PEPPERDINE UNIVERSITY

Pepperdine University
Pepperdine Digital Commons

Theses and Dissertations

2012

A needs-assessment for the development of Out-of-School Time program for a middle school

Samir Elmoghrabi

Follow this and additional works at: https://digitalcommons.pepperdine.edu/etd

Recommended Citation

Elmoghrabi, Samir, "A needs-assessment for the development of Out-of-School Time program for a middle school" (2012). *Theses and Dissertations*. 269.
https://digitalcommons.pepperdine.edu/etd/269

This Dissertation is brought to you for free and open access by Pepperdine Digital Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Pepperdine Digital Commons. For more information, please contact bailey.berry@pepperdine.edu.

Pepperdine University

Graduate School of Education and Psychology

A NEEDS-ASSESSEMENT FOR THE DEVELOPMENT OF OUT-OF-SCHOOL TIME PROGRAM FOR A MIDDLE SCHOOL

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Samir Elmoghrabi

July, 2012

Diana B. Hiatt-Michael, Ed.D. – Dissertation Chairperson

This dissertation, written by

Samir Elmoghrabi

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Diana B. Hiatt-Michael, Ed.D., Chairperson

Thomas Johnstone, Ed.D.

Farzin Madjidi, Ed.D.

© Copyright by Samir Elmoghrabi (2012)

All Rights Reserved

TABLE OF CONTENTS

Page

LIST OF TABLES vii

LIST OF FIGURES ix

DEDICATION x

ACKNOWLEDGEMENTS xi

VITA xiii

ABSTRACT xiv

Chapter 1: Problem and Purpose 1

- Statement of the Problem 3
- Statement of the Purpose 3
- Research Questions and Hypothesis 4
- Theoretical Basis of Study 5
- Significance of the Study 7

Chapter 2: Review of Literature 14

- Historical Underpinnings of OST Programs 14
- Societal Changes Increasing the Need for OST Programs 19
- Recent Policy Changes Affecting OST Programs 22
- Functions of OST Programs 26
- OST for Recreation and Physical Development 28
- OST for Academic Development 30
- OST for Emotional Development 37
- OST for Social Development 38
- OST for Civic Development 40
- OST for Vocational Development 43
- OST for Crime Prevention 47
- OST for Human Capital Development 50
- Findings of Studies of OST Programs 53
- The Need for Research and Evaluation of OST Programs 56
- Theories and Models of Needs-Assessment 58
- Hiatt-Michael Theoretical Model of Curriculum Design 64
- Epstein's Overlapping Spheres of Influence: School, Family, and Community Partnership 65
- Leadership Examples for Sustainable OST Program Development 68
- Summary 69

Page

Chapter 3: Methodology 71

Design 71
Population and Sample 72
Forms and Permissions 74
Data Collection Procedures 75
Protection of Human Subjects 79

Chapter 4: Data Analyses and Findings 81

Analyses of Parent Surveys 81
Hypothesis Testing 82
Demographics of Survey Respondents 82
Survey Findings for RQ 1: Parents' Perception of Current OST Situation 84
Survey Findings for RQ 2: Parents' Opinions on the Need for OST Program 95
Survey Findings for RQ 3: Parents' Resources to Support an OST Program 99
Survey Findings for the Hypothesis 105
Analyses of Interviews 107
Description of Interview Participants 111
Interview Findings for Research Question 1: Perception of Current OST Situation 112
Interview Findings for Research Question 2: School Personnel and Community Member Preferences for an OST Program 120
Interview Findings for Research Question 3: School Personnel and Community Member Resources to Support an OST Program 125
Field Notes 135
Summary of Major Findings by Research Questions 138

Chapter 5: Summary, Conclusions, and Recommendations 142

Study Overview 142
Summary of Findings 144
Conclusions 147
Recommendations for Practical Application 159
Recommendations for Further Study 163
Four-Step Model to Develop an OST Program 164

REFERENCES 168

APPENDIX A: Participant's Informed Consent Form 185

APPENDIX B: Parent Survey 187

APPENDIX C: Matrix of Research Questions and Parents Survey 190

Page

APPENDIX D: Interview Protocol 193

APPENDIX E: School Faculty and Administrators Interview Questions 195

APPENDIX F: Community Member Interview Questions 197

APPENDIX G: Parent Interview Questions 198

APPENDIX H: Coding Instructions 199

LIST OF TABLES

Page

Table 1. Question 4b: Percentage and Frequency of Parents Who Report OST Disenrollment of Their Child by Reason 85

Table 2. Question 4a: Percentage and Frequency of Parent Reasons to Enroll Their Child in an Afterschool Program 86

Table 3. How Parents Perceive Students Spending Their Time From 3-6 p.m. on School Days 87

Table 4. Parents' Responses to Their Children's Perception Regarding their child's liking OST of Offered 88

Table 5. Parents' Selection of Reasons for Students Who Do Not Participate in OST Activities…… 89

Table 6. Days Per-Week Children Do Not Participate In Afterschool Activities 90

Table 7. Parents' Responses to Type of Child Supervision During Afterschool Hours ... 90

Table 8. What Parents Believe That Their Children Do From 3-6 p.m. on Weekdays 92

Table 9. Percentage and Frequency Count of Parents' Agreement on Need of an OST Program 96

Table 10. Parents' Preferred Time Slots for OST Activities 96

Table 11. Parents' Opinions on Preferred Types of OST Activities from 3-6 p.m. on Weekdays 97

Table 12. Likert Scale Measurement on OST Activities that desirable for parents 98

Table 13. Parents' Willingness to Support an OST Program 100

Table 14. Frequency and Percentage of Parents' Willingness to Contribute to After-School Program 100

Table 15. Frequency and Percentage of Parents' Willingness for Non-dollar Contributions to an OST Program 101

Table 16. Parents' Current Weekly Contributions on Afterschool Activities 102

Page

Table 17. Frequency and Percentage of Parents' Willingness to Spend on OST Activities Weekly 103

Table 18. Frequency and Percentage of Parents' Willingness to Spend on OST Activities Monthly 103

Table 19. Summary of Items 19 Revealed Amount of Dollars Parents willing to Contribute to Afterschool Activities 104

Table 20. Summary of Items 19 Revealed Amount of Dollars Parents willing to Contribute to Afterschool Activities 104

Table 21. Frequency and Percentage from Participants' Sub-Themes in Support of Afterschool Program 120

LIST OF FIGURES

Page

Figure 1. Overlapping spheres of influence of family, school, and community on children's learning (external structure theoretical model).....5

Figure 2. Hiatt-Michael (2008) theoretical model of curriculum design.....6

Figure 3. Elmoghrabi's four-step model for an OST program 167

DEDICATION

This dissertation is dedicated to my entire family: my wife Diana, my sons Sami and Makram, to my mother Dunia Elmoghrabi, and to my late father Sami Elmoghrabi who planted in me the value of education. I am forever in their debt; their sacrifices and unconditional love have served me as a guide to live life with integrity, become a lifelong learner, and experience life to the fullest.

ACKNOWLEDGEMENTS

This dissertation would not have existed without Chairperson Dr. Diana B. Hiatt-Michael. She believed in me and invested countless hours providing me with direction and the encouragement to face my challenges throughout the entire process. Dr. Michael is the role model I was in search of, a distinguished person who upholds a standard of quality research and demonstrates leadership characteristics. She served as a mentor as I fulfilled my purpose during this seemingly-endless journey of dissertation completion. I am forever in debt and grateful to her for her patience and outstanding example. Through her guidance and support I realized my dream.

I am extremely grateful to my other committee members, Dr. Tomas Johnstone and Dr. Farzin Madjidi, for their support and guidance throughout this process. Dr. Johnstone has been with me every step of the way. He always found the time out of his busy schedule to guide and assist me during critical junctures. Dr. Madjidi's guidance assisted me in designing this study for reliability and validity. I would like to extend my thanks and gratefulness to the school personnel, the administration, the parents, and all community members who participated in this study. Also, I am thankful to Dr. Paul Foster, Dr. Doug Neufeld, and my colleagues Denise Bertrand, Delia Castillo, Angela Hackworth, Faith Hardridge, and Jessica Boro for their assistance in the coding process and data collection. All of you have encouraged me throughout this process. A special thanks to editor Ardell Broadbent for providing an excellent quality of work.

Finally, I am grateful to my family for their support during my journey in the doctoral program. Several friends and relatives have played a positive role during the data collection for this study. I would like to thank my first cousin Chadi Almoghrabi,

his wife Jouhina Hatoum, and daughter Clodia for their assistance in the process of distribution and collection of parent surveys. Also, a thank you to my next door neighbor for acting as subject for a pilot survey and Arie Cash for her assistance in the design of the parent survey and interview questionnaires.

VITA

Samir Sami Elmoghrabi

EDUCATION

Pepperdine University Graduate School of Education and Psychology

Doctorate in Education: Organizational Leadership. May, 2012

University of Phoenix

Master of Business Administration: Marketing. March, 2008

Bachelor of Science: Business Management. August, 2006

HISTORY OF SELF-EMPLOYMENT

- 1992-Present. Business owner and manager for multi-location retail outlets. Southern California
- 2005-Present. Property Management: Manager Universal Plaza Office Park. Baton Rouge, Louisiana

CONFERENCE PRESENTATIONS

Study presentation at the 16th International Roundtable on School-Family-Community partnership. Vancouver, Canada. April, 2012

ABSTRACT

Communities that fall in the category of middle to low class economics are in critical need for Out-of-School Time (OST) programs to supervise students while parents are working; however, these numerous communities do not qualify for OST government funding. The purpose of this study is a needs-assessment for a middle school that does not qualify for government funding. Of 974 parents, 325 participated in a comprehensive survey. Eleven school personnel—including top administrators, teachers, and staff—and 6 community members including the city mayor, director of an OST program, president of school board of education, a business leader, and 2 library administrators participated in long open-ended interviews.

Primary findings were that only 14% of middle school students are attending OST program(s), though 93% of parents and all interviewee participants believed there is a need and supported an OST program for the school site. Financial limitations are the main barriers for 43% of parents, and 85% agreed that their children would like to participate in OST activities.

All interviewees and 85% of parents believed in diverse programs (academic enrichment and recreational), 67% of parents prefer OST period from 3-6 p.m. 35% of parents committed to $7 a day, 45% were willing to contribute to OST materials, 38% committed to volunteering 1 day a month, and the business community is willing to provide one individual daily in support of OST program. Based upon the results of this study, the following 6 conclusions were made:

- Parents, school personnel, and community members are concerned about adolescent activity from 3 to 6 p.m. as they await rides home.

- Stakeholders believed an expanded OST program is needed.
- Strong support existed for a district-housed convenient and affordable OST program.
- Stakeholders desired a combination of academic, sports, and cultural enrichment activities.
- Stakeholders were unaware of the need for and avenues for collaborative effort toward an OST program.
- The study developed 3 needs assessment instruments and a 4-step model for developing an OST program and recommended gathering students' opinions for future studies.

Chapter 1: Problem and Purpose

Education has a primary responsibility for cultivating and civilizing the lives of individuals and the communities to which they belong (Bergstedt, n.d.; Kendall, 1968; Obama, 2011; Tyler, 1976). Life in the 21st century requires a well-educated workforce to be eligible for jobs that are available now and jobs that will be available in the near future ("Ask Arne," n.d.; Council for Adult and Experiential Learning, 2008; Obama, 2010, 2011). Thus, all possible options for quality education should be made available to public schools and the students that they serve.

During the past decade, programs and activities taking place during out-of-school time (OST) for K-12 schools have made critical contributions to the future academic success of participants (Harvard Family Research Report, 2002; Kreider & Westmoreland, 2011). Approximately 6.5 million participants in OST programs are supported by parents, families, and public funds (Afterschool Alliance, 2010). In a summit report on OST, the Harvard Family Research Project (2002) stated that "Regular attendance in high-quality programs is associated with academic performance, task persistence, improved work habits and study skills, and social skills" (p. 1).

The U.S. Department of Education (2011) established and continues to support 21st Century Community Learning Centers as part of public funding for OST programs across America. These funds are used to create community learning centers that provide academic enrichment opportunities for children that attend low-performing schools and schools in high-poverty areas. These OST programs help students meet state and local standards in core academic subjects, such math, science, and technology.

Despite the significant number of students participating in OST programs, Afterschool Alliance (2010) and National League of Cities (2001) polling data indicate that an additional 15.3 million children would be ready to participate if quality programs were available in their communities. This report also provides evidence that opportunities exist to replicate and disseminate OST projects across the country for the benefit of these children. According to the Harvard Family Research Project (2002), OST programs report that the largest numbers of participating children are in elementary school programs and increasingly fewer children are in the upper grades. However, societal concerns about school drop-out rates, teen pregnancy, working parents absent from the home after school, delinquency, and teen crimes indicates the needs for teens to attend OST programs at their local school. Children attending middle school are entering puberty and beginning to discover their own personality and attitudes (Lumsden, 2003). They are too old to be told what to do, and yet too young to be left without supervision (European Research Network About Parents in Education, 2011; Shumow, 2009). Children at this age are exposed and vulnerable to harmful activities such as drugs, violence, and/or early sexual activities (Afterschool Alliance, 2010; Apsler, 2009; Finke et al., 2002; Moores, 2010; National League of Cities, 2001; Tebes et al., 2007; Wilgoren; 2000). All of the above could lead to school dropout and a disadvantaged adulthood.

The goals of OST programs are not only for students to develop academically. The programs are also aimed to help students develop academic competency, interact successfully with peers, sustain family involvement, interact with other age groups as younger students learn from older youth, and contribute positively to their communities.

The short-term goal of the program is to supervise and engage students after school; however, the long-term goal is that such programs continue to influence students for years to follow with positive behaviors and interest in college and higher education.

Statement of the Problem

For decades, state and federal governments have supported and funded OST programs for low socio-economic status school communities. Progressing successfully through school is an important pathway to further education and is positively linked to higher levels of employment and workforce participation (U.S. Department of Education, 2010). However, communities that fall in the category of middle to low class economics are in critical need for OST programs to supervise students while parents are working; these numerous communities do not qualify for OST government funding programs such as 21st Century Community Learning Centers and ASES (After School Education and Safety).

Out-of-school time has become a vital factor in students' success (Afterschool Alliance, 2010; Harvard Family Research Project, 2002; Faloush, 2002; U.S. Department of Education, 2011). Estimates suggest that more than 7 million children in the United States are without adult supervision. During this unsupervised period, youths can develop habits leading to negative outcomes such as academic behavioral problems, drug use, and other types of risky behaviors (Durlak & Weissberg, 2007; Weissman & Gottfredsom, 2001).

Statement of the Purpose

The focus of the study is a needs assessment regarding OST programs for middle schools that do not qualify for federal and state program funding such as 21st Century

Community Learning Centers and ASES (After School Education and Safety). The study sought to develop a model and data driven tools for OST program development that could readily be used by other schools. In addition, this research is a needs assessment for the benefit of parents, school personnel, and community members who would be involved in a new or revised OST program. The purpose of this study is to assess the current situation of these youth, gather suggestions from stakeholders, and provide recommendations for OST program to fulfill the needs of students, their parents, and the school site. The study's intent is twofold: first, to create a measurement tool to determine the status quo of school personnel, parents, and student perceptions of OST opportunities at their school site, and secondly, to describe what types of OST programs BAY students and parents desire.

Research Questions and Hypothesis

This study explored the following research questions:

1. How do parents, school personnel, and community members perceive selected middle school students are spending their time from 3-6 p.m. on school days?
2. What would parents, school personnel, and community members want these middle school students to be doing from 3-6 p.m. on school days?
3. How would parents, school personnel, and community members support an OST program?

In addition, this study tested the following hypothesis regarding the parent survey that corresponds to the research questions: There is no significant difference between the perception of parents with district attendance permits and those parents within the district on any item on the parent survey.

Theoretical Basis of Study

Epstein's theoretical model of overlapping spheres of influence on children's learning: Family, school, and community. This study is based on Epstein's (2001) theoretical model in which family, school, and community spheres of influence are interconnected, with the child at the center (see Figure 1). Epstein believes that these three spheres of influences should work collaboratively to benefit children. This model emerged from Epstein's sociological background and her many studies on factors that promote student academic achievement.

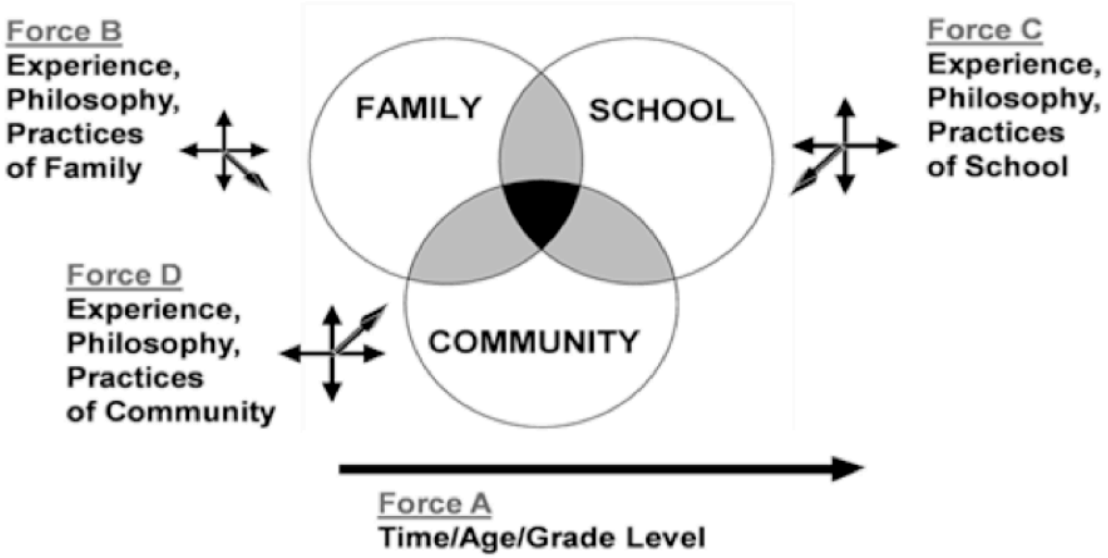

Figure 1. Overlapping spheres of influence of family, school, and community on children's learning (external structure theoretical model). Adapted from "Six Types of Involvement" by J. Epstein, n.d. Reprinted with the permission of the author.

Hiatt-Michael theoretical model of curriculum. This research uses Hiatt-Michael's theoretical model of curriculum design to guide the study. For this study, the social curricular orientation at the institutional level of decision making was selected (see Figure 2). The design was based on Tyler's (1949) concept of a needs assessment. His

concept suggests that a need is a gap between what is and what should be according to the learner, the society, and the subject matter experts. This study focused on the perspective of parents, the community, and the school faculty. The purpose of the present study was to conduct a needs-assessment of parents, school personnel, and community members who would be involved in a new or revised OST program. Also, this study is designed to assess the current situation of these youth, gather suggestions from stakeholders, and provide recommendations for OST programs to fulfill the need of students, their parents, and the school site. The use of Hiatt-Michael model can assist decision-makers (e.g., school, parents, and the community) making effective choices for the benefit of child development.

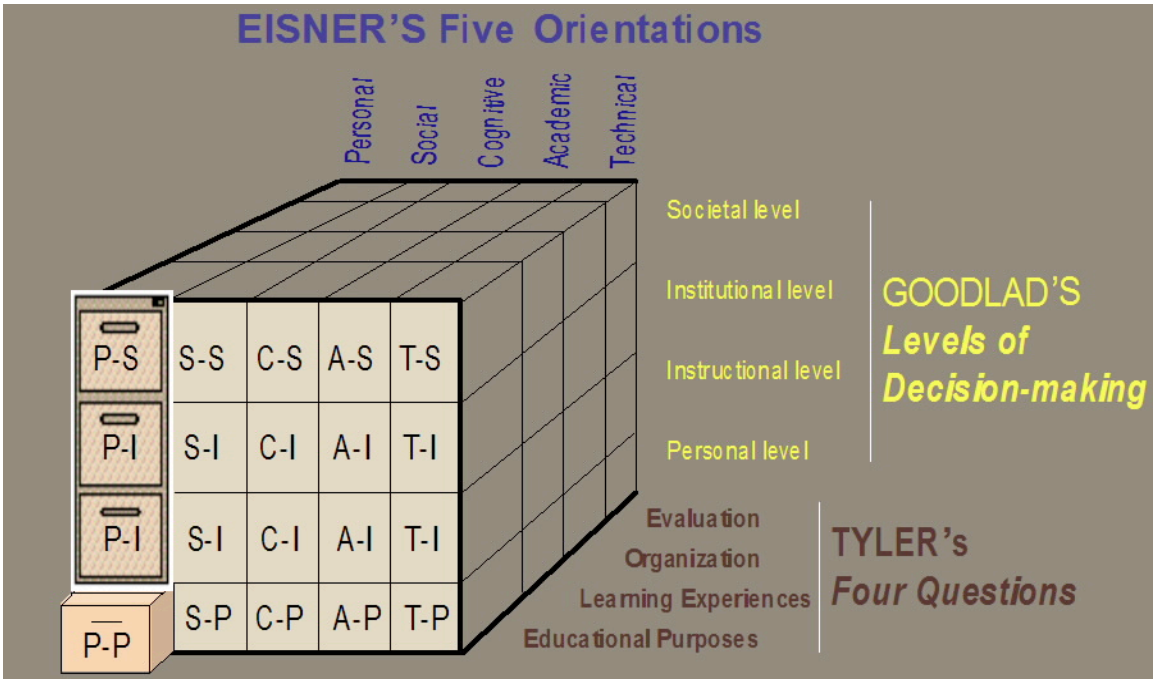

Figure 2. Theoretical model of curriculum design. From Teaching, Curriculum, and Community Involvement (p. 52), by D. B. Hiatt-Michael, 2008, Charlotte, NC: Information Age. Copyright 2008 by D. B. Hiatt-Michael. Reprinted with the permission of the author.

Significance of the Study

The significance of the study was to develop methodology tools to build a greater understanding of the impact of afterschool programs on parents and students on permit and local, particularly concerning their future at BAY and other middle schools. The study was designed to produce findings that have theoretical, methodological, and practical significance.

Theoretical significance. This study sought to extend Epstein's (2001) theoretical model to include OST programs. Family and community involvement in OST programs involves the social and economic activities within the community. This study relates to Shumow's (2009) stated need for "theory related to the developmental need of adolescents and their parents; developing trust in partnerships among families, the youth, the communities, and school personnel" (p. 1).

Methodological significance. A needs-assessment of OST programs was a critical aspect of change that can lead to modification in current programs and or identify the needs for new programs, in which, stakeholders (e.g., students, school personnel, parents, and community members) can learn and improve their understanding of the issues. In this study, the researcher hopes to serve as conduit for this impulse as we touch on exciting concepts and provide groundwork for future studies.

This study prepared new tools to seek school personnel, parent, and student perceptions of *what is* and *what should be* regarding OST. These tools were pilot-tested and applied. In addition, the researcher developed creative ways to gather data from the three groups of stakeholders, adhering to strict standards of objectivity, comprehensiveness, and protection of human subjects.

Practical significance. The significance of the study is that is aimed to positively impact local students. During the period of the study, there was only one OST program that offers adult supervision from 3-6 p.m. However, BAY school offers homework assistance and dancing classes for a period or two during the OST, but limited to certain days of the week, and only having 10% or less participation. Therefore, this school is in need of an OST program that offers students activities chosen by parents and students together to adequately fit student needs and ensure that working parents' children are under constant supervision. One of the researcher's goals is to promote the offering of diverse programs that fulfill students' needs for afterschool service. One goal of the parent survey was to gather information regarding: (a) how existing programs for students and families are meeting the needs for afterschool programming in terms of availably, quality, type of programs, and location; (b) what factors contribute to parents' and students' decision to choose one afterschool program over another; and (c) the strengths and challenges of the existing privately operated program HIP (e.g., financial, location, fulfillment of students' needs). These goals are related to the research questions.

In addition, the findings of this study will benefit numerous schools and communities across the United States that do not qualify for government funding because their working class parents are considered above the poverty level. The study findings provided hope and descriptions of procedures along with tools and guidance for the development of quality OST programs that all students may participate and enjoy, not limited to those whose qualify for government funding based on economic status. From the findings emerged a 4-step model that can be utilized by each school site to identify

program elements that will fulfill the community's OST needs. To accommodate communities' different needs for OST activities, this study provides assessment tools that will enable other researchers and program planners to identify their unique needs and develop corresponding OST programs, programs that will improve student achievement, improve satisfaction with learning, support social relationships, enhance physical well-being, and enrich lives. The significance of the study is that OST programs development and implementation can deliver a positive impact on the students' lives, the schools, the parents, and the communities.

Key Definitions

The following definitions will be used throughout this study:

- Needs assessment: According to Fashola (2002),

> A needs assessment is a general evaluation tool that could take the form of individual interviews, surveys, focus groups, town and community meetings, parental organizational meetings, and so forth. The needs assessment is a tool that helps identify the voids in services in the community but also the ways in which these voids could possibly be filled by creating a custom-made, afterschool program that will fulfill the needs of all the players. The ultimate goal of this assessment is to establish whether or not there is a need to create or establish an afterschool program. (pp. 57-58)

- Out-of-school time (OST): OST may be defined as time outside of the state-required time limits for compulsory school attendance (Kreider & Westmoreland,

2011). The Indiana Afterschool Network (n.d.) defines OST in the following way:

> Afterschool programs offer a wide range of learning and enrichment activities that promote the physical, emotional, cognitive, and social development of children and youth. Afterschool is an all-inclusive term for youth development programming that occurs beyond the school day, including before school, after school, holidays, weekends, and summers. Some schools are integrating "afterschool" youth development programs into the school day as well. (para. 1)

- Community member: A member of the local community in a geographic area surrounding the school and who is also a member of an affected community, such as a school board, library, business, or recreation center.

- Parent: The term parent includes biological parents and those persons who legally assume the parental role.

- Permit students: California Education Code sections 46600-46601 defines the process of permitting students in this way: An inter-district transfer or reciprocal agreement is when parents or guardians wish to enroll their child at a school other than the designated school that is in their attendance area (California Department of Education, 2011).

- School administrator: School administrators, such as superintendents and principals, make public education work. They serve as liaisons for the

government. Administrators develop academic standards and programs and allocate funds to schools. California Education Code sections 41400-41409.3 define school administrators as employees of a school district, employed in a position requiring administrative certification qualifications (Justia, n.d.).

- Teacher: California Education Code section 41400-41409.3 defines teachers in the following way:

> Teacher means an employee of a school district, employed in a position requiring certification qualifications, whose duties require him or her to provide direct instruction to pupils in the schools of that district for the full time for which he or she is employed. (Justia, n.d., para. 6)

- Parental choice: Parental choice means giving parents the right to choose the specific public schools their children attend, rather than having them assigned to a school based solely on place of residence. A key component of the No Child Left Behind Act (NCLB) of 2001 was to provide options to parents whose children had been attending Title I schools identified for improvement or restructuring due to failure to achieve adequate yearly progress toward state standards for 2 years. Under NCLB parents were given two options: (a) transferring their children to another school in the district that is not in need of improvement, or (b) enrolling their children in supplemental education services (e.g., tutoring) in addition to instruction during the school day (U.S. Department of Education, 2010).

Key Assumptions

First, the researcher assumed that OST programs provide valuable education opportunities for youth. These opportunities enrich the students' lives and promote academic enrichment. Second, school district personnel will support OST programs because these programs are better for students' safety and adolescent development than unsupervised time. Third, OST participants (parents, students, and school personnel) will be honest in their responses to the study tools. Fourth, the researcher assumed that parents and students possess sufficient knowledge of OST programs to serve as the primary data sources for this study. Lastly, the study assumed that school administrators, including district superintendent and the administrators of BAY, would support the study, as the findings could benefit the students, the parents, and the school.

Limitations and Delimitations of the Study

This study was limited to self-report by parents, community members, teachers, students, and administrators at one school site. Also, this study's focus was limited to the need for an expanded OST program.

Summary

For nearly 2 decades, evidence has been mounting regarding the value and benefits of OST activities. OST responds to research data that revealed many children were unsupervised from 3-6 p.m. This leads to community concerns regarding adolescent behavior if adolescents are unsupervised. The overall goal of this study is to improve understanding of needs for OST programs, which may in turn help improve student achievement and provide cultural enrichment opportunities. The study is a needs-assessment, a systematic process to acquire an accurate and thorough picture of the needs

for the BAY school community for an OST program. The study will adopt Epstein's (2001) theoretical model of overlapping spheres of influence of family, school, and community on children's learning. The study utilized selected school personnel, selected community members, and parents of all students at BAY Middle School in Southern California. The next chapter will address the sociological changes in America that led to the development of OST programs, the recent history of OST programs, adolescent development, and findings from studies on OST programs in the United States.

Chapter 2: Review of Literature

The literature review begins with a review of historical events and underpinnings for OST programs in the K-12 educational system, societal changes leading to the need for OST programs, and a recent history of policy and social change affecting education and OST programs. This overview sets the stage for understanding the initial need for and development of OST programs.

Next, the review turns to look in depth at the functions of OST programs overall, followed by descriptions of specific OST programs, organized by their main impetus or intended purpose. This section includes a discussion of adolescent development in academics, as well as physical, emotional, then social and civic development. The review addresses research on OST program outcomes.

Turning from a discussion of what effective programming currently exists, the discussion next turns to a focus on understandings needed for new program development to meet specific needs of specific schools. This discussion follows a chronological frame for the program development process, moving from evaluation of currently existing programs; theories and models of needs assessment; theory of curriculum design; attention to overlapping spheres of influence (school, family, and community); then finally to the need for leadership by invested individuals to champion the development of a sustainable OST program for a specific location.

Historical Underpinnings of OST Programs

Historical beginnings. OST programs date back to the late 19th century when philanthropic settlement houses began to help numbers of immigrants to acquire English and cultural skills when they reached the shores of America and settled into urban centers

(Bodilly & Beckett, 2005). The authors continued that poverty, lack of labor skills, and lack of English-language proficiency made it difficult for immigrants to survive in the new urban economy. Childcare centers, extended school days, afterschool programs, and family involvement in schools all emerged in communities during the great depression.

In the early 20th century, daily life was a struggle for farm families, and schools in rural areas operated around the farmer's calendar (Bodilly & Beckett, 2005). Children did not have much playtime to enjoy during their childhood. Instead, children started working in the fields as soon as the weather permitted and as soon as they were strong enough. These children were employed by their parents and did not have free unsupervised time. Children who lived on farms had daily chores before and after attending school. Farm children's chores were critical to farmers' survival. They included hauling water, gathering eggs, tending to the garden, filling the wood box, milking cows, feeding cattle, and harnessing horses. On October 29, 1929, also known as Black Tuesday, the stock market crashed, signifying the official beginning of the great depression. During the great depression, unemployment reached 25% for American workers. No jobs meant no money to pay mortgages or buy food. Many people living in cities lost their homes, and many farmers who lived in rural areas lost their farms. In previous depressions, farmers were usually safe because they could at least feed themselves and their families. Unfortunately, during the great depression, the great plains were hit hard with both a drought and dust storms. During the dust bowl years in the 1930s the weather destroyed nearly all the crops that farmers tried to grow on the Great Plains. The high unemployment rates and the destruction of crops forced many families who lived in the great plains to pack up their children and belongings and move

west (Reinhardt & Ganzel, n.d.a). In addition to the economic hardship people suffered during the great depression—including unemployment, poverty, homelessness, and food shortages—the K-12 educational also system suffered. Many public schools closed due to lack of funding, and the ones that stayed open had to limit their classes to reading, writing, and arithmetic (Jensen, 2008).

