STUDENT PERFORMANCE AND BEHAVIOR:

THE EFFECTS OF AN AFTER SCHOOL PROGRAM IN

ONE SOUTH CAROLINA SCHOOL

by

Delores W. Bellinger

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Capella University

June 2005

UMI Number: 3185670

Copyright 2005 by
Bellinger, Delores W.

All rights reserved.

UMI Microform 3185670
Copyright 2005 by ProQuest Information and Learning Company.
All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

© Delores W. Bellinger, 2005

Student Performance and Behavior:

The Effects of an After School Program in

One South Carolina School

by

Delores W. Bellinger

has been approved

June, 2005

APPROVED:

CAROLYN B. H. ROGERS, Ph.D., Faculty Mentor

DAVID BAIL, Ed.D., Committee Member

MARY RICE-CRENSHAW, Ph.D., Committee Member

ACCEPTED AND SIGNED:

Carolyn B. H. Rogers

CAROLYN B. H. ROGERS, Ph.D., Mentor

James A. Wold

JAMES A. WOLD, Ph.D.
Executive Director, School of Education

Abstract

This mixed methodology case study evaluates an after school tutoring program in a Title l elementary school based on two perspectives: the practitioners working in or with the after school program and the academic performance and behavior of selected students participating in the program. A combination of program designs were used; that is, the program was structured and designed to improve the academic performance and behavior of its participants, as mandated by the school district, but it was also designed to give students opportunities to participate in enrichment activities to broaden their world view and improve socialization. The link between involvement in extracurricular activities and achievement in school is well established in the research literature. This study adds to the body of knowledge that contends after school programs should not be limited to just an academic emphasis. The study supports the belief that after school programs should include enrichment and/or extracurricular activities as well as supplement and complement the teaching of traditional subjects to help reduce the achievement gap between different groups of students.

Dedication

It is with love and appreciation that I dedicate this work to the people who have supported me in my scholarly pursuit to achieve this milestone- my doctorate.

My husband, Jesse, who refused to offer sympathy, when times got tough and I thought the odds were insurmountable, but kept me focused on my goal with a sense of tough love. His extraordinary technology skills were truly a blessing as he labored long hours to help me turn my abstract ideas into exceptional works. My true soul mate that is and has always been the constant in my life.

My two wonderful, loving daughters, Jessica and Bianca: the core of my being, who have never wavered from offering me encouragement and steadfast support. They are truly the pride and joy of my life.

My loving mother, Blanche Williams, my first teacher, who now resides in Heaven but I know is smiling down on me still feeling a sense of joy with my every accomplishments. My grandmother, Lucille Milton who is no longer with us but is fondly remembered as a talented and resourceful woman who did much with so little.

Finally, Frank Washington, the speech teacher who many years ago helped a poor, little third grade girl overcome her speech impediments and now that student earns her living using the power of speech.

Acknowledgments

This work could not have been completed without the encouragement and support of many individuals. First, my heartfelt gratitude to Dr. Carolyn Rogers, my committee chair and mentor who was truly a blessing in this endeavor. Her expertise, professionalism and thoughtfulness along with her steadfast support and encouragement made my journey easier with the knowledge that she truly cared about my success. Her "Sure, it can be done" spirit motivated and inspired me at every turn. She is an asset to Capella University because she embodies the caring spirit proclaimed by this institution.

My sincere appreciation to Dr. David Bail, a wonderful, gifted individual who helped me to broaden my outlook on educational issues through his inspiring teaching and profound questioning. He was also a blessing throughout this awesome journey because of his unwavering support and encouragement as an instructor, and as a member of both my comprehensive and dissertation committees. Special thanks are extended to Dr. Mary Rice-Crenshaw, my third committee member, and to Dr. Corrine Dickey who taught me the true meaning of patience and for her wonderful editing skills.

Also, my heartfelt appreciation is extended to my husband, Jesse who supported me from the beginning to the end of this journey with his expertise in technology. Dr. J. Shutay's expertise and direction in this research project were greatly appreciated. My thanks are also extended to my beautiful and talented first born, Jessica, for her help in organizing and typing my working bibliography. Also, a thank you to my youngest beautiful and talented

daughter, Bianca who was away from home attending college for much of my journey but who nevertheless brighten my journey with her encouragement and support.

My heartfelt appreciation is extended to two members of the research team: Doris Waddell for her expertise, dedication and professionalism and Queen Sumpter for her professionalism and calming spirit. In addition, my sincere thanks are extended to the staff of the World Tae Kwon Do Center of Columbia, South Carolina for their dedication and support.

Finally, my thanks are extended for the support and encouragement given to me by the parents, students, teachers and staff of both the regular and after school program of this Title l elementary school in Columbia, South Carolina and to all other unnamed individuals who helped me on my journey to achieve this milestone.

Table of Contents

Acknowledgments	iv
List of Tables	x
List of Figures	xi
CHAPTER 1. INTRODUCTION	1
Background of the Study	3
Statement of the Problem	4
Purpose of the Study	5
Research Questions	5
Significance of the Study	6
Definition of Terms	7
Assumptions and Limitations	10
Organization of the Remainder of the Study	11
CHAPTER 2. LITERATURE REVIEW	12
Historical Perspectives of After School Programs	12
Theoretical Framework	15
At-Risk Students and After School Programs	20
The No Child Left Behind Act	24
Accountability Issues and After School Programs	26
Measures of High Quality, Effective After School Programs	30
The 21st Century Community Learning Centers	33

Disruptive Behavior and Academic Achievement 34

CHAPTER 3. METHODOLOGY 37

Introduction 37

Research Questions 38

Qualitative and Quantitative Methodologies 39

Case Study Research 43

Research Design 45

Population and Participant Sample 45

After School Program Design 46

Study Sample 52

Role of the Researcher 54

Data Gathering 54

Data Analysis 56

Reliability and Validity 57

CHAPTER 4. DATA COLLECTION AND ANALYSIS 60

Introduction 60

Research Question 1 63

Research Question 2 79

Research Question 3 85

Research Question 4 89

Delivery System Findings 91

Summary of Findings 93

Verification of Findings 97

CHAPTER 5. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS 98

Introduction 98

Summary 98

Results 100

Discussion 102

Implications for General Practice 122

Recommendations for Future Research 123

Recommendations for Improvement of This Study 123

Conclusion 124

REFERENCES 126

APPENDIX A. 21ST CENTURY COMMUNITY LEARNING CENTERS STANDARDS 137

APPENDIX B. MINORS CONSENT FORM 141

APPENDIX C. CONSENT FORM FOR OTHERS 143

APPENDIX D. TEACHER INTERVIEW QUESTIONS 145

APPENDIX E. PARENT SURVEY 146

APPENDIX F. STUDENT SURVEY 147

APPENDIX G. TEACHER QUESTIONNAIRE 149

APPENDIX H. AFTER SCHOOL ACTIVITY OBSERVATION GUIDE 151

APPENDIX I. TEACHER/STAFF SURVEY 158

List of Tables

Table 1. Student Survey Descriptive Statistics 64

Table 2. Teacher Survey: Program Evaluation Descriptive Statistics 71

Table 3. Teacher Survey Responses Related to Student Academic Performance 81

Table 4. Teacher Survey Responses Related to Behavior 86

Table 5. Student Interview Responses 90

Table 6. 21st Century Community Learning Centers Standards Rating 93

Table 7. After School Program as a Subsystem of an Elementary Program 119

List of Figures

Figure 1. After school program organizational chart 48

Figure 2. Do you enjoy the after school program? 65

Figure 3. How many days each week would you like to attend the after school program? 65

Figure 4. Do you feel safe in the after school program? 66

Figure 5. Does after school staff help you with your homework? 66

Figure 6. Are you doing better in school since you started coming to the after school program? 67

Figure 7. Do you feel happier or less stressed since attending the after school program? 67

Figure 8. Would you like more time for activities, other than homework, in the after school program? 68

Figure 9. Do you have friends, or someone you like, in the after school program? 68

Figure 10. Do you feel comfortable talking to the after school staff? 69

Figure 11. Does the after school staff take time to help you or talk with you when you need it? 69

Figure 12. Reasons for attending the after school program 70

Figure 13. The program relates to what is taught during the day 72

Figure 14. School day teachers are well informed of what happens in the after school program 73

Figure 15. The after school staff keeps parents informed about the program 73

Figure 16. The after school staff keeps parents informed about their children's progress in the program 74

Figure 17. There is a balance between academic and enrichment activities 74

Figure 18. The after school staff have sufficient resources to conduct activities 75

Figure 19. The after school staff have adequate support from the principal 75

Figure 20. The after school staff have adequate support from the coordinator 76

Figure 21. The program helps students academically 76

Figure 22. The program helps with homework completion 77

Figure 23. The program helps students learn how to get along with others 77

Figure 24. The program facilitates positive behavior among the participants 78

Figure 25. Students' behavior improves when they attend the program 78

Figure 26. Students' change in performance from pre-to-posttest 80

Figure 27. Student report card performance over time 80

Figure 28. Stays on task 82

Figure 29. Completes assignments 82

Figure 30. Shows pride in his/her work 83

Figure 31. Asks for help when does not understand 83

Figure 32. Attends school regularly 84

Figure 33. Gets frustrated easily 84

Figure 34. Student referrals over time 85

Figure 35. Works cooperatively with other students 87

Figure 36. Respects authority 87

Figure 37. Follows directions 88

Figure 38. Is involved in problems in and out of class 88

Figure 39. The 21st CCLC Standards for a high quality after school program 92

Figure 40. Author's view of the systems theory oforganization 116

CHAPTER 1. INTRODUCTION

The idea of extending the regular school day to provide additional time for learning the basic skills and offering enrichment activities for students is welcomed by many policymakers, researchers, service providers, educators, parents and students. This idea, called the after school movement, is bringing sweeping changes to our nation's educational system. The Elementary and Secondary Education Act, also known as the No Child Left Behind Act, mandates that school districts reserve 20% of their Title One allocations to fund supplemental education services (after school programs) for schools that have not met the adequate yearly progress (AYP) benchmark required by the federal government (No Child Left Behind Act, 2001).

In addition, the 21st Century Community Learning Centers initiative, which also mandates after school programs, received $1 billion during the 2004 fiscal year to provide after school services to 1.4 million children. Again, a billion dollars was awarded to fund after school programs for the 2005 fiscal year. It has been projected that President Bush will budget the same amount for the 2006 fiscal year ("After School Programs Feel Pressure of Accountability," 2003). The number of service providers or administrators for after school programs has been steadily growing based on the number of applications submitted for consideration (Jacobson, 2005). Thus, a growing number of individuals and agencies are coming forth to provide after school services for students in our public schools.

Increasingly, school districts find themselves actively competing with other providers to render after school services for their own students, according to a 2001 survey released by

the National Association of Elementary School Principals (NAESP, 2001). The survey indicates that most principals welcome after school programs in their schools along with the added responsibilities because they see a distinct need for them and realize the payoff will benefit their students. They, like so many others, believe that after school programs are helping students make progress academically, socially and are helping to keep them safe which are good incentives to make sure these programs remain permanent fixtures in our students' educational experiences.

The After School Alliance (2001) conducted a nonpartisan survey with voters from around the country and reported that 91% of individuals surveyed believed communities should offer daily after school learning programs for K-12 students (Branch, 2000). In that same survey, 69% of the people said they would be willing to pay an additional $100 in states taxes per year to help fund more after school programs. Consequently for almost a decade, the field of after school education has been growing at a phenomenal rate. It is estimated that young people in this country spend almost a third of their organized time (including school hours) in after school and summer programs (Noam-Gil, Biancarosa, & Dechausay, 2002).

However, all stakeholders in the after school movement do not speak with a unified voice. According to the National Education Association (NEA, 2003), there is an ongoing, fiery debate between the faction who believes the after school programs should be structured to improve students' learning in order to justify their existence and those who believe the programs should offer unstructured enrichment-type activities to meet the needs of the whole child. The latter is coming out in favor of broadening the scope of after school programs to

include character development, problem solving and the ability to work with diverse teams of people.

On the other hand, the No Child Left Behind Act and other federal, state and local initiatives are narrowing the scope of after school programs to focus on improving reading, writing and mathematics. This group of policymakers, business and community leaders and parents are demanding academic accountability for the performance of after school programs. The growing demand for accountability seems to weigh heavily on the side of those who would narrow the scope of after school programs simply to how well students do on achievement tests designed to measure improvement in the academics.

Background of the Study

Most after school programs designed to provide services for students during off-school hours can be placed in to one of three categories. The first category focuses on programs that are designed to provide students with supervision during a time when they may be exposed to or engaged in antisocial and/or destructive behavior. The second category covers programs that are designed to provide enriching experiences that broaden the students' perspective and improve their socialization. The third category places emphasis on programs that focus on improving the academic achievement of students who are not accomplishing as much as they need to during regular school hours (Fashola, 2002).

Since the categories are clearly defined and the need is evident, after school programs have emerged as a national priority. However, there is confusion about the direction of these programs. Fashola (2002) contends that administrators have applied for funding;

policymakers have provided the funds, principals, teachers and tutors have received the funds and they all wonder what to do, while researchers wonder what works. As a result of this confusion and the diverse background of service providers, those in the after school movement recognized a need for ongoing research that would bring different after school models to the forefront which would show evidence of promise or evidence of effectiveness (Fashola, 2002).

Statement of the Problem

Although it is widely believed and accepted that extending the students' day to provide additional instructions in reading and math will help close the academic divide, few studies have evaluated actual programs that deliver these services. Instead, the measure of a program's effectiveness has been largely determined by an outcome such as how high students score on a standardized test which at best can be incomplete and perhaps even misleading (After School Alliance, 2001). Whether or not the measure of success will be determined by a single test score or a multi-faceted instrument to measure several factors, the question should be which after school program design will most efficiently and effectively meet the needs of our students. Since, the caliber of these programs vary it is important for administrators and policy makers to be familiar with factors that tend to set apart high quality, effective programs. If not, millions of children may be locked in inadequate programs.

The No Child Left Behind Act has increased the focus on accountability in school policies. It calls for better education research and a wider use of programs based on research.

Panelists at an American Youth Forum based in Washington, D.C. and others argue that the best approach to meet the accountability issue is to conduct careful designed studies of strong program then use them as models instead of demanding every program, whether large or small, do extensive research on its own effectiveness. They believe policymakers should focus on making model programs better rather than requiring every program to demonstrate academic gains (Yohalem, Pittman, & Wilson-Ahlstrom, 2003). Then the multitude of potential service providers will have a "menu" of effective programs based on research to implement or modify in order to meet the needs of their students instead of them using a trial and error method to create an effective program for their students.

Purpose of the Study

The purpose of this study was to evaluate an after school tutoring program in a Title l elementary school based on two perspectives: the practitioners working in or with the after school program and the academic performance and behavior of students participating in the program.

Research Questions

Listed below are the four research questions that were addressed in this study:

Research Question 1: How was the current program viewed by key participants: Students, Teachers, Administrators and Parents?

Research Question 2: Was academic performance improved by participation?

Research Question 3: Was behavior improved by participation?

Research Question 4: How could the program's service delivery system be improved?

Significance of the Study

Although in recent years, an effort has been made to evaluate after school programs based on how well participants perform academically; it has not gone far enough. Generally, the effort did not extend to consideration for the different goals associated with other after school program designs. Consequently, there are few studies that evaluate the components of after school programs or how the programs are implemented in numerous sites around the country.

In addition, a large amount of tax dollars will be earmarked to implement after school programs even if there is a reduction in funding. Under NCLB legislation, any type of for-profit or nonprofit entity including social service agencies, businesses, community and faith-based organizations, schools and even individuals can become a provider of supplemental educational services (U.S. Department of Education, 2003). To qualify as a service provider, every applicant must meet four criteria:

1. Demonstrate effectiveness in improving student achievement (based on definitions of effectiveness as defined by state education agencies);
2. Use high-quality, research-based instructional strategies for increasing student achievement;
3. Align services with state curriculum standards and school district instructional program; and
4. Demonstrate financial stability (U.S. Department of Education, 2003).

Thus, if any of these for-profit or nonprofit organizations successfully meet the criteria and completes the application process detailing how they plan to deliver services to students then they may be awarded a contract to implement an after school program in their area.

As a result, we have service providers teaching with little or no experience in teaching or educational backgrounds in working with children. Questions such as, "Can we as a nation afford service providers that use a trial and error method to determine the best way to deliver services in the tens of thousands of after school programs being implemented around the country?" or "Do our children have time to participate in programs that are based on ideas and notions that are not grounded in theory or on ideas that have not proven to be successful in the past?" are being asked around the country. This study will not be the ultimate program design for all future after school programs, but it will extend the research on effective after school tutoring programs and hopefully, be one of many studies to follow that will be used as a reference point for service providers as they emulate the successes and avoid the pitfalls of existing programs.

