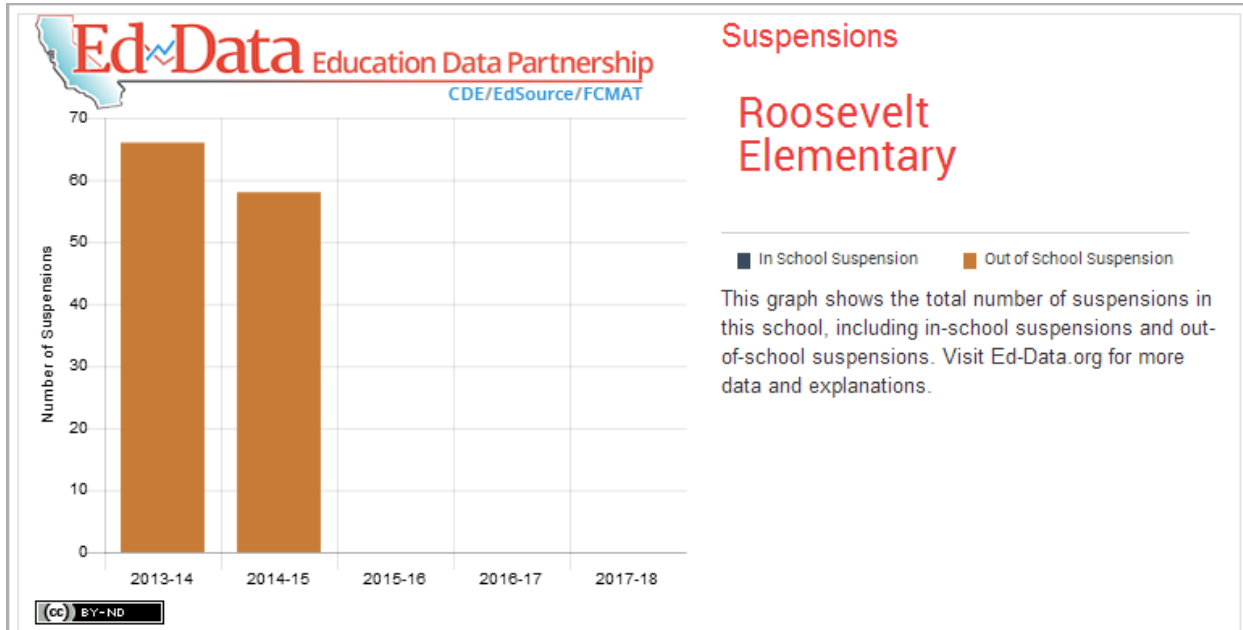
Homeless Student Enrollment - Ed - data Education Data Partnership



Appendix H

Suspensions

Suspension of Students 2013-2014 and 2014-2015 Academic Calendar - Ed-Data



Appendix I Suspensions

Suspension of Students 2013-2014 Academic Calendar - Ed-Data