Movement to the city and effects of World War II. Life for children drastically changed during the 1930s and 1940s. As economic challenges affected farm closures, farmers and farmhands moved to cities for jobs (Reinhardt & Ganzel, n.d.b). During World War II, many American mothers had to provide for their families as their husbands helped defend their country. American culture backed this work effort because the country needed workers in the nation's shipyards and factories to support the war. As a result, these mothers needed supervision for their young children during work time (Tuttle, 1995). In response, the Federal Lanham Act was authorized in 1943, providing federal funding for states to run child care services for working mothers during World War II (Children Now, n.d.).

During the World War II era, significant numbers of women entered the ranks of factory workers, helping American industry meet the wartime demand for planes, tanks, ships, and weapons. Between 1940 and 1945, the female labor force grew by 50%, the percentage of married women working outside the home increased from 14% to 22.5%, the percentage of women workers employed in factories increased from 20% to 30%, and the percentage of women employed by defense industries quadrupled; between 1943 and 1945, polls indicated that 61% to 85% of women workers wanted to keep their jobs after

the war, and 47% to 68% of married women workers wanted to keep their jobs after the war (Children Now, n.d.; Williamson, n.d.).

It is widely believed that the term *latchkey kid* originated from a 1944 NBC documentary (K12 Academics, 2011). Latchkey referred to the key that students hung around their necks in order to get into their homes or apartments after school, but before their parent returned from work (Hiatt-Michael, 2008). These children came from school to an empty home during and after World War II when one parent enlisted into the armed forces, and the other (in most cases the mother) worked outside the home. Despite critics who claimed that daycare destroyed the mother-child relationship, especially for children under the age of 2, Tuttle (1995) states that happy stories of child day care success began to replace the sad tales of latchkey children in 1943. Based on this positive image and the Federal Lanham Act of 1943, this bill provided federal funding for states to pay child care services for working mothers during the World War II. Private industries entered the field of child care, especially organizations that were federally contracted, in efforts to attract female workers to their factories. In 1942, President Franklin D. Roosevelt allocated funds to the U.S. Department of Education and the Children's Bureau for the promotion of and coordination of Extended School Services programs to care for the children of working mothers (Lanham Public War Housing Act, 1942; Riley, 1994).

Background for OST programs in the State of California. During the great depression and throughout World War II, school buildings became a symbol for community gathering, providing opportunities for parents and neighbors to get together and for students to show what they had learned (Hiatt-Michael, 2008). In small communities, social life for family and community members often occurred at the school

site, since public schools transcended religious and business boundaries. Schools supplied the stage for the farmer as well as the suburban city resident to come together as a community.

Funds from the Lanham Act had created many child care centers throughout the state. The afterschool program model was adopted by the California Department of Education and continued after the federal support ended in 1946 (Hiatt-Michael, 2008).

In 1965, the state of California formally established the Preschool Program, modeled after the federal Head Start Program. This program was funded by the federal government in response to a growing need for equity for children from impoverished homes (Children Now, n.d.). This program mainly aimed to provide low-income families a pre-kindergarten educational experience.

In 1972, the state consolidated all childcare and preschool programs into the Child Development Act, which was later replaced by the Child Care and Development Services Act (Children Now, n.d.). In 1984, a new bill established the Child Development Division within California Department of Education to oversee all childcare and development programs, including preschool.

In 1988, Proposition 98 was approved by voters, guaranteeing a minimum amount of funding for public education, including child care development programs (Children Now, n.d.). A court decision in 1992 affirmed that also private school non-school district child development would be part of Proposition 98 base funding. In 1991, in order to increase the numbers of child development professionals, the State of California passed State Bill 965 This bill created a student loan forgiveness program for child development

teachers and supervisors willing to work in licensed child care centers, especially those that served low-income families.

In 1998, voters passed Proposition 10, which raised revenue to fund early childhood programs including school readiness initiatives for children ages 0-5 (California Department of Education, n.d.; Children Now, n.d.). In 2003, the California Department of Education created the California Preschool Instructional Network using federal dollars; this organization provided professional development, current research information, and technical assistance to preschool teachers and administrators.

Societal Changes Increasing the Need for OST Programs

The 2 decades following World War II brought critical changes to society, in particular to inner city youth. The growth of youth alienation, drug abuse, and violent crime changed the focus of OST programs (Bodilly & Beckett, 2005). The revised focus became the provision of a safe haven for youth. OST programs shifted toward the prevention of violence and criminal activities, promoting productive youth development, and academic enrichment.

The last several decades have seen significant social and economic changes that increased both the demand and supply of OST programs. The main reasons for the increase are women's increasing educational levels and greater numbers of single women in the general population, resulting in more women entering the labor market (Bodilly & Beckett, 2005). According to the Statistical Abstract of United States (U.S. Census Bureau, 2003), in the 1970s approximately 21% of women with children entered the workforce, and by the year 2002, 73% of women with children were in the workforce.

Family structure and child-rearing changes. Housekeeping and raising a family were considered the ideal female roles after World War II and during the 1950s. However, women also were remaining in or entering the workforce at unexpected rates (Bodilly & Beckett, 2005). The cost of living rose gradually, which was one of the main reasons for women to join the workforce. Immediately after the war, the number of working women had dropped, but by the 1950s, the number began increasing again. By 1956, adult working women represented 35% of American's workforce, and nearly one quarter of married women were members of the labor force. In 1959, two out of five women with husbands and school-age children worked outside the home (Bodilly & Beckett, 2005; Cengage; 1994). With unprecedented numbers of women entering the workforce and pursuing careers in a booming economy after 1945, a critical need emerged for child day care and supervision.

The 1960s and 1970s brought a great deal of changes to family structure in the United States. More mothers were departing from traditional roles as housewives and entering the paid workforce out of economic necessity. This change occurred at the same time as a decline in fertility rates and an increase in divorce rates throughout the country. These specific issues had a profound effect on children. Adjustments had to be made to account for the part- or full-time absent mothers who were away from home during the week, leading to vital changes in child-rearing practices (Williamson, n.d.).

During the 1970s and 1980s, the emergence of more single-parent families led to significant changes in child-rearing practices. The reduction in the presence of both biological parents in the home, the rise of mothers' employment, and the increased rates of family separation and divorce led to the growth of the child care industry (Williamson,

n.d.). The numbers of single and married women in the workforce has been growing rapidly since the 1960s. In 1970, 16% of married women worked full time compared to 40% in 1992. The percentage of child care provided by day care centers had increased from 6% in 1965 to 28% in 1990. Other major options for child care began to develop in recent decades, including staggered work hours that allow parents to meet all child care needs themselves; care by relatives; hiring babysitters, nannies, or housekeepers; and arranging for child care in a private home or public facilities (Encyclopedia of Children's Health, n.d.).

During the 1980s and 1990s, two key changes in family structure dramatically affected child learning and development: first, the increase of educated mothers working outside the home, and secondly, the increasing numbers of single mothers, who were even more likely to be employed outside home for family support (Epstein, 2001). Such changes increased the demand for OST programs during before and after-school hours, summer break, and holidays.

Adolescent life and behavior changes. The late 1970s and early 1980s witnessed an unprecedented growth in negative adolescent behaviors (e.g., delinquency and drug use), which became a source of concern for communities across the nation. This concern led to an increase in funding of school programs designed to prevent youth violence and negative behavior. These adolescent behaviors reflected negatively on educational institutions across the country in terms of academic achievement within the youth community (Bodilly & Beckett, 2005). From 1980-2000, violence in the United States rose and fell again. From 1983 to 1993, violence increased in association with the use of firearms (Encyclopedia of Public Health, n.d.). The causes of violence among

adolescents vary. Some influences could be traced back to early aggression in childhood, child exposure to family or neighborhood violence, poor child-parent relationships, drug and alcohol use, gang membership, poor school performance, and residing in poor communities with diminished economic opportunities (Centers for Disease Control and Prevention, 1997).

Drug abuse prevention. Drug abuse is and has been a strong risk factor among adolescents since the War World II. The National Institute on Drug Abuse (2003) noted that prevention planners need to consider their target audiences and implement programs that provide support appropriate for each development stage. The U.S. Department of Education through 21st Century Learning Community Centers provides Safe and Supportive Schools grants for federal and state educational agencies to intervene and improve school safety and reduce substance use. This program, authorized under Title IV grant work-study program, Safe and Drug-free Schools and Communities (SDFSC) of the Improving American's Schools Act of 1994 provides financial assistance for drug and violence prevention activities and programs in elementary and secondary schools (U.S. Department of Education, n.d.).

Recent Policy Changes Affecting OST Programs

Demand for educational equity. The federal, state, and local government public policies had to address the social and economic issues of adolescent behaviors. In the 1970s, demand for OST services grew dramatically because these new policies of educational equity ensured that all children have a fair and an equal opportunity to obtain high-quality education regardless of economic status. Governments on all levels, as well as private organizations, responded aggressively to public demand. The U.S. Department

of Education created different programs, such as Head Start and Title 1, to improve academic achievement for disadvantaged students. The No Child Left Behind Act of 2002 held schools responsible for all students' performance. Other programs have aggressively promoted OST programs, such 21st Century Community Learning Centers and Gear-Up program, which grant funding to school districts across the nation on a competitive basis to increase college readiness (Fashola, 2002).

Decline of education attainment. In August 1981, Secretary of Education T. H. Bell created the National Commission on Excellence in Education (1983) for the purpose of examining the quality of education in the United States. The commission made decisions based on information collected from diverse sources: experts on educational issues, school administrators, teachers, students, parents, business leaders, and scholars. These individuals were recruited to give diverse and vital input on issues concerning education. The result of 18 months of study, a report entitled *A Nation at Risk* indicated that U.S. society and its educational institutions had lost sight of the basic purposes of schooling and the high expectations and disciplined effort needed to attain the basic purposes (Fashola, 2002).

In 1983, *A Nation at Risk* came as a wake-up call to educational institutions across the country, particularly among African American youths. *A Nation at Risk* revealed disturbing data showing that students were scoring lower on the Scholastic Aptitude Tests (SAT) compared to 1963, as well as showing a steady decline in science achievement scores compared to students' scores in 1969, 1973, and 1977. In addition, businesses and military leaders complained that they were required to spend millions of dollars on costly remedial education and training programs for such basic skills as

reading, writing, spelling, and computation. Analysts examining the chilling observations concluded that "we are raising a new generation of Americans that is scientifically and technologically illiterate" (National Commission on Excellence in Education, 1983, para. 16). Copperman and Bhat (2009) concluded that

> Each generation of Americans has outstripped its parents in education in literacy and in education attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents. (p. 1)

Communities across the nation were frustrated by such reports. The U.S. Department of Education, under wide community pressure, has directed educational institutions to focus on core competencies such as mathematics, science, technology, and research. Thus arts and recreational programs were pushed back. With regard to social studies instruction, 33% of school districts surveyed by the Center on Education Policy (2006) reported reduced teaching time. In the 1990s, communities across America turned to selected afterschool programs to focus on missing pieces of education.

Department of Education on OST programs. In the 21st century the world has changed from an agrarian culture to a technology-driven society; education is the basis of future economic growth. America's students need to realize that their future economic stability is not a gift or a right, but rather represents the legacy of achievement in the present (Obama, 2010). The U.S. Department of Education (DOE) and the current administration, under President Barack Obama's leadership, is determined to restore the U.S. focus on producing a high percentage of college graduates. During President Obama's tenure, funding has increased through the American Recovery and

Reinvestment Act (White House, n.d.) to reach $100 billion for reforms to strengthen elementary and secondary education and to stabilize states' economic budgets during the current recession. Pell Grants for higher education have been increased to $40 billion annually to ensure that all deserving students receive an award. The administration plans to increase these awards in future years to keep pace with the rising cost of college.

Student demographics and OST intervention. Despite the growth of OST programs, the need has exceeded the pace of growth. The majority of students come from school to an empty home, to the care of relative or non-relative caregivers, or are left unsupervised in local neighborhoods (Bodilly & Beckett, 2005; Fashola, 2003; Hill, 2008). A study done by the Afterschool Alliance (2010) revealed that over 15 million U.S. K-12 children are unsupervised from 3-6 p.m. Furthermore, the study revealed that 30% of middle school students are unsupervised after the final school bell rings. The study added that 90% of parents are pleased with the OST programs their children attend, and 38% of children would participate if a program were available. The majority of students attending OST programs are elementary school level (70%), with 18% of middle school and 12% of high school students attending OST programs. While public schools are the largest providers of OST programs, other foundations such the YMCA, Boys and Girls Clubs, and religious organizations have contributed significantly to afterschool programs (Afterschool Alliance, 2010).

Subsequent use of federal grants. The U.S. Department of Education created the 21st Century Community Learning Center (CCLC) program in 1995. This program was first authorized as a national program in 1996 for the promotion of OST programs and to provide grants to schools, as well as community-based, faith-based, and non-profit

organizations and partners for the establishment of community learning centers to keep children safe during the after-school hours. The No Child Left Behind Act of 2001 recognized that improved student achievement occurs when communities implement programs and strategies that are scientifically proven to be effective. The 21st CCLC program is a crucial part of this initiative. Many communities across the nation have adopted the program and are working together with new energy and inspiration to create a more positive future for their children and youth. These 21st CCLC programs focus on constructive learning activities during OST hours. With caring teachers' guidance, schools, in collaboration with community-based academic and child development programs, generate greater academic achievement and positive social outcomes for K-12 students. Communities across the nation are concerned about what takes place during OST when children are not directly supervised. This concern was one of the motivations behind the creation of 21st CCLC. The growing demand for OST programs has created by the number of working families, the increase of violence during afterschool hours, and low academic performance in urban schools across the nation summarize the many reasons for the demand for OST programs (Fashola, 2002, 2003).

Functions of OST Programs

OST programs serve multiple functions (Kreider & Westmoreland, 2011). Some focus on providing recreational activities, some focus on academic tutoring, many offer a mix of recreation and academic focus, and some focus on vocational preparation (Lumsden, 2003). The following sections describe various functions of OST programs. The purpose and goals of OST programs are to keep all children and youth healthy and socially competent, to help them succeed in school beyond secondary education, to

prepare children for productive adulthood, and for youth to have the benefit of safe and supportive families and communities. Quality afterschool programs can provide safe and engaging environments that complement the school day by promoting learning to improve children's outcomes. While no single program or project has the only method to improve students' success, OST programs that combine academic, enrichment, cultural, and recreational activities have been successful in efforts to guide learning and engage children and youth in wholesome afterschool activities. Schools and communities have the autonomy to choose the best programs and afterschool activities that meet the particular needs of the community they serve. OST programs serve to supervise and occupy youths' time from 3-6 p.m. for multiple benefits: (a) safety as well as emotional security can be compromised for unsupervised youth and children; (b) for older youths, being unsupervised after school increases the likelihood that they will become involved in criminal activity; (c) reducing the likelihood of the development of a substance-abuse problems; and (d) reducing the likelihood of sexual activity engagement at early age and other high-risk behaviors. OST programs enhance academic enrichment and promote cognitive, social, emotional, physical, and moral growth and development.

The following are among most useful programs in child development adopted by the Iowa Department of Education to fulfill multiple purposes in child development:

- Youth leadership and character building and counseling,
- Volunteer and community service opportunities,
- College awareness and preparation,
- Homework assistance centers,
- Courses and enrichment in arts and culture,

- Computer instruction,
- Language instruction, including English as a second language,
- Employment preparation and career development,
- Mentoring and service-learning,
- Activities linked to law enforcement,
- Supervised recreation and enrichment programs and events, and
- Physical fitness, nutrition, and obesity prevention programs and activities. (Iowa Department of Education, n.d., para. 4)

OST for Recreation and Physical Development

Recreational OST programs are comprised of multiple extracurricular activities and projects in the areas of academic, music, foreign languages, sports, and fine arts. These OST programs serve the purpose of keeping children supervised after school and helping youth identify key interests at early age. Choosing OST activities can be critical to a child's development. Some day care programs that serve students K-3 do not necessarily focus on academic achievement. Instead, the focus is on recreational and cultural activities. Some programs offer activities in areas such dance, music, and karate. These programs are designed for students to make creative use of their time. These programs are mostly run by not-for-profit organization such as the Boy and Girl Scouts, the Young Men's Christian Association (YMCA), and many other organizations (Afterschool Alliance, 2010). The main goal for parents enrolling their children in such programs is for their children to explore and develop their skills and discover new talents to be pursued.

OST programs can be an essential part of physical development. Moores (2010) conducted a study in Newfoundland, Canada promoting healthier eating habits and encouraging increased physical activity, targeting children 3 to 8 years of age. The study was based on a successful intervention called Children Aiming to Choose Health (CATCH). The results of a survey given to parents and facilitators revealed that 44% noticed positive behavior changes in children who attended the program. Children had been talking and thinking about healthier foods, bringing healthier snacks to school, and were trying more vegetables at home (Kreider & Westmoreland, 2011).

Some OST programs have taken one step further in educating students on healthcare by educating youth about the benefits of fruits and vegetables and improving dietary intake among youth (Beets, Wallner, & Beighle, 2010; Moores, 2010; Robinson-O'Brien, Story, & Heim, 2009). Garden program leaders have noted improvements in a wide range of characteristics among youth, including environmental attitudes, community spirit, social skills, self-confidence, leadership skills, volunteerism, motor skills, scholastic achievement, and nutritional attitudes. Physical activity based interventions delivered within afterschool programs result in numerous health benefits, including improvements in physical activity, fitness, better blood lipid profiles, and better measures of body composition.

Creativity through arts and music. The art of making comics in an OST program can help develop young people's creativity, identity, and literacy, including building skills that support academic outcomes, especially in language arts (Khurana, 2008). In partnership with public middle and high schools in Manhattan, Education Alliance implements the School of the Future program providing OST to young people,

offering enrichment opportunities they do not usually obtain during the school day. The OST comic class proceeds after students have a snack and complete 45 minutes of homework. Students develop their own comic stories and keep each other posted about new ideas. The standards of the program involve building the following skills: reading, listening, and speaking for information and understanding, literary response and expression, and critical analysis and evaluation. The semester ends with the students showing their work in the school's second floor display cabinets as part of the end-of-year OST visual arts show. Some will continue their interest in comics over the summer, catching up on their favorite comic books or continuing to work on their original stories. Comic books are a fun project for middle and high school students, representing a productive way for students to spend their afterschool time, as well as a semester of learning, expanding literacy skills, and creating new worlds through their own design.

Music lessons have been shown to improve children's academic performance. Arts programs contribute to the development of cognitive and spatial intelligence. Music education has also been shown to increase reading skills and math proficiency, enhance linguistic skills, and improve SAT scores. OST activities can spark children's long-term interest in music, can help them to discover potential career paths, and develop competence to pursue their goals (Fashola, 2002).

OST for Academic Development

OST programs that are school-based, academic, and extended school day are different and directly connected to school work (Fashola, 2002). These types of programs usually take place on school grounds. Teachers and professionals are paid to stay after school time and run these programs. OST programs of this caliber are found to

make a difference among students that are behind in academic achievement and performing below grade level. Certainly, such programs focus on academic achievement, and their goals, outcomes, and methods of academic instruction are directly related to and aligned with what happens during the school day.

Early childhood education (ECE) entities is a term used for academically-based afterschool programs in support of the idea that children need and benefit from extended learning time to apply and deepen their understanding of concepts covered during the school day (Children Now, n.d.). They also are based on the idea that opportunities to develop social and life skills are critical to children's success.

According to Fashola (2002) as well as Kreider and Westmoreland (2011), the main reason for providing OST program stems from students' academic needs. Regardless of socioeconomic status, race, or gender, students need to have access to consistent academic help. Providing afterschool programs in a public setting provides students with credentialed teachers and professionals who can work with them on their academic subjects.

One such model was designed early on by the Harvard Family Research Project (Harris, Deschenes, & Wallace, 2011) to help older youths succeed. This model includes structured learning environments outside the traditional school day, offering academic enrichment and civic engagement for needy students. It also provides opportunities for youths to develop a positive attitude toward school and learning, with positive influences from family and community involvement.

In programs referred to as extended-day OST programs, regular school teachers and professionals are usually paid to stay at the school during afterschool hours (M.

Bergevin, personal communication, May 5, 2012). These programs are effective if evaluations take place and are used to compare students' performance with those who do not participate in OST programs (Fashola, 2002).

Categorizing academically-oriented OST programs can be effective in terms of what program to implement for a given situation and or issue. Fashola (2002) identifies four categories of OST programs. The first category includes programs that address a specific academic component of the curriculum: language arts. The second category consists of programs that address other specific areas of curriculum (such as science, math, computers, and technology) as enrichment academic programs to improve students' critical thinking skills. The third category includes tutoring programs and is aimed at improving all academic skills. One-on-one tutoring and learning take place during implementation. Tutoring programs influence all areas of the curriculum and focus on teaching study comprehension skills to low achievers.

Explore Incorporated is an extended-school-day program developed by professionals in various academic fields, aligned with national, state, and local district standards (Fashola, 2002). The program focuses on geography, entrepreneurship, history, life and biological sciences, computer science and literacy, chemistry and physics, and leadership development. When school districts adopt Explore Incorporated, the program hires certified teachers and community volunteer members to administer the sessions. The company monitors results of improvement monthly. The program is implemented in more than 30 school districts across the states of Pennsylvania, New Jersey, and Maryland.

Mindsurf is an academic afterschool program designed for students K-6 (Fashola, 2002). The program is an extended-school-day program that was created out of a partnership between National Geographic and Sylvan Learning Centers. The program focuses on academic enrichment during afterschool hours (3-6 p.m.), while at the same time creating safe and fun learning opportunities for students. This program requires certified teachers to oversee the project. In addition to homework activities and study skills, students are encouraged to engage in various club activities based on their personal interests, in which they learn to work with each other and teachers. Furthermore, the Mindsurf program encourages more activities for students at home; students receive individual activity kits that provide tips on neat homework completion and good study skills and habits.

Language arts OST programs. Many OST programs have been designed, implemented, and even evaluated and widely replicated across the country, to provide enriching opportunities for students in language arts. Books and Beyond is an OST program aimed at encouraging students in Grades K-8 to read more recreationally and watch less television (Books and Beyond, 1995). Junior Great Books (Freiertag & Chernoff, 1987) a curriculum of interpretive reading, writing, and discussion is an afterschool program that promotes cognitive processing in reading comprehension and literacy among children in Grades 2-12. The program emphasizes three kinds of thinking: factual, imperative, and evaluation. Children explore these three types of information about text using methods of shared inquiry and interpretive questions, where they learn that there is more than one answer to a question. The Center for Research Policy at the University of Memphis developed an Extended-Day Tutoring Program

operates in public schools (Fashola, 2002). This program was piloted in Memphis, Tennessee for the first year. The goal of the program was to improve the reading performance of students in Grades 2-4 by group tutoring during afterschool hours using the language arts curriculum and materials from the Success for All programs.

Success for All is an early intervention educational program designed to provide a rich and full curriculum in reading tutoring to increase students' reading performance starting at kindergarten. With 20% first grade failures annually, students begin to have poor motivation and low self-expectation that may lead to delinquency and dropout in the future (Madden, Slavin, Karweit, Dolan, & Wasik, 1991).

Mitchell (1996) describes Imaginitis Learning System as a cooperative learning afterschool program focused on language arts learning for students in Grades 3-12. The goal is to expose participants to skills needed for effective and productive learning. For schools that adopt the Imaginitis Learning Programs, teachers are provided with a one-day training session that emphasizes the principles of collaborative learning. The program was evaluated at four different sites across the nation; the results showed that participants who have been involved in Imaginitis developed cooperative learning skills and enhanced their mastery of academic skills. They also exhibited improved problem-solving skills and could resolve conflicts effectively (Fashola, 2002).

Other reading improvement programs have been replicated across the nation. Murfreesboro Extended School Program began in 1996 in Murfreesboro, Tennessee with an academically focused program including recreational elements (Jones, 1994). Project Success Enrichment was developed in 1995 to enrich language arts skills among gifted and talented students, including low-income students. The Exemplary Center for

Reading Instruction was designed to improve reading ability and writing skills for elementary students. Some of those programs showed academic effectiveness in terms of school attendance and academic enrichment during evaluation (Fashola, 2002).

Many elementary schools implement OST programs that focus on improving study skills. Usually, these programs are intended for students that are performing significantly below grade level (Morris, 1990). The Howard Street Tutoring Program was developed to serve students in Grades 2 and 3 who were reading below grade level. Book Buddies is another program developed for first grade students whose teachers identified them as struggling with reading. The program's staff is comprised of college graduates who are in training to become tutors. Other programs offer similar programs, such as Help One Student To Succeed, Reading Recovery (with AmeriCorps), the Intergenerational Reading Program, and the Early Identification Program (Wilbur, 1995).

Fashola (2002) notes The Voyager Expanded Learning Program as an extended-school-day privately funded program (before and after school, summer, and intersession). Voyager Learning Company, founded in 1996, created this learning program to provide an in-school reading program, reading and math intervention programs, and professional development programs for school districts throughout the nation. The programs are designed in collaboration with subject area experts and are aligned with state and national standards. Furthermore, the program offers teachers professional development in research-based reading instruction. The program focuses on struggling students, strengthening their math and science foundation and accelerating their learning to grade level.

Mathematics programs. Mathematics and science become especially relevant in middle school. At this age, children often start thinking about their future and what they want to become. Targeting middle school students in the areas of math and science is essential; this is the time when children often begin to perceive math as a hard subject. Educators often need support in working with students in this critical development period (Bodilly & Beckett, 2005).

Students' understanding of mathematics increases when they are engaged in real-life issues and experience *problem based-learning* (National Council of Teachers of Mathematics, 2000). Problem based-learning is defined as a curriculum and process (Maricopa Center for Learning and Instruction, n.d.). It is therefore critical that educators create learning opportunities that engage students so they feel confident in their ability to solve mathematical problems as well as recognize that mathematics are relevant in their everyday lives. When students have real life opportunities to investigate mathematical issues and ideas collaboratively in order to discover multiple strategies, they build a deeper understanding of mathematics (National Research Council, 2001).

Two elementary schools in New York City are annually engaged in an OST mathematics program called In Addition (McVarish, 2008). The In Addition afterschool program's goal is to create an opportunity for students to develop critical thinking skills and problem solving competencies. Besides learning mathematics, the program aimed for students to develop social competencies. For instance, participants learned to be members of a support network that included family, teachers, and community. Throughout this OST program, students learned math beyond the classroom and reached out to other children; parents also had opportunities to nurture children other than their

own. The emphasis on relationships engenders family, a social network, and community to support and strengthen growth and youth development .

Science programs. Hands-On Science Outreach (HOSO) is an extended-school-day and afterschool program developed to encourage all students, including minority and low-income children (Goodman & Rylander, 1993). This program aims to improve problem-solving skills, encouraging students to have fun learning science and being engaged in scientific inquiry. When schools and community groups adopt HOSO, they are usually provided with adult leaders, training activities, program activities, and materials for children to take home. Sierra Research Associates evaluated the program in 1993, and the results showed that participants made statistically significant gains in their understanding of science compared to the study control group. Participants understood science and displayed significantly better knowledge of content (Fashola, 2002). Other programs, such as Camp Fire Boys focus on nature study, and 4-H includes science as a basis for better agricultural education.

OST for Emotional Development

Youth attending afterschool programs can help students make progress in self-esteem and self-confidence, as well as enhanced social skills (Fashola, 2002). Positive youth development in OST programs is defined as building social support, developing a sense of belonging, engaging in challenging experiences, and receiving opportunities to develop competencies (National Center for Education Statistics, 1998). Classroom research has shown that beginning with the middle school grades, academic self-concept shows a sharp decline. This gap might be filled by afterschool environments that offer students' opportunities to view themselves in different roles and identities, take initiative,

regulate their emotions, and develop rational skills. The Valued Youth Program, funded by the Coca-Cola Corporation, was designed to increase self-esteem and school success of at-risk middle and high school students (Coca-Cola Valued Youth Program, 1991).

OST for Social Development

Fifth Dimension (Laboratory of Comparative Human Cognitive, 1994) is an extended-school-day afterschool program was developed at the laboratory of Comparative Human Cognition of the University of California, San Diego. The program is designed based on Vygotskyan theory and perspective. Vygotsky's (1978) social development theory argues that social interaction precedes development; consciousness and cognition are the end products of socialization and social behavior. The program is intended to enhance work-study habits; social skills; consciousness; working collaboratively with others; following instructions and problem solving; and improving academic achievement in mathematics, reading, and word problems (Fashola, 2002).

Family involvement. Family involvement in schooling gained momentum after the No Child Left Behind Act in 2001. In a way, the act invited families to take responsibility in child learning. The Harvard Family Research Project (Little, Traub, & Horsch, 2002) introduced the concept of complementary learning, the idea of integrating school and non-school support in systematic ways to ensure learning and positive development for children and youth. The U.S. Department of Education findings regarding parent involvement began to surface in the 1960s, primarily for disadvantaged students and families who needed help preparing preschool children, to break the academic cycle of failure that threatened their children (Epstein, 2001). Family

involvement is widely believed to be a critical aspect of child development and future success (Harvard Research Family Project, 2002; Hiatt-Michael, 2011).

Foundation Inc. (Hamilton & Klein, 1998) is an extended-school-day program that serves K-12 students. Founded in 1992, the program is similar to others but has an emphasis on bringing together children, families, schools, and communities on school grounds with a focus on academic enrichment during after school hours. The program requires certified teachers with bachelors' degrees and sometime masters' degrees in education or other related fields, such as psychology, sociology, or social work. The staff is directly responsible for academic service delivery, which consists of certified academic tutors. In addition, the program opens the door to community volunteers, including college and university students, to offer their services in many capacities. Foundation Inc. operates 20 programs and provides technical support and assistance to numerous programs across the nation (Fashola, 2002).

Los Angeles's Better Educated Students for Tomorrow (LA's BEST) is an OST, educational, and enrichment program designed to serve and create a safe environment for students living in the City of Los Angeles, as well as to provide students with enhanced educational enrichment and recreational activities (Brooks & Herman, 1991). The program has served thousands of students. Academically challenged and financially disadvantaged students are the target population of the program. LA's BEST encourages parents to attend family-oriented events citywide. The events are combinations of fun activities and workshops that help parents resolve their issues. The goal of these events is for parents to become more familiar with parenting issues, and eventually take part in their children's learning (Fashola, 2002).

School involvement. School involvement in OST programs is a key to the success of such programs. All public schools are part of a school district; family and community involvement depends, in part, on the district's support and creation of systematic programs that invite family and community for school engagement. Best practices for school involvement include creating the culture of school-family partnership, connecting school-family partnership to school improvement initiatives and performance, and organizing schools' resources to create a structure of support that establishes and sustains a strong partnership (Little et al., 2002).

OST for Civic Development

Traditional educational components such as civics education have been taken out of the modern school day due to the tremendous pressure on school systems to meet academic standards (Hall, 2008; Hall, Yohalem, Tolman, & Wilson, 2003). OST programs can fill the gap in civics education. The county of Bronx, New York, developed an OST program called Urban Debate Leagues in which local students engaged in democratic debates to encourage civic education and engagement and to strengthen their communication skills. Renewed attention to civic education may help moderate adverse teen development (Galston, 2007).