Definition of Terms

Academic performance. Pertains to test grades, portfolios, report cards (progress reports), projects and all measures of students' assessment excluding standardized test scores.

Academic plan. A blueprint for success developed by teachers of students who have failed South Carolina's achievement test, and approved by their parents in which academic assistance is tailored to meet their needs.

Accountability. A process, or a function of a system in which school administrators or leaders are willing to accept responsibility for their efforts to improve schools based on student performance.

Achievement gap. Refers to differences in minority, disadvantaged and their White counterparts in student achievement (NGA Center for Best Practices, 2004).

Adequate yearly progress. A series of performance goals for every public school in the country set by each state department of education in which school must meet the proficiency goal of the federal No Child Left Behind Act.

After School Program. A support program designed to enhance the academic performance and behavior of participants through tutoring.

*At-risk*Thi s term denotes the presence of individual socioeconomic or environmental risk factors that are linked with academic failure.

Behavior. An outward display of appropriate interactions exhibited by students in an elementary school.

Discipline referral. A report made for a student who exhibited unacceptable behavior in the classroom, in the school building, or at any school-sponsored function (Knight & Wadsworth, 1994).

Evaluation. An overall assessment of whether a program achieves its goals, how it works, and what adjustments may improve its results ("The Evaluation Exchange," 2003).

In-School Suspension Program. An alternative program designed to keep students in school engaged in their school work, but isolated from other students rather than suspending them for disruptive behavior in class and violation of school rules.

No Child Left Behind Act. An act signed into law by President George W. Bush on January 8, 2001. It is a revision of the Elementary and Secondary Education Act of 1965.

Palmetto Achievement Challenge Test (PACT). South Carolina's mandatory achievement test given yearly to measure academic gains in English/language arts, math, science and social studies of students in grades 3-8.

Priority One students. At-risk students not meeting grade level standards in the same area for two consecutive years as measured by PACT, have academic plans and are in jeopardy of being retained if they do not improve their performance on this state-wide testing instrument.

Priority Two students. Students with academic plans and identified by a local school district as in need of academic assistance based on prior PACT performance, grades and teacher recommendation.

Regular teachers. Teachers who work with students between 7:30 a.m. and 2:30 p.m. on a school day.

Repeater. A student who has repeated the same grade.

Socioeconomic status (SES). An individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income wealth, and place of residence. Sociologists often use socioeconomic status as a means of predicting behavior.

Tutoring. An effective, quick and easily implemented procedure to individualize instruction across dyads, small groups, or large group (Seppan, Freeman, Kruse, Schleisman, & Stubblefield, 2001).

21st Century Community Learning Center Initiative. A program established by Congress to award grants to rural and inner-city public schools to extend opportunities for students and their families to learn new skills and discover new abilities after the school day ends (U.S. Department of Education, 2003).

Assumptions and Limitations

Assumptions

1. After school programs can be designed to be efficient and effective.
2. Surveys and questionnaires can be valid and reliable instruments for collecting data for the study.
3. Regular teachers of students who attend an after school program will see a marked improvement in their academic performance and behavior by the end of the tutoring program.

Limitations

1. This study is limited to the after school program at one inner city school located in Columbia, South Carolina.
2. Teachers volunteer to work in the program. Therefore, this limits the administration to the quality and experience of the teaching staff who volunteer.
3. The site coordinator is also the primary researcher. Thus, it can be argued that the participants in the study may be biased in their answers. To remedy this

potential problem, both the survey and questionnaire will be administered by individuals who are not involved in this after school program.

4. Only the academic performance and behavior of Priority One students will be measured. These students have been identified as at-risk and have been required by the school district as well as the S.C. Education Department to participate in an after school tutoring program as a condition for promotion if they do not earn a passing score on South Carolina's achievement test: Palmetto Achievement Challenge Test (PACT).

Organization of the Remainder of the Study

Chapter 1 gives an introduction. Chapter 2 will provide a review of the related literature on after school programs. Then chapter 3 will present a description of the methodology to be used in the study. Next, chapter 4 will present the findings for each research question in the form of the data analysis. Finally, chapter 5 will include a brief summary, conclusions, and recommendations for general practice and future research. In addition, there will be an appendix after the references to provide examples of pertinent documentation for the study.

CHAPTER 2. LITERATURE REVIEW

A preliminary review of the literature indicates that few studies to date have evaluated the after school program as a delivery system to determine its effect on the academic performance and behavior of students. Instead the focus has been on the outcome: the achievement or test scores of students. This study, however, has a two-fold objective that is to examine the components of an after school program to determine its effect on the academic performance and behavior of the students and solicit the perspectives of practitioners that work in or with the program about its effectiveness.

Historical Perspectives of After School Programs

In the United States, the first out-of-home, after school programs for school-age children were offered by private charities and nurseries around the turn of the century (Seppan et al., 2001). During this period, Boy's Day Club emerged to offer classes and organized activities. Later, the Boy's Day Club invited girls to participate as members. According to Halpern (1992), between 1900 and 1910, public schools began establishing recreation centers and vacation schools that offered clay modeling, charcoal drawing, rooftops and playground time. The goals of the Boys and Girls Club along with public and private schools, charities and nurseries were to keep children off the dangerous streets, socialize children, prevent delinquency, and support the academic goals of schools (Halpern, 1992). These programs spread across the country during the 1920s and 1930s as the population moved from rural to urban areas. In the midst of the Great Depression the federal

government started funding after school programs as part of its effort to create jobs for both women and men. The government's support of after school programs dramatically increased during the Second World War as many women entered the workforce to support the war efforts. However after the war, many working women returned to their homes and the federal government's support of after school programs declined. It was during this period, the Progressive Era, that the idea of community school was first proposed. The idea gained more attention as a means for providing services to children, schools, and communities as time went on (Hunt, 1968). The purpose of community schools, according to Hunt (1968), was to respond to the problems of poor health, unemployment and poverty.

In the 1960s, President Johnson launched his War on Poverty. Legislation such as Head Start and the Elementary and Secondary Education Act (ESEA) of 1965 appeared during this time. These initiatives were designed to provide funding for schools with disadvantaged populations in order to improve nutrition, job training and placement, and health care. They were also designed to provide early childhood and youth programs, compensatory education, and a small percentage for after school programs (Halpern, 2000). As a result, more men and women entered the work force. From 1960 to 1996, the proportion of school-age children with working mothers increased about 10% each decade (Cappella & Larner, 1999). As more women went to work, the number of two-parent families decreased from 9 out of 10 in the 1960s to fewer than 7 out of 10 in the mid-1990s, according to a 1998 report presented by the U.S. House of Representatives, Committee on Ways and Means.

Thus, many factors influenced the number of students needing after school programs. They were

1. Growth in the number of young children as the baby boomers (cohorts of a large number of babies born during 1948 through 1954) began to have children;
2. A sharp increase in the employment of mothers with young children;
3. An increase in the proportion of single parent families; and
4. A decrease in the number of extended family members available to care for school-age children during nonschool hours.

Several researchers contend the 1970s and 1980s witnessed a dramatic shift from a nation concerned about eliminating poverty and providing educational equality to worries about academic standards and international economic competitiveness (Cappella & Larner, 1999; Vandell & Shumow, 1999). Consequently, new laws were written to stiffen graduation requirements, improve teacher's performance, and test students' academic achievement.

The last decade, the 1990s, has witnessed an unprecedented rise in after school programs. Reforms in welfare, education, and crime prevention have increased interest in programs that are school-based (Dryfoos, 1999). Data from the National Center for Education Statistics (1997) gathered from school districts around the country, report that the percentage of both public and private schools extended day and after school programs increased dramatically from 1988 to 1998.

In 1998, President Clinton signed into law a massive bill called the 21st Century Community Learning Centers program. This initiative, according to Robelen (2001), was the key component of the Clinton-Gore Administration's effort to keep our children safe and

help them learn after school. Congress supported this initiative by appropriating $200 million for after school programs in fiscal year 1999, up from $40 million in 1998. This expansion was strongly justified by a report the U.S. Department of Education (2000) commissioned on the effectiveness of after school programs.

In addition, data collected by the Charles Stewart Mott Foundation (1999) clearly documented the public's strong desire to make quality after school programs available to all children. Overwhelmingly, Americans favor providing school-based after school programs in their own community by 93% (Branch, 2000). By the fiscal year 2003, President Bush requested in his budget about $1 billion for the after school initiative. Since then, justification for public investment in after school programs has resulted in a greater demand for evidence to document the impact of these programs on the children.

Theoretical Framework

The systems theory of organization provides the theoretical perspective for this study. Hegel, an 18th-century German philosopher, articulated the key notion of systems theory. He suggested that the whole is more than the sum of its parts, but that the whole determines the nature of the parts, and the parts are dynamically interrelated and cannot be understood in isolation from the whole (Banathy, 1996). However, Ludwig von Bertalanffy, a biologist, is actually considered the father of systems theory. He proposed instead of reducing a biological system, such as a plant or animal, to its parts (organs or cells), that each identifiable component is related to other parts. Each part known as a subsystem is identified by the unique activity that occurs within it. Banathy (1996) also emphasized the importance

of systems being open, meaning they can acquire qualitatively new properties through emergence.

Systems theory emerged as a science of production during World War II when manufacturers of war material were interested in finding the most efficient and rapid methods of output. A system was investigated by analyzing each subordinate component, and reducing the system to its components, sometimes without regard for interactions within the larger system (Bertalanffy, 1968). The component is a part of a larger system that can be identified as a relatively independent part, but can not function properly without the whole. For example, the liver or stomach can be regarded as subsystems of the body, both can do the jobs they are designed to do independently, but are dependent on the whole to function properly. Systems have four major characteristics:

1. Systems are goal oriented.
2. Systems have inputs from their environment.
3. Systems have outputs to achieve their goals.
4. There is feedback from the environment about the output (Banathy, 1996).

In systems theory, the intention is to see systems as integrated wholes instead of disassembled parts. The systems framework is also fundamental to organizational theory. Banathy (1996) contends that organizations are complex sets of interdependent parts that interact in order to adapt to a changing environment. He further contends that organizations are dynamic, living entities that are goal oriented. Consequently, advocates of organizational theory used the system theory to think about and analyze organizations. The systems theory

provides a set of categories for thinking about organizations that are abstract not concrete (Bertalanffy, 1968).

Lunenburg and Ornstein (2000) define a system as a set of interrelated elements that function as a unit for a specific purpose, while Owens (2001) defines an organization as an integrated system of interdependent structures and functions constituted of groups, consisting of persons who must work in harmony. Systems theory attempts to describe, explain, and predict organizational behavior (Owens, 2001). Central to systems theory, according to Owens (2001), is the concept of multiple causations and the concept of subsystems. An after school program can be defined as a subsystem of an elementary educational program.

Systems theory has five components: inputs, a transformation process, outputs, feedback, and the environment. Inputs are transformed into outputs. Outputs are contingent on the input and the transformation process. One aspect of the system depends on another. The systems approach is the interrelationships of all elements. Generally, inputs are resources and demands on the system. Inputs produce the product or service. Examples of inputs for the after school program would be the teacher/tutors, the allocated budget, materials as well as the guidelines from the district office. The transformation process can be described as an organization converting the inputs into some form of output. An example would be the teacher/tutors being paid through the budget to use the materials to teach students in the program. The outputs would be students showing improvement on a testing instrument in reading and math, students' behavior improving during the regular school day, and the teacher/tutor voicing job satisfaction.

The feedback is a source of the inputs. The organization uses the feedback to self-regulate by determining whether or not it is corrective in nature or promotes growth. The feedback is the information obtained from the outputs that influences the selection of inputs during the next cycle (Banathy, 1996). For example, the after school coordinator may want to discontinue using the curriculum materials from the past year and order new materials if the number of students passing a high-stakes test is low.

The external environment can be defined as the social, political and economic force that surround the organization and react to the outputs as well as provide feedback to the system. The environment is the major source of uncertainty to the organization and is also the outside control. Banathy (1996) contends the environment is the demand system; it demands certain outputs which are products of the system. On the other hand, the organization is the supply system. The organization has the information and resources along with some productivity that can satisfy the demands from the environment. Lunenburg and Ornstein (2000) contended that the external environment can hinder the success of an organization. An example of this would be the local politicians measuring the success of an after school program based on every child making significant gains on a high-stakes test and withholding funds for the next year if that demand is not met, disregarding all other positive benefits of the program.

Lunenberg and Ornstein (2000) contend that school organizations can be viewed as a social system. Consequently, after school programs operating within a school district are school organizations. Lunenberg (2000) contend that the linkage of materials, information and people or the inputs from sources in the external environment such as school boards and

district administrators to the transformation process that is students and teachers interacting with the curriculum materials to produce mastery of the subject matter the outputs make the after school programs social systems as well. Lunenburg (2000) further contend that nearly all school organizations are open systems which is one of the most important concepts of systems theory.

A school organization interacts with its internal and external environment to produce change. Thus, feedback from the internal environment, the teachers, administrators, and students along with feedback from the external environment, district administrators, state department of education officials, community leaders, parents and politicians can bring about change in the organization. For example, feedback from the district administrators citing the students' poor performance on a high stakes test, the output, can lead to changes in the inputs and the transformation process.

Systems theory can be helpful to a school organization such as an after school program because it aids in the analysis of the program's operations and in its operational management. Specifically, it can help an after school staff quickly and accurately make a diagnosis of a problem and can help focus their efforts on key areas to introduce change in the system. Littlejohn (2001) basic systems model from his *Theories of Human Communication* notes the interrelationship between inputs, transformation process, and outputs as well as the constant feedback to the inputs and outputs that are all contingent on the demands of the surrounding environment.

Systems theory is useful because it steers an organization such as a school district or a school away from ascribing phenomena to a single causative factor. Instead, it reminds the organization to look at the complexity of events and how they are interrelated. Therefore, the effectiveness of an after school program should not be measured, as is the tendency in our nation, by a single phenomenon: an achievement test score. Sadly, many of the students participating in after school programs are considered to be at-risk and have multiple barriers hindering their success (Miller, 2003). Thus, systems theory reminds us that an after school program is a subsystem of a larger educational system and its outputs are the results of multiple causative factors not just one in isolation.

At Risk Students and After School Programs

Students can be identified as at-risk as early as third grade. Evaluation instruments such as Elementary School Pupil Adjustment Scale (ESAPS), the Dropout Alert Scale (DAS) for grades 4-12, and the Student Sensitivity Index (SSI) for grades 7-12 have been used to identify at-risk students (Cage, 1984). The premise behind identifying students early is to offer help and guidance early in school in order to prevent them from dropping out, and becoming another statistic.

An at-risk student is defined as one who is not experiencing success in school and may be a potential dropout. These students are usually low achievers with low self esteem. Regrettably, a disproportionate number of them are males and minorities (Donnelly, 1987). Ferguson (2000) suggests children brought up with one or more of the following factors are at-risk:

1. Poverty or economic disadvantage
2. In a single-parent family
3. Physical or learning disability
4. Limited-language proficiency
5. Crime
6. Abuse or neglect
7. An alcoholic or substance abusing parent
8. Geographic disadvantage
9. Racial or ethnic prejudice.

Druian (1984) and Miller (2003) agree with the researchers who investigated characteristics correlated with a high likelihood of dropping out. They all mention demographic, socioeconomic, and institutional as conditions to identify the at-risk students:

1. Living in high-growth states–Parents with menial skills move to these high growth states for employment. Students living in areas of concentrated poverty do worse than their poor peers living in more affluent areas due to the effects of crime, violence, drugs and social isolation (Connell &Halpern-Felsher, 2000; Connnell, Spencer, & Aber, 1994; Sampson, 1997).
2. Living in unstable school districts–Students living in disadvantaged, inner city neighborhood that are overwhelmingly non-White, and students who attend schools that are less than 20% White, are much more likely to attend poor quality schools with less qualified teachers. The quality of these schools

deteriorated more over time (Cook & Evans, 2000; D'Amico, 2001; Educational Research Service, 2001).