Youth Empowerment Strategy (YES!) is an empowerment intervention that provides youth 11 to 13 years of age with opportunities for civic engagement with other youths around issues of shared concern in the schools they attend and neighborhoods in which they reside. The program engages youths as critical thinkers and problem solvers at an early age and develops a sense of leadership within individuals to tackle issues within communities. YES! intervenes in several low-income elementary schools located

in Contra Costa County, California. A study of this program found that a high percentage of participants were able to design and implement a social project about issues at their schools. Engaging adolescents in social action could strengthen their ability to tackle issues in their environments, which can be used as the basis of critical dialogue and collective action plans (Wilson et al., 2007).

Renewed attention to civic education may help moderate adverse teen development (Galston, 2007). Private organizations seem to be on the right track, developing programs that are focused on learning experiences, parental involvement, and professional engagement to enhance study skills for youth. Many organizations have invited the community to become a part of this learning process. Teachers and principals believe that efforts from parents and community involvement stimulate higher graduation rates and lower dropout rates (Hiatt-Michael, 2008).

Civic involvement has declined in the United States for the past few decades; youth particularly are not as politically engaged due to a lack of civic knowledge and civic education (Galston, 2007). Gibson (2001) explains that "The heart of healthy democracy is a citizenry actively engaged in civic life, which means taking responsibility for building communities, solving community problems, and participating in the electoral and political processes" (p. 1). Galston maintains that the decline of civic engagement among youth is the consequence of an absence of standardized civics classes and formal education related to the institutions of democracy. It is difficult to deny that a problem exists regarding youth civic engagement; if young people made better use of their right to vote it could generate significant change in the current political representation in the U.S.

government (Fields, 2003). Adversity in civic life is the result of lack of civic knowledge, civic education, and civic engagement.

Students can benefit from and develop competencies from afterschool programs beyond the programs' explicit goals. For instance, a science-focused program called the River Project in New York City (referring to the Hudson River) serves multiple high schools and is supported by the National Education Standard. It fosters a sense of community by providing a forum for discussion and action to preserve the ecological health of the river and its shared resources. A study of this program found that students achieved significant benefits from participating in the program, demonstrating an increase in vocabulary words they learned in science class. Teachers monitoring the program concluded that students learned collaboration skills, which enhanced their critical thinking and problem solving abilities (Hill, 2008).

The experiences of students who participated in afterschool programs such as the River Project suggest that it helped develop youth competencies and had a positive impact on three areas: (a) increasing students' engagement in school and motivation towards both school and science careers, exploring crucial scientific concepts for academic success; (b) enhancing students' self-confidence in classroom behaviors; and (c) improving students' skills and knowledge on environmental issues (Hill, 2008).

Understanding democracy is a process that requires civic engagement and knowledge of current issues. In order to participate in debates, young people must become knowledgeable about forms of government and be able to incorporate relevant information into debate content. When young students become skillful and knowledgeable about current political issues that face the nation, it demonstrates that they

are learning how to think critically about the subject matter. This type of learning regarding civic engagement is not currently taking place at the middle and high school level. Research suggests that it is important to move forward an agenda to prepare young people to participate fully in democracy as informed, competent, and responsible active citizens (Hill, 2008).

In 1996 Baltimore City created Child First Authority (CFA), a community-based OST program, to serve and improve life in low socioeconomic-status communities, which often do not participate fully in the democratic process. CFA is funded by the mayor's office, the governor, and the local business community. The main goal of the program is to improve the quality of life in Baltimore City by serving public school students and their families academically and culturally in school-based and extended-day centers (Fashola, 2002).

OST for Vocational Development

Vocational OST programs can be critical to academic achievement. In Nashville, Tennessee, Lisa Delpit started an afterschool program that caters especially to African American adolescent girls interested in hairstyling (Edwards, 2008). The program's goal is to enhance reading and writing skills among African American adolescent girls who scored below average in the reading competence on the Tennessee Comprehensive Assessment Program. Program activities include:

- Providing girls with the opportunity to talk, read, and write about a cultural topic that is typically not sanctioned in school,
- Promoting critical thinking by inviting girls to view hair from cultural, historical, and sociopolitical perspectives,

- Encouraging girls to reflect on their reading and writing experiences about hair, and
- Giving girls an opportunity to share their knowledge with others (Edwards, 2008).

In each session of Delpit's program, participants experience first-hand ownership of the program. Students view the program as their own, which nurtures leadership skills and competencies that enable them to develop confidence and business savvy for the future. This OST workshop was successful because of its highly experimental design. The hands-on activities served as an extension of class literature and helped participants to focus on the topic (Edwards, 2008).

One middle school in the Bronx, in partnership with Sports and Arts in Schools Foundation, designed a program called Fabulous Fashion. This program targeted young female students who were interested in learning about the fashion arts and designing their own works with program staff and instructors. The program takes place on school premises, from 3-6 p.m. Before students begin working on their designs, they are given substantial homework time with oversight provided by local college students who volunteer for the program (Hill, 2008). As an OST program, Fabulous Fashion ties directly into many academic learning standards. Participants are required to read, write, listen, and speak the standard language of art aligned with research in designing their fashions. The program is also aligned with social studies standards, requiring students to use their intellectual skills to demonstrate their understanding of major ideas and themes. The idea is to base programs in youth development principles and endow such afterschool experiences with meaning: to go beyond students' curiosity, interest, and motivation to cultivate intellectual and social growth (Hill, 2008; Thompson, 2008).

Preparation for postsecondary education. With an assumption that an early academic preparation can and will improve students' opportunity attending postsecondary education, Children's Creative Learning Centers offer a program called Gaining Early Awareness and Readiness for Undergraduates Programs (GEAR UP). This is a discretionary afterschool program designed to increase the number of low-income students and to prepare youth to succeed in postsecondary education. The GEAR UP program to develop a variety of experiences that help middle and high school students to prepare for postsecondary education step-by-step. Services offered include: preparing the personal essay, finding the right college, strengthening study skills and time management, and connecting undocumented students with helpful resources. The State of Kentucky Regional Educational Cooperative GEAR UP project conducted an activity called College 101 in the fall semester of 2007. This activity involved over 150 students and parents in collaboration with the Bowling Green Technical College and Kentucky Advanced Technology Institute. Students and parents toured the facilities of educational institutions, heard from professors about various academic programs and financial aid, and took part in a program that encouraged students to do well in high school as they prepared for postsecondary education (U.S. Department of Education, n.d.).

The State of New Jersey applied the GEAR UP program at Lincoln Middle School and Passaic High School. The demographics at these school districts are 63% Hispanic; a total of 71% of students speak a language other than English at home, and only 5% of the adult population is enrolled in college or graduate school. The project's goal was to increase GEAR UP students' and families' knowledge of postsecondary education option, preparation, and financing (U.S. Department of Education, n.d.).

The State of Maine GEAR UP program has consistently promoted research-based strategies to help students from economically disadvantaged families gain readiness for, and access to, postsecondary success. The staff of the Maine GEAR UP program supports three targeted strategies to what they call personalized learning:

1. Personal learning plans that allow students to articulate short and long-term goals, including the aspects of students' learning style and strategy. Students will engage in self-assessment interest inventories that can inform them about possible career paths.
2. Creating a student portfolio is a strategy that allows students to identify their talents and interests. GEAR UP staff helped students to think critically and select works that exemplified students' talents.
3. Student-led conferences provide students with a format in which to engage in a meaningful conversation with their families and teachers regarding long-term goals and future plans (U.S. Department of Education, n.d.).

Other states have also implemented the GEAR UP program as an opportunity for students to become fully aware and in control of their future. Research shows that GEAR UP and programs like it can positively contribute to students' success in postsecondary education and engage families in supporting their children's future education. GEAR UP provides academic enrichment programs and offers students a diverse menu of activities during non-school hours to stimulate their minds and expose them to available career paths. These programs prepare middle school students for their transition into high school and prepares high school students to go to college with a sense of purpose and future plans (U.S. Department of Education, n.d.).

The California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program funds school-community partnerships to establish OST programs that offer students academic support, enrichment, and family activities. According to adults involved with the program, participants with ASSETs led youth to consider and act on postsecondary education options they had not previously considered (Harris et al., 2011).

OST for Crime Prevention

Both juvenile crime and victimization of children and youth peak between the hours of 3-6 p.m. (Lumsden, 2003). OST programs serve to keep children, adolescents, and older youths safe and out of harm's way. OST activities also help to reduce children's unsupervised time, possibly lowering the risk of youth involvement in detrimental behaviors such as alcohol or substance abuse, gangs or violence, and early sexual activities. There are several programs and strategies that work to reduce violence among adolescents. Such programs are built to improve individuals' skills and competencies (e.g., self-control, anger management, and problem-solving) using parent involvement. Several studies have demonstrated a correlation between family involvement in adolescents' development and students' academic enrichment, as well as the development of trusting partnerships among families, youths, and communities (Hiatt-Michael, 2008; Shumow, 2009).

Punitive strategies such as boot camps (modeled after military training or shock programs) that allow violent youths to have brief encounters with inmates, as well as waivers from juvenile to adult courts may actually lead to higher rates of violence and arrest. On the other hand, afterschool programs, especially ones that enhance family

interaction and communication and provide skills training and comprehensive services, have been shown to reduce violence among adolescents and to decrease school dropout rates (Encyclopedia of Public Health, n.d.).

Youth violence is widespread across the United States, especially in areas of low-socioeconomic status and particularly among African American youths and young adults. A report from the National Center for Injury Prevention and Control (Leff et al., 2010) noted that violence remains the leading cause of morbidity for African Americans between the ages of 10 and 24 years. Violence increasingly has been viewed as a public health concern, one that demands intervention and prevention. Addressing such a problem requires efforts and intervention provided by school (as a learning institution), the community leadership, and, most importantly, parental intervention.

The Positive Youth Development Collaborative, (PYDC) is a comprehensive program that promotes well being and aims to prevent substance use among adolescents (Tebes et al., 2007). Similarly, in 1991, through the Department of Youth and Community Development, the City of New York developed a community-based afterschool program called New York City Beacons (NCYB) with the goal of reducing crime and violence among youth and their families by providing afterschool programs for the whole family. NYCB provided local neighborhoods with educational, cultural, and recreational programs for all community participants. Besides the academic support and enrichment the program provides, students could participate in cultural Boys & Girls Clubs or afterschool programs for individual schools. In addition, the program provided family services such as Adult Basic Education, English as a Second Language, Family

Counseling, and Parent Education. Several representatives of health and social services were on site as well (Fashola, 2002).

Big Brothers/Big Sisters of America is an OST program created specifically for single-parent families, with a focus on providing young children with adult mentors. Program evaluation revealed that students who participated in the program were less likely to start using drugs and alcohol, and showed improved school performance and attendance. This organization is funded by the Department of Justice; funding is increased based on program performance, reductions in violence, and reductions in unwanted behaviors among youth participants (Fashola, 2002).

Local law enforcement has developed programs to occupy and train young generations to become model citizens. The Police Athletic League (PAL) program was created in Chicago. There are now PAL centers in many cities across the United States, disseminating the idea of law enforcement involvement in youth development. Preliminary results showed that involvement in PAL was correlated with reduction in juvenile delinquency and improved academic achievement (Fashola, 2002).

The City of Philadelphia developed the PARTNERS youth violence prevention program specifically for urban adolescents by establishing a collaboration between academic and community learners. The intervention was based on several theoretical models, including a social problem-solving model of aggression and a developmental-ecological approach. OST sites were chosen to implement programs during high-risk after-school hours. The program was shown to be effective in preventing delinquent behaviors among adolescents (Leff et al., 2010).

OST programs on building self-efficacy and self-esteem can help youth build resistance to drug and alcohol use even within a climate of peers and family members who use drugs and alcohol (Finke et al., 2002). A study of the urban afterschool Positive Youth Development (PYD) program found that adolescents were significantly more likely to view drugs as harmful upon exiting the program. The PYD intervention was shown to be effective in preventing adolescent substance abuse (Tebes et al., 2007).

OST for Human Capital Development

OST programs provide an ongoing process for overall youth development. This process is a journey that involves people, institutions, and communities working collaboratively for the goal of helping children reach their potential. Youth development includes the following primary suppositions: (a) physical health is related to a sense of safety and structure; (b) mental health is related to a sense of self-worth and self-esteem, as well as a sense of self-awareness and spirituality; (c) emotional and intellectual health are related to a sense of belonging and membership; and (d) civic and social involvement are related to a perception of responsibility, as well as autonomy, a feeling of mastery, and hope for a promising future (Bodilly & Beckett, 2005).

Social capital. Collins English Dictionary defines social capital as "the network of social connections that exist between people, and their shared values and norms of behavior, which enable and encourage mutually advantageous social cooperation" (social capital, n.d., para. 1). Meier's (1999) study found that the theoretical and empirical work on social capital was a useful contribution to the way we view the influence of relationships and the assistance they provide on the educational achievement of adolescents.

Social capital development is a skill that is learned and attained through communication with others. Family-school-community OST is an excellent setting for adolescents to master such skill in a learning environment supervised by adult professionals. Coleman (1988) suggested that an important element of child well being—beside more obvious indicators such as family income and parental education—is the concept of social capital. Coleman suggested that a connectedness between a child, his or her family, friends, community, and school could translate into higher academic achievement. This connectedness, a product of social relationships and social involvement, generates social capital.

The American Youth Policy Forum (1995) defines youth development as the following:

> Youth development is an ongoing process in which young people are engaged and invested. Throughout this process, young people seek ways to meet their basic physical and social needs to build the competencies and connections they need for survival and success. All youth are engaged in the process of development. Youth development is marked by the acquisition of a broad range of competencies and the demonstration of a full complement of connections to self, others, and the larger community. Confidence, compassion, commitment and character are terms commonly used to express the attitudes and behaviors that determine whether and how learned competencies will be used. (p. 1)

The National Center for Education Statistics (1998) defines youth development as the following:

> A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models, which focus solely on youth problems. (p. 3)

These programs have similar concerns and missions: to ensure that all children, youth, and families have access to high quality programs and activities that foster the development of healthy children, who can then become effective individuals in society (Fashola, 2002). A review by Tebes et al. (2007) found also that in many settings, girls have significantly greater opportunities to mature than boys. However, in the afterschool context, boys and girls reported equal opportunities for growth and development.

Investing in children and youth can generate a significant future return. For more than a decade, a great deal of emphasis has been placed on OST programs for several primary reasons. Children in OST programs receive supervision that prevents them from engaging in destructive behaviors during non-school hours. OST programs provide enriching experiences that broaden children's perspectives and improve their socialization. In addition, afterschool programs improve students' academic achievement, especially at-risk students that are not performing at grade level (Fashola, 2002; Gannett, Mello, & Starr, 2009). OST benefits include: (a) higher rates of school attendance and lower drop-out rates, (b) improved attitudes toward school, (c) stronger connections to adults and peers, (d) improved health and ability to make healthy choices,

and (e) more opportunities to learn about and choose colleges and careers (Harris et al., 2011).

Boy Scouts of America is one of the oldest youth development organizations in the world started in 1860 in Hartford, Connecticut (Boys and Girls Club of America, n.d.). Girls Scouts of America was created by Juliette Gordon Low in 1912. This organization is both faith and community-based, operating out of churches, schools, and community centers. The focus of both programs is to improve and enrich the lives of young boys and girls by teaching them to become model citizens. Children are encouraged to interact and become members as young as 7 years old, and many continue into adulthood (Fashola, 2002).

Findings of Studies of OST Programs

Findings of studies of OST programs reveal the strengths and limitations of these programs as well as the outcomes for student participants (Apsler, 2009). Not all programs have the necessary elements to achieve desired results. OST programs' ability to deliver on promised outcomes depends on myriad factors, including the following: the variety of leadership opportunities to which youths are exposed, youths' sense of belonging and ownership in the program, choices of activities, family involvement, staff's strong relationship with participants, a nurturing environment that creates a sense of community, and opportunities for intentional and meaningful peer interaction (Fashola, 2002; Harris et al., 2011; Hill, 2008). The challenge for OST programs is to know what facets of the program are producing desirable results in meeting OST goals. This question remains to be answered by program evaluation. Numerous reports reflect a positive picture regarding the work of afterschool programs; however, some of these

studies of OST programs suffer from serious methodological flaws (Apsler, 2009; Fusco, 2008). Most evaluations are conducted by program members, not by independent parties, thus there are likely to be biases toward favorable results. In a research paper investigating the impact of OST programs, Hollister (2003) concludes that evidence on the efficacy of OST programs is scarce and many programs did not deliver promised results. However, a review of 10 studies that used a relatively rigorous methodology to measure the impact of OST programs found that the programs were effective at preventing violence and substance use and enhancing academic skills. In a study measuring the strategies and effectiveness of OST in assisting low-achieving students in reading and mathematics, the results showed significantly positive effects of OST programs on low-achievers in both mathematics and reading (Lauer et al., 2003). The following paragraphs present some evaluation results.

A study by Martin et al. (as cited in Apsler, 2009) found that OST programs have a positive impact on youths who need help in school and societal behavior the most. This study of a group of youths with continuing negative behaviors such as school suspension and truancy revealed strong positive results of OST program participation. Student participants in OST programs were able to function better on a peer's level, none of the students were suspended or expelled, and students made noticeable changes in their behaviors.

The National League of Cities (2001) found a positive correlation between OST success and community partnership, specifically with public official office. This research supported a shift toward wider accessibility of programs.

> During the past decade, more than two dozen cities with committed mayoral leadership have made a fundamental shift in their approach to the development of out-of-school time opportunities for children and youth, moving from managing or funding individual programs to building more comprehensive afterschool systems that engage city, school, and nonprofit providers in their communities. (p. 2)

GEAR UP was effective for Glendale School District preparing students to make better decisions for future education (U.S. Department of Education, n.d.). The State of Hawaii implemented GEAR UP with a mission to prepare middle school students for higher education. The resulting college enrollment data show that the GEAR UP intervention has led to a significant increase in students attending college. Eleven percent of the class of 2006 is enrolled in college, compared to the statewide average college enrollment rates of 5%. Furthermore, low-income students also have benefited the most; 46% were confirmed enrolled compared to 34% statewide. In addition, more low-income students enrolled in 4-year universities: 19% compared to 11% statewide (U.S. Department of Education, n.d.).

Competitions were found to have positive effects on participation and academic motivation, academic engagement, grades, career self-efficacy, college aspirations, and employability skills (Christie, 2008; Huang & Cho, 2009). As noted previously, a study of the urban afterschool Positive Youth Development (PYD) program found that adolescents were significantly more likely to view drugs as harmful upon exiting the program. The PYD intervention was shown to be effective in preventing adolescent substance abuse (Tebes et al., 2007).

Afterschool Research Study (Massachusetts After-School Research Study [MARS], 2005) designed a study to answer three questions about the effectiveness of OST programs:

1. How does participating in an afterschool program affect a child?
2. What factors are likely to lead to high quality programs?
3. Which aspects of programs are most likely to result in positive outcomes?

Despite suggestions for further research of study, the study identified key quality indicators that help produce positive outcomes in youth, such as experiences and relationships youths have during their participation in OST programs.

The Harvard Family Research Project (Little et al., 2002) involved youth researchers in the evaluation process of OST programs. The study revealed a set of five elements that are essential to successful OST programs:

1. Organizational (school) and community readiness,
2. Adequate training and support for involved youth,
3. Adequate training and support for adult staff,
4. Selecting the right team, and
5. Sustaining youth involvement.

The Need for Research and Evaluation of OST Programs

Evaluation is the process for finding how well the program is developed and whether the program is actually producing desirable results (Tyler, 1949). Although it is known that OST programs have been effective, decision makers need to know to what degree OST programs are effective, conduct a cost-versus-benefits analysis, and compare the program to other options for using scarce public resources (Bodilly & Beckett, 2005).

Evaluation is a long process that emerges from programmatic implementation to measure its effectiveness on participants; programs must be closely investigated to determine which stakeholders are effective and which are ineffective, and determine the efficacy and the impact of the program (Fashola, 2002).

The American Evaluation Association defines evaluation as a process that involves assessing the strength and weaknesses of programs for the purpose of improvement. Kirkpatrick (2006) stated that "evaluation begins before the program even starts" (p. 26). Research shows that evaluation of OST programs remains an issue; more evaluation is needed to determine the degree of program effectiveness of objectives set for programs desirable outcomes. Three areas of concern related to the evaluation of OST programs include accountability, sharing results, and the influence of educational reform of OST programs (Fashola, 2002). School districts and local government agencies have begun to view OST programs as part of whole-school reform, but this movement has not yet thoroughly investigated the effectiveness of OST programs.

School districts are, in effect, consumers when it comes to creating and implementing an OST program. School personnel, parents, and the community invest energy and effort into OST programs for the sake of youth development. Logically, it is in the best interest of all stakeholders to implement a program that is proven to deliver a desirable outcome. The rapid growth of OST programs is running ahead of the research on best practices (Fashola, 2002).

The Massachusetts Afterschool Research Study (2005) suggests that evaluations should answer three questions about the effectiveness of OST programs:

1. How does participating in an afterschool program affect a child?
2. What factors are likely to lead to high quality programs?
3. Which aspects of programs are most likely to result in positive outcomes?

Another study, by Harvard Family Research Project evaluating the 21st CCLC program, concluded that state educational agencies must align data requirements with other program evaluation for continued improvement and assessing program effectiveness (Little et al., 2002).

Parents' expectations of OST programs. Parents need to be aware that OST activities should not become burden for children. Parents must remember that each student's tolerance is different; one child may be able to manage only one activity, whereas another child may be able to participate in multiple activities. Activities should match the child's needs and interests. Socioeconomic status often dictates parents' expectation of afterschool programs and outcomes. Minorities and parents in low-income areas are more interested in afterschool programs that emphasize academic learning, unlike high-income parents who are more interested in programs that provide safety and supervision, enhance cultural and community identification and appreciation, and develop social skills and increased competency (Huang & Cho, 2009). These expectations should be considered when creating and analyzing evaluations that seek parental input.

Theories and Models of Needs-Assessment

In the context of the present topic, a needs-assessment is a systematic exploration of factors associated with school and student performance. The concept of needs is controversial, at least in some academic circles. Some theorists argue that the idea of needs is

vague and difficult to observe. Others believe that people needs are variable and strongly influenced by their surroundings (Bolman & Deal, 2008). Maslow (as cited in Bolman & Deal, 2008) developed one of the most influential theories about human needs: Maslow's hierarchy of needs, a theory that is widely accepted in the field of business. Maslow's hierarchy begins with basic physical well-being and safety on the bottom, then continues upward with social belonging and inclusion and esteem and recognition, and concludes with self-actualization at the top. The hierarchy addresses basic human needs in order for human development to reach its fullest actualization and ultimate potential.

In the past 4 decades, needs-assessment has been attractive to educational planners. In its best use, needs-assessment ensures that resources (inputs) and methods (processes) deliver useful results and that their value can be demonstrated (Watkins, Leigh, Platt, & Kaufman, 1998). Dozens of models for needs-assessment depend on problems and opportunities, and the proponents of those models differ in their usage of key terminology.

The assessment of strategic direction provides a fundamental element required to move the assessment process from vision and goals to defining the performance gaps (Watkins & Wedman, 2003). The end results, achievements, consequences, payoffs, and impacts are significant to program evaluation. The more precise the results, the more likely that reasonable methods and means can be considered, implemented, and evaluated. Without rigor in statements of results, confusion can take the place of successful performance (Kaufman & Watkins, 2000).

Needs-assessment models. Over the years, a variety of needs-assessment methods have been suggested to help professionals examine the problems and opportunities in their organizations. However, each of these models serves a particular purpose, is intended for a

specific audience, and employs differing definitions of needs-assessment, in terms of effectiveness and efficiency in decision-making.

Gilbert (1978) attempted to assess organizational accomplishments that are necessary and useful for individuals and small groups. Rossett (1991) proposed a needs-assessment called *purpose-based assessment*, which became most widely used in business training analysis models. This model identifies organizational problems through interviews, focus groups, and surveys to help decision makers and practitioners learn how individual and small group results affect desired organizational and societal payoffs. Nelson, Whitener, and Philcox (1995) introduced a new content level for training needs-assessment that focuses on internal issues and inputs rather than on external results. Witkin and Altschuld (1995) developed a similar model, except their model focuses on process improvement and achievement for organizational goals, individuals, and small groups: a worthwhile activity if demonstrably linked to external results.

Societal needs. Needs-assessment in the 1990s tended to be responsive to planners in government, business, and education alike who were increasingly required to demonstrate value-added and/or return on investment. This new focus was characterized by recognition of both internal (e.g., school, business, and government agencies) and external clients (e.g., society and communities). In the early 1990s, the focus shifted to societal needs as part of the needs-assessment for more effectiveness; this new focus appeared in Burton and Merrill's (1991) model, and Rothwell and Kazanas' (1992) model. Robinson and Robinson (1995) introduced the Performance Relationship Map, which emphasizes both training and non-training solutions to individual and team performance discrepancies, and advocates the involvement of stakeholders in defining the issues. However, practitioners believed this

model was not sufficient to link individuals to organizational and societal success. Societal involvement in needs assessment recognizes the workflow, organizational objectives, and the external clients, showing the influence of the quality management, continuous improvement, and customer satisfaction movements (Leigh, Watkins, Platt, & Kaufman, 2000).

Kaufman's approach to needs-assessment. For the sake of clarification, Kaufman (1998) offers this precise and holistic definition of need and needs-assessment:

> Needs assessment is the formal process of identifying needs as gaps between current and desired results, placing those needs in priority order based on the cost to meet each need versus the cost for ignoring it, and selecting the most important needs (problems or opportunities) for reduction or elimination. (p. 87)

Further, Kaufman recommended that needs or gaps should be identified and related to three types of primary stakeholders: societal, organizational, as well as individuals and small groups (Kaufman, 1992, 1998; Kaufman, Watkins, & Guerra, 2002). In his model, Kaufman suggested that needs-assessment should begin with a focus on societal needs (mega level results), then move to focus on the organization (macro level), and finally investigate individuals and small groups (micro level) before planning or engaging in interventions. This organizational elements model (OEM) formally addresses the links between societal, organizational, and individual needs and organizational resources and activities. A pragmatic needs-assessment will identify, prioritize, and justify the gap in results for societal, institutional, and individual needs (Kaufman, 1992, 1998).

Tyler's approach to needs-assessment. Tyler (1949) defines the word *need* in educational terms as "the gap between what is and what should be" (p. 8). Tyler felt that schools should focus particularly on gaps in the present students' development; these

gaps are the educational needs that lead to the selection of objectives. The ultimate goal of the needs-assessment is to assess the current situation and determine whether there is a need for change and or intervention. Assessing the current situation is a general evaluation tool conducted by individual's interviews, surveys, focus group (e.g., parents) to help identify the gaps and the voids in students' services. OST programs are created to fulfill the needs of all stakeholders, especially students. For example, if the main concerns of the community are violence and juvenile delinquency, components of an afterschool program should seek ways to meet the needs of the community by creating a program that will appeal to the students who are involved or are at risk of involvement of violence and juvenile delinquency.

Needs-assessment is a tool that defines how stakeholders perceive the current situation and what their desired outcome is. Between perception and outcome lies the creative tension needed to reach desirable consequences (Senge, 1990; Tyler, 1949). Needs-assessment is a tool used to identify strategic priorities, define results to be accomplished, guide decisions related to appropriate actions, establish evaluation that leads to alteration for greater success, and inform continual improvement of activities to reach desirable consequences within the organization.

In the field of education, needs-assessment is a tool to identify what is and what should be (Tyler, 1949). The creative tension is the programs and services developed by educational institutions or organizations to produce desirable outcomes. OST programs are successful when they deliver on their promises and engage the collaboration of parents, school, and community for the benefit of child learning.

Tyler (1949) employs Dewey's three data sources in a needs-assessment: the student or learner, the society or community, and the content or subject matter experts. Developing and/or creating a school or an OST program begins by assessing the current situation, identifying needs, and creating goals and objectives to fulfill students' needs. These objectives and goals can be identified by the learners themselves (e.g., students), school personnel (e.g., teachers and administrators), or the community (e.g., parent and school programs advocates).

In creating an educational curriculum, Tyler (1949) identifies four fundamental questions in developing any curriculum and plan of instruction:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? (p. 1).

The success of an OST program depends on clear goals and objectives that fulfill students' needs, well-trained staff to deliver cognitively stimulating experiences, and constant program evaluation to make necessary changes and modifications for desirable outcomes. For schools, creating and implementing an OST program can be an overwhelming process. One option to make the process more simple and effective is to create a committee that is directly responsible for making sure that programs goals are well executed. Furthermore, committees should also create sub-committees to take on individual goals then work side by side to complete program evaluation and measure the program's effectiveness on all participants.

Hiatt-Michael Theoretical Model of Curriculum Design

Curricular decision-making is the process of examining alternatives from the possible fund of knowledge, making selections, and "determining the end and the means of education" (Hiatt-Michael, 2008, p. 41). The model shown in Figure 2 (in Chapter 1) is a useful tool for decision-makers taking all stakeholders' interests into consideration (e.g., community, school, parents, and students) when designing curriculum for parent-school-community programs. This model discusses four levels of curricular decision-making: personal, institutional, instructional, and societal levels. The institutional level individuals (school personnel, parents, and the community) join together to take part in the educational process. Decision-making at this level is usually based on research and data-driven evidence to assist decision-makers in the process of examining alternatives from possible choices (Hiatt-Michael, 2008).

Training the service providers. Staff training is a key to program success; well-trained staff must be capable of creating an environment that challenges children and improves their skills and knowledge. Children undergo substantial qualitative and quantitative changes during their formative years, during which time it is vital that they engage in meaningful interaction with cognitively stimulating experiences. It is also essential that such children have a capable other, such as a guide, mentor, or tutor, to provide enough stimulation at the right time. These qualities have the power to stimulate children's curiosity to learn (Confrey, 1991; Fashola, 2002; Little et al., 2002; Piaget, 1952, 1964; Vygotsky, 1978).

In order for OST programs to be successful, it is vital for the staff to be part of the program objectives, well-trained to work with children, and adaptable to the needs of

children of different ages (Fashola, 2002). Fashola added that quality educational instruction is delivered by well trained staff between 3-6 p.m. OST programs and extended-day programs have two responsibilities to fulfill: focusing on "improving the lives of the students and their families" (p. 65).

Epstein's Overlapping Spheres of Influence: School, Family, and Community Partnership

Family and community involvement in schooling has become a critical issue in child development. This core concept provides for successful partnership between the school, the family, and the community to collaborate together to influence child learning and development (Epstein, n.d.; Hiatt-Michael, 2008). Epstein summarizes the theory, framework, and guidelines that can assist schools in building partnerships. The use of Epstein's model (see Figure 1 in Chapter 1) improves school programs and school climate, provides family services and support, increases parents' skills and leadership, connects families and schools with others in the school and community, and helps teachers accomplish their work. The main purpose of these partnerships is to help children succeed in school and develop into prosperous adults. When parents, teachers, students, and other community members view one another as partners in education, a caring community forms around students, developing and implementing effective school programs as well as OST programs for positive youth development.

OST Leadership and Championship

Leadership is as important as program quality in sustaining a strong program over time. While seed funding could help to start an OST program, keeping such a program strong takes constant attention from knowledgeable and politically savvy leaders and

community partners (Russell, Mielke, & Reisner, 2009). OST has drawn political interest because these programs can help city leaders confront pressing local challenges such as public safety, while also providing young people with expanded opportunities to learn and grow (National League of Cities, 2001).

The project champion role is critical to the success of an OST program. Several authors have acknowledged the critical role of strong project leadership in the form of project champions, executive sponsors, project managers, and steering committees (Beath, 1991; Morris, 1996; Parr, Shanks, & Dark, 1999). The project champion's job is to actively and vigorously promote his or her personal vision pushing the project for approval and overcoming implementation hurdles (Beath, 1991). The project champion is the person that would help venture and navigate the socio-political environment inside the organization (Day, 1994).

The critical part of any new program such as OST program is the continuity and sustainability of the program (Russell et al., 2009). The Policy Studies Associates noted that while a leader sets the vision, a champion is required to maintain the program's validity and the keep the reform in a forward motion to fruition. Perhaps most important, resources provided by cities, parents, nonprofits, and local philanthropies have made a big difference in meeting local demand for OST programs (National League for Cities, 2001). In addition, the National League for Cities study highlighted that city, school, and community partnership is a key to OST system-building efforts and success.

In more than two dozen cities considered to have reached an advanced stage in the development of their OST system, each of these cities has made progress on six

action elements defined as central to the sustainability and the continuity of the OST setting (National League of Cities, 2001). These six elements are as follows:

- *Committed leadership*, including top political, school, community and OST leaders, to secure funding and other resources and shape policies
- *A public or private coordinating entity* to manage the development of plans, link disparate OST players, build citywide attention and support for OST, and ensure that plans and performance stay on track
- *Multi-year planning* to set goals and priorities, develop ways to hold key players accountable for results, and identify necessary resources
- *Reliable information* to document the needs and wishes of parents and children, track participation, and identify underserved neighborhoods and families
- *Expanding participation* to reach more children and ensure that they attend often enough to benefit
- *A commitment to quality* so that scarce OST funding is directed to delivering programming that leads to desired outcomes

Typically, not all these tasks and responsibilities can be accomplished by one person. The leader or project champion secures the commitment of others with managerial skill to take on some of these tasks. Some of the nut-and-bolts work necessary to keep a program sustainable might be taken on competently by managerial staff who work along with a program champion and staff during the start-up phase. The leader's dedication and enthusiasm can motivate staff, board members, and funders to buy into the project and commit themselves to provide OST care.

Leadership Examples for Sustainable OST Program Development

Leaders of sustainable OST programs began their work in grassroots political organizing, and they know how to keep pressure on the public and private sectors to invest in a safe supportive environment for children and youth. Knowledgeable leaders use their commitments and influences built with community partners to create OST programs as part of program success. The following examples are successful OST programs started by political leaders in assistance with program champions (National League for Cities, 2001).

The Leadership, Education, and Athletics in Partnership (LEAP) in the state of Connecticut began as an after-school program operating in housing projects near Yale University. The program was founded by a law school student and partner with other programs serving low-income school communities. Community advocates tied with the Yale Law School focused their efforts on grassroots organizing in the communities LEAP served. The program connections with universities, state legislators, and the governor eventually stabilized LEAP's funding and most importantly, the program provided the visibility needed for statewide expansion.

The state of South Dakota initiated an OST program that grew out of grassroots efforts by child care advocates working closely with the state governor, then director of child support services for the state. Program staff demonstrated to the governor the benefits of the OST support for youth. In partnership with the governor's office and state legislators, the OST program received funding. After *No Child Left Behind Act* 2001 and the creation of 21st Century Community Learning Centers, OST of South Dakota gained more momentum expanding services to two-thirds of the state's school districts.

The larger the school district, the higher the leadership caliber needed to initiate and operate OST. The success of LA's Best OST program sets an example of how to create a strong infrastructure for a sustainable OST. Los Angeles Unified School District (LAUSD), a large school district, created an OST in partnership with the city mayor. LASUD has two boards serving the OST, one Board of Directors and Resources Development that manages day-to-day activities and solicits funding, and an advisory board to oversee and nurture staff skills. Both organizational components worked back-to-back in partnership with the city mayor to build community connections, seek out new opportunities, and keep LA's Best program running as top quality.

Summary

Educational institutions in general and secondary education institutions in particular recognize the importance of meeting students' learning needs during school time and when school is out of session. Afterschool programs have become more widespread in response to the need to provide students with academic enrichment, homework assistance, and supervision during out-of-school hours. Programs that provide students with safe places where they can engage in rich activities and receive adult supervision are the most promising educational innovations to communities. Whether they are called afterschool programs, extended-day school, or OST, they provide learning opportunities in promoting student success and community involvement in children's schooling.

This chapter focused on the reasons OST programs have proliferated across the country. OST programs have become popular for the past 2 decades for some of the following reasons: two-parent employment, the need for afterschool supervision, the risks

associated with youths being home alone, the need for youth safety and emotional security, and the likelihood that children will become involved in criminal and sexual activities if left unsupervised during OST. This chapter also addressed the involvement of the school, parents and the community in adolescent development, and the challenges for students and parents meeting their needs during out-of-school time. The chapter also synthesized the benefits of OST programs being implemented across the country.

This chapter discussed the idea of OST programs and the need of these programs for K-12 students in general and in particular for middle school students. Despite the substantive history of OST programs, research on those programs indicates that program content and student benefits remain an issue, since there is no straightforward answer to the question of what programs work best. How educators and parents view student outcomes depends on the reasons that the OST program was initially created. Thus, this literature review supports the importance of schools and school districts completing a needs-assessment of the perceptions of parents, school personnel, and community support groups before an OST program is developed and implemented.

Chapter 3: Methodology

This chapter focused on the methodology of the study, namely the population under investigation, data collection procedures, protection of human rights, and proposed data analysis. The study employed a descriptive mixed methods design, gathering quantitative and qualitative data (Creswell, 2009). This study was designed to address the following three research questions:

1. How do parents, school personnel, and community members perceive selected middle school students are spending their time from 3-6 p.m. on school days?
2. What would parents, school personnel, and community members want these middle school students to be doing from 3-6 p.m. on school days?
3. How would parents, school personnel, and community members support an OST program?

This study tested the following hypothesis: There is no significant difference between the perception of parents with district attendance permits and those parents within the district on any item on the parent survey.

Design

This research is a family-school-community study, applying Epstein's Three Spheres of Overlapping Influences as well as Hiatt-Michael Theoretical Model of Curriculum. The study was undertaken to examine the need for OST programs within middle to lower class neighborhoods.

This study was a comprehensive survey of needs and resources at a middle class school site. This study was a needs-assessment to identify the gap between students' current and desired OST activities as identified by parents, selected school faculty, and

community members. This needs-assessment was designed to enable school stakeholders to identify elements for an OST school improvement plan. This study utilized archival data from parent surveys, demographic data from the school district, and interviews with key persons in the school, school district, and community.

This study involved gathering data from parents, school personnel, and a broad array of community members at a site with middle class parents. The key findings of this assessment were intended to be used for the creation of a new program that will close the achievement gap and meet students' and stakeholders' needs by offering academic, sports, health, and art programs.

The data from the parent survey and interviews with school faculty and community members provided information regarding the current state of OST from 3-6 p.m. on school days at BAY. Second, the data assessed what parents, school personnel, and community members would prefer BAY students to be doing from 3-6 p.m. on weekdays. Third, the survey and interview items assessed how parents, school personnel, and community members would support an OST program at BAY.

Population and Sample

BAY school is located in a low attendance district in Southern California and accepts students on permits from neighboring districts. Respectable academic performance at BAY attracted parents from outside districts to make up 47% of total attendance (Wiseburn School District, n.d.). During the period of this study, only 10% or less from the entire BAY population signed up for OST private program that provides activities under adult supervision. That left the majority of BAY students vulnerable to make poor choices that may lead to negative consequences in their future.

The researcher was interested in the school site due to an unusually high percentage of students attending with out-of-district permits who often had to wait 2 or more hours to be picked up from school. These students clearly would benefit from structured and supervised activities during the after-school hours. However, the district superintendent suggested that the researcher conduct the study on the entire BAY population for the need of OST program.

School district. The selected middle school belongs to a public school district located in Southern California. The district includes three elementary schools that feed into the selected middle school. The district also supports a charter high school. With approximately 2,550 students, the district is considered a mid-size school district in Los Angeles County. According to the BAY Principal, 974 out of 2,556 students are attending the middle school for fiscal year 2011-2012. According to the district School Accountability Report Cards (SARC), the ethnic composition of the student body is 24% Caucasian, 53% Latino, 14% African American, and 9% Asian American. This composition is representative of current California demographics (Wiseburn School District, n.d.).

Community. The district is located in an area surrounded by multiple major employers, especially in the aerospace and technology industries such as communication and entertainment (Wiseburn School District, n.d.). Many ancillary enrichment and support programs are present in BAY and the school district, such as the Boys and Girls Club and the Highlighting Individual Possibilities (HIP) Program, which has been serving BAY Middle School since 2003 (“Bay starts,” 2003). BAY Middle School developed a Student Support Personnel Team (SSPT) with the appropriate credentials to meet and/or

exceed No Child Left Behind (NCLB) guidelines for highly qualified staff. BAY's SSPT strongly believes that collaboration and community involvement can further augment school programs and student success. Therefore, the school has extended a hand to parents, community members, businesses, and local agencies for the purpose of promoting educational progress and success. The school encourages community members and parents to participate in volunteer tasks, organizing annual events such Multicultural Day, JumpStart Days, parenting workshops, and Career Day Fair, in partnership with PTA personnel.

BAY Middle School. Currently, the school is serving 974 students in sixth to eighth grade, with 44 faculty members, including the principal and assistant principal. In addition to the academic excellence BAY provides to local families, the school also provides services to neighboring areas outside its parameters, including residents within a 10-mile radius of the school. According to the superintendent of the school district, 47% of students attending BAY are on permits and reside outside the school district. Students attending from outside the school district reside within 20 minutes of driving distance from the school and are driven and picked up by their parents. However, a significant number are not picked up until after school hours, between 5 and 6 p.m., leaving students unsupervised for 2 hours or more, wandering around the school, on street corners, or visiting peers who live near the school.

Forms and Permissions

The following is a list of forms and permissions that were used in the present study and that are included as Appendixes A through H:

- Appendix A: Participant's Informed Consent Form
- Appendix B: Parent Survey
- Appendix C: Matrix of Research Questions and Parents Survey
- Appendix D: Interview Protocol
- Appendix E: School Faculty and Administrators Interview Questions
- Appendix F: Community Member Interview Questions
- Appendix G: Parent Interview Questions
- Appendix H: Coding Instructions

Data Collection Procedures

District approval. The researcher met with the district superintendent during the spring in 2011 to obtain district support for this study. The researcher already had access to public data describing the school district, the school, and the students' families. In late September 2011 the researcher contacted the district superintendent and BAY's principal for permission to utilize the data collected from parents at BAY on Back-to-School Night. The purpose of study hypothesis was to test whether there is a significant difference between the perception of parents with school district attendance permits and those parents within the district on any item in the parent survey.

The school district and BAY administration welcomed the study in early 2011, and consistently eliminated barriers to the researcher's involvement. With the assistance of his dissertation chair who knew the superintendent, the researcher had a direct line of communication with the school through one-on-one meetings, phone calls, and emails. The school district and BAY provided all materials and recourses requested by the researcher. They provided materials and resources including a full report on the district

and community, the names and positions of all faculty and administration members, and direction to the district's website for recent and archival SARCs and newsletters. In a formal email from the school district, the researcher obtained a letter of consent affirming that the school district and BAY principal approved of the researcher's use of all data collected for this study.

Parent survey. September 20, 2011 during back-to-school night, BAY distributed a survey to all parents who attended the event (see Appendix B). This survey was designed to capture parents' thoughts regarding the need for an afterschool program and activities at BAY. The researcher and his family members, the dissertation chair, and program colleagues assisted the school in distributing and collecting surveys from parents and provided one-on-one clear instruction assistance to participants who needed help completing the survey. Furthermore, during the event, the superintendent addressed parents, encouraging them to take 5 to 10 minutes to complete the survey for the purpose of better serving the students. The superintendent clearly empathized that the purpose of these surveys was to better serve BAY students during the OST. Thus, this study used a convenience sample to ascertain parents' responses to the three research questions. All parents who participated in back-to-school night on September 20, 2011 were provided an opportunity to complete this parent survey.

Interviews. The interview protocols were developed for individual interviews. The protocols were designed to elicit similar content and were parallel in construction. The researcher conducted 14 interviews from school personnel, including 11 faculty members, the superintendent, the principal, and the assistant principal. Furthermore, the researcher conducted six interviews from community members to include the city mayor,

two local librarians, School District Board president, the director of the current afterschool program HIP at BAY, and members of the local community.

The qualitative data were obtained by researcher and a trained assistant with doctoral degrees from community members and school personnel. BAY administrators were a great assistance to the researcher and assigned a room at the school site to conduct the interviews. Monday November 21, 2011, school's principal scheduled 13 faculty and administrators members including her for 20 to 30 minutes for each interview. The interviews were conducted during faculty free periods, the principal or substitutes for faculty members while they are being interviewed. At an earlier date, the researcher interviewed the school district superintendent.

School faculty and administrators participated in a short 10- to 15-minute interview, consisting of four open-ended questions (see Appendix E). The following is a list of the certified school personnel interviewed:

1. School district superintendent
2. BAY principal
3. BAY assistant principal
4. Student counselor
5. Physical education teacher
6. Elective education teacher (activities)
7. Elective education (music)
8. Humanities teacher (literature)
9. Humanities teacher (history)
10. Mathematics teacher (algebra)

11. Mathematics teacher (geometry)

12. Science teacher

The selection of six community members to participate in this research took place in meetings with BAY staff and include the chairperson, top administrators, and the researcher. The selection included the following: city mayor elect, director of current after-school program (HIP), the President of the District Board of Education, assistant regional administrator for West Los Angeles Public Library, the manager for the local public library, and the representative from business community. The researcher made contact with participants' community members by email and telephone, set up interview date and time with advanced copies of form of consent and interview questionnaire for participants to be prepared ahead of time. Within a short period, the researcher conducted all interviews using a similar protocol as school personnel.

Community member interviews. The researcher interviewed community members who were knowledgeable about the current condition of afterschool time, with a vision of desirable afterschool activities. The researcher conducted similarly meaningful 10- to 15-minute individual interviews with knowledgeable community members who were advocates of afterschool programs in order to capture their opinions and thoughts regarding the afterschool program needs at BAY. Individuals were selected with the assistance of the school district superintendent and BAY principal. Interviews were conducted at the school site and/or other locations that would be convenient to participants. The researcher conducted the interviews and audio recorded each interview. See Appendix F for the Community Member Interview.

For the current fiscal year, the HIP program is the only OST activity at BAY taking place from 3-6 p.m. It is operated by a private organization on school site. The purpose of the HIP program is to create a safe environment for students during OST time, build self-esteem, develop leadership, and enhance academic enrichment ("BAY starts," 2003). Participants in the HIP program and program staff experience first-hand students' needs. Data and information from these participants should be valuable resources for the study in terms of strengths and weaknesses of existing afterschool activities. Therefore, representatives from HIP were interviewed as well.

Field notes. Field notes were collected and dated throughout the study from February 11, 2011 to November 20, 2011. The researcher made notes immediately after events occurred and filed the notes electronically by date. These are included in the findings in Chapter 4.

Protection of Human Subjects

Parents, certified school personnel, and community members were the primary data sources for this study; therefore, the researcher's intention throughout the study was to act in accordance with ethical principles for human subjects protection. Since the plans for data gathering appeared to pose minimal risk of physical and emotional harm to parents, students, and school personnel, the researcher submitted an application for a claim of exemption review to Institutional Review Board (IRB) and stated on the application the rationale for exemption review status. The IRB reviewed the application and determined that the proposal met the requirements for exemption under the federal regulations 45 CFR 46 §101(b)(1) status.

The researcher informed all participants (individuals and groups) of their right not to participate and reminded them that their participation would be on a voluntary basis. Participants were informed that data and information collected would remain confidential and individual names would not appear in the study published results. The researcher also assured participants that there were no anticipated physical or emotional risks involved in participating. Information and data collected would be used as a primary source of data for the benefit of the students, parents, and BAY middle school.

Chapter 4: Data Analyses and Findings

This chapter presents the data analyses and findings for the quantitative and qualitative data collection. The quantitative data are comprised of 325 parent surveys that represent 35% of all parents with children attending BAY middle school. The qualitative data are derived from 20 interviews that include top administrators, school personnel, and community members. Community members include city mayor elect, two administrators from the West Los Angeles Public Library, director for the current program HIP (afterschool activities) at BAY, the president of the District Board of Education for the school district, and a representative of a major local company.

This chapter presents the study's analysis and findings in six headings: analyses of parent surveys, hypothesis testing, findings from parent surveys, analyses of school and community members' interviews, findings from interviews, and summary of major findings by research questions.

Analyses of Parent Surveys

Data analysis is a practice in which raw data are ordered and organized so that useful information can be extracted from it. Leedy and Ormrod (2005) stated that data analysis and data interpretation are two separate steps. First, the data must be mathematically calculated, and second, the data must be statistically analyzed. The study's quantitative data from 325 completed parent surveys were entered into an Excel spreadsheet for calculation of data and analyzed using SPSS. For each of the 19 survey items and subparts, frequencies and percentages were generated and organized into tables. For survey items 18 and 19, a mean comparison was performed to determine in

dollars how much parents are currently contributing to OST program versus the amount they are willing to contribute to new or revised OST activities for students' benefits.

Hypothesis Testing

This study tested the following hypothesis regarding the parent survey that corresponds to the research questions: There is no significant difference between the perception of parents with district attendance permits and those parents within the district on any item on the school survey. To address this hypothesis, Spearman rank-ordered correlations were used to compare whether the family attended the school based on an out-of-district permit (0 = *no*, 1 = *yes*) with all the variables listed in the Matrix of Research Questions and Parent Survey (Appendix C).

Demographics of Survey Respondents

Parents completed a total of 325 surveys, which comprised the primary quantitative data for this study. The total number of participants represents a 35% response rate from BAY parents. For significance and clarity of the study, surveys were categorized into the following groupings: 152 surveys or 47% were completed by parents who reside within school district, and 172 surveys or 53% were completed by parents of students on permits. As previously mentioned, 47% of BAY students are on permits, which equals over 435 out of the total population of 974 students. Thus, a greater percentage of parents on permits completed these surveys.

The survey did not ask parents to indicate parent/student ethnic background; therefore, the researcher used last names as a way to determine the ethnic background of respondents. The researcher found that parent participants of students on permits (N = 173) included the following:

- Caucasian and African American: 95 surveys (55%):
- Latino: 56 surveys (33%):
- Asian American: 20 surveys (11%):
- Anonymous: 2 surveys were left (less than 1%)

Parent participants of students residing within the school district ($N = 152$) included the following:

- Caucasian and African American: 50 surveys (33%)
- Latino: 84 surveys (55%)
- Asian American: 18 surveys (12%)

The survey introduction revealed the following data on student demographics. To the gender item, parent participants responded that 160 of the students are male, 163 are female, and two surveys were without the gender response. The item on gender was designed with an opportunity for participants to fill out the name of a second child attending BAY, if any. The data showed 7% of parents have two children attending BAY. The survey results for the question of whether the child is attending BAY on permit or assigned to the school based solely on place of residence revealed that 174 students attend with an out-of-district permit and 151 students attend BAY based on place of residency. The researcher developed a research question matrix to align the three research questions with the related parent survey items (see Appendix C). The following sections discuss the three research questions, with subsections on the parent survey items that relate to that research question.

Survey Findings for RQ 1: Parents' Perception of Current OST Situation

This part of the chapter revealed the parents' perception of the current OST situation at BAY. The following narratives and tables revealed the findings for survey items 1, 2, 4 a/b, 5, 6, 7, 9, 10, and 14, which are related to the study's research question 1. Research question 1 asks: How do parents, school personnel, and community members perceive selected middle school students are spending their time from 3-6 p.m. on school days?

Parent survey item 1. The purpose for item 1 on the parent survey is to determine a frequency count and percentage of children currently and regularly attending afterschool programs based on participants' response. The results showed that 244 (76%) of the participants do not attend afterschool activities, and only 77 children of the participants (24%) were actively involved in afterschool programs.

Parent survey item 2. Item 2 is similar to Item 1, with the researcher interested in the frequency count and percentage of participants' children who are actively involved in afterschool activities at the current OST program at BAY. Results of question 2 revealed that only 14% (47 children) were actively involved in the (HIP) program and 86% of children at BAY do not attend afterschool programs.

Parent survey item 4a/b. Responses to the item "reasons for child enrollment and/or non-enrolment in afterschool activities" are a major finding in the parent survey. As noted in Table 1, 43% of the participants believe that program cost is the main reason their children are not involved in afterschool activities. The convenient hours of the program, mainly 3-6 p.m., would be the biggest draw for parents' child engagement. Enjoyment/recreation appears to be second to hours/convenience.

Table 1

Question 4b: Percentage and Frequency of Parents Who Report OST Disenrollment of Their Child by Reason

Reason	Endorsement		Blank	
	Frequency	Percent	Frequency	Percent
Programs are too expensive	139	42.8%	186	57.2%
Transportation	28	8.6%	297	91.4%
Age	22	6.8%	303	93.2%
Program hours	20	6.2%	305	93.8%
Poor program quality	16	4.9%	309	95.1%
Grades	14	4.3%	311	95.7%
Safety	6	1.8%	319	98.2%
Programs are full	5	1.5%	320	98.5%
Other reasons	63	19.4%	262	80.6%

Table 2 presents reasons that parents selected regarding why they would sign up their child in OST programs.

Table 2

Question 4a: Percentage and Frequency of Parent Reasons to Enroll Their Child in an Afterschool Program

Reason	Endorsement		Blank	
	Frequency	Percent	Frequency	Percent
Hours/schedule	71	21.8%	254	78.2%
Convenient	55	16.9%	271	83.1
Enjoyment	54	16.6%	271	83.4%
Recreation	49	15.1%	276	84.9%
Safety	45	13.8%	280	86.2%
Cultural enrichment	40	12.3%	285	87.7%
Affordability	36	11.1%	289	88.9%
Academic enrichment	36	11.1%	289	88.9%
Homework supervision	14	4.3%	311	95.7%

Parent survey item 5. This survey item was designed to garner information on how participants perceive students are spending their time from 3-6 p.m. Only 23 participants (7%) rated current OST activities as outstanding, 94 participants (28%) rated the program as good, 62 participants (19%) rated it as satisfactory, 52 participants (16%) rated the program as needing improvement, and 91 (28%) did not respond to this item. See Table 3.

Table 3

How Parents Perceive Students Spending Their Time from 3-6 p.m. on School Days

Rating	Frequency	Percent
Good	94	28.9%
Satisfactory	62	19.1%
Needs improvement	52	16.0%
Outstanding	23	7.1%
Poor	3	0.9%
Missing	91	28.0%

Parent survey item 6. This item requests parents to respond how much they believe that their child would like an afterschool program. One hundred sixty participants or 55% responded that they strongly agreed that their children like OST activities, and 95 or 29% responded that they agree that their children like OST activities. Less than 3% of the parents disclosed that their children do not like structured afterschool activities. See Table 4.

Table 4

Parents' Responses to Their Perception Regarding Their Child's Liking OST if Offered

Parent Perception	Frequency	Percent
Strongly agree	180	55.4%
Somewhat agree	95	29.2%
Disagree	6	2.1%
Strongly disagree	5	1.7%
Missing	39	12.0%

Parent Survey item 7. Item 7 identifies reasons that children come home after school on weekdays rather than participating in OST activities. This item also identifies whether the decision to attend based on parent or student choice. Again program cost was most cited by parents as the reason their children do not participate in an afterschool program. Choices for this item are the following: no needs, convenient, child's choice, parent's choice, lack of transportation, program cost, and or other reasons identified by participants. See Table 5.

Table 5

Parents' Selection of Reasons for Students Who Do Not Participate in OST Activities

Reasons	Frequency	Percent
Program cost	92	28.3%
Parent's choice	59	18.2%
No Needs	46	14.2%
Child's choice	40	12.3%
Lack of transportation	43	13.2%
Convenience	30	9.2%
Other reasons	41	12.6%

Parent survey item 9. This item directed parents to identify frequency and percentage of days middle school students do not participate in OST activities. As noted in Table 6, there were 156 participants (48%) who revealed that their children come home 5 days a week from school without participating in OST activities, while 27% come home 1 to 2 days and 9% come home 3 to 4 days.

Table 6

Days Per Week Children Do Not Participate In Afterschool Activities

Days Not Participating in OST	Frequency	Percent
Everyday	156	48.0%
1-2 days	88	27.1%
None	51	15.7%
3-4 days	30	9.2%
Missing marked	19	5.8%

Parent survey item 10. This item asks parents about how their children are being supervised when they come home from school. The responses indicate a small number of children are being left unsupervised once they arrive home (see Table 7). However, the students on out-of-district permit (n = 174) are not supervised until their parents pick them up, which may not be until 5 or 6 pm.

Table 7

Parents' Responses to Types of Child Supervision During Afterschool Hours

Supervision	Frequency	Percent
With parents	237	72.9%
With siblings	30	9.2%
By themselves	30	9.2%
Care givers	24	7.4%
Other arrangements	19	5.8%

Parent survey item 14. This item is directed to participants to identify specifically what OST activities their children are currently engaging in during the time 3-6 p.m. This item is divided into four categories: sports, technology, academic, and performing arts. Academic activities include homework, mathematics, sciences, and other academic activities. As noted in Table 8 ($N = 325$), according to the respondents 87% of BAY students are doing homework. Specifically, 33% of the homework is in mathematics activities, 24% in science activities, and 4% in other academic activities. Technology was second after academic activities. Specifically, participants revealed that 20% of students are playing games, 19% playing video games, 15% on YouTube, and 18% are engaged in other technological activities. Sports activities were third for students' choices during afterschool time. Specifically, 18% of students are involved in soccer, 14% in basketball, 3% in tennis, and 43% are engage in other sport activities. Performing arts are significant activities during the time 3-6 p.m. Participants revealed that 11% are in dance classes, 7% are in music classes, 6% in drama, 5% in service learning, 4% in graphics, 4% in great books club, 4% in other instructional activities, 2% in civic engagement, and 12% engage in other performing arts activities. All these programs are structured by BAY Middle School and supervised and directed by the school staff and faculty members.

Table 8

What Parents Believe That Their Children Do From 3-6 p.m. on Weekdays

Activity	Frequency	Percent
Academic		
Homework	282	86.8%
Mathematics and Science	185	56.9%
Service learning/instructional	28	8.6%
Great books club/civic engagement	18	5.5%
Other activities	13	4.0%
Technology		
Games/Video/YouTube	169	53.8%
Other activities	57	17.5%
Sports		
Soccer/Basketball/Baseball	128	39.4%
Tennis/Golf	13	4%
Other sports	140	43.1%
Performing Arts		
Dance/song/drama/graphic	91	28.6%

Summary of survey findings for RQ 1. A Spearman rank-order test to determine any significant correlation supported the hypothesis that there is no significant difference between the perception of parents with district attendance permits and those parents within the district on any item on the school survey. Thus, findings shall be discussed for all 325 respondents, of which 43% believe financial concerns are the main barriers for afterschool activities. The results revealed that 76% of BAY students do not participate in afterschool activities, and only 14% participate in the local private program. Less than 40% who use some OST rated the current programs and activities as outstanding and/or good, while the rest indicate a rating of *needs improvement* or *somewhat satisfactory*. Of parents, 85% strongly and somewhat agree that their children would like to participate in afterschool activities, but financial and transportation concerns are the primary reasons that their children do not participate in an afterschool program.

Current OST programs at BAY and within the school district serve about 14% of student participants for the following reasons: hours and schedule, convenience, enjoyment, and safety are primary reasons for parents having their children participate in afterschool activities (see Table 1). For the majority of participants (approximately 74%), according to parent survey, their children do not participate in afterschool activities for the reasons discussed in the following paragraphs. When considering these responses, it is important to keep in mind that most participants do not have a clear idea of the current private afterschool program in terms of cost and quality.

Program cost is the main issue according to the parent survey respondents (42%); transportation also appeared to be another main issue for parents having their children

attend the afterschool program. Program hours and children's age also are reasons for not participating in the afterschool program. About half of participants are satisfied with the way children are spending their afterschool time (3-6 p.m.), 7% rated the current situation outstanding, 17% rated the situation poor and as needing improvement, and 28% did not rate the current afterschool situation.

Item 6 on the survey seeks student opinions through parents, on whether the afterschool program is what they like to do during the time 3-6 p.m. About 85% strongly and somewhat agree to participate in OST programs, less than 4% disagree, and 12% did not give an opinion. Item 7 identifies more reasons students do not participate in afterschool activities. Program cost appeared again to be the main reason and most likely is the parents' choice for students to not participate. Only 14% said that there was no need for afterschool activities, and 12% said it is the children's choice not to participate in afterschool activities.

Item 9 on the parent survey revealed that 48% of BAY students come home five days a week without participation in OST programs, 27% of students come home 1 or 2 days a week without participation in OST programs, 9% come home 3 or 4 days a week without participation in OST programs, and less than 16% participate in OST programs 5 days a week.

Item 10 on the parent survey asked whether BAY students are supervised during the time (3-6 p.m.). When students reach home after school, 73% are with a parent, less than 10% with siblings' supervision, 7% supervised by caregivers, and less than 10% come to empty home.

Item 14 on the parent survey asked from parents what type of activities their children are engaged in during the time from 3 p.m. through the end of day. A significant percentage of BAY students are actively involved in sports activities such as soccer, basketball, baseball, and others. Some are active in technology and performing arts activities. All are reported to be active in homework and other academic activities.

Survey Findings for RQ 2: Parents' Opinions on the Need for OST Program

The following survey items serve to answer research question 2. Items 3, 8, 12, and 13 are designed to gather opinions from parents on the need for OST at BAY. The findings from these items are critical and align with the purpose statement of the research question 2. Research question 2 asks: What would parents, school personnel, and community members want these middle school students to be doing from 3-6 p.m. on school days?

Parent survey item 3. For item 3, the researcher's intention was to find the frequency count and the percentage for participants' views on the need for OST programs at the school site. In response, 237 participants (73%) strongly agreed of the need for OST programs, 62 participants (19%) somewhat agreed there is a need for OST activities, only 16 participants (5%) disagreed or strongly disagreed there is a need for afterschool activities, and 10 participants (3%) did not respond to survey item 3. Thus 92% of the surveyed BAY school parents (n = 299) desired an OST program that is within their finances and located at a convenient site (see Table 9).

Table 9

Percentage and Frequency Count of Parents' Agreement on Need of an OST Program

Agreement Rating	Frequency	Percent
Strongly agree	237	72.9%
Somewhat agree	62	19.7%
Disagree	9	2.9%
Strongly disagree	7	2.2%
Missing	10	3.1%

Parent survey item 8. Item 8 asked participants to tell—presuming there was an affordable OST program available to middle school students—what are the preferred times: before school hours, afterschool hours, after 6 p.m. on school days, or weekends. Two hundred and fifty participants or 77% preferred afterschool activities to be from 3-6 p.m. on weekdays (more than one option could be chosen; see Table 10).

Table 10

Parents' Preferred Time Slots for OST Activities

OST Time	Frequency	Percent
3-6 pm schooldays	250	76.9%
7-8 am schooldays	40	12.3%
After 6 pm schooldays	11	3.4%
Saturday	24	7.4%
Sunday	5	1.5%

Parent survey item 12. Item 12 investigates what are the OST activities that would be interested to parents for their children. Two hundred and thirty participants (71%) like their children to complete their homework during the time from 3-6 p.m., and 196 participants (60%) endorse academic activities.