3. Being a member of a low-income family–Students from low-income backgrounds frequently feel alienated from the school culture. (Allison & Takei, 1993; D'Amico, 2001; Delpit, 1988; Heath & McLaughlin, 1996).
4. Having low academic skills (though not necessarily low intelligence)–Poor children do not enter school with the same cognitive skills (e.g., letter recognition, phonemic awareness) as higher socioeconomic (SES) children due to the lack of books, access to libraries, time spent reading during the preschool years, and lack of exposure to explanatory language and verbal interactions (Duke, 2000; Neuman & Celano, 2001).
5. Having parents who are not high school graduates–Low income parents sometimes do not fully understand the expectations of the school or possess the requisite skills to help their children (Alexander, Entwisle, & Bedinger, 1994; Gutman & Midgley, 2000).
6. Speaking English as a second language–Teachers often have lower expectations of poor students and students of color, and respond negatively to them (Clark, 1990; Comer, 1988; D'Amico, 2001; Educational Research Service, 2001).
7. Being single-parent children–As they get older, many poor children and children of color are left behind because of their lack of access to enrichment

activities during the summer and after school (Benson & Saito, 2000; Clark, 1988; Entwisle & Alexander, 1996; Heyns, 1978; Peng & Wright, 1994).

8. Having negative self-perceptions; being bored or alienate; having low self-esteem–Differences in the long-term benefits related to educational attainment due to job discrimination against Blacks, other minority groups, and women reduce the desire of some young people in obtaining educational credentials (Takei & Dubas, 1993).

Natriello, McDill, and Pallas (1990) predict that by the year 2020, the majority of students in America's public schools will be living in circumstances traditionally regarded as placing them at risk of education failure. According to Rossi and Stringfield (1995), many will be poorly housed, undernourished, subjected to the effects of others' abuse of drugs, and provided with few positive adult role models. Sadly, according to Donnelly (1987), a greater number of young people will be neglected or abused by those adults who enter their lives and because of misunderstandings, insufficient resources, or a lack of regard for individual differences and capabilities will be treated harshly by the very institutions that presumably were created to help them.

Hamovitch (1997) supports this premise by arguing that many at-risk students feel alienated from our public schools. He contends that society is composed of dominant and subordinate groups with different access to power and other resources. He, further, contends that these groups have distinct ways of speaking, relate to dissimilar experiences, values, perceptions and economic interests. Furthermore, Hamovitch believes that schools usually embrace the culture and interests of the dominant social or economic groups, which

influences the degree to which schools can adequately socialize all groups of students. In other words, social class plays a significant part in determining how different categories of students experience school. Tyack (1974) documents the historical trend toward control of local school boards by the most privilege members of the community. Based on his findings, he postulates that schools tend to ease the success of sons and daughters of the dominant groups and impede the progress of others.

The No Child Left Behind Act

President Bush signed into law on January 8, 2001, P.L. 107-110, also known as the No Child Left Behind Act (NCLB). This highly controversial piece of legislation has generated more debate than the congressional law that mandated a quality education for all handicapped children in 1975 (Cowan, 2004). Nevertheless, the law is centered on the twin goals of high standards for all children and accountability of the public schools. The administration believes that this law will close the student achievement gap, make public schools accountable, set standards of excellence for all children and put a qualified teacher in every classroom. In addition, under this law over $1 billion annually has been allocated to fund after school programs through the 21st Century Community Learning Centers program, an after school initiative created by the Clinton Administration.

Miller (2003) contends that after school programs can not change students' school experiences, but they can provide alternative environments that may be more in tune with young people's interest, motivations and needs. Additionally, these after school programs may provide many opportunities for young people to get personal attention from adults,

belong to a positive peer group, and participate in activities that hold their interest and build their self-esteem. After school programs can also create a bridge between the culture of peers, families and communities and the school environment (Heath, 1994; Jackson & Davis, 2000; Scharf & Woodlief, 2000).

In this era of high-stakes testing and increased accountability, many school districts are developing school-based after school programs that will promote academic achievement. Researchers believe that extended day and after school programs are a means of accelerating the achievement of students placed at risk of academic failure due to poverty, lack of parental support, reduced opportunities to learn, and other socioeconomic and academic factors (Frymier & Gansneder, 1989; McAdoo & Crawford, 1988). The goal of these school-based programs is very clear: to increase student performance but the approach to achieving this end is unclear. According to Fashola (2002), research is very limited in regard to what types of programs are most likely to effectively meet the needs of at-risk students.

Generally, many after school programs are just an extension of the school day, and operate under the assumption that more time will result in better outcomes for students (Miller, 2003). However, as more schools offer these programs they are realizing that sitting students at desks and using the same learning strategies for more hours does not result in much long term benefit. Most of all, for the underachieving students, more regular school is not the answer. Consequently, many academically oriented programs are engaging community partners and attempting to achieve desired goals by providing a wider variety of activities and opportunities (U.S. Department of Education, 1997).

Accountability Issues and After School Programs

The No Child Left Behind Act of 2001 emphasis on school accountability, academic achievement and research-based instruction has extended to after school programs (After School Alliance, 2001). A report by the U.S. Departments of Education (1999) cited extensive research on benefits of after school programs. According to these findings, after school programs impact student learning in a number of ways:

1. Improved grades and academic achievement;
2. Increased interest and ability in reading;
3. Development of new interests and skills;
4. Higher school attendance rates and lower dropout rates;
5. Improve homework completion, both in terms of quantity and quality;
6. Fewer grade retentions and special education placements; and
7. More self-confidence and higher aspirations for the future, including intentions to graduate from high school and to attend college.

Seemingly, the academic emphasis promoted by the federal government is the direction in which after school programs should move. Yet, some providers have voiced their dismay at being pressure to change the focus of their program from extracurricular activities to academics. For example, participants at an American Youth Policy Forum (1999) expressed concerned that they are being forced to focus on academics at the expense of other areas that also benefit children. Interestingly, Camp (1990) found that extracurricular activities are more strongly linked to academic outcomes than study habits, family background or academic ability. The link between involvement in extracurricular activities

and achievement in school is well established in the research literature (Astroth & Haynes, 2002; Broh, 2002; Camp, 1990; Eccles & Barber, 1999; Entwisle, 1990; Gerber, 1996; Gilman, 2001; Jordan, 2000; Mahoney, 2000; Mahoney & Cairns, 1997; Marsh, 1992; Nettles, 1991; Steinberg, Brown, & Dornbusch, 1996; Zill, Nord, & Loomis, 1995). Another disgruntled provider, the program director of a Washington, D.C. based youth group, also contends that after school programs are continuously getting pressured to raise test scores, in order to justify their existence in this accountability driven climate (Yohalem et al., 2003).

This era of accountability also brings budget restraints. Accordingly, in 2004 the Bush Administration sought to decrease funding for the after school initiative by $40 million because of an evaluation of the 21st Century Community Learning Centers by Mathematica Policy Research, Inc. The evaluation reported that grantees and their programs failed to produce significant academic gains, improve behavior or make participants feel safe ("Advocates, Ed Square off. . . ," 2003). Advocates vigorously defended the after school programs, faulting the study's methodology and citing positive gains hidden in the evaluation. Their complaint: Mathematica was taking pre-NCLB programs and using a NCLB measuring stick to determine the quality of these programs (Archer, 2004). Under mounting attack, the Bush administration decided to fund the programs at the same level of the previous year instead of making the budget cuts. Nonetheless, this administration still uses academic gains as the benchmark to measure success of after school programs.

Critical Hours

Miller (2003), commissioned by the Nellie Mae Education Foundation to assess the value of after school programs, gave three major conclusions in her report "Critical Hours: After School Programs and Educational Success":

1. Quality programs can markedly increase engagement in learning by providing students with opportunities for personal attention from adults, a peer group with positive aspirations, and hands-on activities that hold students' interest and develop their skills and sense of competence. She noted that schools often have difficulty providing these types of opportunities, yet research indicates they are critical to long-term academic success.
2. Students engaged in learning behave better in school; have better work habits, higher educational aspirations, improved attitudes toward school, a greater sense of belonging in the community, and better relationships with parents.
3. Young people are not the only ones to benefit from these programs. After school programs have been called the new neighborhood. Positive effects extend to families, employers and communities. Research indicates that investments in after school programs for youth are likely to have benefits that far outweigh the cost.

Other Researchers

Greenwood, Delquadri, and Hall (1984) contend that tutoring was an effective and useful method of helping low-achieving students practice, review and maintain academic

learning. In addition, they believed that tutoring is widely used to increase levels of correct academic responses, positive peer interactions and support, and students' engagement in academic tasks. Early researchers such as Gartner, Kohler, and Riessman (1981) found tutoring to be a successful method of improving achievement.

Wircenski, Sarkees, and West (1990) found that students who were involved in well-planned and supervised tutoring programs benefited significantly over those students who were not in tutoring programs. Wircenski et al. (1990) found that students showed gains in (a) grade point average; (b) reading, mathematics, writing, communication, and study skills; (c) ability to identify long-range goals; and (d) self-confidence and interpersonal skills.

Other studies have shown that involvement in extracurricular activities is associated with school engagement and achievement (Cooper, Valentine, Nye, & Lindsey, 1999; Gerber, 1996; Jordan, 2000; Mahoney & Cairns, 1997). These studies assessed involvement in nonacademic activities during after school hours. The data concluded that rather than diverting students from meeting their academic goals, students engaged in extracurricular activities such as sports and art activities were less likely to drop out and more likely to have high academic achievement (Gerber, 1996). In fact, students at-risk of school failure appear to benefit more from participation in extra curricular activities than other students. These researchers believe that involvement in extra curricular activities has an indirect impact on achievement by helping to build on students' strength and increasing their desire to be connected to the school.

On the other hand, several studies by Tucker et al. (1995) and Morrison, Storino, Robertson, Weisglass, and Dondero (2000) found that after school academic tutoring or

homework assistance may not result in an improvement in academic performance but rather prevent a decline in performance that is evidenced by many at-risk students, half of whom participated in an after school program providing homework assistance, tutoring, and cultural enrichment activities. Thus, after school programs can improve the academics, self-esteem and keep some students from losing the skills gained over a period of time. According to the Charles Stewart Mott Foundation (1999), after school programs are an important first step in the process of changing not only how children are educated, but also how the school and community, come together to ensure their success.

Measures of High Quality, Effective After School Programs

According to Fashola (2002), evaluation of after school programs can be challenging. Fashola (2002) also contends that there are few studies on the effects of after school programs, and those that exist have found highly inconsistent outcomes. Larner, Zippiroli, and Behrman (1999) assert that only a limited number of strong studies have been conducted. One reason is the methodological challenges that call into question the reliability and validity of the studies. They believe the evaluations should be theory driven, operate on a wide scale and estimate a variety of measures (Larner et al., 1999). Noam-Gil et al. (2002) also noted the lack of systematic and conclusive research on after school programs to guide the practice.

A report presented by the Ewing Marion Kauffman Foundation (2000) strongly suggests the program developers establish measures of success by rating strong after school programs and documenting their results. Heron, Welsch, and Goddard (2003) reported that their literature review found only fifteen experimental studies that had been conducted using

a tutoring system as the independent variable within specialized subject areas over the past twenty-one years. Of the 15 studies, 2 were published in 2001 (Johnson & Ward, 2001; Utley et al., 2001), 9 were reported in the 1990s (Balenzano, Agte, McLaughlin, & Howard, 1993; Bell, Young, Salzberg, & West, 1991; Gumpel & Frank, 1999; Knoske, 1996; Konukman, 1998; Pilewskie, 1995; Tabacek, McLaughlin, & Howard, 1994; Ward & Ward, 1996; Weinbaum, 1996), and the remaining 4 studies were published in the 1980s (Blew, Schwartz, & Luce, 1985; Gardner, 1981; Lancioni, 1982; Maheady & Sainato, 1985). These studies suggest that tutoring systems as an instructional strategy is only beginning to be valued because so few of them were conducted during the past twelve years.

In addition, well-defined goals and agreed-upon desired outcomes help staff members align their actions and decisions to make progress measurable (Seppan et al., 2001). Additionally, Heron et al. (2003), in a second literature review, found that the development of systematic approaches to tutoring can be traced to field-based studies which show the beneficial effects of tutoring on traditional academic subject areas such as math (Allsopp, 1997; Arreaga-Mayer, 1998; Harper, Mallette, Maheady, Bentley, & Moore, 1995; Miller, Barbetta, Drevno, Martz, & Heron, 1996), and reading (Barbetta, Miller, Peters, Heron, & Cochran, 1991; Cooke, Heron, & Heward, 1983). Finally, Vandell and Pierce from University of Wisconsin found many benefits from participation in high quality after school programs for elementary students. Some benefits were better grades, work habits, emotional adjustments and peer relations (Eaton & Quinn, 2004).

The Charles Stewart Mott Foundation/JCPenney commissioned a nationwide survey on after school programs by Lake Snell Perry & Associates and the Tarrance Group (1999).

From that survey, Perry & Associates compiled a list that detailed the components of high quality after school programs:

1. Goal setting, strong management and sustainability;
2. Quality after school staff;
3. Focus on safety, health and nutrition
4. Effective partnership with community-based organizations, juvenile justice agencies, law enforcement and youth groups;
5. Strong involvement of families;
6. Enriching learning opportunities;
7. Linkage between school day and after school personnel; and
8. Evaluation of the program progress and effectiveness.

Other researchers (Zill et al., 1995) contend that quality after school programs have the following components:

1. Homework assistance
2. Tutoring and supplemental instructions in basic skills
3. Computer instruction,
4. Drug/ violence prevention program
5. Counseling services
6. Art, music and intramural sports.

The 21st Century Community Learning Centers

This program is designed to improve academic achievement while concurrently providing students safe places to go after the school day is over. Many organizations continually seek funds to assist in their effort to provide after school programs through this initiative. Organizations eligible to apply include public school districts/individual schools, nonprofit agencies, city or county government agencies, community-based organizations, faith-based organizations, institutions of higher education, for-profit corporations and other public or private organizations.

Specifically, the 21st Century Community Learning Centers program, administered by the South Carolina Department of Education is one source of funding for organizations wanting to establish or expand high quality after school programs. These programs must

1. Provide opportunities for academic enrichment, including tutoring services to help students, particularly students who attend high-poverty and/or low-performing schools, meet State and local student performance standards in core academic subjects, such as reading and mathematics.
2. Offer students a broad array of additional services, programs and activities such as youth development activities, drug and violence prevention programs, counseling programs, art, music and recreation programs, technology education programs and character education programs that are designed to reinforce and complement the regular academic program of participating students.

3. Offer families of students served by community learning centers opportunities for literacy and related educational development.

Evaluators from the State Department travel the state to make unannounced visits at participating sites to evaluate and certify that the programs are adhering to the guidelines of the program. The guidelines are simply the standards mandated by NCLB and characteristics taken from the research literature on high-quality after school program. Nevertheless, this instrument has five areas with 44 standards in which to measure Program Management; Program Structure; Health, Safety and Nutrition; Family Literacy (Parent Involvement) and Community Collaboration. After school program providers are encouraged to use these standards to evaluate their own programs (see Appendix A).

Disruptive Behavior and Academic Achievement

A growing number of students in the United States are exhibiting disruptive behavior or externalizing behavior (e.g., antisocial, defiant, noncompliant, aggressive, and acting out) beyond the occasional minor incidents typical of most children during the normal course of the day (Nelson, 1990). Research indicates that high-sugar diets, environmental toxins, allergies, too much television, and psychiatric disorders are the root causes for disruptions in the classroom (Azzerrod & Chance, 2000). Whatever the causes of misbehavior in the classroom, there is no denying that the time spent dealing with behavior problems and other disruptive acts are stealing valuable time from classroom learning and preparing students for these high-stakes tests.

According to O'Neil (2004), a 1989 Briefing Report to the Education and Labor Committee for the House of Representative on effective school research clearly showed that important determinants to student achievement lie well within the control and management of schools. Consequently, if students are to make significant gains in mastering state and national standards as measured by high-stakes test and other assessments then teachers must control their classrooms and manage their students.

Since 1969, Phi Delta Kappa has been conducting an annual Gallup poll of public attitudes toward schools. Not surprisingly, lack of discipline has been cited as one of the top problems every year, usually ranking first or second (O'Neil, 2004). In addition, O'Neil (2004) cited a 1993 analysis that examined five decades of research and found 228 variables influencing student achievement. And nothing, it found, affected student achievement more than skillful classroom management.

Persistent pressure to improve student learning as demonstrated by measurable outcomes has prompted numerous structural and procedural reforms in public education (Leonard, 2001). This pressure has resulted in state education departments and local school districts scrambling to identify ways to increase student achievement as they are being held accountable for their actions. Furthermore, departments and school districts, according to Leonard (2001), are forced to meet an unyielding demand to do more with less because of budget cuts. This demand has kept them in a perpetual state of trying to find ways to make better use of teaching and learning opportunities. Yet, it seems no outside environment such as the state legislature, the courts, local churches and other agencies are working with teachers and school districts to help alleviate the pervasive classroom management problems.

After all, schools are a microcosm of society; consequently, problems in our schools are mirrored in society as well.