Table 11

Parents' Opinions on Preferred Types of OST Activities from 3-6 p.m. on Weekdays

Activity Type	Frequency	Percent
Homework	230	70.8%
Academic tutoring	196	60.3%
Leadership skills	152	46.8%
Computer technology	141	43.4%
Physical education	133	40.9%
Performing arts	125	38.5%
Community services	123	37.8%
Social development	112	34.5%
Gifted and talented Programs	95	29.2%
Other languages	77	23.7%
English	72	22.2%
Health education	68	20.9%
Cultural/heritage	64	19.7%
Television/video/internet	40	12.3%

Parent survey item 13. Item 13 is a Likert scale to rate 12 different topics from *very important, important, somewhat important*, to *not at all important* for after-school activities. The results are in Table 12. These topics are responses about a variety of OST activities.

Table 12

Percent of Parents' Preference and Degree of Preference for OST Activities

Activity	Percent Very Important/Important	Percent Somewhat Important	Percent Not at all Important
Homework	88.6%	2.3%	2.6%
Academic tutoring	86.2%	4.9%	2.8%
Physical education	83.1%	7.4%	2.8%
English	82.8%	8.9%	6.5%
Social development	81.9%	7.7%	1.8%
Leadership	83.6%	6.8%	1.5%
Computer technology	85.9%	4.6%	2.2%
Community service	77.8%	11.7%	0.3%
Health education	79.1%	11.1%	1.8%
Cultural heritage	73.5%	12.3%	4.4%
Performing arts	72%	18.2%	1.8%
TV/video/net	38.2%	28.6%	0.3%

Summary of survey findings for RQ 2. The majority of parents (93%) agreed that there is a need for OST programs for BAY, and 76% prefer activities to be between the time of 3 and 6 p.m. Item 12 answers the question of what type of activities parents believe benefit students the most. Homework and academic tutoring are most selected, while leadership skills, computer technology, and physical education also are significant to parents as part of OST. Item 13 is a Likert scale to measure those choices from *very important* to *not important at all*. Over 85% of participants believe homework and academic tutoring are ranked *very important* or *important* to child development and learning. Over 50% of parents believe physical education, English, social development, leadership skills, and computer technology are very important for students for afterschool activities.

Survey Findings for RQ 3: Parents' Resources to Support an OST Program

The survey items 11, 15, 16, 17, 18, and 19 are designed to answer research question 3. From parent perspectives, this section describes the resources available to design and implement new or revised OST programs that benefit BAY students. Research question 3 asked: How would parents, school personnel, and community members support an OST program?

Parent survey item 11. This survey item is directed to participants who mostly agree for the need of an OST program. This item asks if they are willing to support new OST programs, with response options on Likert Scale from *more likely* to *not at all likely*. See Table 13 for the results.

Table 13

Parents' Willingness to Support an OST Program

Willingness Rating	Frequency	Percent
More likely	194	62.6%
Somewhat likely	98	31.6%
Not likely	13	4.2%
Not at all likely	5	1.6%
Missing data	15	4.6%

Parent survey item 15. This item is directed to parents in terms of time volunteering to support an after-school program. The result is encouraging. Over 90% of participants are willing to volunteer in support of OST program. Parents are willing to support and contribute fees for materials and field trips, as well as volunteer their time in support for after-school supervision. See Table 14.

Table 14

Frequency and Percentage of Parents' Willingness to Contribute to After-School Program

Contributions	Frequency	Percent
Cost for materials	149	45.8%
Volunteer on one afternoon a month	125	38.5%
Cost for field trips	88	27.1%
Volunteer on one afternoon a week	53	16.3%
Other contributions	20	6.2%

Parent survey item 16. This item is directed to parents to specify what they are willing to contribute in materials and other resources in the creation of an after-school program. More than 45% of participants were willing to contribute funds to cover materials cost for OST program, while 38% showed willingness to volunteer an afternoon a month of their time to supervise and assist in OST activities. In addition, significant numbers of participants (27%) are interested in contribution to field trips as part of an OST program. See Table 15.

Table 15

Frequency and Percentage of Parents' Willingness for Non-dollar Contributions to an OST Program

Non-dollar Contributions	Frequency	Percent
Nutrition	118	36.3%
Other materials	55	16.9%
Equipment	23	7.1%
Computers	11	3.4%

Parent survey item 17. Item 17 is to find frequency count and percentage of parents currently contributing and involved in afterschool programs. Two hundred and one parents (62%) do not contribute to afterschool activities. Only 73 parents (23%) contribute to afterschool activities, and 51 parents did not respond to the item.

Parent survey item 18. Item 18 is directed to parents who are currently spending funds on afterschool activities. This item also asked parents to specify how much they are spending. One parent spends $20 per hour on afterschool activities, another parent

spends $15 per day, and two parents spend $20 per day on OST activities. Table 16 is weekly spending by parents on after-school activities.

Table 16

Parents' Current Weekly Contributions on Afterschool Activities

Dollar Amount	Frequency	Percent
$100-200	5	1.5%
$40-100	3	0.9%

Parent survey item 19. Item 19 is the last in the parent survey. The purpose of this item is to gather data from parents (in terms of dollars) for how much are they willing to contribute to OST activities at the middle school. One hundred and sixty six participants (more than 50%) are willing to contribute in terms of dollars to OST activities at the middle school. Two participants willing to spend $10 per-hour to after-school activities, one participant willing to spend $2 per-day, two participants $5 per-day, four participants $10 per-day, and two participants willing to spend $20 per-day. Tables 17 and 18 are frequency counts and percentages for participants' weekly and monthly expenditures for OST activities.

Table 17

Frequency and Percentage of Parents' Willingness to Spend on OST Activities Weekly

Dollar Amount	Frequency	Percent
$100-250	6	2%
$50-100	13	4%
$5-50	23	7%

Table 18

Frequency and Percentage of Parents' Willingness to Spend on OST Activities Monthly

Dollar Amount	Frequency	Percent
$350-800	4	1.2%
$250-350	15	4.6%
$150-250	27	8%
$100-150	33	10.1%
$50-100	14	4.3%
$10-50	10	3%

Tables 19 and 20 are the combination of findings from parent survey items 18 and 19. Seventy-one parents responded to Item 18 regarding how much they spend on OST activities. Fifty-nine parents currently are spending $244 a month on OST activities. One hundred and sixty-six responded to Item 19. From these responses,110 parents or 34% report they are willing to contribute more than $140 a month for an OST program. This

substantial capital could support an OST program of 300 students, organized and directed by the district.

Table 19

Mean and Range of Amount in Dollars That Parents Currently Contribute to Their Child's OST Activities (N=71)

	N	Low	High	*M*	*SD*
Per hour	1	20	20	20.00	-
Per day	3	15	20	18.33	2.887
Per week	8	40	200	114.38	55.126
Per month	59	15	780	244.19	144.09

Note. Table reflects the total number of surveys that included a response to Item 18.

Table 20

Mean and Range of Amount in Dollars That Parents Are Willing to Contribute to Their Child's OST Activities (N=166)

	N	Low	High	*M*	*SD*
Per hour	2	10	10	10.00	.000
Per day	9	2	20	10.22	6.261
Per week	45	5	250	47.67	43.151
Per month	110	0	800	141.56	114.58

Note. Table reflects the total number of surveys that included a response to Item 19.

Summary of survey findings for RQ 3. Survey items 11, 15, 16, 17, 18, and 19 were designed to answer research question 3: How would parents, school personnel, and community members support an OST program? Item 11 revealed that 93% of parents are willing to support a new affordable afterschool program that serves BAY students from 3-6 p.m. on school days. Item 15 revealed that parents are willing to support an afterschool program by assisting in material cost, time volunteering, and other contributions for this initiative to become a reality. Furthermore, responses to item 16 indicated that a significant number of parents are willing to contribute for nutrition, needed equipment, computers, and other materials in service to an afterschool program. Item 17 disclosed that about 62% are willing to contribute to afterschool activities though they currently do not contribute to OST. Items 18 and 19 revealed in dollar amount how much parents currently are contributing into afterschool activities and how much are they willing to contribute if a new affordable afterschool program were in place to serve BAY students. In comparing averages of how much are parents contributing and how much they are willing to contribute in terms of dollars, results show that currently parents are contributing on average $59 a month and are willing to contribute up to $142 a month.

Survey Findings for the Hypothesis

The hypothesis was that there would be no significant differences between out-of-district permit and within-district parents' responses. The following paragraphs discuss the hypothesis related to the three research questions.

Research question 1 asked: How do parents, school personnel, and community members perceive selected middle school students are spending their time from 3-6 p.m. on school days? As shown in Appendix C, 59 survey items were identified as relevant to

this research question. Ten of the resulting correlations, although not strong, were significant at the $p < .05$ level. The three largest correlations were that permit families were: (a) less likely to have children be on their own when they come home (Survey Item 10, Option 4), $r_s = -.17$, $p = .002$; (b) more likely to have children enrolled in an afterschool program because of the hours/schedule (Survey Item 4a, Option 3), $r_s = .16$, $p = .003$; and (c) more likely to have children enrolled in an afterschool program because it is convenient (Survey Item 4a, Option 2), $r_s = .16$, $p = .003$ (no table shown).

Research question 2 asked: What would parents, school personnel, and community members want these middle school students to be doing from 3-6 p.m. on school days? Based on Appendix C, 33 survey items were identified as relevant to this research question. Three of the resulting correlations, although not strong, were significant at the $p < .05$ level. These were that out-of-district permit families were: (a) more likely to believe that performing arts were effective for child development (Survey Item 12, Option 4), $r_s = .18$, $p = .001$; (b) more likely to believe that health education was effective for child development (Survey Item 12, Option 8), $r_s = .13$, $p = .02$; and (c) more likely to believe that social development was effective for child development (Survey Item 12, Option 6), $r_s = .12$, $p = .04$ (no table shown).

Research question 3 asked: How would parents, school personnel, and community members support an OST program? Based on Appendix C, 16 relevant survey items were identified as relevant to this research question. None of the resulting correlations were significant at the $p < .05$ level (no table shown). This combination of findings provided support to retain the null hypothesis that no differences existed in parental perceptions.

Analyses of Interviews

For qualitative data analyses, the following procedures were undertaken for clear and unbiased findings: transcription process, copying, selection of coders, coder training, distribution of transcriptions to coders, methodical and research-supported coding process, transcription reviews by researcher and discussion with coders, and organizing the results of the coding process.

All of the 20 interviews were taped with a digital recorder and later transcribed. Each transcript was thoroughly read by the researcher and coders in search for themes, similarities and issues, as well as concerns and differences embedded in the data. The process of coding and data analyses is a critical part of any qualitative study. Coding is a process that enables the researcher to reduce wordy interview data into meaningful response categories and ensures that research questions are answered (Lichtman, 2010). First, the researcher had all the interview tapes transcribed by a professional transcriber.

Coders. The researcher and trained Pepperdine University Ed.D. graduates were the six coders. With the exception of the researcher, the coders were uninvolved in the middle school and therefore would not be expected to have any biases relevant to the research questions. All names of interviewees were removed from transcripts for human subjects' protection. The researcher provided two coders with six transcribed paper copies of in-depth community members' interviews, giving the opportunity for each interview to be coded by both coders in addition to himself as a coder. The researcher provided four coders with seven transcribed paper copies of school personnel interviews, giving the opportunity for each interview to be coded twice for coding validity.

Steps of qualitative analysis. All of the six coders were trained to employ Powell and Renner's (2003) five-step model. The coders worked independently. Also, all coders were given the research questions and questionnaires utilized during interviews (see Appendix E and Appendix F). Coders used three colored highlighters to mark responses that connect to the three research questions. The coders then met with the researcher to discuss themes that were derived from their coding process. Throughout this data analysis, the coders and the researcher employed Powell and Renner's five-step model as described here:

Step 1 is getting to know your data. This process requires coders to understand the data. This means to read and reread transcript texts then write down any impressions that may be useful in finding themes.

Step 2 is to focus on analysis. The coders review the purpose of the evaluation and the findings. They identify a few key topics (themes). These topics can be changed, but it could be good a start. In this approach, the coders focus the analysis to look at how all individual interviewees responded to each topic to identify consistencies and differences, and then gather all the data for each topic. Coders apply the same approach to other topics and, later, coders may explore the connections and relationship between topics.

Step 3 is categorizing information. This process is to bring meaning to the words. This process is coding data that identify themes, patterns, or phrases then organizing them into coherent categories that summarize and bring meaning to text. Coders might identify other themes that serve as sub-categories. Coders may continue this process until they identify all relevant themes.

Step 4 is identifying patterns and connections within and between categories. As the coders organize data into themes, they begin to see patterns and connections both within and between the themes, assessing the relative importance of different themes for analysis. The coders' interest is to summarize the information pertaining to one theme, or to capture similarities or differences in participants' responses within one theme. In this process, coders need to assemble all the data pertaining to the particular theme. For example, what are the key ideas being expressed within a theme? What are the similarities and differences in the way participants responded?

Also coders may discover that two or more themes occur together consistently in the data. Coders may decide that some of these connections suggest a cause and effect relationship. Such connection is important to look for, because this can help suggest why something occurs. To make this process simple for data analyses, coders develop a table or matrix to illustrate relationships across themes. This process allows the researcher to decipher themes to clearly answer research questions.

Step 5 is data interpretation: bringing it all together. This process is the work of the researcher, to use themes to explain findings. Interpreting data means attaching meaning and significance to the analysis. A good place to start for the researcher is to develop a list of main themes that point out the findings coders discovered during the coding process and sorting the data. Themes should represent the major lessons we can learn. What new information was discovered as a result of categorizing data? What is the application to other settings, OST programs, and studies? What will those who use the results of the evaluation be most interested in knowing?

Coders were assigned to read participants' responses and highlight commonly used words or phrases or statements used by participants then identify patterns of behaviors. Coders were given a period of 2 weeks to complete coding and report themes to researcher. All six coders reported results of the analysis of data using table format. The final step was for the researcher to represent the description and major themes in a qualitative narrative.

Although the researcher worked with all six coders to remove any personal bias in the interpretation, ultimately, the researcher was responsible for accurate and thorough interpretation of qualitative data (Strauss & Corbin, 1990). Four open-ended questions designed to capture thoughts and reflections of 14 faculty members and administrators (see Appendix E). Three open-ended questions were designed to capture the thoughts and suggestions of the community (see Appendix F).

Themes. Through data analysis and discussion with the coders, more than 12 themes emerged from data coding. The coders and the researcher narrowed down common themes and agreed on five major themes as evidenced by the data analysis. The major themes were: (a) support, (b) financial limitations, (c) academic/enrichment, (d) recreation, and (e) dedicated personnel. These themes are discussed further in the following sections focusing on findings related to each research question.

Protection of respondents' identity. For the protection of respondents' identity, the researcher refers to all respondents with the letter R. Additionally; administrators are identified with the letter A, school staff and personnel with the letter S, and community members with the letter C. For example, RA1 refers to an interview respondent who is a

school administrator. RS1 refers to an interview respondent among the school personnel. RC1 refers to an interview respondent among the community members.

Description of Interview Participants

As the reader may be interested in the positions and areas of expertise of the participants, as related to their statements, the following list of interviewee titles is provided. All quoted text not cited as coming from other sources is based on communication of participants in this study.

- RA1 District superintendent
- RA2 School (BAY) principal
- RA3 School principal assistant

- RS1 Mathematics teacher
- RS2 Elective education teacher
- RS3 Physical science teacher
- RS4 Student Counselor
- RS5 Elective education teacher
- RS6 Elective education activities teacher
- RS7 Mathematics teacher
- RS8 Humanities history teacher
- RS9 Mathematic algebra teacher
- RS10 Science teacher
- RS11 Humanities literature teacher)

- RC1 Director of current OST program Highlighting Individual Possibilities (HIP)
- RC2 Public library manager
- RC3 President of the district board of education
- RC4 City mayor
- RC5 Assistant regional administrator for West LA Public Library
- RC6 Businesses leader

Interview Findings for Research Question 1: Perception of Current OST Situation

The theme support is one theme found in all 20 interviews in support of research question 1. The theme support is the accumulation of many sub-themes or categories such as needs for afterschool program, homework tutoring, tutoring intervention, unstructured time for students, and the need for a structured program for students to develop.

Existing OST programming. One respondent (RS6) believes that after school activities are effective at BAY and indicated the following: "Some students engage in broad range of activities. Some of them participate in sports, after-school sports, some go to the [public] library, some go for individual help provided by their teachers in homework assistance, and some hang out."

The current OST program at BAY is successfully operating, according to administrator RA1, although on a smaller scale than would be ideal:

> We've got a very active sports program that's run by the school. . . . We've got a girl's volleyball game going on in the gym and boy's flag football going out in the field. . . . sixth, seventh, and eighth graders participate in these programs, maybe 40 boys and 15 girls. A middle school with almost a thousand students,

> there's a lot of students that don't necessarily like flag football and volleyball and could benefit from something else.

The director of the current OST program (HIP) believes that too much structure in OST programs can lead to failure. The children say, "it is another class; we don't want another class. After homework we want to have some fun." Students spend 6 to 7 hours in classrooms everyday. Afterschool activities should be about something else. "We want them [the students] to express themselves differently," states the director, who believes it is important to keep OST activities diversified as much as possible.

RA1 continued by explaining other programs currently active at BAY:

> We have an after-school chorus that meets one day a week in the middle school, … and after school music programs that meet maybe one day a week, but none of these are five days a week, and even football isn't 5 days, it might be 2 or 3 days and a game.

Similar to the previous respondent, RA2 indicated the following:

> We have kids that go to the library. Part of the reason they go there is to hang out. . . . I would say off campus library. Our school library is really only open for such short a period after school. . . . We have a good number of kids in sports here but that's seasonal, so it ends. We have a small number in music. Again that's just 1 day a week or at most 2 days a week. We have a crew that hangs out. Definitely, but not so much in middle school as you might see in upper grades and a very, I'd say percentagewise, a very small percent in our afterschool program.

RC4, a regional assistant of West Los Angeles Public Library, mentioned that the library is aware of this issue across the Los Angeles area and thus offers a homework center for the students to drop in after school hours and receive assistance in homework in a safe supervised environment. The public library has created a homework center for students who have no way of going home immediately after school. The homework centers are distributed among all libraries located next to schools. Those homework centers are equipped with computers and some materials for students to sign in and do their homework activities. Furthermore, the public library assigns professionals to guide students with questions on research and other topics.

OST needs. Common phrases that participants from school personnel reported during interviews indicated the need and support of afterschool activities specifically during the time from 3-6 p.m. For example, RA1 indicated the following:

> there is a need for a curriculum with activities; yes. You bet; definitely there is lack of structure for …. Afterschool time. An afterschool program is a top priority to do homework and study; program that enriches the school experience instead of reinforcing it; kids need a lot of help with their homework after school; we need to improve time from 3-6 p.m. with structured programs; need program that offers arts, crafts, and cooking classes during afterschool time; the main thing is to have the adult supervision.

RS1, with experience in afterschool programs, indicated the following:

> When I run an afterschool program, I have a lot of kids and a lot of kids they just want to come and help. They don't necessarily want to have an incredibly active part, but it's always, "Can I help you? Can I just be there and help?" . . . They

> need to have something that has a kind of purpose. If they're . . . feeling like they're not doing something that's worthwhile to them, then they end up kind of getting into trouble. If they feel that things that they're doing have a purpose for them, then there's a lot more to it.

RS2 indicated the need for an afterschool program that includes music, dance, and performing arts. For example, RS3 suggested "the need for a program to be embedded with time for the kids to relax, exercise, clear their minds, get homework done." RS4 believes that there is a need for academic interventions, academic support, homework clubs, and tutoring centers during the time from 3-6 p.m.

RA1 and RA2 believe that a majority of students go to empty homes. This perspective is researched-based, said RAI. In response to "what are BAY students doing from 3:00 to 6:00 p.m. on school day?" RA1 replied with the following: "from a research perspective, and I would imagine our community is pretty typical, 63% of the kids, you know, teenage children, leave school in the afternoon and go home to nobody." Also RA1 believed that students at BAY are wasting a critical block of time from 3:00 to 6:00 p.m. by not having afterschool programs that satisfy most students. This participant describes the current situation in the following statement:

> I think there's a significant number of them [students] that probably could benefit from supervision and from productive engagement that would enhance not only their school day, but enhance . . . their natural talents . . . to develop themselves in some other areas, and we're missing out on a critical block of time from 3-6 p.m.

RS5 believes that the time from 3:00 to 5:00 or 6:00 p.m. is a dead time for most students at BAY. This participant indicated the following on what students are doing from 3-6 p.m.:

> most of the students go home . . . probably a significant number are going to an empty home to eat something, sit down and watch TV, going to social network, some of them going to games. I don't believe many of them will be jumping on their homework until they have to.

RS6 agrees saying, "a lot of them are hanging out" between 3 to 6 p.m. In addition, some classes for after-school activities are available "but that's a minority of the kids that will go to them." RS7 added that there are "many kids, and many groups of kids that I see waiting to be picked up. . . . It would make sense for them to be somewhere safer than hanging out in, you know, a parking lot." RS) assumes that 12% to 15% of middle school students are "hanging out after school." RA3 and RS7 believe that the majority of students are "hanging out" waiting to be picked up, and only a minority of students are involved in structured after-school activities. The parents need to be informed of the benefits of OST program versus spending that time in casual, unplanned situations as with a home-sitter. School needs to communicate the message to parents and the community of the importance of OST activities and that a "babysitter" is not the answer to child development at this critical age. Academic enrichment and recreational activities are what the children need, said RS4. RA1 believes that the time from 3-6 p.m. is critical for middle school students that are the age where children make appropriate social interaction among themselves and the community. The risk of unsupervised adolescents may increase the level of violence and problems. There are students

"hanging-out" on the streets across from school with nothing to do, they could develop bad behaviors that would lead to teen delinquency. The President of School Board of Education (RC3) noted that parents need to be informed and knowledgeable of the risk of leaving their children in an unsupervised environment. RC2 said that the school, parents, and the community assume significant responsibility to provide a safe haven to middle school students to develop as outstanding citizens in the community. RA1 remarked that he believes that the OST program should be initiated for pre-school students, and he will continue to push in this direction. In addition, RA1 noted that district has a very good diverse culture and that an OST program will enhance the culture in a positive way as an asset to school, parents, and the community as a whole.

Community members were as supportive as school personnel for the need of afterschool programs. RC1 for example indicated the following: "in support for an afterschool program, homework time, tutoring, community services, performing arts activities, sports/physical activities, fine arts/crafts/cooking, social development, computer/technology, and leadership training." RC2 said, "participating in any afterschool activities or—I don't want to say curriculum based—but they're not involved. And they're spending their afternoons after school in the library or in unsupervised arena. And that concerns me."

A community member RC5 indicated the need for afterschool programs due to the high percentage of students on out-of-district permit:

> I am satisfied only to the extent that lots of these kids are waiting for their parents to get out of work. That's real time from 3-6 p.m., because most parents do not

> get out 'till about anywhere between 5 o'clock to 6 p.m. So there is need for something to keep these minds active. Be it mentally or physically.

RC5 has been involved in community programs serving youth for over 35 years in organized sports such American Youth Soccer Association (AYSO). He indicated that it is difficult for students on permit to be engaged in sport activities because they live in one district and attend school in another:

> Because we have a lot of children that are on permit, a lot of our organized sports, such AYSO, is in this area, it makes it very difficult for many of these kids to commit to doing something like that, because they will not come back to this area on the weekend when games are played.

Public Library personnel are convinced that it is not the children's choice to be at the library during afterschool time, it is the parents telling them to be there, according to library personnel. The concern librarians expressed is that the library is open 3 days a week for children to participate in homework program, and closed for 2 days and the weekend. They are concerned about what those students are doing when the library is closed. An assistant regional administrator for West LA Public Library (RC5) believed the homework center is a great idea for the students; however, moving from a classroom where they have been sitting all day, into the library for more sitting in a closed area is not a choice that will appeal to all. RC1, a local library manager, expressed great concern for middle school students' at an age when students do not want to be told what to do and yet are too young to left alone. For example, a public library manager (RC1) heard from an 11-year-old, "I am an adult! You can't tell me what to do." The manager expressed

that “there’s definitely a need for some change in the afterschool program, and it’s really kind of responsible that BAY would like to do that.”

RC2 has expressed to the school and the district that they share a view of issues during the afterschool activities, such as concern that students are loitering on streets corners. RC4 too has great concerns of students being out on the streets waiting to be picked up. He worries that those students that are not being supervised after school are a “problem about to explode.” However, RC4 expressed an interest in current and possible options for a local OST program. RC4 mentioned that he is determined to become more familiar with OST options and work towards a solution for the students’ benefits. The communication with school administration is important, according to public library officials such as RC2. RC6, a business community member, indicated the following: “I see some hanging out around. I hear from some employees that they would like an OST program for their teen children.”

In summary, all respondents of school personnel answered similarly on interview items regarding research question 1. The majority of students attending BAY are leaving the school with 2 to 3 hours of free time. Despite all available activities on sports, homework assistance, the local public library, and the current after-school program (HIP), the majority of students are left without adult supervision and activities for child development. Table 21 shows the responses to how students’ time is spent; however, community members indicated they do not have a clear idea of how middle school students are currently spending their after-school hours. During the interviews, the researcher sensed a great deal of attention from community members wanting to become knowledgeable of the current situation of OST activities at the middle school.

Table 21

Frequency and Percentage from Participants' Sub-Themes in Support of Afterschool Program

Sub-Themes	Frequency	Percentage
Afterschool program	19	100%
Homework tutoring	15	79%
Tutoring intervention	10	52.6%
Unstructured time for students	7	37%
Student needs for afterschool program	9	47%
Need for structured afterschool program	6	32%

Interview Findings for Research Question 2: School Personnel and Community Member Preferences for an OST Program

In regard to research question 2, the following themes emerged from interview data: academic enrichment and recreational programs. The researcher believes these themes are answers to research question 2: What would school personnel and community members want these middle school students be doing from 3-6 p.m. on school days?

Academic enrichment. RA1 stated the following:

> There should be some kind of supervised and assisted homework program that helps students that might need individual help. Math and science are big in this community. We're in the aerospace capital of the world, and yet our students haven't tended to perform as high as we would like to see them perform in mathematics. But it would be great to have some kind of support there, so

> afterschool structured support in the completion of homework would be good . . . and a variety of different programs where students would be able to develop some other talent that they might not have right now.

The school personnel responses reveal that they strongly agree with parents that there is a need for an afterschool program at BAY. RA3, an administrator, believes there is a need for "a kind of hub of afterschool [programs] that has different branches to address different student needs." In addition to homework activities, RA3 noted that there is a great deal of interest for sports programs and extracurricular enrichment for students to explore and develop. RS1, a mathematics teacher, strongly supports academic tutoring for all students during OST. RS3 also expressed the idea to keep students in classrooms participating in homework sessions and tutoring as an extended school day. RS4 believed math and science tutoring is important for middle school students and is willing to be a paid employee for an afterschool tutoring program. RS5 would like to see students "engage in mathematics and science activities as there is such a need for these." RS2 suggested the idea of a daycare center for afterschool tutoring, with adult supervision.

Others expressed the opinion that afterschool programs should be students' choice. Some believe homework should comprise a short period of afterschool activities; the rest of the time should focus on building talent for students to explore and discover what profession interests them for their futures. At BAY, faculty members and staff are aware of current issues and are doing their parts in volunteering 1 hour during afterschool hours to help students in need of doing homework.

All school personnel and community members believed that homework and academic enrichment are critical for middle school students to develop and succeed. However, most also believed that other programs such as recreation and sports are important for child development.

Recreational programs. Despite the great interest in homework assistance and the need for academic enrichment for middle school students, parents also showed interest in hybrid programs of recreation, sports, and performing arts. Similar results and interests were heard from school personnel and community member. Respondents generally agreed that students should be involved in an adult-supervised program where students can relax and clear their minds from a long school day. The community member participants showed a great interest in programs that students can develop leadership, sports, handicrafts programs, and performing arts. RA1 stated that there is a need for a hybrid afterschool program that includes a combination of academic and enrichment curriculum:

> I would like to see a program that might have three different prongs, one of them having some kind of physical activity, because I think our students need to be physically engaged. I think healthy body, healthy mind. I don't think as a group our students necessarily get as much exercise as they need.

Community members are aware of budget cuts affecting recreational and performing arts programs from the school system and believe that recreational programs are needed to close the gap. RC2 shared a story that has taken place at the Public School Library where students choose to spend afterschool time in performing arts:

> The library offers, sometimes has a performer that comes in and does Shakespeare for teens. And those kids at first, they don't like to be there, but they keep them in the library and say "just give her 10 minutes, just give her 10 minutes" and they stuck with it. So, that is a wonderful thing. Fine arts are something that they don't really get in the schools too often now. That's something enrichment-wise.

The director of the small existing private OST program at BAY believes there is a need for OST activities. He asserted that the program in place now is doing well and serving students interested in afterschool activities. Also, programs that control, focus, and supervise students should benefit the students.

Top administration supports a hybrid program too. Administration's concern is the 47% of students that are on permits. They would like to create programs for those students not picked up afterschool hours to be in a safe, enriched academic and recreational environment.

RS10 believed sports programs of choice would be successful along with social functions and community awareness. RS11 believes it would be optimal to offer different sports and recreational activities each day of the week. This participant believed that middle school students should be exposed to all different ideas and programs for them to choose from. This strategy could help students to discover their own interests and talents in life.

"Different avenues and programs are beneficial for middle school students," a RS2 said. This respondent is in support of sports programs mainly to keep students busy and out of trouble and physically fit, believing that sports (a) release stress and clear a student's mind after a long day at school and (b) reenergize students for the next school

day. Some faculty members see opportunity in OST activities for students and themselves. It is obvious that BAY agrees with community members who understand students' needs. Each faculty or staff member respondent believed in his or her profession and stated willingness to volunteer time in the interest of students, parents, and the school.

Student choice. In response to the item about what they would like to see as activities provided to students in an OST, some respondents countered that this decision should not be made by adult stakeholders so much as by the students themselves. RC3 commented that OST activities and selected programs should be the "choice of students and not the choice of parents and the school." RC3 also stated that the programs that were developed by schools or selected by parents "fell on their faces. The kids just don't want to participate. I think that there's also a big difference between what parents think they want the kinds to do and what the kids actually want to do with any program." Respondent RS10 agreed that OST activities should not be forced upon students. The type of OST programs should be students' choices. To offer appealing choices demands a diverse offering of activities, as described in the next subsection.

Diversity of activities. The data revealed that teachers and administrator participants would like a diverse OST program that would benefit all BAY students. RS7 said, "such opportunities can expand on something students want to learn." The administration is looking to create and implement an OST program that makes a difference in the students' lives, to test their skills and keep them in a competitive environment academically and physically. Administrators suggested programs that would help middle school students during the time from 3-6 p.m. include civic

engagement, technology, performance of community service programs, and cinematography, performing arts, community services, and social development. The offerings could be unlimited. The administration would prefer to implement an afterschool program that is focused with defined objectives including academic and recreational programs. Administration believes a hybrid afterschool program is "a win for the parents, a win for the school, and the biggest win is for the students," according to RA1. RS3 noted that student clubs should be the heart of the OST program. Respondent RS8 encourages the idea of Odyssey Club. Based on participant information, "the Odyssey Club is a challenging forum for students to compete on the local and national level, which includes geometry, math, drama, and sports."

Communication between school and parents. RS4 indicated that "community and parent involvement make the school a better community." Additional comments from participants revealed that communication between school and parents is critical to OST. The parents need to be informed of available OST programs including the cost of these programs, said RS7. Both RS6 and RS7 said that the school needs to communicate constantly with the parents to keep them knowledgeable of the changes to OST activities and schedule.

Interview Findings for Research Question 3: School Personnel and Community Member Resources to Support an OST Program

In this section, data analyses reveal how the school, parents, and the community can come together to support OST activities that benefit middle school students. The themes emerge from interview data that there are (a) financial limitations, which remain a critical barrier in this endeavor, and (b) a need for dedicated personnel.

Financial limitations. Stakeholders see financial limitations as a major issue for an OST program for BAY students. This theme was repeated as a major issue for parents as well as for respondents in the community and the school. All participants agreed that program costs can be a major issue for parents and for the school district, especially during the economic hardship that the State of California is experiencing. School personnel (faculty members and administration) showed great appreciation for the assistance that is provided by the community; however, they believe with available resources, more structured OST programs can be created and implemented with desirable outcomes.

Currently, the school administration is working hard with organizations for OST activities funding. The administration expressed a need for seed capital to initiate some type of widely available OST programming, which would be a definite boom for the community. BAY is fortunate to have a business community that values education. The business community has been and will continue to be a supporter of BAY. Government support for and funding for OST programs applies only to communities where 50% of the students are qualified for free lunch, thus the demographics of BAY students do not quite qualify for government grants. An administrator made the following statement:

> We don't quite have the demographic that other neighboring school districts have. Really the critical number is 50% of students being on free lunch, and BAY is right in that neighborhood of 45%, so that's been a challenge to us.

The goal for administration is to have some type of seed capital to initiate and promote OST programs with a small affordable fee to parents. The administration's vision is the following: "My vision would be to have our own staff and do the training

necessary to make that kind of thing happen, so you have continuity and you've got quality control. You might bring in some experts that kinda help you out in certain areas."

Administration believes that funding remains the biggest challenge. However, there is a real passion for OST program at BAY from administration, staff members, and faculty members. According to the administration, once the funding obstacle is resolved, BAY would have an outstanding OST program. The administration has lined up a coordinator and a grant writer with the required experience to apply for grants.

Another issue that challenges administration is ongoing funding. From past experience and being a neighbor to middle schools that qualify for OST funding by 21st Century Community Learning Center, the administrator indicated the following:

> With limited funding [meaning 1 year of funding] we can fund an outstanding OST program that is up and running and then have to pull the plug on it. . . . the beauty of ASES [After School Education and Safety] and 21st Century Community Learning Centers is ongoing funding. You're on 3-year cycles, and they're renewable.

This administrator envisions OST activities and programs as needing 3 to 5 years to reach full stride and to maximize student benefits. A vision for an OST program revealed by respondent RA1 was as follows:

> An OST program is beyond school day. Finances are the issue. It is hard for the administration to put together such a program based on limited recourses; we need funding, trained personnel, and somebody to oversee the OST program. The need is for an OST program that makes a difference for the students, to test their sports,

test their music skills, their creative writing skills, their robotic skills, and for the students to see a bigger picture for better choices in life. The goal is to have some kind of a coherent, cohesive program that is fully articulated with conventional school programs.

Some community members prefer no-cost OST activities for a year or more. Once the program proves its validity and become valuable to students, the school can expect more funding from parents and the community.

RC5 understands the limited support from state funding due to the economic hardship. Schools are in need, from parents and the community, of support to fulfill the gap. For financial support, RC5 would like to count on local businesses to support OST activities at BAY and believes that local businesses are willing to support OST. Based on experience, RC5 believes that local businesses have and are supporting local schools during school hours, and thus believes that businesses are willing to support an OST program as well.

Respondent RC3, the current afterschool coordinator, believes that the current program (HIP) is an affordable program in comparison to other afterschool programs, such as those operated by private companies. However, he commented no private OST can compete with a government funded program as 21st Century Community Learning Centers and State of California DOE.

RC4, the president of the District Board of Education, believes parents should bear some of the cost for OST activities at BAY. He asserts that the OST program can work in partnership with local organizations that are willing to support such endeavors. Whether the school improves the current small private OST program or creates and

implements a new OST program, parents should have a stake in it. The current HIP program requires $270 a month in cost to parents, according to the program coordinator, which makes it out of reach for many parents to send their children to afterschool activities. From an economic point of view, RC4 indicated the theory of "the economics of scale." In other words, he suggests that the school double and triple the number of students actively involved in the current program and bring the cost down to half or maybe a third where parents can afford the program.

RS6, a teacher and afterschool organizer, indicated that "partnership with the city and local businesses is vital to this issue; OST activities need to be school run and organized to lower the cost and make these activities available to all BAY students." School personnel are aware of the current economic hardship and the decrease in state and federal funding. School personnel believe that local businesses and the community have a lot at stake to do more in keeping middle school students well supervised in a safe environment.

School staff feels the economic impact on parents, and they believe financial limitations are the main reason students are hanging out in the street or in the parking lot waiting to be picked up. An affordable OST program is the answer, by which parents can afford to keep children in a supervised environment and out of trouble. Most school personnel and staff do have the knowledge and the skills to organize OST activities; most if not all are assisting students in homework club and sports activities at BAY.

Some school personnel believe that OST activities are parents' responsibilities. Respondent (RS7) indicated the following:

> I have very mixed feelings. I really think that there is a need for that, but I also think that there is a responsibility on the parents to help in some way, either volunteer during that time, help fund it, do something. Because what you're saying is that the community should take responsibility of the child until 6:00 p.m.

School personnel as well as parents want the best opportunities for students, but funding is limited. RS9 believes in business sponsorship on individual and group bases, stating that "students themselves can become active to raise funds in assistance to OST program funding." In other words, students themselves can volunteer part of their time to resolve the funding issue. RS10 believes that the community members should be willing to participate, either by volunteering or by program funding. In summary, school personnel and staff are aware of the need of a widely available OST program and are working toward this; however, this intervention remains limited because of the lack of funding.

Dedicated personnel. The administrators support the development of an OST program. Currently, the administration is involved in OST activities but with limited resources. RA3 has dedicated a large amount of counseling time to organize OST activities such as sports, music, and homework club for students in need. Currently, there are multiple afterschool activities with limited resources, organization, and structure for these programs that have been available for some students at the middle school. The school would like to oversee and implement an independent OST program directed by a coordinator on the school payroll. The cost of a full-time coordinator, according to administration, ranges from $85,000 to $95,000 per year. The administration believes that for an OST program to be successful, thorough training must take place to address

the needs of students. The administration and key personnel are interested and ready to invest their time and efforts to organize and oversee an afterschool program completely directed by the school administration.

The top administrator (RA1) supports a coherent, cohesive program that is fully articulated with the school program, supervised and taught by credentialed teachers that are not employed by the school and are not teaching during conventional hours. The administrator believes that teachers are exhausted after a long day and do not have the energy for another 3 hours for an afterschool program. The administration expresses a positive note on the passion of BAY staff and personnel: "I know the staff at BAY badly wants this program. It's something that they've got a lotta energy for too, and it's something that really would change the school that has a very good culture anyway," said RA1. RS7 offers to be out in the school parking passing out flyers to inform parents and post materials to communicate OST activities to the community. Respondent RS9 understands parents' concerns about OST activities but wondered how faculty can be of assistance for such a program. BAY is serving 1,000 students. Extending the school day to 5 or 6 p.m. until parents come home from work is a good idea, but it would be hard on teachers and faculty members to supervise children after a long day of schooling. School personnel agree that OST recreational programs along with academic programs are beneficial to middle school students, but they question whether the school could do this without outside funding and support.

Volunteer assistance. The administration believes parent involvement is a great help in OST activities. Other programs the administration would like for students to engage in, beside the academic enrichment, are programs such as sports, performing arts,

music, and drama. School personnel and faculty members believe that OST activities are expensive and that in general there is a need for parents and community participation in line with the school and the administration to create and implement successful OST programs.

The administration embraced the concept that parents volunteer in the school but are concerned about the stability of their commitment. Although the administration appreciates community volunteers; they learn that particular volunteers and community members are not sustainable and reliable over time due to constant changes taking place in their lives such as jobs and interests. These volunteers have to be replaced by new volunteers. Yet volunteers would be a valued addition to paid program staff. RA1 commented that "dedicated parents and community members can be valuable to students during sports programs and games." The school environment is a good fit for community and parent volunteers. Sport teams at BAY play against other middle schools in this area. Individual volunteers are needed to transport players off-site RA1 states, "we need their talent and skills for coaching, refereeing, and supervision."

The public library officials believe family involvement is certainly crucial in OST activities. Also, the public library respondent (RC2) believes that businesses and nonprofit organizations should become involved in assistance for an OST program at their local school. BAY must initiate an OST program then ask families and the community for resources for a successful program, according to public library personnel.

RC5, the President of the District Board of Education, believes that the target group to support OST program is permit parents, which is the population who would benefit the most from the program. Also, he advises that it is in the school's best interest

to promote the private OST program that is taking place at the school site. Currently, parents need to know and have exposure to what is out there for their children. RC3, the director for the current afterschool program, believes there is a need for dedicated personnel to communicate the current program offerings to parents. The PTA is another source of help for OST program, especially in communicating to parents.

Local businesses have been of great assistance to BAY students. They have supported the middle school in tutoring by sending personnel to help in mathematics and sciences during school hours. The need is for local businesses and the community to develop a partnership with the school and provide support of personnel for an OST program as well. RC6 indicated the following in support of OST program: "Raytheon and four other aerospace-related industries in area support employee community volunteers. I am in charge of one volunteer committee, but there are others in the company. I am trained by NAFTE to provide a course in entrepreneurship for youth." RC6 continued with the following statement:

> I believe that Raytheon could support one person every day for a 3-month time period. Persons might not commit for more than 3 months, at a day a week. Volunteers might offer an activity 1 day a week. I think that other groups and businesses would support enough volunteers so that the OST program might have one business volunteer every day. Such volunteerism would require a school coordinator as there would be many volunteers. A school coordinator could assure that volunteers provide an activity one after-school period daily. The coordinator could make sure that there was coverage every day and students would understand the options from the different volunteers. Also, businesses and

> stores have set aside funds for donations to schools. Business can offer tickets, food, buses for field trips and the like. I don't recall that we ever said no when a school asked for something that we could do. We get a kick out of helping students. . . . I would like to have the business volunteers connect with the school so that we can share our expertise. Many of our employees want to do something for youth but don't know how to connect with schools. We need to create an avenue between local businesses and the school.

A respondent from school staff (RS7) believes that although high school students need supervision, they can also help with supervision. Doing their own homework then helping to supervise and tutor younger students gives them a sense of responsibility and leadership. This school personnel respondent believes that the community is doing its part in OST activities. Nonprofit organizations such as AYSO and others operate as community volunteers; however, most coaches have to work and they don't become available until after 5:00 p.m. RS7 states, mainly, we need an academic OST program to fulfill students' time from 3-6 p.m. After, AYSO and other organizations become active to fulfill students' time with sports and other recreational activities.

School personnel are very protective of students. All volunteers must be checked and fingerprinted if they become volunteers and assist an afterschool program. Also there is an issue of liability of volunteers. School personnel prefer that the school district be in charge of volunteer registration for the protection of the school and students. Respondents from school staff (RS7 & RS8) raised these concerns, promoting the idea that the school district should organize and operate OST, while parent volunteers are needed to participate and provide resources for the program. One participant, the athletic

director (RS6), indicated that his job is to be at school until 5:00 p.m. In a sense, he is maintaining and supporting OST activities. Another participant believes that with the help from current teachers, the school can hire a professional to organize and structure the OST program if funding becomes available. BAY Middle School enjoys an excellent staff and teachers equipped with knowledge and passion for learning.

Summary of interview data. In summary, school respondents agree that the available OST is useful but operates on too small of a scale. All respondents agree on the need for OST. The available resources from parents are in volunteering and funding. The school and the administration can provide a setting for OST activities. The community and local business support OST activities by volunteer staff and materials. RC5 is dedicated to take action based on the research evaluation and recommendations.

Field Notes

The following field notes were collected and dated throughout the study from February 11, 2011 to November 30, 2011. The researcher made notes immediately after events occurred and filed the notes electronically by date.

Initial contact with key personnel. The researcher and chairperson of the dissertation visited the school district and met with district superintendent on February 11, 2011. After my presentation and reflective thoughts by chairperson of dissertation, the district's superintendent agreed to allow the researcher to conduct the study. A general topic was approved, namely parents/students on permit and their need for an afterschool program that enables these students to be under constant supervision during the time of 3-6 p.m. The superintendent was very generous to me. He seems to uphold leadership character and demonstrates an extreme passion for education. The school

superintendent was generous providing the time out of his busy schedule to take the researcher and dissertation chair on a K-8 district extensive tour for observation. The superintendent proudly walked us the entire campus, including a breathtaking science laboratory provided by the aerospace industry, school library, the principal office, classrooms, and beautifully structured sports fields surrounding the school. During this observation tour, the superintendent introduced us to the school principal and assistant and to several teachers and key school personnel who make a difference operating this outstanding educational institution. The superintendent and the entire BAY personnel impressed my dissertation chair and me that they would handle my study with integrity.

[A summary of field notes indicated that the school personnel responded to phone calls, emails, and requests in a timely and caring fashion. The researcher experienced positive engagement and helpful assistance.]

Development of parent survey. The researcher received all contact information for BAY principal. May 20, 2011 the researcher via email provided school principal with study overview and requested from the principal to contact several knowledgeable parents to form a focus group. The researcher's interest was to learn more about the afterschool needs and to develop research purpose. The interviews became significant to the development of parent survey and interview questionnaires (February 15, 2011 through June, 2011).

Informal parent interviews. School principal set up a focus group meeting for June 20, 2011; however, two out of five parents did not come to the focus group meeting and three parents showed up at a different time. The researcher and doctoral student colleague proceeded with individual interviews with the three parents at BAY site.

The purpose of these meetings was to ask these parents five open-ended questions to secure a brief description of any child development topics they feel needed an afterschool program and to capture thoughts of support for an OST. In coordination with the principal, these three parent interviews included five open ended questions (see Appendix G). Parents met with us about 30 to 45 minutes for each interview. We learned so much about their need for an after school program and gathered evidence for the purpose of my study.

Parent 1 revealed that his son was active in OST activities; however, the cost for these activities reached $600 a month. This particular parent believed OST activities have become a critical part of his child's development. Participant continues, "there are so many programs available for students to learn and benefit from." Furthermore, parent 1 indicated that his son enjoys the team of students assigned to the HIP program 7 a.m. with no organized activities during afterschool hours 3-6 p.m. HIP program is geared towards themes and activities. Parent 1 revealed that his son on the track team. Parent would like to see more organized sports programs.

During the second interview, two parents joined the session. Participants knew each other and are active members in the Parent Teacher Association (PTA). Programs wanted by participants included: mathematics, reading, organization, computers, performing arts, and robotics. Both parents encourage the idea of homework during time after school. One parent indicated that tutoring has become expensive; she revealed that the cost of mathematics tutor for her son reached $45 per hour.

Researcher observation of students. The researcher visited the school site on several occasions, with permission. These visits took place at different periods of the

school day and during afterschool hours. The researcher noticed activities such as students grouping in the school parking lot or at streets corners with their backpacks doing nothing but waiting for a period of time. Out of curiosity on two different occasions, the researcher approached school personnel asking for a reason for these groups of students to have nothing to do. The response was that these students are waiting for their parents to pick them up. During the interview of the Los Angeles Public Library Manager, in a library across the street from BAY, the researcher had the opportunity to watch and observe approximately 12 students taken to the library as shelter waiting for ride home. The researcher concluded that a significant number of BAY students need an OST program that would supervise these students until their parents finished work.

Summary of Major Findings by Research Questions

For the 2011-2012 fiscal year school, 974 students were attending BAY school. Forty seven percent of attendances are on permits and resided outside the school district according to school archival data. Parent survey revealed the following demographics on participants: Three hundred and twenty five participants completed parent survey; this completion represents more than 33% of BAY's parent population. One hundred and seventy four participants were on permit, and 151 were local reside within the school district. This combination of findings on study hypothesis provided support to retain the null hypothesis that no differences existed in parental perceptions. Data analyses from interview participants revealed the following themes: (a) support, (b) financial limitation, (c) academic enrichment, (d) recreational, and (e) dedicated personnel. All participants

agreed that there is a need for diverse OST activities that capture students' interest and keep them under adult supervision in a rich and safe environment for student learning.

Research question 1: Perceptions of current OST situation. The theme "support" was derived from multiple data sources. Parent surveys revealed that 93% of participants supported a new OST program for BAY school; all school personnel, administrators, and community participants supported OST program and expressed concerns regarding current OST activities at BAY. These concerns are that the majority of students are not under adult supervision during the time from 3-6 p.m. The risk is that students could develop negative academic behaviors, and other unacceptable activities by the community such as drug use and delinquency. Currently, the majority or 76% of BAY students do not attend OST activities (according to parent survey), 47% of students live outside the school district and are not in walking distance from school, making transportation a critical issue for children with working parents to be home.

Research question 2: Need for OST Program at BAY. Budget cuts in educational funding have created a need for the development of diverse opportunities in OST programs to replace offerings cuts from mandated school time. These diverse OST programs should fill the gap in adolescent development, from minimal development during unsupervised OST, to a well-designed multiple activities OST program to foster social capital. The data revealed that most participants believed in the creation and implementation of a diverse OST program adequate to meet students' needs. Ninety three percent of the parents who participated in the survey believed there is a need for a diverse OST program in combination of academic/enrichment activities. Parent survey showed that 67% of parents prefer an OST program from 3-6 p.m. on weekdays while

they are at work. Two administrators, eight school personnel, and all six community members expressed the need for diverse OST programs to include dancing, performing arts, drama, cooking, sports, and other activities to nurture the talents of students.

Research question 3: Stakeholders' obstacles and resources. Financial limitations and the cost of current OST program appeared to be an issue for more than 48% of parent survey participants. School personnel and administrators noted that budget cuts affected the school's capability to initiate a more extensive OST program because they are struggling to maintain the mandated school program.

The community is equipped with resources and ready to invest in an OST program that would keep the children under adult supervision in a safe learning environment. Findings from the parent survey revealed their willingness to support OST with capital, time, and materials to OST program. Thirty-eight percent of participants are willing to contribute more than $140 a month for OST, 38% are willing to volunteer one afternoon a month of their time, and 16% are willing to volunteer one afternoon a week in support of an OST program. Forty-six percent are willing to subsidize for material cost, and 27% are willing to fund the cost for students' field trips and other activities that contribute to child development and learning.

The school district and all its personnel possess a great passion for a district-housed OST learning program, said RA1. The staff and faculty members are supportive of such a project. The school administration believes that the combination of financial and moral support from parents and the community, with the help of some type of seed capital, would be sufficient to initiate an OST program for BAY. The school is willing to provide its facilities and the district leadership. BAY personnel are competent and

knowledgeable in OST programs. Among school personnel, there are persons willing to serve as program organizers. For example, RC8 has had participated and successfully operated an OST program in a previous job.

The community is willing to employ its resources and assistance to create and implement an OST program. For example, the city mayor (RC4) suggested that this issue should be addressed at the PTA level. The mayor recommended also that the BAY principal and key knowledgeable teachers lead a round table discussion on how the community would come together and support an OST program.

In addition, business representatives are willing to take part to assist and support an OST program. For example, one respondent is a business representative for an aerospace national company in charge of one volunteer committee and is trained by the National Foundation for Teaching Entrepreneurship (NFTE) to provide a course in entrepreneurship for youth. RC6 revealed that his committee and others within his organization (and other local companies) are capable to provide one professional every day of the week to volunteer his or her time to participate in an OST program for BAY.

Parent, school, and community talents and resources are available for an expanded OST program. The shared goal of all respondents is to utilize these resources so that students are supervised in a safe environment with the added value of academic enrichment, cultural enhancement, and recreational development.

Chapter 5: Summary, Conclusions, and Recommendations

Study Overview

Statement of the problem. For decades, state and federal governments have supported and funded OST programs for low socio-economic status school communities. Progressing successfully through school is an important pathway to further education and is positively linked to higher levels of employment and workforce participation (U.S. Department of Education, 2010). However, communities that fall in the category of middle to low class economics are in critical need for OST programs to supervise students while parents are working; these numerous communities do not qualify for OST government funding programs such as 21st Century Community Learning Centers and ASES (After School Education and Safety).

Out-of-school time has become a vital factor in students' success (Afterschool Alliance, 2010; Harvard Family Research Project, 2002; Fashola, 2002; U.S. Department of Education, 2011). Estimates suggest that more than 7 million children in the United States are without adult supervision. During this unsupervised period, youths can develop negative outcomes such as academic behavioral problems, drug use, and other types of risky behaviors (Durlak & Weissberg, 2007; Weissman & Gottfredsom, 2001).

Statement of the purpose. The focus of the study is to develop a needs-assessment for OST programs that do not qualify for federal and state program funding, such as 21st Century Community Learning Centers and ASES (After School Education and Safety). The study sought to develop a model and data driven tools for OST program development that could readily be used by other schools. The purpose of this study was to assess the current situation of these youth, gather suggestions from stakeholders, and

provide recommendations for OST program(s) to fulfill the need of students, their parents, and the school site.

For the OST setting, the intended outcome of the study was to complete a needs-assessment of parents, school personnel, and community members who would be involved in a new or revised OST program. Based upon the literature review as noted in Chapter 2, Epstien's (2001) overlapping spheres of influence model, a grass-root model for school-family-community partnership, and Hiatt-Michael's (2008) theoretical model of curricular design was selected, using the social curricular orientation at the institutional level for decision-making.

Research questions and hypothesis. This study explored the following research questions:

1. How do parents, school personnel, and community members perceive selected middle school students are spending their time from 3-6 p.m. on school days?
2. What would parents, school personnel, and community members want these middle school students to be doing from 3-6 p.m. on school days?
3. How would parents, school personnel, and community members support an OST program?

In addition, this study tested the following hypothesis regarding the parent survey that corresponds to the research questions: There is no significant difference between the perception of parents with district attendance permits and those parents within the district on any item on the parent survey.

Research methodology. A mixed-methods approach was used in this study. The researcher developed 19 items for a parent survey that was administered to all parents

who attended the back-to-school event, where 325 parents completed the parent survey. The total number of participants represents a 35% response rate from BAY parents. For significance and clarity of the study, surveys were categorized into the following groupings: 152 surveys (47%) were completed by parents who reside within the school district, and 173 surveys (53%) were completed by parents of students on out-of-district permits.

School personnel and community members were purposefully selected by the superintendent of the district to individually participate in open-ended interviews. Respondents included 14 school personnel (staff and administrators) as well as six community members. The community members included the city mayor, two local librarians, the school district board president, the director of the current afterschool program HIP at BAY, and a business representative from an aerospace national company who was trained by the National Foundation for Teaching Entrepreneurship to provide a course in entrepreneurship for youth.

Summary of Findings

This summary of findings includes data for all 325 survey respondents and 20 school personnel and community member interviews. The major themes include: (a) support, (b) financial limitations, (c) academic/enrichment, (d) recreational, and (e) dedicated personnel. The BAY community and school interview respondents and 95% of parent respondents recognized that OST is a critical time period for students to develop academically, physically, and mentally. All stakeholders believed that the opportunity exists for some type of OST program rich with activities to occupy adolescents' time.

This summary of findings is within the context of the research hypothesis and research questions, as described in the following subsections.

Research hypothesis. The combination of findings provided support for the null hypothesis that no differences existed in parental perceptions with district attendance permits and those parents within the district on any item on the parent survey. A Spearman rank-order test was used to determine the absence of any significant correlation.

Research question 1. How do parents, school personnel, and community members perceive selected middle school students are spending their time from 3-6 p.m. on school days? The parent survey revealed that only 14% of BAY students are engaged in OST activities, while 48% of BAY students spend 5 days a week without OST participation. In addition, 43% of participants believed financial limitations are the main barriers for afterschool activities, although 85% of parents strongly and somewhat agree that their children would like to participate in afterschool activities.

Parent surveys revealed that 93% of survey participants and all interviewed school personnel, administrators, and community members supported a new or expanded OST program for BAY school. The school administration and community members expressed concerns regarding current OST activities at BAY. These concerns are that the majority of students are not under adult supervision during the time from 3-6 p.m. The risk of unsupervised adolescents is that students could develop negative academic behaviors and other activities unacceptable by the community such as drug use and delinquency (Afterschool Alliance, 2010; U.S. Department of Education, 2010).

BAY's community is a middle-income to low-income minority community according to school administration archival data. The opportunity exists for an OST program has the potential to deliver positive youth development, as numerous research studies have demonstrated that working families of minority children have greater need for supportive OST settings than their middle class counterparts, but often have limited access to quality OST programs (Bouffard et al., 2006; Mahoney, Eccles, & Larson, 2004).

Research question 2. What would parents, school personnel, and community members want these middle school students to be doing from 3-6 p.m. on school days? Eighty five percent of parent participants believed that homework and academic tutoring are very important to child development and learning. Over 50% of parents believe physical education, English, social development, leadership skills, and computer technology are very important to students for afterschool activities. The parent survey showed that 67% of parents prefer an OST program from 3-6 p.m. on weekdays while they are at work. Budget cuts in educational funding have created a need for the development of diverse opportunities in OST programs to replace offerings cuts from mandated school time (Falosah, 2002; Hiatt-Michael, 2008).

One hundred percent of faculty, administration, and community supported a combination of academic and sports/cultural enrichment activities. Sports and recreational activities are as important as academic enrichment, according to many respondents (Harvard Family Research Project, 2002). During OST setting, students have the opportunity to cover academic material that may have been missed from the mandated school day. The OST setting also allows students to explore their interests and

talents through recreational programs that may have disappeared from the public school system due to budget cuts and pressure from the public on schools to concentrate more on academic subjects such mathematics, science, and reading (Hiatt-Michael, 2008).

Research question 3. How would parents, school personnel, and community members support an OST program? Financial support and dedicated personnel are two themes that emerged from data analyses. Thirty four percent of survey participants report being committed to monetary support up to $142 a month for a district-based OST program, 45% are willing to contribute to cover material costs, 38% showed willingness to volunteer one afternoon a month, and 27% committed to field trips cost as part of OST activities. A business representative revealed that his committee, others within his organization, and other local companies were capable of providing one professional every day of the week to volunteer his or her time in support of an OST program for BAY.

Conclusions

Based upon the results of this study, the following 10 conclusions have been determined:

1. Parent, school, and the community are concerned about adolescent activity from 3-6 p.m.
2. Family perceptions about the OST setting are similar across middle-income to
3. low-income communities.
4. Parents, school personnel, and community members believe an expanded OST program is needed for this age group.
5. Strong support and resources exist for a district-housed convenient and affordable OST program.

6. Parent, school personnel, and community members desire a combination of academic, sports, and cultural enrichment for OST activities.
7. Stakeholders believed that an OST program would have a positive impact on students' societal behaviors and persistence toward advanced education.
8. The three groups—parents, school personnel, and community members—were in a resource vacuum of the need for and avenues for collaborative effort toward an OST program for the school site.
9. The study sparked communication that eliminated suspicion and prompted enthusiastic discussion among all three participant groups regarding a partnership to create and operate a district-housed OST program for the school site.
10. BAY middle school has a current ideal opportunity to begin an OST program.
11. Tools developed were useful for this study with the capacity to be utilized in other studies with similar objectives and purposes.

Conclusion 1. Parents, school personnel, and community members are concerned about adolescent activity from 3-6 p.m. All interviewees believed that the period from 3-6 p.m. on weekdays is a critical time for working parents to have their children under adult supervision. Study participants are concerned for good reason. Their perceptions confirm the past research stating that nationwide, the majority of students come from school to an empty home, to the care of relative or non-relative caregivers, or are left unsupervised in local neighborhoods (Bodilly & Beckett, 2005; Fashola, 2002; Hill, 2008).

RS5 believed that the time from 3-6 p.m. is a dead time for most students at BAY. This participant indicated the following on what students are doing from 3 to 6 p.m.:

> most of the students go home… probably a significant number are going to an empty home to eat something, sit down and watch TV, going to social network, some of them going to games. I don't believe many of them will be jumping on their homework until they have to.

RS 6 agrees saying, "a lot of them are hanging out" between 3-6 p.m. In addition, some classes for after-school activities are available, "but that's a minority of the kids that will go to them." RS7 added that there are "many kids, and many groups of kids that I see waiting to be picked up. . . . It would make sense for them to be somewhere safer than hanging out in, you know, a parking lot." RS8 assumes that 12% to 15% of middle school students are "hanging out after school."

Time spent in OST can result in positive youth development and prevent development of harmful habits. The literature review highlighted many examples of results of OST programs, such as Harvard Family Research Project's (2002) statement that "regular attendance in high-quality programs is associated with academic performance, task persistence, improved work habits and study skills, and social skills" (p. 1). OST programs focused on building self-efficacy and self-esteem can help youth build resistance to drug and alcohol abuse even within a climate of peers and family members who use drugs and alcohol (Finke et al., 2002) and to view drugs as harmful (Tebes et al., 2007).

Conclusion 2. Family perceptions about the OST setting are similar across middle-income to low-income communities. Parent survey items 1, 2, 4b, 5, 6, 9, 10, and 14 revealed that only 14% of BAY students are engaged in OST activities due to financial limitations. Despite the reasonable cost of the current OST program, parents' stress over

financial barriers and transportation prevents participation. Working families residing within and outside the district face similar issues in regard to OST activities and share similar needs.

In this aspect, the study concluded that the results of this research have opened more avenues to decision-makers in regard to OST settings. Even if the school decided not to proceed to create a district-housed expanded OST program, the opportunity exists for the school to process the information derived from the present study and articulate this information into the open market to outsource an OST project. For example, the parent survey revealed financial limitations on OST activities and convenient periods for parents to engage their children in OST activities. In addition, the support and available resources from the school and the community create an advantage for private organizations to invest and operate an OST program servicing BAY.

Conclusion 3. Parents, school personnel, and community members believe an expanded OST program is needed for this age group. Parents and community members desired a diverse OST program. Survey items 3, 8, 7, 12 and 13, interview questions 2 and 3 provided data supporting the preference for diverse OST activity offerings. All stakeholders believe adolescents are in need of an expanded OST program, except a minority of parents who are happy with the current program. However, all participants believed in the support of children to reach their potential and development by addressing academic, physical, and safety needs. Apsler (2009) found that OST programs have a positive impact on youths who need help in school and societal behaviors. Parents revealed that their children need help in schooling for such areas as homework and school projects involved academic development. Parents, the school personnel, and the

community members promoted societal engagement in various activities as part of child development.

The study revealed that BAY's student population has a high percentage of ethnic minorities and is primarily a low-income to medium-income community. Such communities emphasize academic learning (Huang & Cho, 2009). Despite that most parents and all school personnel and community members were partially satisfied with the current OST setting, most parents (93%) and all school and community respondents agreed that the opportunity exists for OST improvement under adult supervision that encompasses academic and recreational activities. The study concluded that the ability of an OST program to deliver on a promised outcome depends on the school and community leadership students are exposed to, as well as the sense of belonging and ownership to the program. Family involvement and the strength of staff relationship to students can provide a nurturing environment to create a sense of community and partnership among school, family, and community with meaningful interaction (Fashola, 2002; Harris et al., 2011; Hill, 2008).

The administration and BAY recognize the importance of students meeting their learning needs during school time and when school is out of session. The study concluded that the community encourages and offers resources for students to be engaged in educational innovation programs that provide students with a safe place for the students to connect to rich activities under adult supervision. The study concluded that the community, the school, and parents are aware that the current situation requires change.