Nevertheless, educators have taken the lead and have attempted to optimize instructional periods through better classroom management procedures and by curtailing wasted class time. A synthesis of research on classroom management published by the Northwest Regional Educational Laboratory found that only about half of all classroom time is used for instruction and discipline problems occupy most of the other half (O'Neil, 2004). Nelson (1990) did an extensive literature review that focused on time on task as a way to make better use of teaching and learning opportunities. Time on task was considered to be the most effective tool that schools could use to ensure an increase in students' achievement (Nelson, 1990). Moore and Funkhouser (1990) agreed with this premise and added to these findings by suggesting that gains in student achievement would likely occur when extensions in instructional periods are combined with effective teaching practice as well as curricula that are tailored to meet the learning needs of our diverse student population. Nonetheless, good classroom management skills to lessen excessive behavior problems must be in evidence before strategies to improve academic performance can be utilized to help students achieve in the classrooms or in any after school program.

Chapter 2 has given a historical perspective of after school programs in the United States and other issues which need to be addressed in order to improve the academic achievement for all students. Interestingly, after school programs are not a new concept but one that has been used to keep boys and girls safe and learning for decades. However in recent years, the emphasis has been on academic achievement rather than extracurricular

activities or providing safe places after the regular school day. Chapter 3 introduces the methodology of the study and summarizes the data gathering and analysis process as well as the population.

CHAPTER 3. METHODOLOGY

Introduction

After school programs, according to Friedman (2003), provide a fundamental means of providing opportunities and equity for urban as well as rural students. In recent years, this belief and similar beliefs have resulted in the proliferation of thousands and thousands of after school programs in our communities funded by local, state, federal and private dollars totaling well over $1 billion annually. Some of these programs have been designed to supervise youth and prevent them from being the victim or perpetrators of crime. For other programs, the goal simply has been to serve as a child-care bridge between the end of a school day and the end of the parents' workday. Still for others, the goal has been to offer enrichment opportunities that would allow students to explore new talents, and develop interpersonal skills.

Recently, the focus on test-based accountability in our schools has led to an increased emphasis on academic performance in after school programs. Yet, many of these program providers have limited or no experiences in teaching or an educational background in working with groups of students. Consequently, they are somewhat confused as to how they should meet the funders' expectations and how to measure program success. As a result, some providers spend precious time reinventing the wheel rather than finding successful after school programs with similar goals in which to emulate (Fashola, 2002). Unfortunately, the caliber of after school programs can vary greatly in terms of quality and effectiveness which may result in millions of students being locked in to inadequate programs. Since there is no

question that after school programs provide opportunities and equity for students, Fashola (2002) and others believe that policymakers, funders and other powers-to-be should act upon a critical need to bring different research-based program design models to the forefront that have demonstrated evidence of promise or effectiveness. They further argue that studies of strong, promising programs should be used as models so that providers, whether large or small, are not consumed with spending an inordinate amount of time researching the effectiveness of their programs. In other words, a menu-type list of program designs with specific goals in which providers of after school programs may choose to implement.

Furthermore, it is believed that policymakers should focus on making these model program designs better rather than requiring every program to work on how they think their program should look while documenting academic gains to satisfy accountability demands. Thus, this study is not intended to be the ultimate program design for all future after school programs, but it will extend the research on effective after school tutoring programs and perhaps, be used as a model for other programs to emulate as its components and effectiveness are examined.

Research Questions

The purpose of this study was to evaluate an after school tutoring program in a Title l elementary school based on two perspectives: the practitioners working in or with the after school program and the academic performance and behavior of students participating in the program. Four research questions were addressed in this study:

Research Question 1: How was the current program viewed by key participants: Students, Teachers, Administrators and Parents?

Research Question 2: Was academic performance improved by participation?

Research Question 3: Was behavior improved by participation?

Research Question 4: How could the program's service delivery system be improved?

Qualitative and Quantitative Methodologies

Quantitative and qualitative are two approaches used for collecting data for research purposes. Early research was conducted in the natural sciences such as biology, chemistry and physics among others. The focus was on investigating things that could be observed and measured. Observations and measurements are usually objective and can be repeated by researchers. This approach was known as quantitative research.

Later, researchers working in the social sciences such as psychology, sociology and anthropology became interested in studying human behavior and the social world inhabited by human beings. It proved problematic to explain human behavior only in measurable terms, the quantitative approach because this approach generally answers questions such as how often or how many. However, the why or how were never addressed in the research. So, researchers came up with an approach that would promotes our understanding of why things are the way they are in our social world and why people act in certain ways. This approach is known as qualitative research.

Quantitative research strives to establish facts, make predictions, and test hypotheses that have already been stated. Data analysis is usually statistical and it seeks to show that the

world can be looked at in terms of one's reality which can be isolated in context to be measured and understood, a perspective known as positivism (Gay & Airasian, 1999). Huysamen (1977) believes that quantitative researchers are those who find themselves treating their objects of study as having an existence independent of themselves and without any intrinsic meaning.

On the other hand, qualitative research takes a constructivism perspective because it holds the view that the world is made up of different people with different ideas, which translates to many different meanings and contexts. Quantitative researchers work mostly with numerical data while qualitative researchers use mostly non-numerical data such as interviews, observations, and other more subjective sources of information (Gay & Airasian, 1999). In addition, qualitative research allows the hypotheses to emerge from patterns of recurring events while quantitative research seeks to find evidence that supports or does not support an existing hypothesis (Huysamen, 1977). This study used both quantitative and qualitative analysis to evaluate one after school tutoring program in an inner city, Title l elementary school located in Columbia, South Carolina, to answer the how many, how often, along with the why and how questions.

Observation

The most common quantitative research techniques are observation, experimentation and survey. Observation is a primary method of collecting data. The researcher may or may not have direct contact or communication with the people whose behavior is being studied. In addition, data can be collected on an event or occurrence as well as on people. Observations

can be verbal or nonverbal because comments and exchanges between people can be recorded and analyzed, as long as the researcher does not control or manipulate the words or actions of the group being studied.

An advantage of this technique is that it records actual behavior, not what people say they said or believe they will say. Furthermore, the actual recorded behavior can be compared to their statements, to check for validity of their responses. A disadvantage is it provides no insight into what people may be thinking or what might motivate a certain behavior/comment. However, this mixed methodology case study asked why questions of those teachers observed. Finally, the researcher must be cognizant of ethical issues that may arise even if people are aware that they are being observed. In other words, the observation should never be an invasion of privacy or abusive. Even though the observations were unannounced, steps were taken to ensure the evaluator/researcher was not abusive or violated privacy of the participants. Therefore, this technique was used in this study.

Experimentation

One way of establishing a relationship between variables is through the use of experimentation. This is a highly controlled method used in quantitative studies which allows the researcher to manipulate a specific independent variable in order to determine what effect the manipulation have on the other dependent variables. Thus, this technique requires a control group and an experimentation group whereby, subjects are randomly assigned to either group. The experiment can take place in a laboratory setting on in a natural setting. However, the researcher is better able to control or eliminate the intervening variables if the

experiment is done in the laboratory. The technique of experimentation was not appropriate and was not used in this study.

Survey

However, the final technique, the survey, was also used in this study. The survey technique involves the collection of primary data about the subjects. This can be done by selecting a representative sample of the population being studied, or surveying all participants. The survey technique is popular because many different kinds of information can be collected including attitudinal, motivational, behavior and perceptive aspects. In addition, this technique allows for standardization and uniformity both in questions asked and in how the subjects are approached. This makes it easier to compare and contrast responses by the subjects ensuring higher reliability than other techniques. If the survey is designed and implemented properly, it can be an efficient and accurate means of determining information about a given population.

However, surveys have a number of disadvantages as well. First, the subject knows that he or she is being studied so the information provided may not be valid because the subject may wish to impress or please the researcher. This is known as response error or bias. Secondly, the ability or willingness to reply to a question may pose a problem. In other words, the question may be sensitive or intrusive leading to people not wanting to answer it. The question could be too specific or the subject is unable to answer, even though they may be willing. A question such as how many times have your child missed attending the after school program. This is known as a non-response error or bias.

Another disadvantage is the researcher can unintentionally influence a certain response by making a certain comment or stressing certain words in the question itself. This is known as interviewer error or bias. A final consideration is the response rate. This means the length of the questionnaire, the type and motivation of the subject, the type of questions and/or subject matter, the time of day or place, and whether the subjects are notified prior to the survey or are offered an incentive can all influence the response rate. Since the site coordinator was the primary researcher, several measures were instituted to ensure that the primary researcher was not involved in any aspects of interviewing or surveying participants.

Case Study Research

Case study research is an ideal methodology when a holistic, in-depth investigation is needed (Feagin, Orum, & Sjoberg, 1991). This methodology (Yin, 2003) studies real life situations and uses many sources and techniques during the data gathering process to give the reader a detailed description of a phenomenon when the conclusion and/or implications are reported. Case studies are designed to bring out details from the perspective of the participants involved in the phenomenon by using multiple sources of data (Tellis, 1997). As Hancock (2002) stated, it gives voice to the voiceless. Therefore, the goal of case study research is to offer new variables and questions for further research (Yin, 2003).

The case study design (Stake, 1995), which can be qualitative or quantitative, offers a richness and depth of information not usually offered by other methods. This is because the case study gives much more detailed information than what is available through statistical analysis. Generally however, case study is a qualitative research design that collects and

presents detailed information about a participant, small groups of participants, programs or systems. According to Gall, Gall, and Borg (2003), case study research is done to shed light on a phenomenon, which can be the processes, events, persons, or things of interest to the researcher.

Case study research usually has no measurement or statistics but uses words, pictures, descriptions, and quotes to explain meaning. It is interpretive; not measurable by design. However, quantitative analysis can also be a part of the research design which is the case in this research study. Nonetheless, the principle of qualitative research to interpret findings and a principle of quantitative research put the findings in some measurable context are appropriate for this research study. Moreover, qualitative research was especially helpful because it uses an open-ended research question, not a hypothesis, to identify constructs, themes, and patterns in verbal data and to write a report that brings a case alive for the reader.

Case study research looks intensively at an individual or a small participant pool, drawing conclusions only about that participant or group and only in that specific content. In other words, the case study researchers do not try to discover a universal generalizable truth, nor do they have a goal to uncover a cause-effect relationship; instead the focus is placed on exploration and description. Consequently, this study will afford several groups of individuals an opportunity to share their perspectives about an important part of the total educational system: an after school tutoring program.

Research Design

This mixed methodology case study design utilized both qualitative and quantitative data analysis. Important feedback and essential information about the after school program was provided by the study participants via primary data surveys, questionnaires, interview responses and secondary data such as progress reports, discipline referrals and academic plans. The input gathered from the respondents during the final weeks of the program provided an understanding of the broad contextual framework in which this after school tutoring program operates while identifying the effective characteristics of the program, as well as the challenges or areas of concern inherent in this tutoring program. The delivery system of the program was evaluated using the criteria derived from the increasing body of effective after school program designs developed by the U.S. Department of Education; specifically, the standards used to evaluate the 21st Century Community Learning Centers programs.

Population and Participant Sample

This small, inner city public school located in Columbia, South Carolina serves approximately 400 students in pre-kindergarten through fifth grade. The ethnicity is 88% Black, 10% Hispanic, and 2% White. The school is classified as Title l because 86% of its students received free or reduced-price lunches. However, with this classification as a disadvantaged population comes additional resources and funding to help students learn. Consequently, this after school tutoring program is partially supported with these funds. The other major source of funding for this program was the South Carolina Education Lottery.

However, the disadvantage to this dual source of funding is that each comes with its own set of mandates.

Thus, the after school tutoring program in this study is considered to be two programs in one. First, the program funded by Title l was designed to help fourth and fifth grade students move from a Basic level to Proficient or Advanced on the annual state achievement test: PACT. Secondly, the program funded by lottery money, known as the After School Comprehensive Remediation Program, was designed to offer students identified as Priority Two academic assistance based on prior PACT performance, grades and teacher recommendation. The After School Comprehensive Remediation program also serves a third group identified as Priority One students. These students unlike other students were required to attend the after school program because they have academic assistance plans, failed PACT two years in a row and were in jeopardy of being retained for the upcoming school year. This group, Priority One students, was part of the study sample.

After School Program Design

The stated purpose of this after school program was to improve the scores on the Palmetto Achievement Challenge Test (PACT), a high-stakes test administered throughout the state annually by the South Carolina Department of Education. In order to successfully meet this mandate, many individuals were employed or volunteered to work in the program (see Figure 1). The program had three sessions which covered the time period from September, the month after school started to May, the month school ended, and most importantly, the month PACT was administered statewide. This after school program was

held three days a week: Tuesday through Thursday for 135 minutes or 2 hours and 15 minutes each day. Selected students in grades 3-5 were invited to participate in the program based on prior PACT scores and/or teacher recommendation. Parental requests for admission were granted if space permitted in order to keep the classes small.

The after school program had 14 components in which to deliver services: instructional, enrichment, nutritional, discipline/attendance, communication to parents, communication to principal, communication to After School Director, communication between regular and after school staff, communication to after school staff and regular staff, communication to the community, budget, transportation, reporting to the Office of Research and Training.

Instructional

The district office mandated all the sites were to teach English/Language Arts, math, science and social studies. However, each school/site made up their own schedule as to when the subjects were taught/ reinforced to the students. At this site, it was collectively decided in an after school staff meeting that we would teach on Tuesdays ELA, Wednesdays math, and Thursdays half of the time would be devoted to science and the other half social studies.

The after school staff were given copies of the South Carolina standards and pacing guides for each of the subjects taught in order to complement and supplement what was taught during the regular day. They were also expected to be very familiar with the standards and pacing guides in order to incorporate them into their lessons. Teachers were required to have daily lesson plans and indicate how deficiencies were addressed. They were also

required to keep a portfolio on each student highlighting current and past works to document improvement.

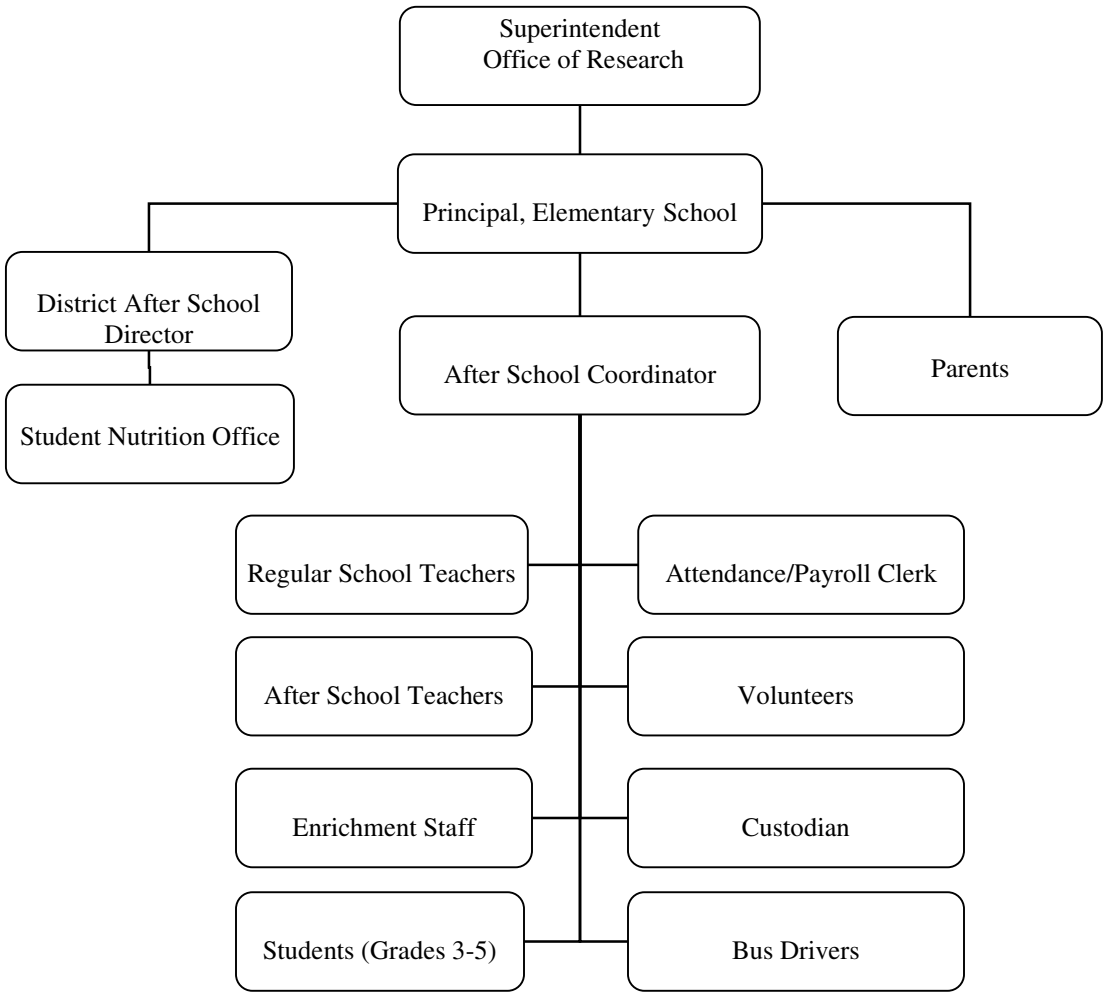

Figure 1. After School Program Organizational Chart

Enrichment

Thirty minutes were scheduled weekly for each of the enrichment classes: Spanish, computer lab and physical movement. The students had an opportunity to practice and explore more in depth Spanish concepts and vocabulary. In the computer lab, students practiced their math, reading and language arts skill using a commercial software program. The rigor and intensity of the physical movement classes were created based on identified science and math standards by Master Tracy Goodwin, owner of the World Tae Kwon Do Center, and teacher Kareem Gerard. In addition, field trips were scheduled as enrichment and incentives for good behavior and attendance. Pizza and ice cream sundae celebrations were held every six weeks to award excellent behavior.

Nutritional Snacks

Student Nutrition Services, a district department, provided snacks free of charge because of the school's Title l status. Since the snacks were a part of a Federal program, detailed records were kept on how many snacks were served daily. Neither the coordinator nor the after school staff played a role in the selection of the snacks served in the program.

Discipline/Attendance

Discipline problems were not tolerated in the program. Students who disrupted classes were given several warnings, next parents were notified of the inappropriate behavior and if the problem persisted s/he was suspended. For severe infractions, a student was expelled from the program. Note: Only two students were expelled, one for bringing a

weapon to school and the other for refusing to obey adults in the program. In addition, students missing more than five days during one session were given warnings along with their parents and dropped from the roll if they continued to miss days in the program. Both the attendance rate and small number of discipline problems were exceptional.

Communication to Parents

Initially, progress reports (report cards) were sent home biweekly. However, this schedule proved to be too demanding for the after school teachers who in some cases also taught during the regular school day. Consequently, the decision was made at the District level to change the progress report schedule to monthly. Parents were also notified when students were absence and reminded of the attendance policy. They were also notified via telephone calls, conferences and by letter when their children's behavior was disruptive or inappropriate.

Communication with the Principal

The coordinator met with the principal monthly and as needed to share pertinent information and/concerns about the program.

Communication with After School Director

The coordinator attended monthly meeting with the Director along with the other coordinators in the district to receive important information, discuss problems and concerns as well as suggestions to improve the program. This created a spirit of camaraderie and

cooperation between the coordinators as they reflected on facing the similar challenges. It also created opportunities for sharing.

Communication between Regular and After School Staff

In order to supplement and complement learning from the regular day program, the after school teachers were required to meet biweekly with the regular teachers of students in his/her class to complete a Skills Gap Form. Teachers listed the skills and concepts that needed to be reinforced and taught. A copy of this form was filed by the after school coordinator to serve as documentation that a regular effort was being made to link the program to the regular school day. In addition, the coordinator created a weekly update (newsletter) to keep everyone informed about events, concerns, announcements and any other pertinent information.

Communication to the Community

Periodically, the coordinator wrote articles about the program for the monthly school newsletter. A copy of the newsletter was kept in the office and was sent out to community members on the mailing list. Of course, the parents of all students received copies as well.

Budget

The coordinator was responsible for maintaining the two budgets for the program. The budget included the biweekly pay roll, ordering curriculum and other materials, transportation (school bus), incentives awards and enrichment supplies.

Transportation

The coordinator presented the Transportation Office a bus manifest which listed the names, addresses, telephone numbers, parent names, their work and emergency numbers on every child who rode the bus home. The manifest was kept current throughout the program.

Office of Research

The coordinator was responsible for submitting information about the number of English/Language Arts, math, science and social studies sessions attended by each child in the program.

Training

The after school coordinator conducted meetings and had training sessions to facilitate the expectations of the program. For example, when the reading kits arrived each grade level was assigned a time to come to the coordinator's room for training in how to best use the kits to help children master the South Carolinastandards.

Study Sample

Nine fifth grade students from this elementary school identified as Priority One by the school district was part of the study sample. The names of these students were not used in any part of the study. Instead, each student participant was given a number for identifying purposes.

Data from these students' permanent records, progress reports, and academic plans were analyzed to answer Research Question 2: "Was academic performance improved by participation?" The frequency and nature of the discipline referrals to the In-School Suspension program, behavior referrals to the guidance counselor, teacher/staff and parent surveys were analyzed as Research Question 3: "Was behavior improved by participation?" was explored. The other two research questions pertain to the after school program as a delivery system. Representatives from the after school staff, regular teachers, administrators and parents were selected to share their perspectives and insights about the 2004-2005 After School Program.

Since the students' names were not be revealed in the study, and the interactions with the evaluators were written, oral and inconspicuous observations were made, it can be rationally concluded that the students were not subjected to any risks or discomforts because of their participation in this study. In addition, outside evaluators administered the surveys and conducted the interviews during the time allotted for the after school enrichment classes, rather than during instructional time. The evaluators made every effort to keep each session with the students limited to 30 minutes. Finally, all information retrieved and used to conduct this study will be kept confidential under the Family Educational Right to Privacy Act of 1974.

There were several benefits to students participating in the study. One benefit was a diagnostic evaluation of the student's academic performance was developed. Hopefully, this will make them and their parents more cognizant of their work habits and practices. An internal benefit was that students will come to understand that the time and effort they put

into this study will have an effect, whether large or small, on the after school movement. Another external benefit was that students had an opportunity to select two books of their choice for their home libraries from a book collection provided by the primary researcher.

Role of the Researcher

Generally, the role of the primary researcher is to collect and analyze data. However, the primary researcher was also the site coordinator for this after school program. Therefore, it can be argued that the participants in the study may be biased in their answers. To remedy this potential problem, both the survey and questionnaire were administered by external evaluators who were not involved in the after school program, or the school.

Data Gathering

Yin (2003) suggests three principles of data collection to be used in case study research. The first principle is the researcher needs to use multiple sources of data. Principle two suggests the researcher creates a study database. The final principle is that the researcher should maintain a chain of evidence. Additionally, Yin (2003) identified six primary sources of evidence for case study research:

1. Documentation;
2. Archival records;
3. Interviews;
4. Direct observation;
5. Participant observation; and

6. Physical artifacts.

All of the sources are not essential for every case study, but reliability depends on the usage of multiple sources of evidence.

This study used multiple sources of evidence namely documents, archival records, direct observation and focused interviews. Documents such as letters, memorandums, agendas, and reports pertaining to the operation of the program were collected. The validity of each document added to the database was carefully reviewed so as to avoid incorrect data being included in the database. In addition, the documents were used to corroborate evidence gathered from other sources.

Archival records such as previous grades from the permanent records, report cards, academic plans, behavior referrals to the guidance counselor, discipline reports and the monthly reports by the In School Suspension supervisor were collected. Special care was used by the researcher in determining the origin of the records and their accuracy. In other words, more than one individual authenticated the origin and accuracy of the records.

Focus interviews were used to gather information about the program and its operation from the various participants' perspective. Specifically, selected participants were interviewed for a period of time (30 to 45 minutes per session) using a specific set of questions. However, the interview format was open-ended. Finally, the data collected were analyzed using two approaches: qualitative and quantitative.

Direct observations of Priority l students during the final weeks of the program were conducted at the site by the external evaluators to ensure reliability. These students were observed in their tutoring classes and in their enrichment classes. Next, physical artifacts

such as the results of pre and posttests administered by the teachers, academic plans, and report cards were analyzed. Also, the results from a computer program designed to have students practice reading and math skills with an opportunity for immediate feedback were analyzed to determine if improvement was evident.

Data used in this research was kept in a locked cabinet at the school to ensure confidentiality during the gathering phase. Furthermore, notes pertaining to the research project, documents, records and audio tapes will be destroyed within one year of completion of this after school tutoring research project.

Data Analysis

Yin (2003) contends that data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study. However, the analysis of a case study is one of the least developed aspects of case study methodology. This is because the researcher relies on experience and the literature to present the evidence in various ways, using various interpretations. This becomes necessary because statistical analysis is not necessarily used in all case studies. Nevertheless, case study research can employ a series of statistical tests to help in the presentation of the data to the reader.

Tesch (1990) reviewed many approaches that have been used to analyze case study data. She classified them into three types: interpretational, structural and reflective analysis. Interpretational analysis is the process of examining case study data closely in order to find constructs, themes, and patterns that can be used to describe and explain the phenomenon

being studied. Structural analysis is the process of examining case study data for the purpose of identifying patterns inherent in discourse, text, events or other phenomena. Reflective analysis is a process in which the researcher relies primarily on intuition and judgment in order to portray or evaluate the phenomena being studied. The researcher used the reflective analysis approach to analyze the evidence collected in this study. In addition, this case study yielded quantitative and qualitative data that were analyzed using deductive and inductive reasoning. The quantitative data provided the numerical values which were used to summarize and describe the data and the qualitative data allowed for a more thorough and in depth investigation of the effectiveness of the program being studied.

Reliability and Validity

Triangulation (Gall et al., 2003) is the process of using multiple data-collection methods, data sources, or theories to check the validity of findings. In addition, triangulation helps to eliminate biases that may result if there is only one data-collection method. Triangulation was used in this study to corroborate the data gathered from other sources. This mixed methodology study used documents, archival records, interviews, direct observation and focused interviews as sources of evidence because reliability depends on the usage of multiple sources of evidence.

The delivery system of the program was evaluated using the criteria derived from the increasing body of effective after school program designs developed by the U.S. Department of Education; specifically, the standards used to evaluate the 21st Century Community Learning Centers programs. Physical artifacts such as the results of pre and posttests

administered by the teachers, academic plans, and report cards were used to assess the students' academic performance and promote the validity of the study. Also, the results from a computer program designed to have students practice reading and math skills with an opportunity for immediate feedback were analyzed to determine if improvement was evident.

Archival records such as previous grades from the permanent records, report cards, academic plans, behavior referrals to the guidance counselor, discipline reports and the monthly reports by the In School Suspension supervisor were collected.

An external evaluator who was not affiliated with the school or the program was engaged to make unannounced visits to observe the activities of the program as well as complete some of the interviews. In addition, a retired teacher was also engaged by the primary researcher to conduct interviews as well as collect the surveys and questionnaires. The attendance secretary of the school who is responsible for the upkeep of all students permanent records gathered requested data from the records. The primary researcher had several meetings with the school guidance counselor and the in-school suspension supervisor in order to review documents pertaining to discipline and guidance referrals.

Chapter 3 identified the mixed methodology case study as the appropriate research design for this study of an after school programs. The quantitative approach examined the relationships suggested from the research questions and the qualitative approach helped to garner a deeper understanding of the research questions. The study population was introduced and described as well as the students who were part of the study sample. However, a more detailed description of the students will be given in the next chapter. The components of the after school program under study were identified and summarized in this

chapter as well. The next chapter will give an overall assessment as to if this after school program achieved its goals, how it was done, and what adjustments may improve the program design.

CHAPTER 4. DATA COLLECTION AND ANALYSIS

Introduction

This research study evaluates an after school tutoring program in a Title l elementary school based on two perspectives: the practitioners working in or with the after school program and the academic performance and behavior of selected students participating in the program. Four research questions were addressed in this study:

1. How was the program viewed by key participants: Students, Teachers, Administrators and Parents?
2. Was academic performance improved by participation?
3. Was behavior improved by participation?
4. How could the program's service delivery system be improved?

Although in recent years, an effort has been made to evaluate after school programs based on how well participants perform academically; it has not gone far enough. Generally, the effort did not extend to consideration for the different goals associated with other after school program designs. Consequently, there are few studies that evaluate the component of after school programs or how the programs are implemented in numerous sites around the country. This study evaluates the components of an after school program.

The academic performance and behavior of nine fifth-grade students from an inner city school in Columbia, South Carolina, are examined in this study. These students are identified as Priority One by their school district because of their at-risk status. They are

X011. A Black female who has very poor reading and social skills. She is a child that is constantly in verbal battles with other students both male and female in and out of the classroom. She believes that other students pick on her because of her weight, but fails to take responsibility for her own actions, according to the guidance counselor.

X012. A Black male who is a repeater. He has very poor reading and math skills. He has been tested but does not qualify for special education. He is a quiet student but can become violent if provoked.

X013. Also a young Black male repeater who is a very poor reader, but loves math. He is considered to be a behavior problem because of a tendency to fight and disrupt his classes.

X016. A shy Black female who shows weakness in reading comprehension and in both math applications and concepts.

X017. A Black male repeater who has problems in reading and math. He plays around too much, according to his teachers and does not take responsibility for his actions when he finds himself in trouble.

X018. A Black female repeater who has very weak reading and math skills. She has been tested for special education but does not qualify much to the chagrin of her mother. She can be a discipline problem if her teacher disregards the warning signs.

X019. A Black female that has a severe math deficiency (making Fs almost exclusively for two years in a row). She is absent and tardy quite a bit and frequently disrupts her classes with inappropriate outbursts.

X021. A shy, Black female who is the sister of X012. She struggles in math and reading and becomes frustrated easily.

X023. A Hispanic male who never completed assignments, according to his regular and English as Second Language (ESL) teachers. He had a pattern of staying out every Monday and being the class comedian. He was the subject of several intervention meetings attended by his teachers, parent, older sister, guidance counselor, principal, interpreter and school psychologist to get him help.

Data from these students' permanent records (report cards), their individualized academic plans for fourth and fifth grades, math and English /Language Arts pre and post tests, teacher questionnaires and interviews were analyzed to answer the second research question regarding the academic performance of the Priority One students. The frequency and nature of the discipline referrals to the In-School Suspension program, behavior referrals to the guidance counselor, teacher/staff and parent surveys were analyzed as the third research question was examined which pertained to the behavior of these students.

The other two research questions pertain to the after school program as a delivery system. Individuals from the after school staff, regular staff, administrators and parents were surveyed and interviewed to gain their perspectives and insights about the effectiveness of this after school program. In addition, observations and an evaluation instrument were used to rate the delivery system.

The quantitative and qualitative data analyses are presented in this chapter. The survey quantitative data are summarized and charted using SPSS, version 11.5. The student academic performance and referral data are summarized and charted using Microsoft Excel.

Each research question will be addressed separately and thoroughly, using both the quantitative and qualitative data. The qualitative and quantitative data were compared and contrasted in the attempt to triangulate the data. These multi-methods and multiple data sources provide a means of data verification. The quantitative data provide numerical values used to summarize and describe the data while the qualitative data allow for a more thorough and in depth investigation of the effectiveness of the program being studied.

Research Question 1

How was the program viewed by students, teachers, administrators and parents?

Students

In general, the students seemed to be supportive of the program and provide positive feedback. Table 1 presents the students' responses to the quantitative survey questions. The items were scored such that lower values are indicative of more negative responses. Therefore, the potential ranges were from 1 to 4 for questions 1 and 3 through 10. Question 2 had a possible range of 1 through 3. Finally, question 11 is broken down by the possible seven responses with zero indicating that item was not checked and one indicating that the item was chosen.

Table 1. Student Survey Descriptive Statistics

	N							
	Valid	Missing	Mean	Median	Mode	*SD*	Min.	Max.
Item 1	9	0	3.00	3	2*	0.87	2	4
Item 2	9	0	2.56	3	3	0.53	2	3
Item 3	9	0	3.89	4	4	0.33	3	4
Item 4	9	0	3.00	3	2*	1.00	2	4
Item 5	9	0	3.67	4	4	0.50	3	4
Item 6	9	0	3.11	3	3	0.78	2	4
Item 7	9	0	2.67	2	2	1.12	1	4
Item 8	9	0	3.89	4	4	0.33	3	4
Item 9	9	0	3.33	3	3*	0.71	2	4
Item 10	9	0	3.67	4	4	0.50	3	4
I need after school supervision	9	0	0.44	0	0	0.53	0	1
My friends are attending	9	0	0.00	0	0	0.00	0	0
My parents thought it would be good for me	9	0	0.44	0	0	0.53	0	1
My teacher recommended it	9	0	0.11	0	0	0.33	0	1
To understand math/reading	9	0	0.56	1	1	0.53	0	1
To learn how to read better	9	0	0.33	0	0	0.50	0	1
Other	9	0	0.00	0	0	0.00	0	0

Note. *Multiple modes exist. The smallest value is shown.