Conclusion 4. Strong support and resources exist for a district-housed convenient and affordable OST program. The study concluded that an ideal OST program would be one that is organized and operated by the school district and located on the BAY middle school site as a safe environment offering many learning and recreation resources. The school performance record is valued by school personnel, the parents, and the community. The school and the district are highly respected and trusted by parents and the community. The study also provided an inventory of community and family resources for schools to use in implementing and operating a district-housed OST program.

The verbal support from all stakeholders for an OST program was strong. Parents, school personnel, and community members who contributed to the study revealed willingness to meet school-level needs for the OST setting. Stakeholders are aware of economic hardship in school funding, thus parents and the community are willing to allocate limited financial support and volunteer dedicated personnel to help create, organize, and operate an OST program for BAY.

Based on parent surveys, parents on average can provide financial support of approximately $140 per month, or between $25-$50 per week. In addition, the parent survey revealed that about 300 families would support a school district based OST. This number may increase if all parents were included in the survey, or even all parents of out-of-district permit students. According to the administration, these funds would be sufficient to support hiring a district coordinator as well as covering other expenses. On February 14, 2012, the researcher and dissertation chair visited an OST setting in Bakersfield California. This OST program is funded by the State of California under the

Improving the Academic Achievement of the Disadvantaged Act of 1965 (Title I). The State of California allocates funds to public schools that meet free and reduced lunch criteria for more than 50% of its participants under All Children Excel in School (ACES). The OST director revealed that if the state were to fund an OST program at BAY, based on head counts of economically disadvantaged students, and would pay $7 per day to cover nutrition, material costs, tutoring, and adult supervision by students recruited from local colleges and universities—a simple calculation revealed that the cost per student to the State of California would average $145 per month (M. Bergevin, personal communication, February 14, 2012). This is equal to what 35% of BAY parents state they are willing to allocate to cover OST program costs for their children. This provides further evidence that BAY is capable of creating and operating an OST setting with financial resources provided by BAY parents, dedicated personnel volunteered by community and parents, and with pledged support by business representatives.

Parents are also willing to support limited nutrition costs. Parents report being willing to volunteer 1 day per month. Based on 300 parents surveyed, that would be 15 parent volunteers available per day per month, which would constitute a valuable support staff. In addition, the business representative interviewed stated his company's willingness to provide one teaching volunteer every day, as well as his belief that other local organizations would do likewise if asked. These offerings of support represent a realistic opportunity for relatively rapid instigation of an expanded OST program for BAY students.

Conclusion 5. Parents, school personnel, and community members desire a combination of academic, sports, and cultural enrichment for OST activities. The study

concluded that stakeholders believe that an OST should be focused on academics as well as cultural and recreational activities. Parent survey items 3, 7, 8, 12, and 13; school personnel interview questions 2, 3, and 4; plus questions 2 and 3 on community members' interviews revealed remarkable support for a diverse OST program.

Community members were as supportive as school personnel for the need of an expanded afterschool program. Repeated phrases and statements from community members were gathered. For example, RC1, the director of the current OST program (HIP), indicated the following as useful to incorporate in an OST: "homework time; tutoring; community services, performing arts activities; sports/physical activities; fine arts/crafts/cooking; social development; computer/technology; and leadership training."

OST activities should match the child's needs and interests. RS11, a humanities teacher, believes different sports and recreational activities should be offered each day of the week. RS7, a mathematics teacher, said, "such opportunities can expand on something students want to learn." RS10, a science teacher, agreed that OST activities should not be forced upon students. The type of OST programs should be students' choices. This perspective matches the OST programs in which homework is done for a short period of afterschool activities, while the rest of the time is used for students to explore and discover what interests them, allowing them to explore talents that may be used in their future careers (Afterschool Alliance, 2010). Research bears out that the most successful after school programs are those that offer diverse activities such as sports or cooking, and not simply tutoring and homework activities (Grossman, 2002).

Socioeconomic status often dictates parents' expectation of afterschool programs and outcomes. Ethnic minorities and parents in low-income areas are more interested in

afterschool programs that emphasize academic learning, unlike high-income parents who are more interested in programs that provide safety and supervision, enhance cultural and community identification and appreciation, and develop social skills and increased competency (Huang & Cho, 2009). To conclude, all participants revealed the belief that an OST should be diverse to appeal to all students.

Conclusion 6. Stakeholders believed that an OST program would have a positive impact on students' societal behaviors and persistence toward advanced education. A vision for an OST program revealed by RA1 is that "the need is for an OST program that makes a difference for the students . . . to see a bigger picture for better choices in life."

Programs that focus and supervise students should benefit the students. Sports programs of choice might be successful in developing discipline and a productive outlet for physical and competitive tendencies. Social functioning, collaboration, and community awareness can be fostered by hands-on activities (Hill, 2008). As an example of positive impact in these areas, the GEAR-UP OST program was shown to effectively increase student's study skills and time management, as well as prepare students to make better decisions for future education (U.S. Department of Education, n.d.).

Conclusion 7. The three groups—parents, school personnel, and community members—were in a resource vacuum collaborative effort toward an OST program for the school site. For example, the study concluded that parents and the community were not clearly informed of the current OST program operated by a private organization. One parent believed that the current OST cost $800 per month, although RC1, the private OST program director, revealed that the program cost is $300 a month.

RC4, the city mayor, challenged the school to lead a community discussion on the cost of an OST program and evaluate resources so the community can get started on implementation of an expanded OST program. The study determined there is a need for a district champion to connect the dots for the OST setting. The majority of parent respondents 93% would like to have their children participating in an OST program that meets students needs and is within their financial limitations. RS6, a teacher and afterschool organizer, indicated that "partnership with the city and local businesses is vital to this issue; OST activities need to be school-run and organized to lower the cost and make these activities available to all BAY students." School personnel are aware of the current economic hardship and the decrease in state and federal funding. School personnel believe that local businesses and the community have a lot at stake to do more in keeping middle school students well supervised in a safe environment.

The school provides a perfect setting in both structure and dedicated personnel, in collaboration with families and community, to create and operate an OST program to serve generations to come. An OST champion can reach out to families and the community to reflect on the need of the school and students, and collaborate with administration and school personnel to promote diverse and healthy activities for an OST program. This type of community partnership was described in the literature review as effective in helping establish an OST (Leff et al., 2010).

This study used a model that provides a necessary framework to assist K-12 schools implementing OST programs. The present study utilized a family-school-community framework, applying Epstein's (2001) three spheres of overlapping influences to successfully complete a needs assessment of current OST activities

perceived by stakeholders. Use of this framework enabled the researcher to discover how varied stakeholders view OST activities and programs. The study also employed the Hiatt-Michael (2008) theoretical model of curricular design to guide the needs assessment. Family involvement would be critical in the OST operation at BAY. Parent survey items 3, 11, 15, 16, and 19 revealed willingness for family involvement in OST program and activities.

Conclusion 8. The study sparked communication that eliminated suspicion and prompted enthusiastic discussion among all three participant groups regarding a partnership to create and operate a district-housed OST program for the school site. Three tools were developed to collect sufficient information from parents, school personnel, and community members to create a data-driven model for the formation of an OST program. Tools are the parent survey (see Appendix B), school faculty and administration interview (see Appendix E), and community member interview (see Appendix F). This model represents important and varied perspectives in communities.

Although the participants, especially school personnel and community members, did not always appear to address the questions as they were put to them in the course of interviews, several basic threads or conclusions related to the research questions can be identified in the data. These include the final comments made by participants on strategies to initiate an OST program and attain its goals and objectives. In other words, participants surpassed the stage of whether BAY needs an OST program and what kind of curricular program would suit students' needs. Instead, participants were brainstorming on ideas such as what are resources needed and what is available to BAY to create and operate a successful expanded OST program. For example, the City mayor called on the

school and the district administration to hold a town meeting addressing this issue of OST activities regarding BAY school. The mayor was interested in what resources are needed for an OST program and wanted the school to provide a plan to the community of program cost and resources needed to maintain successful program.

Conclusion 9. BAY middle school has a current ideal opportunity to begin an OST program. The researcher concluded that OST partnership with political leaders and school administration has reached a level at which a project could begin. In more than two dozen cities considered to have reached an advanced stage in the development of their OST system, each of these cities had made progress on six *action elements* defined as central to the sustainability and the continuity of an OST setting (National League of Cities, 2001). These elements are: committed leadership, a public or private coordinating entity, multi-year planning, reliable information, expanding participation, and commitment to quality. The study concluded that all these elements are available resources within the BAY school and community.

Leadership is as important as program quality in sustaining a strong program over time. Based on the literature and research findings, the success of OST programs correlate with leadership skills and strategy for managing external partnerships and attracting diverse community resources (National League Cities, 2001). While seed funding could help to start an OST program, keeping such a program strong takes constant attention from knowledgeable and politically savvy leaders and community partners (Russell et al., 2009). OST has drawn political interest because these programs can help city leaders confront pressing local challenges such as public safety, while also

providing young people with expanded opportunities to learn and grow (National League of Cities, 2001).

Conclusion 10. The assessment tools that were developed for this study captured sufficient data and were simple to use. These tools possess the capacity to be utilized by other school sites throughout the United States for OST needs assessments. These tools were pilot-tested and applied to address the research questions and hypothesis of the present study. The Parent Interview Questions (see Appendix G) provides a blueprint to construct and design a practical parent survey to capture parents' perceptions on the existing OST settings, their vision of desirable OST activities, and the level of support to develop and implement OST program. Furthermore, school personnel and community members' interview questions (see Appendices E and F) provide a way to capture reflective thoughts from participants on the existing versus the desirable situation of their youth during OST and the support of OST for an urban middle school. Because these tools served this study so well and captured the participants' knowledge of the situation in order to plan an OST program, the researcher concludes that these tools have the capacity to be utilized by other schools and community organizers to successfully create and developed OST programs for the benefit of their schools, students, parents, and their communities.

Recommendations for Practical Application

The following paragraphs present recommendations related to this study's conclusions.

Recommendation 1. The first recommendation to BAY is that administration and the school utilize their partnership skills with city officials and key community members

for the development of an OST program. In particular, it is in the best interest of BAY to strengthen a partnership with the city mayor's office, lay out a plan for the OST program, and together with the city mayor's office promote the program throughout the community. The researcher recommends for BAY to develop partnerships among all stakeholders including the school, parents, community, and business advocates for youth development. Furthermore, BAY should extend developing partnerships to reach potential partners outside the district due to the high percentage of students on permit. Jentleson (2008), speaking of university and community partnership in support of family engagement in OST setting, stated that these partnerships that support improved family and community engagement practices in OST program settings should have a positive impact on students' development.

Recommendation 2. The study recommends that the school district appoint an OST program director. The director should be well informed of students' performance on all subjects to build a successful OST program that meets students' needs. This appointee would be what is described in the literature review as a champion, who would increase awareness of the need for an OST program and communicate that need to parents and community. An OST champion for BAY afterschool activities should play a leadership role that includes engaging parents and the community to realize the need for a new and or revised OST, communicating a vision of an instructional OST program, and identifying essential resources for parents and the community to initiate and operate a successful OST program.

Recommendation 3. The study recommends that BAY initiates a community-based OST program that serves and supervises BAY students local and on permits, fulfill

academic needs, and open recreational avenues to nurture students' talents and convictions. Parent surveys revealed limited financial support by families, dedicated personnel as volunteers, and other nutrition and equipment to assist BAY in operation of an OST program. The combination of this support are the following; parent surveys revealed that parents are to provide financial support for the OST program at BAY, 110 parents or 34% are willing to spare $141 per month in contribution to OST program. The financial issue for the OST program can be resolved with seed money to hire a program coordinator and sign up 300 children to the OST program for a continuous program in the future. Parents, community, and school personnel are willing to support the OST program with dedicated personnel and nutrition for children during afterschool time.

RC3, the President of the District Board of Education, believes parents should bear some of the cost for OST activities at BAY. He asserts that the OST program can work in partnership with local organizations that are willing to support such endeavors. Whether the school improves the current small private OST program or creates and implements a new OST program, parents should have a stake in it. From an economic point of view, RC3 indicated the theory of the economics of scale. This respondent recommended that if the school were to double and triple the number of students actively involved in the current program, this would bring the cost down to half or maybe a third, at which price parents could afford the program. RC3 has great concerns about students being out on the streets waiting to be picked up.

Recommendation 4. Teachers and school staff are the most knowledgeable persons on students' performance and needs, thus the study recommends that school staff be involved in the OST program curriculum to provide recommendations of students'

need. Furthermore, the study recommends that the learner be involved in curriculum recommendations. This recommendation is discussed in detail in step 4 of the section later in this chapter, titled Four-Step Model to Develop an OST Program. The school is encouraged to gather information and take into consideration the students' opinions of what they would like to do in the OST. A student survey and input of staff and school personnel in addition to parents and the community should provide enough input to develop an OST program and should also be a part of program evaluation. A program evaluation should be built into the OST program to measure results and weigh benefits versus costs. Program evaluation can illuminate needed modifications and alterations to the program for desirable results. Fashola (2002) indicated that all programs that work toward their goals and are expected to deliver on promises; evaluation is the exchange of information among stakeholders of what is working and what is not. The next step is to modify accordingly.

Recommendation 5. The study recommends that parents take the OST setting more seriously. Parents need to take a much more active role in their children's OST activities. Parent survey revealed that only 14% of BAY students actively engage in the OST learning environment under adult supervision. Research indicated that parent involvement in the OST setting can be a powerful tool for (a) letting parents know how their children are doing in schooling and (b) giving the teachers an opportunity to hear from parents about children's learning. An OST setting is an opportunity for parents to oversee and learn about their children, such as strategies for learning and teaching, and become assistants to their children in their educational endeavors (Afterschool Alliance,

2010; California Department of Education, 2011; Harvard Family Research Project, 2002).

The success of family involvement in the OST program would increase family engagement in child development and would build cultural bridges between neighborhood families. Hiatt-Michael (2011) explains that OST activities promote family engagement where family members can spend time together in an enriched learning environment and relaxed setting. This model can assist decision-makers to create an OST program that is socially oriented at the institutional level.

Recommendations for Further Study

This section presents recommendations related to this study's limitations and observed gaps in knowledge. The researcher believes there could be valuable information obtained through a study to compare and contrast characteristics of adolescents actively engaged in an OST program with characteristics of the majority of students at BAY who are not involved in OST program.

Studies that measure adolescent behaviors such as self-confidence, self-esteem, self-responsibility, motivation, and their outlook for the future to evaluate the effectiveness of OST activities on students' lives would add to the literature and contribute to the field of OST setting. Pre- and post-intervention measurement would allow for discernment of a possible cause-and-effect relationship.

Due to the extraordinary need for OST programs across a variety of middle-income to low-income communities that do not qualify for government funding, research is recommended to discover how various communities have found resources in support of successful OST programs in K-12 school systems, especially those programs that are

willingly attended by a large percentage of a student body. The present study focuses on one school site, one community, and one set of school staff and administration. It is widely believed that schools and communities have unique needs. A qualitative study that includes several communities diverse in demographics and economic standing might identify potential student needs that this study may not have discovered. Such information could assist OST organizers to include an appropriately broad set of options in a multiple-choice survey used to discern their own community's OST needs.

The researcher encourages schools to include student perceptions and preferences as resources of data in needs assessments. This would help OST organizers to structure more effective OST programs with curricular development that is acceptable and attractive to students. This recommendation is the fourth step in a process model described in the following section, though it is a step that the present study did not include.

Four-Step Model to Develop an OST Program

As a result of the present study, the researcher developed a comprehensive four-step process to assist K-12 schools that do not qualify for OST government funding in creating a district-housed OST program. This model (Figure 3) shows a process to assist schools to develop an OST program to transform students' time spent waiting into learning in a safe environment during which adolescents can enjoy a variety of activities aimed at positive development. This model provides a plan for schools and administrators, but the steps would be ideally carried out by a program champion with a powerful position, leadership characteristics, and a passion for youth and education.

The present study completed steps 1, 2, and 3 of the process described in Figure 3, in order to develop an OST program for a particular school site. The school and IRB permitted the researcher to survey parents then interview school personnel and individual community members for the purpose of the study. For step 4 of this model, the researcher recommends that the user develop a new set of tools such as a student survey for the school to capture students' opinions and thoughts for the OST setting. This model is useful for OST projects to understand and meet differing needs by conducting a soundly developed needs assessment. The project champion is termed the *OST organizer*, as the user of the model.

Step 1. Assess the existing OST situation. In this step, the OST organizer will determine if there is a need to develop an OST program. First, the OST organizer needs to engage in a deep conversation with key parents who would be knowledgeable about OST activities within the school district. This process can take the form of focus groups and/or individual interviews with a set of open-ended questionnaires. The intent of the focus group or interview process is twofold: (a) to determine the need and (b) to gather information needed to structure a parent survey that accurately captures parents' opinions and thoughts regarding after-school programs. With this information, the OST organizer can structure a comprehensive parent survey designed to determine parents' needs, assess the current situation by evaluating parent perceptions of a desirable environment, and create an inventory of parent resources to assist developing and sustaining an OST program.

Step 2. Determine the gap. In this step, the OST organizer will determine the gap that must be crossed to arrive at a desirable outcome. The tools for this step are

interview questionnaires for school personnel and community members. At this stage of the process, the OST organizer is able to inform interview participants of parents' opinions. The OST organizer will also be able to share his or her perceptions in regard to OST activities. Hence the questionnaires are open-ended questions, by which the OST organizer and participants have the opportunity to engage in deep conversation with reflective thoughts of what is and what should be, according to Tyler's (1949) needs-assessment model.

Step 3. Discover available resources. In this step, having an understanding of needs and which needs are unmet, the OST organizer searches out avenues for available resources such as the stakeholders' funds of knowledge, dedicated personnel, and monetary or material support to create an OST program.

Step 4. Allow learner choice. In this step, the OST organizer introduces the student into the process. The idea is to engage the learner with program structure and curriculum that is seen as likely to close the gap. This step is critical to the program sustainability and success. Also, the program evaluation at this stage becomes part of the program process. Successful OST programs are ones with clear purpose and objectives. The researcher recommends that the OST organizer develop a student survey or other tools for the school to capture students' opinions and thoughts on the particular OST setting. The researcher should select a sample of students that will be potential users of the OST program. If only the most accessible students are sought for survey participation, then the reported needs and preferences will not reflect the needs and preferences of those who perhaps might benefit most from OST programs.

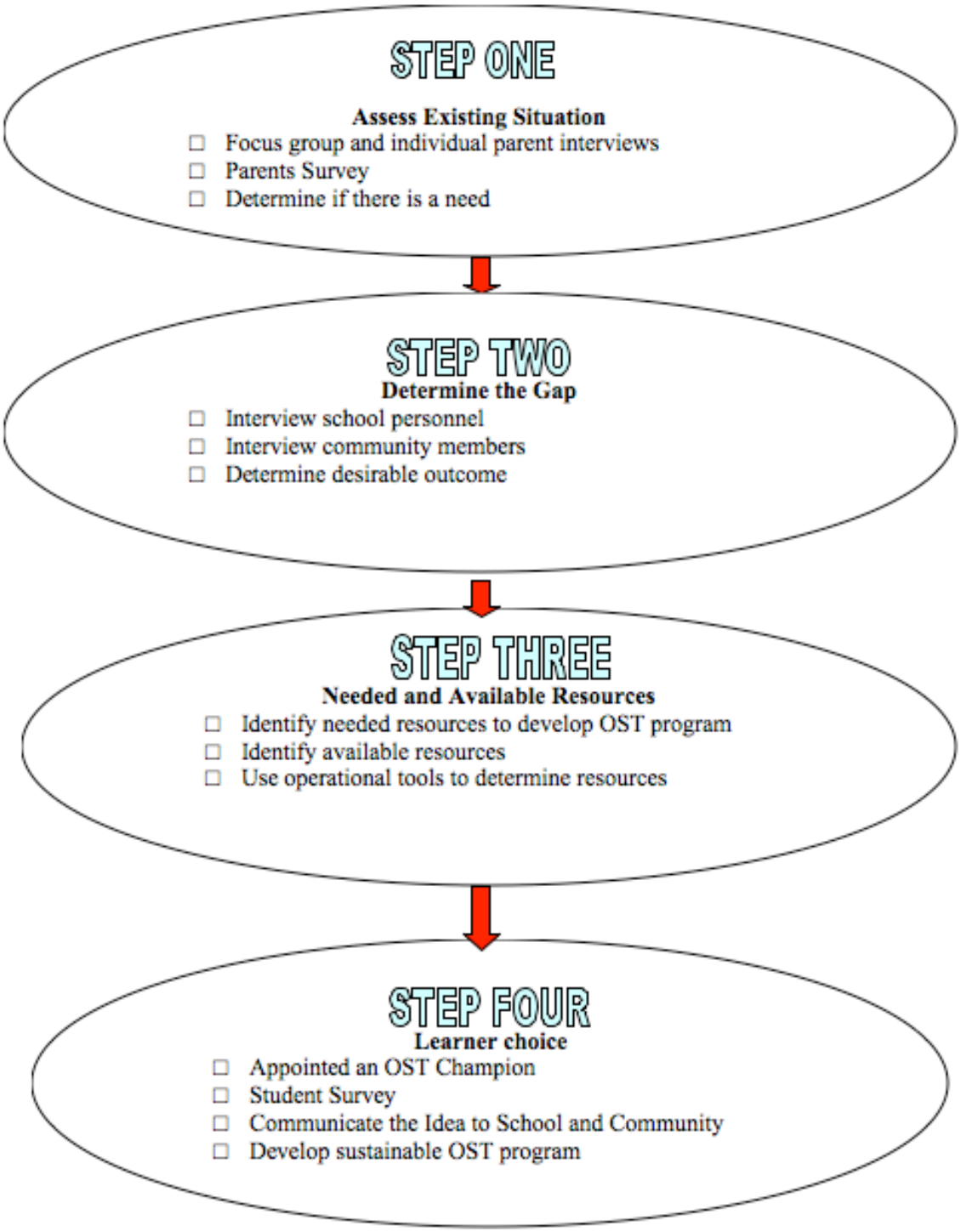

Figure 3. Elmoghrabi's four-step model for an OST program.

REFERENCES

Afterschool Alliance. (2010). *Special report on summer: Missed opportunities, unmet demand.* Retrieved from http://www.afterschoolalliance.org/documents/ Special_Report_on_Summer_052510.pdf

American Youth Policy Forum. (1995). *Contract with American's youth: Toward a national youth development agenda*. Washington, DC: Author.

Apsler, R. (2009). After-school programs for adolescents: A review of evaluation research. *Adolescence, 44*(173), 1-19.

Ask Arne Duncan: Q&A with the U.S. Secretary of Education [Video webcast]. (n.d.). Retrieved from http://ask-arne.msn.com/

BAY starts new HIP program after school. (2003). [redacted] *School District Newsletter, 45*(2), 3. Retrieved from http://www.[redacted].k12.ca.us/Newsletters/ November_03.pdf

Beath, C. (1991). Supporting the information technology champion. *MIS Quarterly, 15*, 355-371.

Beets, M., Wallner, M., & Beighle, A. (2010). Defining standards and policies for promoting physical activity in afterschool programs. *Journal of School Health, 80*(8), 411-417. doi: 10.1111/j.1746-1561.2010.00521.x

Bergstedt, J. (n.d.). *Thomas Jefferson's bill for universal education at the public expense.* Retrieved from http://jschell.myweb.uga.edu/history/ legis/jeffersonuniversal.htm

Bodilly, S., & Beckett, M. K. (2005). *Making out-of-school time matter: Evidence for an action agenda.* Santa Monica, CA: RAND.

Bolman, L., & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.

Books and Beyond. (1995). *Proposal submitted to the Program Effectivness Panel of the U.S. Department of Education.* Washington, DC: U.S. Department of Education.

Brooks, P. E., & Herman, J. L. (1991). *LA's BEST: An after-school education and enrichment program: Evaluation report.* Los Angeles: University of California, Center for the study of Education.

Bouffard, S. M., Wimer, C., Caronongan, P., Little, P. M. D., Dearing, E., & Simpkins, S. D. (2006). Demographic differences in patterns of youth out-of-school time activity participation. *Journal of Youth Development, 1*(1). Retrieved from http://www.ppionline.org/documents/ afterschool_0704.pdf

Boys and Girls Club of America. (n.d.). *Our history.* Retrieved from http://www.bgca.org/whoweare/Pages/History.aspx

Burton, J., & Merrill, P. (1991). Needs assessment: Goal, needs, and priorities. In L. J. Briggs, K. L. Gustafson, & M. H. Tillman (Eds.), *Instructional design: Principles and applications* (2nd ed., pp. 24-65). Englewood Cliffs, NJ: Educational Technology.

California Department of Education. (n.d.). *Regional after school technical assistance system.* Retrieved from http://www.cde.ca.gov/ls/ba/cp/cclcregntwrk.asp

California Department of Education. (2011). *District transfers: Laws regarding intradistrict and interdistrict transfers.* Retrieved from http://www.cde.ca.gov/ re/di/fq/districttransfers.asp

Cengage, G. (1994). *Women's roles in the 1950s: Lifestyles and social trends*. Retrieved from http://www.enotes.com/1950-lifestyles-social-trends-american-decades/womens-roles

Center on Education Policy. (2006). *From the capital to the classroom: Year 4 of the No Child Left Behind Act.* Washington, DC: Author.

Centers for Disease Control and Prevention. (1997). Rates of homicide, suicide, and firearm-related death among children: 26 industrialized countries. *Morbidity and Mortality Weekly Report, 46*, 101-105. Retrieved from www.cdc.gov/mmwr/

Children Now. (n.d.). *Key state legislation related to preschool*. Retrieved from http://www.ccrwf.org/working/Legislative%20History%20of% 20Preschool-2007.pdf

Christie, K. (2008). Middle and high schoolers get hands-on STEM experiences. *Phi Delta Kappan, 90*(1), 5-6. Retrieved from http://www.kappanmagazine.org/content/90/1/5.abstract?cited-by=yes&legid=pdk;90/1/5.

Coca-Cola Valued Youth Program. (1991). *Proposal submitted to the Program Effectiveness Panel of the U.S. Department of Education.* Washington, DC: Government Printing Office.

Coleman, J. (1988). Social capital in the creation of human capital. *American Journal of Sociology, 94*, S94-S120. doi: 10.1086/228943

Confrey, J. (1991). Steering a course between Vygotsky and Piaget. *Educational Reseacher, 20*(8), 28-32. doi: 10.3102/0013189X020008028

Copperman, R. B., & Bhat, C. R. (2009). *Children's activity-travel patterns and implications for activity-based travel demand modeling.* Retrieved from

http://www.ce.utexas.edu/prof/bhat/ABSTRACTS/Childrens_Activity_Travel_Patterns_31July09.pdf

Council for Adult and Experiential Learning. (2008). *State policies to bring adult learning into focus: A companion guide.* Retrieved from http://www.cael.org/pdfs/State_Indicators_Policy_Guide

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Day, D. (1994). Raising radicals: Different processes for championing innovative corporate ventures. *Organization Science, 5*, 148-172. doi: 10.1287/orsc.5.2.148

Durlak, J. A., & Weissberg, R. P. (2007). *The impact of after-school programs that promote personal and social skills.* Retrieved from http://www.lions-quest.org/pdfs/AfterSchoolProgramsStudy2007.pdf

Edwards, D. (2008). Hair-raising experiences: "Doing hair" and literacy in an afterschool reading and writing workshop for African American adolescent girls. In S. Hill (Ed.), *Afterschool matters: Creative programs that connect youth development and student achievement* (pp. 73-86). Thousand Oaks, CA: Corwin Press.

Encyclopedia of Children's Health. (n.d.). *Working mothers*. Retrieved from http://www.healthofchildren.com/U-Z/Working-Mothers.html

Encyclopedia of Public Health. (n.d.). *Adolescent violence.* Retrieved from http://www.enotes.com/public-health-encyclopedia/adolescent-violence

Epstein, J. L. (n.d.). *Epstein's framework of six types of involvement*. Retrieved from http://www.cpirc.org/vertical/Sites/%7B95025A21-DD4C-45C2-AE37-

D35CA63B7AD9%7D/uploads/%7B1310DD65-F94A-457D-A680-9EE824084458%7D.PDF

Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools.* Boulder, CO: Westview Press.

European Research Network About Parents in Education. (2011). *Home, school and community: A partnership for a happy life*? (8th ed.). Retrieved from www.ernape.net/home_en.html

Fashola, O. S. (2002). *Building effective afterschool programs*. Thousand Oaks, CA: Corwin.

Fashola, O. S. (2003). Developing the talents of African American male students during the nonschool hours. *Urban Education, 38*(4), 398-430. doi: 10.1177/0042085903038004004

Fields, A. (2003). *The youth challenge: Participating in democracy*. New York, NY: The Carnegie Corporation.

Finke, L., Williams, J., Ritter, M., Kemper, D., Kersey, S., Nightenhauser, J., . . . Hail, A. (2002). Survival against drugs: Education for school-age children. *Journal of Child and Adolescent Psychiatric Nursing, 15*(4), 163-169. doi: 10.1111/j.1744-6171.2002.tb00391.x

Freiertag, J., & Chernoff, L. (1987). Inferential thinking and self-esteem: Through the Junior Books Program. *Childhood Education*, *63(4),* 252-254. Retrieved from www.stanford.edu/group/cubberley/node/790

Fusco, D. (2008). School vs. afterschool: A study of equity in supporting children's development. *Journal of Research in Childhood Education, 22*(4), 391-403. doi: 10.1080/02568540809594635

Galston, W. A. (2007). Civic knowledge, civic education, and civic engagement: A summary of recent research. *International Journal of Public Administration, 30*(6), 623-642. doi: 10.1080/01900690701215888

Gannett, E. S., Mello, S., & Starr, E. (2009). *Credentialing for 21st CCLC staff: An overview of the benefits and impacts.* Retrieved from http://www.niost.org /pdf/CredentialingPaper.pdf

Gibson, C. (2001). *From inspiration to participation: A review of perspectives on youth civic engagement.* Retrieved from http://www.pacefunders.org/publications/pubs/ Moving%20Youth%20report%20REV3.pdf

Gilbert, T. (1978). *Human competence: Engineering worthy performance*. New York, NY: McGraw-Hill.

Goodman, I. F., & Rylander, K. (1993). *An evaluation of children's participation in the Hand On Science Outreach Program.* Cambridge, MA: Sierra Research Associates.

Grossman, J. B. (2002). Making after-school count. *Education Week, 22*(8), 31. Retrieved from www.edweek.org/

Hall, G. (2008). Civic connections: Practicing democracy through debate clubs in the out-of-school time hours. In S. Hill (Ed.), *Afterschool matters: Creative programs that connect youth development and student achievement* (pp. 46-57). Thousand Oaks, CA: Corwin Press.

Hall, G., Yohalem, N., Tolman, J., & Wilson, A. (2003). *How afterschool programs can most effectively promote positive youth development as a support to academic achievement.* Retrieved from http://nmforumforyouth.org/documents/ostn/ASandPYD.pdf

Hamilton, L. S., & Klein, S. P. (1998). *Foundation school-age enrichment program: Evaluation of student achievement.* Santa Monica, CA: Rand.

Harris, E., Deschenes, S., & Wallace, A. (2011). *ELO research, policy, and practice no. 1: Helping older youth succeed through expanded learning opportunities.* Retrieved from http://www.hfrp.org/publications-resources/publications-series/ncsl-harvard-family-research-project-brief-series-elo-research-policy-practice/elo-research-policy-and-practice-no.-1-helping-older-youth-succeed-through-expanded-learning-opportunities

Harvard Family Research Project. (2002). *Issues and opportunities in out-of-school time evaluation: Youth involvement in evaluation and research*. Retrieved from http://www.hfrp.org/publications-resources/publications-series/issues-and-opportunities-in-out-of-school-time-evaluation/youth-involvement-in-evaluation-research

Hiatt-Michael, D. B. (2008). *Teaching, curriculum, and community involvement.* Charlotte, NC: Information Age.