According to Table 1, none of the students indicated that they hardly ever enjoyed the program. On average, the students felt that they enjoyed the program most times. Furthermore, on the remainder of the questions, the average student response was closer to the higher end of the range than the lower end. The most common reason for participating in

the program was to learn math with about 56% of the students checking this item. The response frequencies for each question is summarized using graphs and tables.

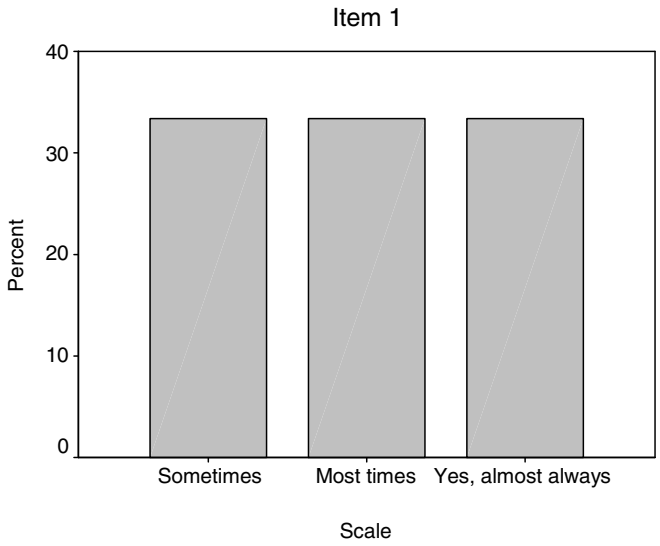

Figure 2. Do you enjoy the after school program?

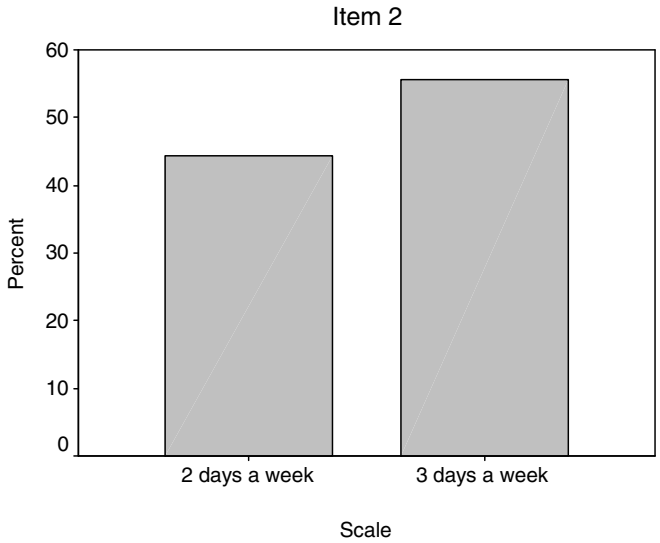

Figure 3. How many days each week would you like to attend the after school program?

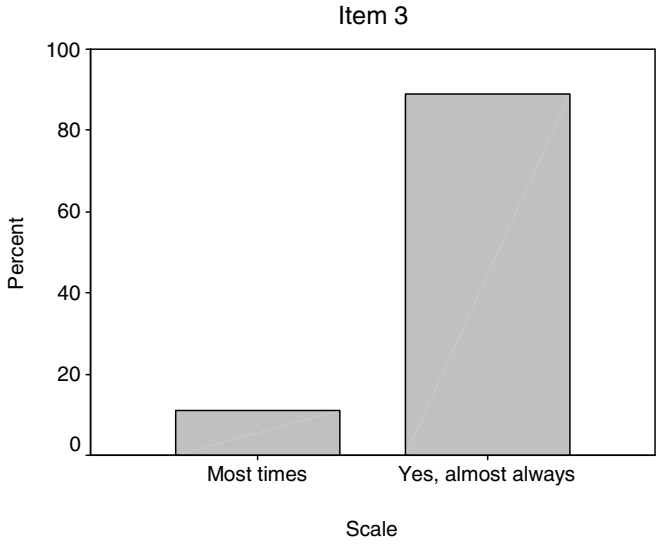

Figure 4. Do you feel safe in the after school program?

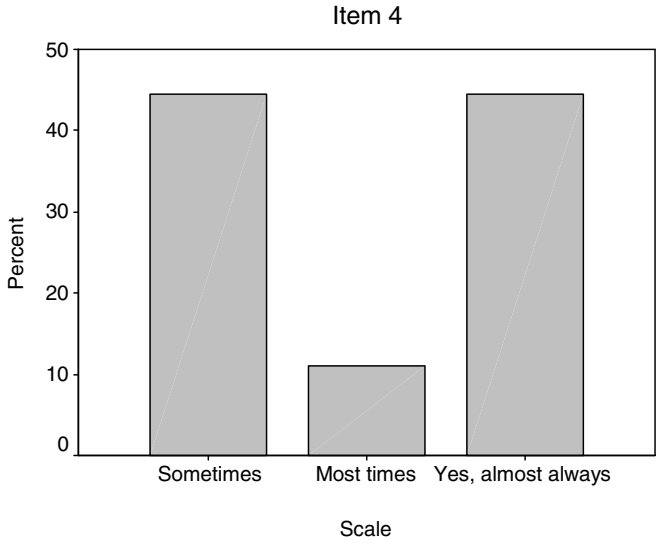

Figure 5. Does the after school staff help you with your homework?

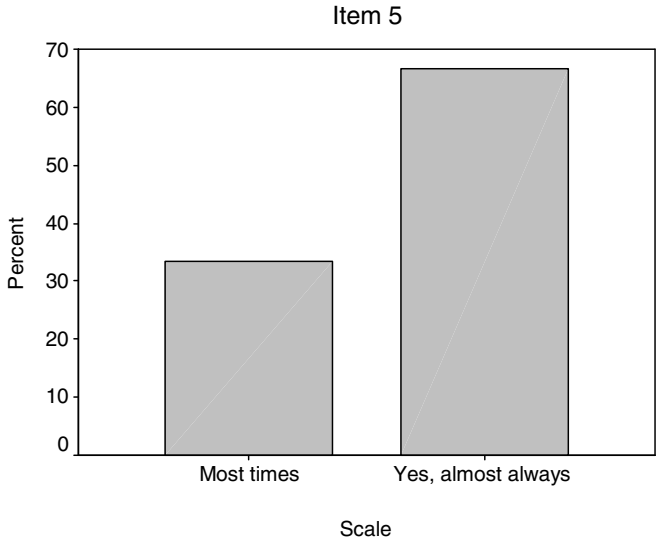

Figure 6. Are you doing better in school since you started coming to the after school program?

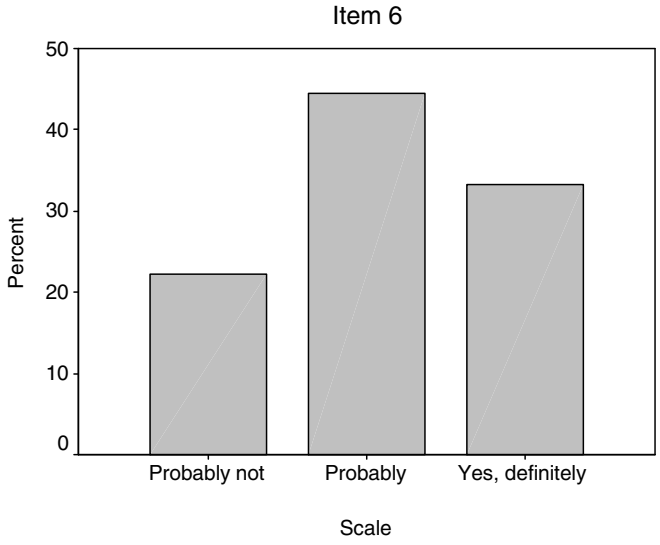

Figure 7. Do you feel happier or less stressed since attending the after school program?

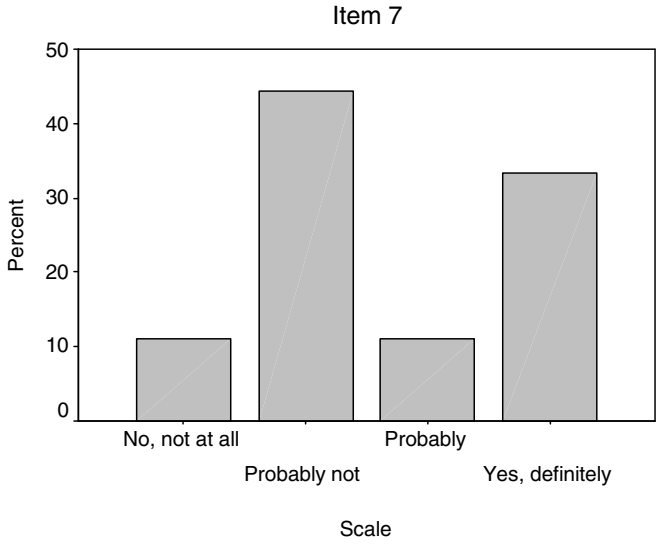

Figure 8. Would you like more time for activities, other than homework, in the after school program?

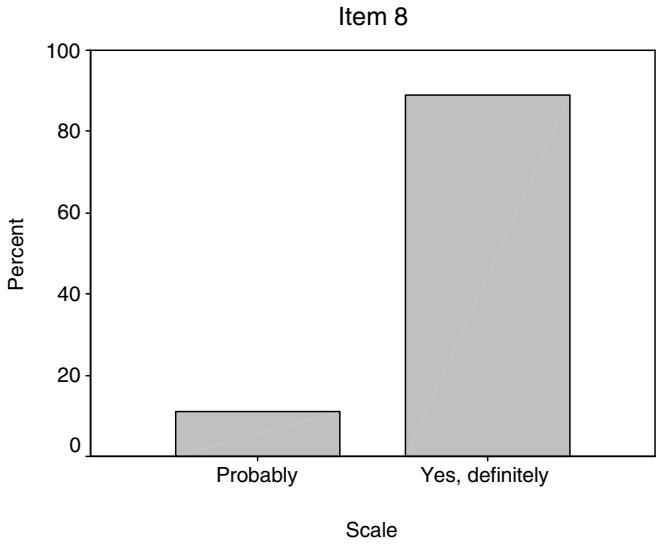

Figure 9. Do you have friends, or someone you like, in the after school program?

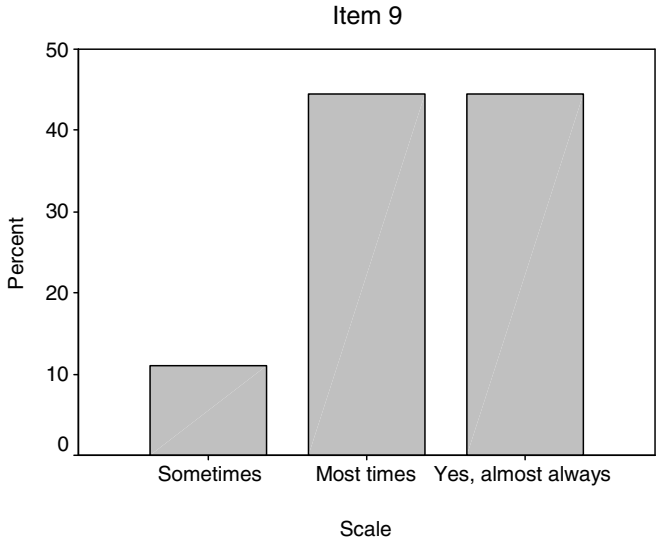

Figure 10. Do you feel comfortable talking to the after school staff?

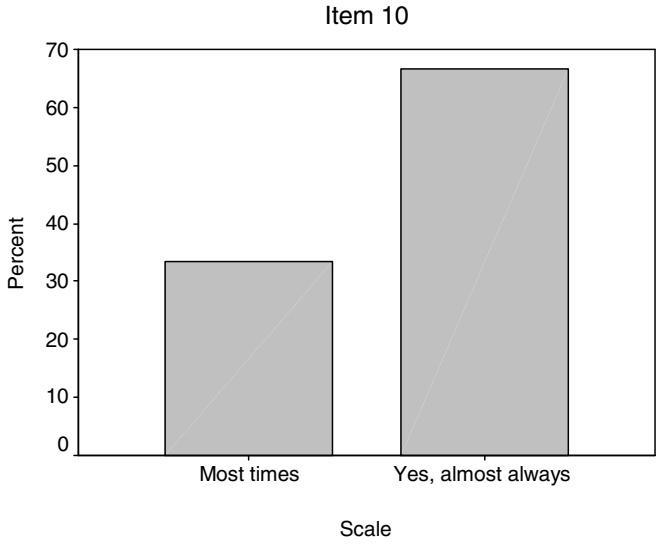

Figure 11. Does the after school staff take time to help you or talk with you when you need it?

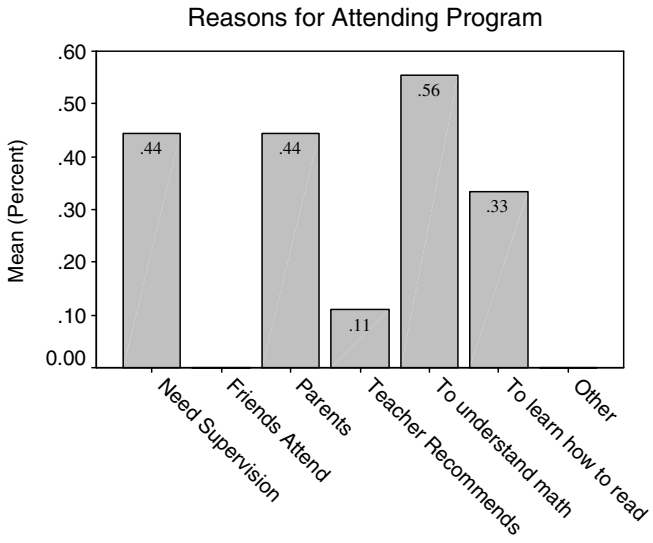

Figure 12. Reasons for Attending the After School Program.

Overall, the students' perceptions of the after school program are positive. They appear to feel that the program is beneficial and they tend to feel comfortable talking to the staff in the after school program. Of particular interest is that the students all felt that their academic performance had improved at least most of the time as a result of the after school program.

Parents

All but one of the parents interviewed indicated that his/her child appeared to have benefited from participating in the program. Interestingly, all but one parent believed that the most important influence on their children's education was the parent/home. The parent of X018 believed her child did not benefit from participating in the program and that the most

important influence on her child's education was a school's leadership. Overall, the parents' perception of the program was positive.

School Personnel: Teachers & Administrators

The teacher survey that was designed to evaluate the after school program was summarized and presented in both tabular and chart form. The responses are summarized in Table 2.

Table 2. Teacher Survey: Program Evaluation Descriptive Statistics

	N							
	Valid	Missing	Mean	Median	Mode	*SD*	Min.	Max.
Item 1	18	0	4.50	5.00	5	0.79	2	5
Item 2	18	0	4.00	4.00	5	1.19	2	5
Item 3	18	0	4.33	4.50	5	0.77	3	5
Item 4	17	1	4.65	5.00	5	0.49	4	5
Item 5	18	0	4.72	5.00	5	0.46	4	5
Item 6	17	1	4.41	5.00	5	0.80	2	5
Item 7	18	0	4.44	4.50	5	0.62	3	5
Item 8	18	0	4.83	5.00	5	0.38	4	5
Item 9	18	0	4.78	5.00	5	0.43	4	5
Item 10	17	1	4.24	4.00	4	0.83	2	5
Item 11	18	0	4.39	4.50	5	0.78	2	5
Item 12	18	0	4.72	5.00	5	0.46	4	5
Item 13	18	0	3.78	4.00	4	1.00	1	5

The survey was coded in the following manner: *Strongly Agree* (5), *Agree* (4), *Undecided* (3), *Disagree* (2) and *Strongly Disagree* (1). Therefore, higher values are indicative of more positive ratings. Table 2 indicates that teachers rated Item 8 the highest (mean = 4.83) which states, "The after school staff have adequate support from the coordinator." The lowest rated was Item 13 which states, "Students' behavior improves when they attend the program." However, regardless of the item, the responses were all positive on average. All items, with the exception of Item 13, had a mean rating between 4 and 5. The frequency response for each item is addressed using figures.

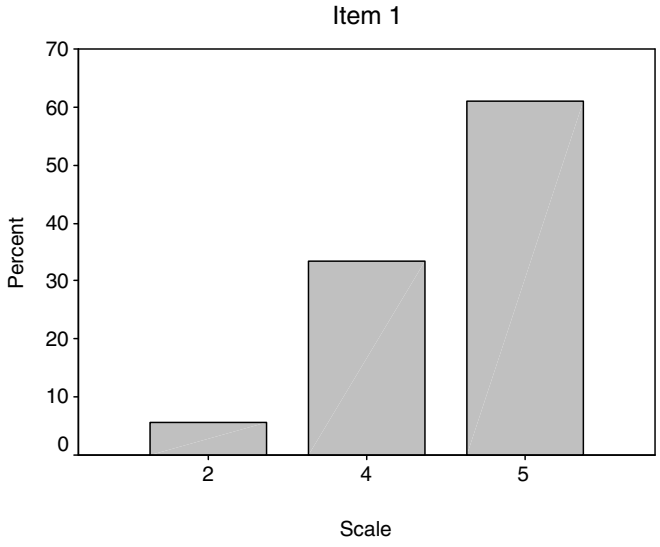

Figure 13. The program relates to what is being taught during the school day.

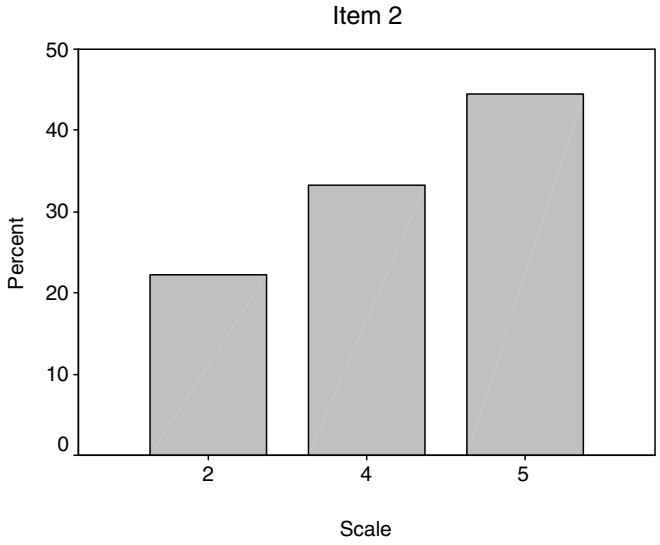

Figure 14. School day teachers are well informed of what happens in the after school program.

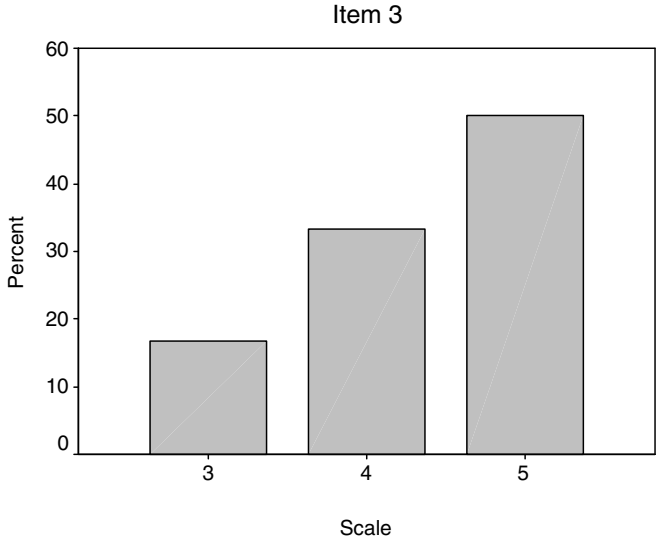

Figure 15. The after school staff keeps parents informed about the program.

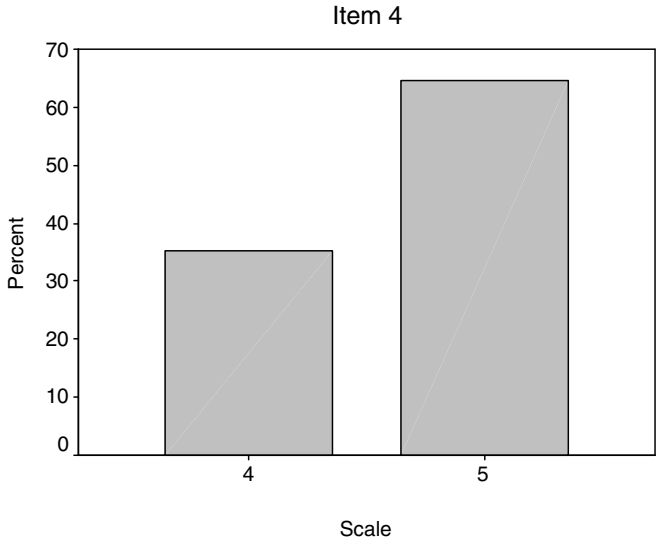

Figure 16. The after school staff keeps parents informed about their children's progress in the program.

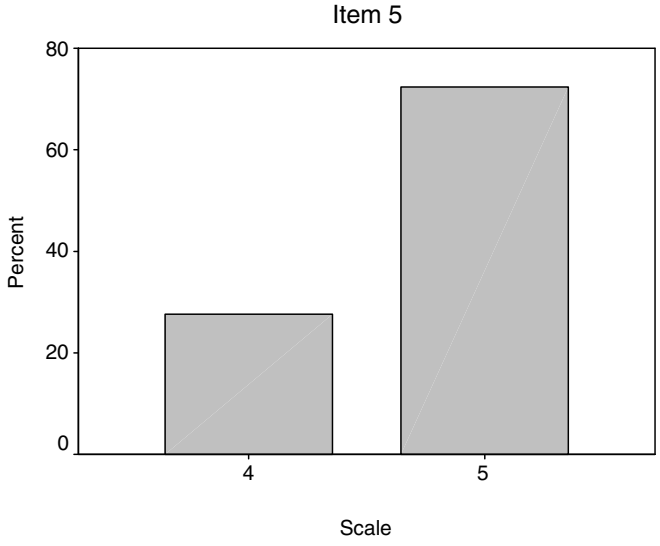

Figure 17. There is a balance between academic and enrichment activities.

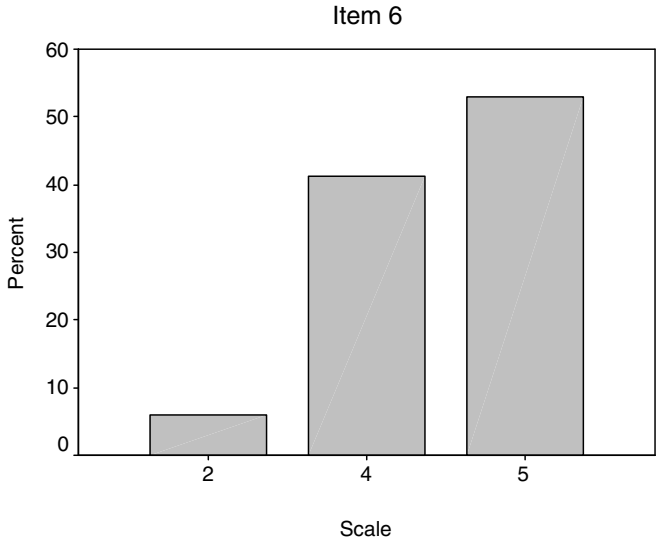

Figure 18. The after school staff have sufficient resources to conduct the activities.

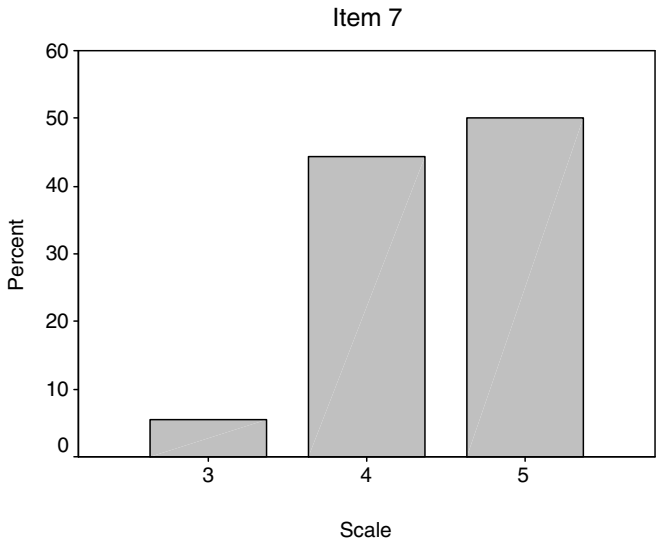

Figure 19. The after school staff have adequate support from the principal.

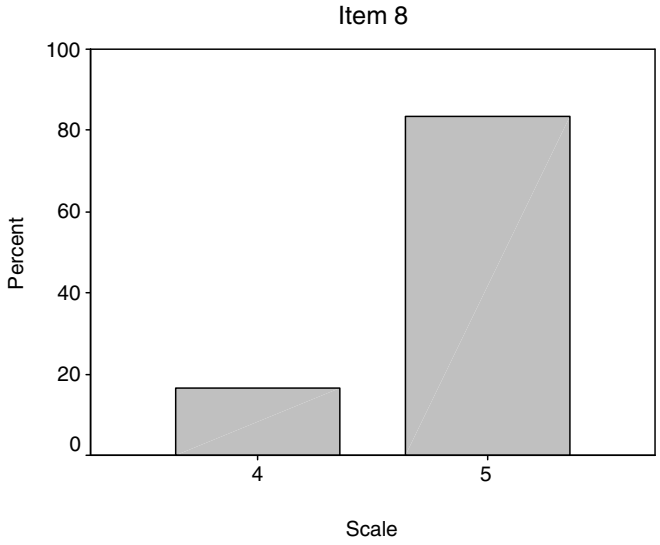

Figure 20. The after school staff have adequate support from the coordinator.

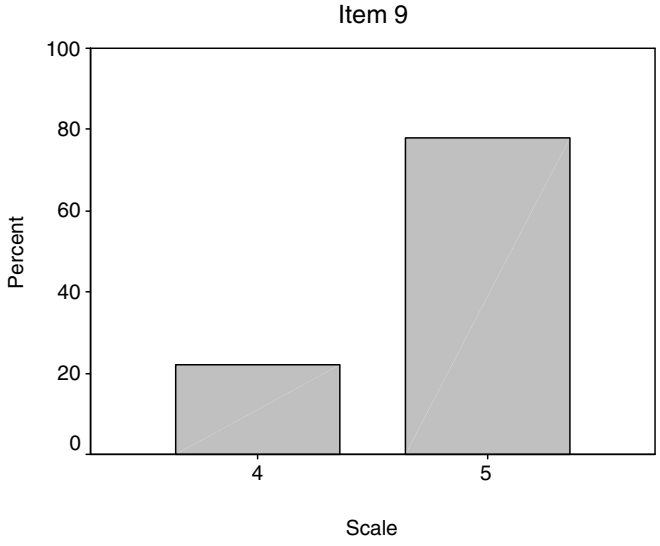

Figure 21. The program helps students academically.

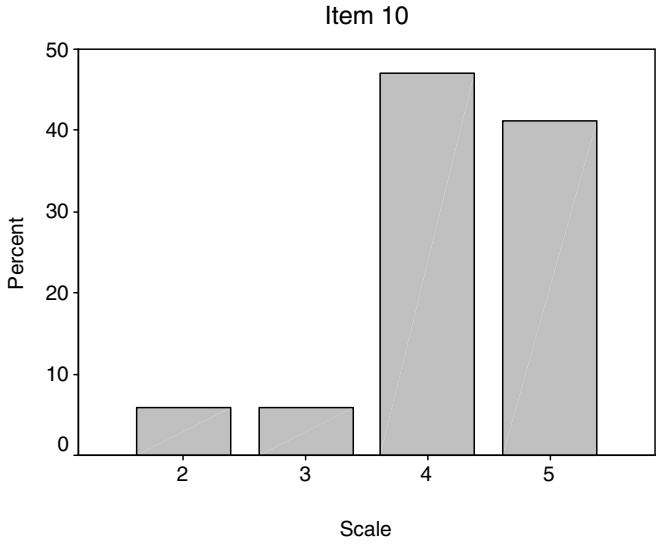

Figure 22. The program helps with homework completion.

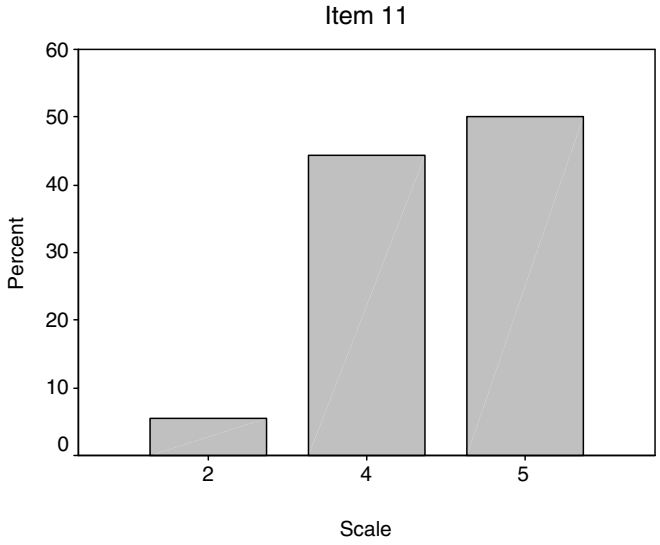

Figure 23. The program helps students learn how to get along with others.

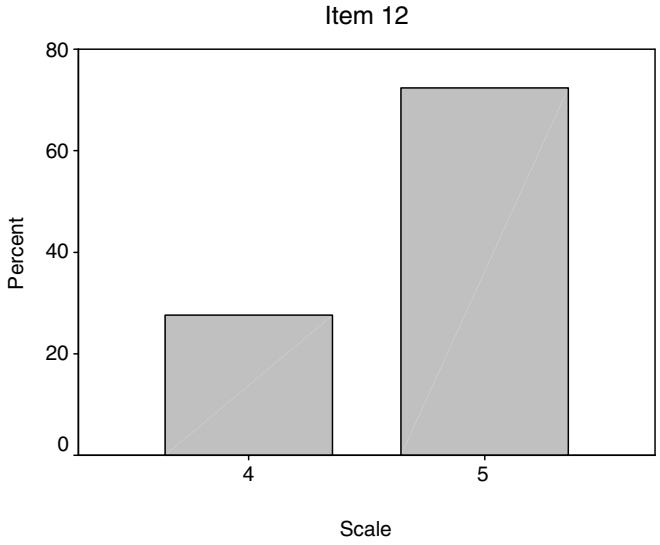

Figure 24. The program facilitates positive behavior among the participants.

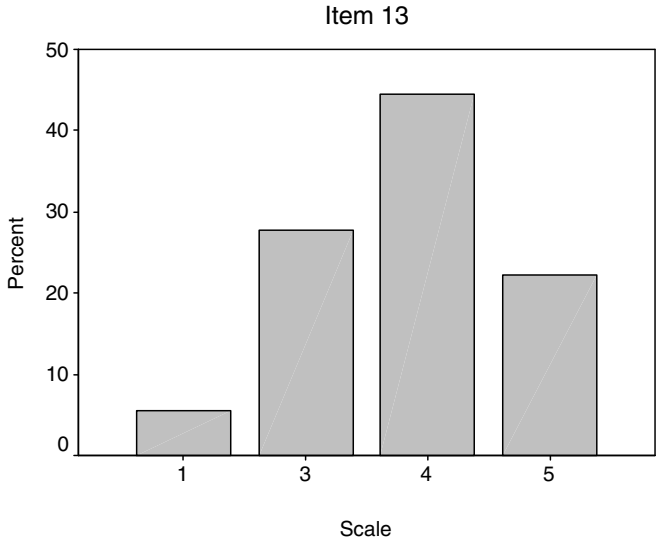

Figure 25. Students' behavior improves when they attend the program.

Based on the responses from the students, parents and school personnel, it appears as if the after school program was viewed positively; all three sources of data complemented each other.

Research Question 2

Was academic performance improved by participation?

Student performance over time was examined via report card grades and test scores. Also, a teacher survey was administered to determine whether or not the after school program helped to increase student performance.

Figure 26 shows each student's after school tutoring pre and posttest change in performance, measured by the change in percentage points for both tests (ELA & Math). On average, the students improved in both English Language Arts and Mathematics. The greatest gains were in English Language Arts.

In addition to the test scores, report card grades were analyzed to determine if students improved from fourth to fifth grade in the major subjects: (a) English Language Arts, (b) Mathematics, (c) Science, and (d) Social Studies. Figure 27 shows the change in performance for each student for each subject.