Hiatt-Michael, D. B. (2011). *Promising practices for family engagement in out-of-school time.* Charlotte, NC: Information Age.

Hill, S. (Ed.). (2008). *Afterschool matters: Creative programs that connect youth development and student achievement*. Thousand Oaks, CA: Corwin Press.

Hollister, R. (2003). *The growth in after-school programs and their impact*. Washington, DC: Brookings Roundtable on Children.

Huang, D., & Cho, J. (2009). Academic enrichment in high-functioning homework afterschool programs. *Journal of Research in Childhood Education, 23*(3), 382-392. doi: 10.1080/02568540909594668

Indiana Afterschool Network. (n.d.). *Afterschool programs definition*. Retrieved from http://www.indianaafterschool.org/about/define/

Iowa Department of Education. (n.d.). *Before & afterschool programs*. Retrieved from http://educateiowa.gov/index.php?option = com_content& task = view&id = 800&Itemid = 1301

Jensen, B. (2008). *Education during the great depression.* Retrieved from http://www.associatedcontent.com/article/549487/education_during_the_great_depression.html.

Jones, J. H. (1994). Ahead in times in Murfreesboro. *School Administrator, 51*(3), 322-335. Retrieved from www.aasa.org/ArticleFeedback.aspx

Justia. (n.d.). *2005 California Education Code sections 41400-41409.3: Employee ratios.* Retrieved from http://law.justia.com/codes/ california/2005/edc/41400-41409.3.html

K12 Academics. (2011). *Latchkey kid*. Retrieved from http://www.k12academics.com/pedagogy/latchkey-kid

Kaufman, R. (1992). *Strategic planning plus*: *An organizational guide* (Rev. ed.). Newburry Park, CA: Sage.

Kaufman, R. (1998). *Strategic thinking: A guide to identifying and solving problems* (Rev. ed.). Arlington, VA: American Society for Training and Development.

Kaufman, R., & Watkins, R. (2000). Getting serious about results and payoffs: We are what we say, do, and deliver. *Performance Improvement, 39*(4), 23-32. doi: 10.1002/pfi.4140390409

Kaufman, R., Watkins, R., & Guerra, I. (2002). Getting valid and useful educational results and payoffs: We are what do, say, and deliver. *International Journal of Educational Reform, 11*(1), 77-92. Retrieved from http://home.gwu.edu/~rwatkins/articles/gettingedresults.pdf

Kendall, K. E. (1968). Education as "the balance wheel of social machinery": Horace Mann's arguments and proofs. *Quarterly Journal of Speech, 54*(1), 13-21. doi: 10.1080/00335636809382865

Khurana, S. (2008). So you want to be a superhero? How the art of making comics in an afterschool setting develops young people's creativity, literacy, and identity. In S. Hill (Ed.), *Afterschool matters: Creative programs that connect youth development and student achievement* (pp. 60-71). Thousand Oaks, CA: Corwin Press.

Kirkpatrick, D. L. (2006). *Evaluation training program: The four levels*. San Francisco, CA: Berrett-Koehler.

Kreider, H., & Westmoreland, H. (Eds.). (2011). *Promising practices for family engagement in out-of-school time.* Charlotte, NC: Information Age.

Laboratory of Comparative Human Cognitive. (1994). *How to manual to La Clase Magica: A Bilingual/bicultural fifth dimension site.* La Jolla, CA: University of California, Laboratory of Comparative Human Cognitive.

Lanham Public War Housing Act, P.L. 76-849 (1942).

Lauer, P. A., Akiba, M., Wilkerson, S., Apthrop, H., Snow, D., & Martin-Glenn, M. (2003). *The effectiveness of out-of-school-time strategies in assisting low-achieving students in reading and mathematics: A research synthesis*. Aurora, CO: McREL.

Leedy, D. P., & Ormrod, J. E (2005). *Practical research: Planning and design* (8th ed.) Upper Saddle River, NJ: Pearson.

Leff, S. S., Thomas, D. E., Vaughn, N. A., Thomas, N. A., MacEvoy, J. P., Freedman, M. A., . . . Fein, J. A. (2010). Using community-based participatory research to develop the PARTNERS youth violence prevention program. *Progress in Community Health Partnerships, 4*(3), 207-216. doi: 10.1353/cpr.2010.0005

Leigh, D., Watkins, R., Platt, W. A., & Kaufman, R. (2000). Alternate models of Neesa assessment: Selecting the right one for your organization. *Human Resource Development Quarterly*, *11*(1), 87-93. doi: 10.1002/1532-1096(200021)11:1 <87::AID-HRDQ7>3.0.CO;2-A

Lichtman, M. (2010). *Qualitative research in education: The user's guide*. Thousand Oaks, CA: Sage.

Little, P. M. D., Traub, F., & Horsch, K. (2002). *Evaluation of 21st Century Community Learning Center programs: A guide for state education agencies*. Retrieved from the Harvard Family Research Project website: http://www.hfrp.org/publications-

resources/publications-series/issues-and-opportunities-in-out-of-school-time-evaluation/evaluation-of-21st-century-community-learning-center-programs-a-guide-for-state-education-agencies

Lumsden, L. (2003). *Afterschool programs*. Retrieved from http://eric.uoregon.edu/publications/digests/digest171.html

Madden, N. A., Slavin, R. E., Karweit, N. L., Dolan, L., & Wasik, B. L. (1991). Success for all: Ending reading failure from the beginning. *Language Arts, 68*, 404-409.

Mahoney, J. L., Eccles, J. S., & Larson, R. W. (2004). Processes of adjustment in organized out-of-school activities: Opportunities and risk. *New directions for youth development: Theory and practice, 105*, 91-107.

Maricopa Center for Learning and Instruction. (n.d.). *PBL overview*. Retrieved from http://www.mcli.dist.maricopa.edu/pbl/info.html

Massachusetts After-School Research Study. (2005). *Pathways to success for youth: What counts in after-school.* Boston, MA: United Way of Massachusetts Bay.

McVarish, J. (2008). Addition afterschool mathematics Programs: Helping students learn to think critically. In S. Hill (Ed.), *Afterschool matters: Creative programs that connect youth development and student achievement* (pp. 28-43). Thousand Oaks, CA: Corwin Press.

Meier, A. (1999). *Social capital and school achievement among adolescents.* Retrieved from http://www.ssc.wisc.edu/cde/cdewp/99-18.pdf

Mitchell, J. M. (1996). *The impact of the Imaginitis Learning System on cooperation and conflict resolution, results of a three-year evaluation* (Preliminary report). Minnieapolis: Cooperative Learning Center, University of Minnesota.

Moores, P. (2010). Engaging community partners to promote healthy behaviours in young children. *Canadian Journal of Public Health, 101*(5), 369-373. Retrieved from journal.cpha.ca/

Morris, D. (1990). *The Howard Street Tutoring manual: Case studies in teaching beginning readers.* Boone, NC: Appalachian State University Reading Clinic.

Morris, P. (1996). Project Management: Lessons from IT and non-IT projects. In M. J. Earl (Ed.), *Information management: The organizational dimension* (pp. 321-336). New York, NY: Oxford University Press.

National Center for Education Statistics. (1998). *Pursuing excellence: A study of U.S. twelfth-grade mathematics and science achievement in international context.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

National Commission on Excellence in Education. (1983). *A nation at risk.* Retrieved from http://www2.ed.gov/pubs/NatAtRisk/risk.html

National Council of Teachers of Mathematics. (2000). *Principles and standards for teaching mathematics.* Reston, VA: Author.

National Institute on Drug Abuse. (2003). *Preventing drug use among children and adolescents: A research-based guide for Parents, Educators, and community leaders.* Retrieved from http://drugabuse.gov/pdf/prevention/redbook.pdf

National League of Cities. (2001). *Municipal leadership for afterschool: City wide approaches spreading across the country*. Retrieved from http://www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Documents/Municipal-Leadership-for-Afterschool.pdf

National Research Council. (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: National Academy Press.

Nelson, R., Whitener, E., & Philcox, H. (1995). The assessment of end-user training needs. *Communications of the Association for Computing Machinery, 38*(7), 27-39. doi: 10.1145/213859.214793

Obama, B. (2010). *State of the Union: President Obama's speech*. Retrieved from http://abcnews.go.com/Politics/State_of_the_Union/state-of-the-union-2010-president-obama-speech-transcript/story?id = 9678572

Obama, B. (2011). *State of the Union speech on education*. Retrieved from http://www.huffingtonpost.com/2011/01/25/obama-state-of-the-union-_1_n_813478.html

Parr, A., Shanks, A., & Dark, P. (1999). Identification of necessary factors for successful implementation of ERP system. In O. Ngwenyama, L. Introna, M. D. Myers, & J. I. DeGross (Eds.), *New information technologies in organizational processes, field studies and theoretical reflections on the future of work* (pp. 99-119). Boston, MA: Kluwer.

Piaget, J. (1952). *The language and thought of the child*. London, United Kingdom: Routledge & Kegan Pall.

Piaget, J. (1964). *The moral judgment of the child*. New York, NY: Free Press.

Powell, E. T., & Renner, M. (2003). *Analyzing quantitative data: Program development and evaluation*. Madison, WI: University of Wisconsin Extension.

Reinhardt, C., & Ganzel, B. (n.d.a). *Farming in the 1930s: Migration out of the great plains.* Retrieved from http://www.livinghistoryfarm.org/farminginthe30s /life_29.html

Reinhardt, C., & Ganzel, B. (n.d.b). *Farming in the 1940s: Victory gardens*. Retrieved from http://www.livinghistoryfarm.org/farminginthe40s/crops_02.html

Riley, E. S. (1994). Caring for Rosie's children: Federal child care policies in the World War II Era. *Polity, 26*(4), 660-661. doi: 10.2307/3235099

Robinson, D. G., & Robinson, J. C. (1995). *Performance consulting: Moving beyond training.* San Francisco, CA: Berrett-Koehler.

Robinson-O'Brien, R., Story, M., & Heim, S. (2009). Impact of garden-based youth nutrition intervention programs: A review. *Journal of the American Dietetic Association, 109*(2), 273-280. doi: 10.1016/j.jada.2008.10.051

Rossett, A. (1991). Needs assessment. In G. J. Anglin (Ed.), *Instructional technology: Past, present, and future* (pp. 156-168). Englewood, CO: Libraries Unlimited.

Rothwell, W. J., & Kazanas, H. C. (1992). *Mastering the instructional design process: A systematic approach*. San Fancisco, CA: Jossey Bass.

Russell, C. A., Mielke, M. B., & Reisner, E. R. (2009). *Evidence of program quality and youth outcomes in the DYCD Out-of-School Time Initiative: Report on the initiative's first three years*. Retrieved from www.policystudies.com/_policystudies.../OST_Evaluation_Report.pdf

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization* (3rd ed.). New York, NY: Doubleday.

Shumow, L. (Ed.). (2009). *Promising practices for family and community involvement during high school*. Charlotte, NC: Information Age.

social capital. (n.d.). In *Collins English dictionary* (Complete & unabridged 10th ed.). Retrieved from http://dictionary.reference.com/browse/social capital

Strauss, A., & Corbin, M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* Thousand Oaks, CA: Sage.

Tebes, J. K., Feinn, R., Vanderploeg, J. J., Chinman, M. J., Shepard, J., Brabham, T., . . . Connell, C. (2007). Impact of a positive youth development program in urban after-school settings on the prevention of adolescent substance use. *Journal of Adolescent Health, 41*(3), 239-247. doi: 10.1016/j.jadohealth.2007.02.016

Thompson, A. L. (2008). Fabulous fashions: Links to learning and life. In S. Hill (Ed.), *Afterschool matters: Creative programs that connect youth development and student achievement* (pp. 87-101). Thousand Oaks, CA: Corwin Press.

Tuttle, W. M., Jr. (1995). "Rosie the riveter and her latchkey children: What Americans can learn about child day care from the second world war." *Child Welfare, 74*(1), 92-114.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.

Tyler, R. W. (1976). *Perspectives on American education*: *Reflections on the past…challenges for the future.* Palo Alto, CA: Science Research Association.

U.S. Census Bureau. (2003). *Statistical abstract of the U.S: 2003.* Washington, DC: U.S. Government Printing Office.

U.S. Department of Education. (n.d.). *21st Century Community Learning Centers.* Retrieved from http://www2.ed.gov/programs/ 21stcclc/index.html

U.S. Department of Education. (2010). *Choices for parents.* Retrieved from http://www2.ed.gov/nclb/choice/index.html.

U.S. Department of Education. (2011). *21st Century Community Learning Centers.* Retrieved from http://www2.ed.gov/programs/21stcclc/index.html

Vygotsky, L. S. (1978). *Mind in society: The development of higher mental process*. Cambridge, MA: Harvard University Press.

Watkins, R., Leigh, D., Platt, W., & Kaufman, R. (1998). Needs assessment: A digest, review, and comparison of needs assessment literature. *Performance Improvement, 37*(7), 48-53. doi: 10.1002/pfi.4140370711

Watkins, R., & Wedman, J. (2003). A process for aligning performance improvement resources and strategies. *Performance Improvement, 42*(7), 9-17. doi: 10.1002/ pfi.4930420704

Weissman, S. A., & Gottfredsom, D. C. (2001). Attrition from after school programs: Characteristics of students who drop out. *Prevention Science, 2*, 201-205. Retrieved www.preventionresearch.org/prevscience.php

White House. (n.d.). *Education.* Retrieved from http://www.whitehouse.gov/issues /education

Wilbur, J. (1995). A gift of time: HOSTS: Help One Student to Succeed. *Partnerships in Education Journal, 9*(3), 1-5. Retrieved from www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ322002

Wilgoren, J. (2000, January 24). The bell rings and the students stay. *The New York Times.* Retrieved from http://www.nytimes.com

Williamson, M. (n.d.). *The effect of the structural changes that occurred within the family in the United States during the 1960s and 1970s*. Retrieved from http://legacy.lclark.edu/~soan314/family-eighties.html

Wilson, N., Dasho, S., Martin, C., Wallerstein, N., Wang, C. C., & Minkler, M. (2007). Engaging young adolescents in social action through photovoice: The Youth Empowerment Strategies (YES!) project. *Journal of Early Adolescence, 27*(2), 241-261. doi: 10.1177/0272431606294834

Wiseburn School District. (n.d.). *Wiseburn School District Profile: The district and community*. Retrieved from http://www.wiseburn.k12.ca.us/DistrictProfile.htm

Witkin, R., & Altschuld, J. (1995). *Planning and conducting needs assessments*. Thousand Oaks, CA: Sage.

APPENDIX A

Participant's Informed Consent Form

My name is Samir Elmoghrabi, a student in Organizational Leadership at Pepperdine University, Graduate School of Education and Psychology. I am currently in the process of recruiting individuals for my study entitled "A Needs-Assessment for Out-of-School Time Programs for BAY Middle School." This research study is being conducted in partial fulfillment of the requirement for the Doctor of Education degree in Organizational Leadership in the Graduate School of Education and Psychology at Pepperdine University, California.

The Professor supervising my work is Dr. Diana B. Hiatt-Michael. The purpose of this research is to design, implement, and evaluate a needs-assessment of students, parents, and school personnel who would be involved in a new or revised OST program.

I am inviting individuals like you who are knowledgeable of afterschool programs to participate in my study. Please understand that your participation in my study is strictly voluntary. The following is a description of what your participation in this study entails, the terms for participating in the study, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate.

I do not foresee any potential risks that you should consider before deciding to participate in this study; however, in the event you do experience any risks, please inform me immediately, please note that individual interviews will be audio taped so that the researcher can study them in detail.

You will not be treated differently from anyone else participating in this study whether you agree to participate in the research study or not. Everything you tell the researcher is confidential and your real name will not appear anywhere in the study. The researcher will be the only person who will be able to identify who is in the study. Participation in this study is completely voluntary. You can decide whether or not you want to participate at any time. If you should decide to participate and find you are not interested in completing the individual interview, you have the right to discontinue at any point without being questioned about your decision. If you feel uncomfortable at any point during the study you may leave or stop the interview.

There is a low risk of loss of privacy if you participate in this study. In order to minimize the risk, your confidentiality will be protected in a variety of ways; your real name will only be used on this form when you sign it and as a recording when we tape the interview; you will be given a code number when you arrive at the interview your name will be changed when the researcher transcribes the interview; any transcription that anyone could use to identify you will be blacked transcription; the researcher is the

only person who will have full access to the audio tapes of the interview and the transcriptions; The audio tapes and the interview transcription will be kept in a locked file cabinet in the researcher's home; the audio tapes will be destroyed after the study is completed. When you speak during the interview you will only use you code number. You can stop at your own free will at any time.

The benefit to you for participation is the development of an after school program for these children.

If you have any questions regarding the information that I have provided above, please do not hesitate to contact me at the address and phone number provided below. If you have further questions or do not fell I have adequately addressed your concern, please contact the following persons:
Dr. Diana B. Hiatt-Michael, Professor Emeritus and Chairperson of the dissertation committee for this study, at (310) 568-5600
Dr. Yoying Tsong, Chairperson of the Graduate and Professional IRB, Pepperdine University, at (310) 568-5600

Thank you for taking the time to read this information. If you agree to be a participant in my study, please sign below.

Sincerely,

Samir Elmoghrabi

I, _____, agree to participate in this research study being conducted by Samir Elmoghrabi under the direction of Dr. Diana B. Hiatt-Michael

_____ _____
Participant's Signature Date

I have explained and define in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent

_____ _____
Samir Elmoghrabi Date

APPENDIX B

Parent Survey

Bay Middle School After School Programs and Activities Survey

Please answer the following questions to the best of your knowledge. This survey is designed to capture your thoughts regarding the need for an afterschool program at BAY Middle School (PLEASE PRINT)

Name _____

Child's name _____ Gender ___M___F Grade level____

Second Child's name_____ Gender___ M___ F Grade level____

Does your child attend BAY Middle School on a permit? Yes____ No____

1. Is your child currently and regularly attending an afterschool program? Yes_ No_
2. Does your child attend an after school program at BAY Middle School? Yes_ No_
3. Do you believe that there is a need for a low-cost additional afterschool program? Strongly agree____ Somewhat agree____ Disagree____ Strongly disagree____
4. a. Check all the reasons that your child IS ENROLLED in an afterschool program? Enjoyment ____ Convenient____ Hours/schedule____ Safety____ Affordability____Recreation____ Academic enrichment ____ Cultural enrichment ____ Homework supervision ____Other _____

   OR

   b. Check all the reasons that your child IS NOT ENROLLED in afterschool program? Grades____ Hours____ Too expensive____ Program is full____ Poor quality____ Safety____ Transportation____ Other_____
5. In general, how satisfied are you with the way BAY Middle School students are currently spending their time from 3-6 p.m.? Outstanding____ Good____ Satisfactory____ Needs improvement____ Poor____
6. Does your child like afterschool activities? Strongly agree____ Somewhat agree____ Disagree____ Strongly disagree____
7. What is the primary reason your child comes home on weekdays rather than participate in afterschool activities? No needs ____Convenient __Child's choice____ Parent choice____ Lack of transportation____ Financial____ Other_____
8. If there was another after school program in place, when would you like for your child to participate? 7- 8 AM___ 3-6 PM___ after 6 PM___ Saturday___ Sunday____
9. During a typical week, how many days does your child come home after school and NOT participate in afterschool activities between 3 and 6 PM? None___ 1-2 days___ 3-4 days___ Everyday____
10. When your child comes home after school, what are the arrangements for his/her care? With parent/relative__ Sibling__ Caregiver__ By himself/herself __ Other__

11. Are you willing to support a new after school program?
More likely____ Somewhat likely____ Not likely____ Not at all likely____

Questions 12-19 are about your child's activities.

12. From the following topics, what activities are the most effective for child development? Homework___ Academic tutoring___ Computer technology___ Performing arts___ Leadership skills ___ Social development____ Community services____ Health education____ Physical education____ Cultural/heritage____ English___ Other Languages____ Television/video/internet___ Gifted and talented educational program___ Other_____

13. How important are the following topics to child development? Please select from very important to not important at all. Please circle one.
Not at all Important (1) Somewhat Important (2) Important (3) Very important (4)

Homework
1 2 3 4

Academic tutoring
1 2 3 4

Computer/Tech
1 2 3 4

Performing arts
1 2 3 4

Leadership/Training
1 2 3 4

Social development
1 2 3 4

Community services
1 2 3 4

Health education
1 2 3 4

Physical education
1 2 3 4

Cultural/heritage
1 2 3 4

English
1 2 3 4

TV/Video/Internet
1 2 3 4

14. How is your child spending his/her time from 3-6 p.m.?
Sports Soccer___ Basketball___ Baseball___ Golf____ Tennis____ Others_____
Technology Video____ Games____ YouTube____ Other_____
Academic Homework____ Mathematics____ Science____ Other_____
Performing Arts Dance____ Graphic____ Drama____ Song____
Great Books Club____ Instructional____ Community Service ____
Civic engagement____ Other_____

15. How are you willing to contribute to an affordable afterschool program?
Cost for materials____ Cost for field trips____ Volunteer one afternoon a month____
Volunteer one afternoon a week____ Other_____

16. What resources if any are you willing to provide to an afterschool program?
Computer____ Equipment____ Nutrition____ Other_____

17. Are there any charges or fees for the care your child receives? Yes____ No____

18. If yes, how much does your household pay for your child to attend afterschool program? $_____ Per-hour____ Per-day____ Per-week____ Per-month____

19. What is the most your household can afford to pay for your child's afterschool programs? $_____ Per-hour_____ Per-day_____ Per-week_____ Per-month____

I understand that survey participation was voluntarily and participant's to remain confidential

For $100 prize gift card drawing PLEASE PRINT

Name_____

Child Name_____

APPENDIX C

Matrix of Research Questions and Parents Survey

Survey introductory and items 1, and 2 are students' demographics for BAY Middle School Research Questions 1. How do parents, school personnel, and community members think BAY Middle School students are spending their time from 3-6 pm on school days?	After School Programs and Activities Survey 1. Is your child currently and regularly attending an afterschool program? Yes □ No □ 2. Does your child attend an after school program(s) at Dana Middle School? Yes □ No □ 4. **a.** Check all the reasons that your child IS ENROLLED in an afterschool program? Enjoyment □ Convenient □ Hours/schedule □ Safety □ Affordability □ Recreation □ Academic enrichment □ Cultural enrichment □ Homework supervision □ Other_____ OR **b.** Check all the reasons that your child IS NOT ENROLLED in an afterschool program? Grades □ Age □ Hours □ Too expensive □ Program is full □ Poor quality □ Safety □ Transportation □ Other_____ 5. In general, how satisfied are you with the way Dana Middle School students are currently spending their time from 3 to 6 pm? Outstanding □ Good □ Satisfactory □ Needs improvement □ Poor □ 6. Does your child like afterschool activities? Strongly agree □ Somewhat agree □ Disagree □ Strongly disagree □ 7. What is the primary reason your child comes home on weekdays rather than participate in afterschool activities? No needs □ Convenient □ Child's choice □ Parent choice □ Lack of transportation □ Financial □ Other_____ 9. How many days during a typical week does your child come home after school and NOT participate in afterschool activities between 3 and 6 PM? None □ 1-2 days □ 3-4 days □ Everyday □ 10. When your child comes home after school, what are the arrangements for his/her care? With parent/relative □ Sibling □ Caregiver □ By himself/herself □ Other_____ 14. How is your child spending his/her time from 3-6 p.m.? **Sports:** Soccer □ Basketball □ Baseball □ Golf □ Tennis □ Other_____ **Technology:** Video □ Games □ YouTube □ Other_____ **Academic:** Homework □ Mathematics □ Science □ Other_____ **Performing Arts:** Dance □ Graphic □ Drama □ Song □ Great Books Club □ Instructional □ Community Service □ Civic engagement □ Other_____

2. What would parents, school personnel, and community members want BAY middle school students to be doing from 3-6 pm on school days?	3. Do you believe that there is a need for a low-cost additional afterschool program? Strongly agree □ Somewhat agree □ Disagree □ Strongly disagree □ 8. If there was another after school program in place, when would you like for your child to participate? 7- 8 am □ 3-6 PM □ After 6 PM □ Saturday □ Sunday □ 12. From the following topics, what activities are the most effective for child development? Homework □ Academic tutoring □ Computer technology □ Performing arts □ Leadership skills □ Social development □ Community services □ Health education □ Physical education □ Cultural/heritage □ English □ Other Languages □ Television/video/internet □ Gifted and talented educational program □ Other_____ 13. How important are the following topics to child development? Please select from very important to not important at all. Please circle one. Not at all Important (1) Somewhat Important (2) Important (3) Very important (4) Homework 1 2 3 4 Academic tutoring 1 2 3 4 Computer/Tech 1 2 3 4 Performing arts 1 2 3 4 Leadership/Training 1 2 3 4 Social development 1 2 3 4 Community services 1 2 3 4 Health education 1 2 3 4 Physical education 1 2 3 4 Cultural/heritage 1 2 3 4 English 1 2 3 4 TV/Video/Internet 1 2 3 4

3. How would parents, school personnel, and community members support an OST program?	11. Are you willing to support a new after school program(s)? More likely □ Somewhat likely □ Not likely □ Not at all likely □ 15. How are you willing to contribute to an affordable afterschool program? Cost for materials □ Cost for field trips □ Volunteer one afternoon a month □ Volunteer one afternoon a week □ Other_____ 16. What resources if any are you willing to provide to an afterschool program? Computer □ Equipment □ Nutrition □ Other_____ 17. Are there any charges or fees for the care your child receives? Yes □ No □ 18. If yes, how much does your household pay for your child to attend afterschool program? $_____ Per-hour □ Per-day □ Per-week □ Per-month □ 19. What is the most your household can afford to pay for your child's afterschool programs? $_____ Per-hour □ Per-day □ Per-week □ Per-month □

APPENDIX D

Interview Protocol

Location and date: The individual interviews will take place at the [redacted] School District in [redacted], California, and location of the needs-assessment under study. A BAY Middle School administrator will reserve a classroom or appropriate space for the individual interviews session. These interviews shall occur Mid-November, 2011.

Room set-up: The room shall be set up with 2 (or more) flip charts and 3 chairs facing the flip charts. Behind or near the flip charts will be a place to hang the completed participant responses to the questionnaire so that these can be reviewed as needed throughout the interview. One flip chart shall show all the interview questions so that participants can follow the flow of the discussion. The other flip chart will be used to record individual responses to one question at a time. The current question will be listed at the top of each page. However, as many pages as necessary shall be used to record participants' responses.

Moderator and recorder: Samir Elmoghrabi, a doctoral candidate, shall lead the interview dialogue. A trained interview facilitator will serve as recorder.
Procedures:

1. Samir Elmoghrabi shall interact informally with individual interviewee as they enter the room. He will ask that they prepare and wear a nametag with only their first name.

2. The recorder will be responsible for distributing the nametags. He will share some cookies and water.

3. Samir Elmoghrabi shall share the purpose of the forthcoming activities, and will verify that interviewees have signed Participant's Informed Consent Form.

4. At this time of turning on the tape recorder, the assistance will state that he is turning the tape recorder and that any names that are spoken will not be in transcribed.

5. Samir Elmoghrabi will begin the interview with warm-up questions. The recorder/assistance will use as many flip chart pages as necessary to record responses.

6. Samir Elmoghrabi will continue with the interview questions in a serial fashion. Responses will be posted on the wall after each question has been completed.

7. Samir Elmoghrabi will solicit comments from participant regarding the after school activities. He will encourage interviewees to note the amount of information that they have shared, how future after school will benefit from the

students, parents/community, and BAY Middle School, and thank them for their enthusiastic participation. The recorder/assistance will turn off the tape recorder.

8. After all interviews have been done, and interviewees have been dismissed, the assistant and Samir Elmoghrabi shall organize the responses by question number. The responses and the audio tapes will remain in Samir Elmoghrabi possession for content analysis using doctoral students as coders.

APPENDIX E

School Faculty and Administrators Interview Questions

Name _____ Position _____

1. From your perspective, what are students doing from 3:00 to 6:00PM after school?

   Homework ☐ Music ☐ Home alone ☐

   Hanging out ☐ Library ☐ Sports ☐

   Highlighting Individuals Possibilities (HIP) ☐

   Other _____

2. Because 93% of parents perceive a need for an OST program at BAY, what do you believe your students should be doing from 3:00 to 6:00 PM?

   After school Program ☐ Home Work ☐ Sports ☐

   Academic Enrichment ☐ Cultural/Heritage ☐ Performing Arts ☐
   Technology ☐ Civic Engagement ☐

   Other_____

3. How would you be willing to support an Afterschool program(s) for BAY Middle School during the time from 3:00 to 6 PM?

   Program Server (teacher) ☐ Program organizer ☐

   Volunteer organizer ☐ Evaluator ☐

   Scheduling ☐ Communicators with students ☐

   Other _____

4. Because 51% of parents believe that current OST offering are too expensive and out of reach (lack of transportation), what kind of support and involvement-- parents, the community and the school-- will be needed to make a BAY Middle School OST activities successful?

Business financial support □	School personal volunteer □
Parents' commitments of time □	Federal grants □
Community volunteers □	Facility □

Other:_____
_____

APPENDIX F

Community Member Interview Questions

Name_____

1. How satisfied are you as a community member with the way BAY Middle School students are currently spending their after school time from 3 to 6 pm?

Outstanding ☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Poor ☐

Comments:_____
_____
_____
_____

2. What would the community like for BAY Middle School students to be doing after school from 3 to 6 pm?

Homework ☐	Social Development ☐	Academic Tutoring ☐
Community Services ☐	Computer/Tech ☐	Health Education ☐
Performing Arts ☐	Physical Education ☐	Leadership/Training ☐
Cultural/Heritage ☐	Languages ☐	TV/Video/Internet ☐

Other:_____
_____

3. As a community member, how do you think the community should support an after school program for the purpose of children's safety and academic enrichment?

_____
_____
_____
_____
_____
_____
_____

APPENDIX G

Parent Interview Questions

1. What is your child doing from 3:00 to 6:00PM during school-day?
2. What are the activities parent-child during the time from 3:00 to 6:00 PM?
3. If there was an afterschool program for your child during (Out-of-School Time), would you be interested?
4. If yes, what program category do you believe would be effective in child development? Academic, Sports, Cultural, Performing Arts, Technology, and or Civic Engagement.
5. If interested in parent-child involvement, what hours would you prefer for your child to attend an afterschool program?

APPENDIX H

Coding Instructions

1. The coder will receive a pack of folders; one question will be on the cover for each folder.
2. The pack of folders will contain the transcripts from the interviews.
3. Then, the coder will receive a stack of answers, not in order of the question asked in the interviews. Each stack represents each of interviewees.
4. The coder will then decide which answer belongs to which question given on the cover folder.
5. The coder places the answer in that folder.
6. The coder only places question one's answers in question one's folder, question two's answers in question two's folder, etc.
7. The researcher/coder will then compare the answers given in the folders that the coders decided upon with the researcher/coder's folders. If any answers overlap or do not match, a discussion will take place to decide upon the best-suited category for the answer.

Source: Adapted from *An Exploratory Study of the Role of the Parent Ombudsperson in the Los Angeles Unified School District* by L. Travis, unpublished doctoral dissertation, Pepperdine University, 2006.