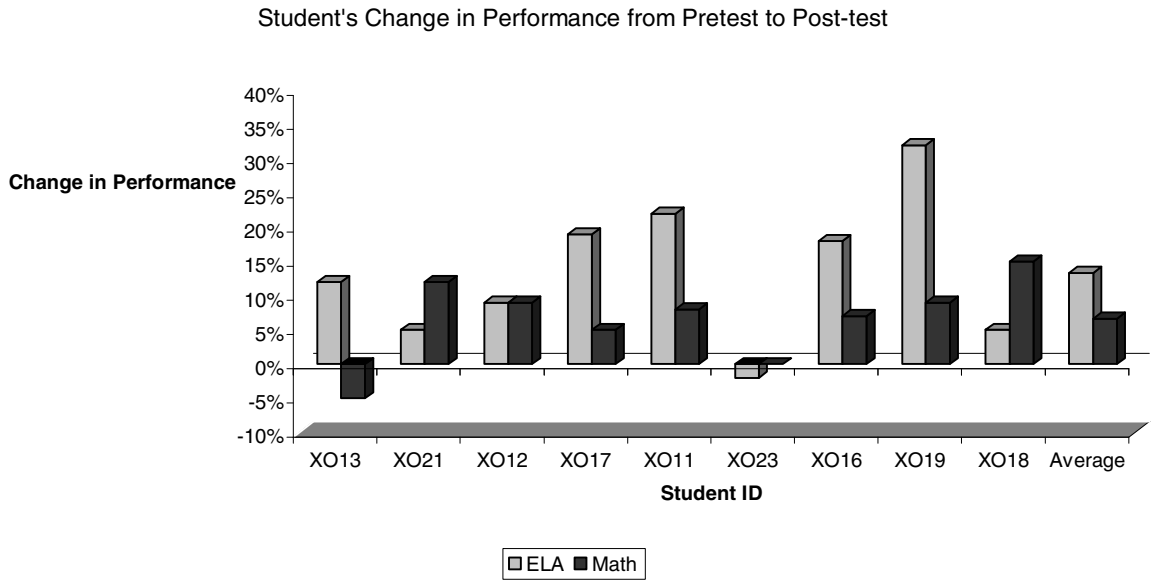

Figure 26. Students' Change in Performance from Pre- to Posttest.

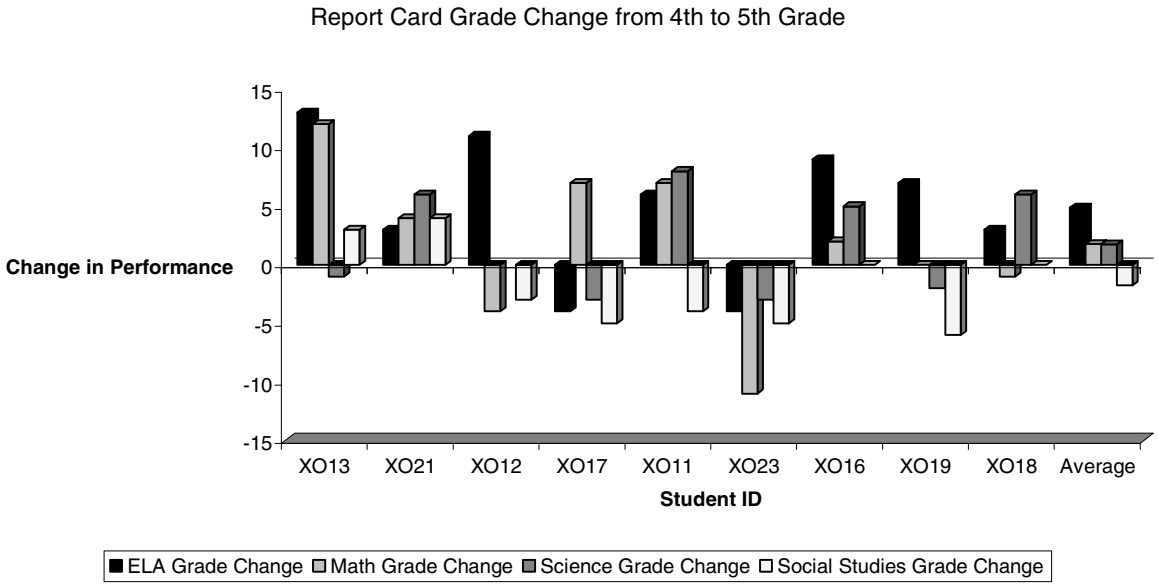

Figure 27. Student Report Card Performance over Time.

Figure 27 indicates that student XO23 went down in all four subjects while the remaining students improved in at least one subject. On average, the largest gains were seen in English Language Arts and the smallest gains were seen in Social Studies. In fact, on average, the students went down in Social Studies.

According to the teacher interviews, however, student XO23 improved. Also, the teacher interviews indicated that student XO13 struggles in Language Arts, but does well in Math. This was also not supported in the student achievement data. However, the remaining teacher interview responses were more supportive of and supported by the student achievement data.

The teacher survey data that addressed issues related to student academic performance indicated somewhat positive perceptions. The survey was coded in the following manner: *Consistently* (5), *Most of the time* (4), *Undecided* (3), *Some of the time* (2), and *Rarely* (1). See Table 3 for a summary of the teachers' responses.

Table 3. Teacher Survey Responses Related to Student Academic Performance

	N							
	Valid	Missing	Mean	Median	Mode	*SD*	Min.	Max.
Stays on task	17	0	3.47	4	4	1.01	2	5
Completes assignments	17	0	3.53	4	4	1.23	2	5
Shows pride in his/her work	17	0	3.47	4	2*	1.23	2	5
Asks for help when he/she does not understand	17	0	3.41	4	4	1.18	2	5
Attends school regularly	17	0	4.29	4	4	0.77	2	5
Gets frustrated easily	16	1	1.88	2	2	0.96	1	4

Note. *Multiple modes exist. The smallest value is shown.

On average, teachers felt most positive about students attending school regularly (mean = 4.29). However, all other responses indicate a somewhat positive perception. Figures 28-33 give the response frequencies for each item.

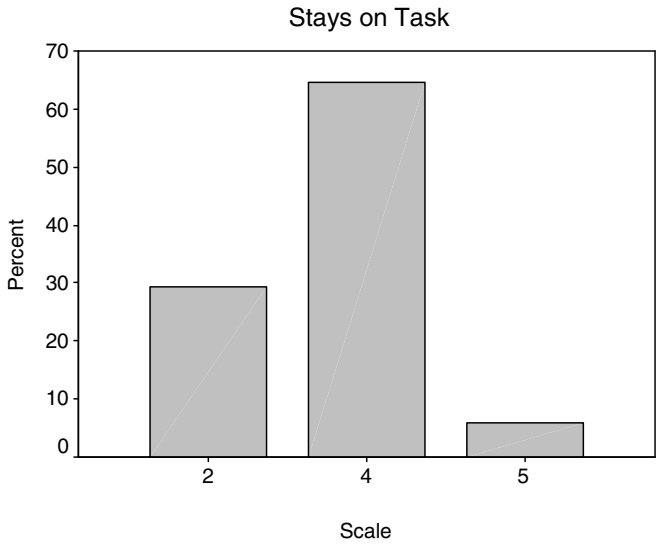

Figure 28. Stays on task.

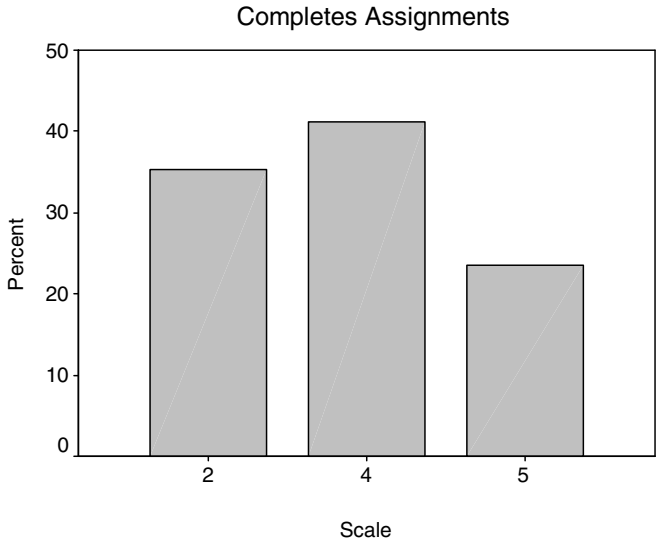

Figure 29. Completes assignments.

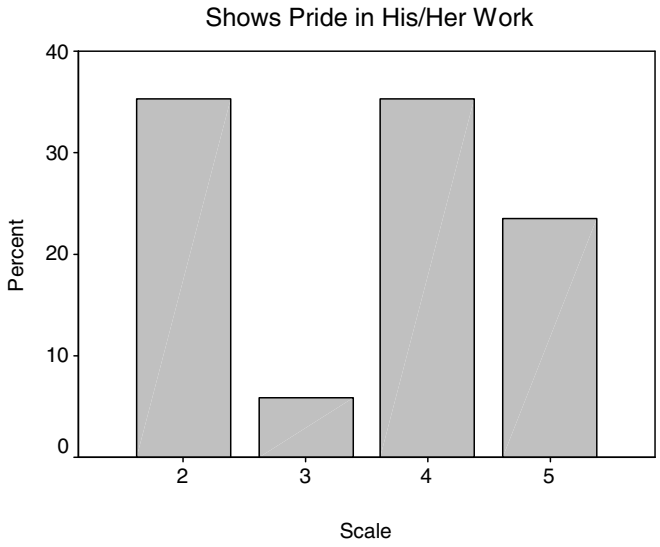

Figure 30. Shows pride in his/her work.

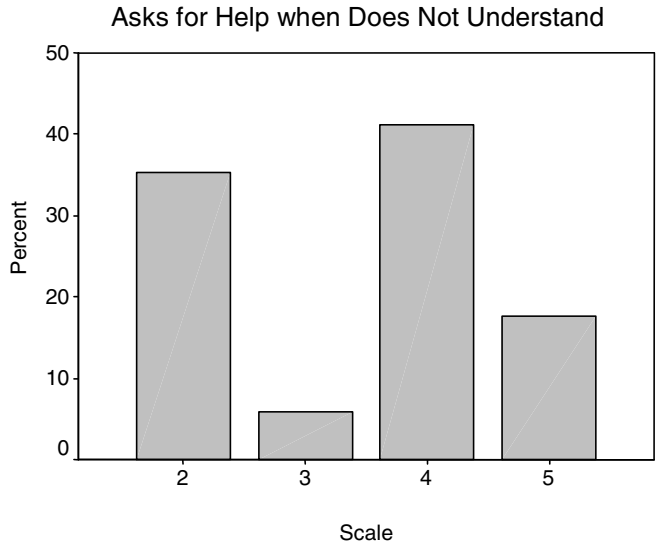

Figure 31. Asks for help when does not understand.

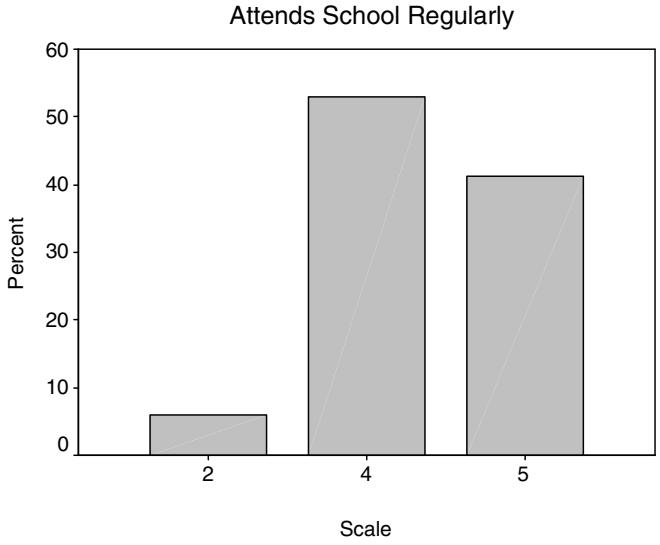

Figure 32. Attends school regularly.

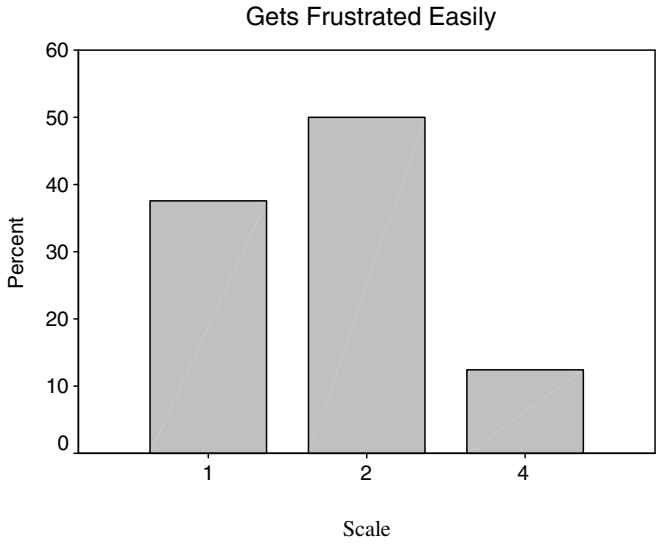

Figure 33. Gets frustrated easily.

These survey responses seem to coincide fairly well with the student achievement data given that some students improved while others did not, and, some students improved in certain subjects while not in others.

Research Question 3

Was behavior improved by participation?

Student referral records were examined to address research question 3. An examination of the referral records indicate that all students either improved or remained the same (see Figure 34).

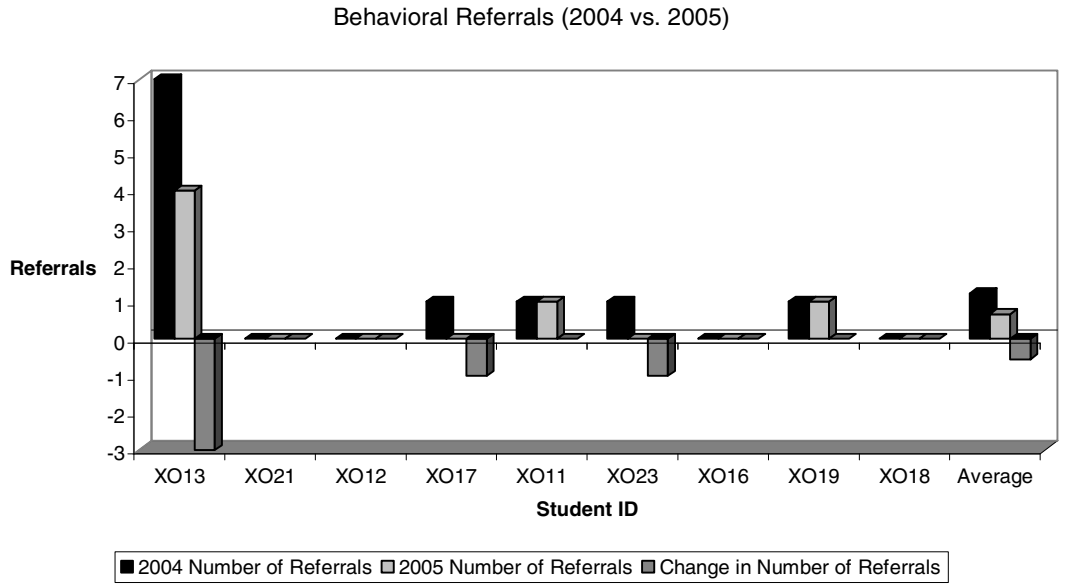

Figure 34. Student Referrals over Time.

As previously mentioned, the students either improved or remained the same with regard to the number of referrals received due to behavioral problems. This was somewhat

inconsistent with the teacher interview responses. The following inconsistencies between the teacher responses and the referral data were noted:

1. XO23 teacher indicated that behavior stayed the same although the referral data show an improvement,
2. XO18 biggest obstacle to learning was behavior according to teacher while referral data show no referrals, and
3. XO13 teacher indicated that behavior worsened while the referral data indicate that the student improved (three less referrals).

The teacher survey that addressed the academic component addressed a behavioral component as well. As mentioned in the previous section, the survey was coded in the following manner: *Consistently* (5), *Most of the time* (4), *Undecided* (3), *Some of the time* (2), and *Rarely* (1). See Table 4 for a summary of the teachers' responses to the behavioral items.

Table 4. Teacher Survey Responses Related to Behavior

	N							
	Valid	Missing	Mean	Median	Mode	*SD*	Min.	Max.
Works cooperatively with other students	17	0	3.47	4	4	1.18	2	5
Respects authority	17	0	3.53	4	4	1.07	2	5
Follows directions	17	0	3.35	4	4	1.06	2	5
Is involved in problems in and out of class	16	1	2.25	2	2	1.13	1	4

These responses appear to be moderately positive which coincides with the teachers' interview responses. If most of the students improved while a few got worse, then overall one would expect the responses to be only somewhat positive.

Figures 35-38 present the frequency of responses for each item associated with the teacher's responses regarding student behavior.

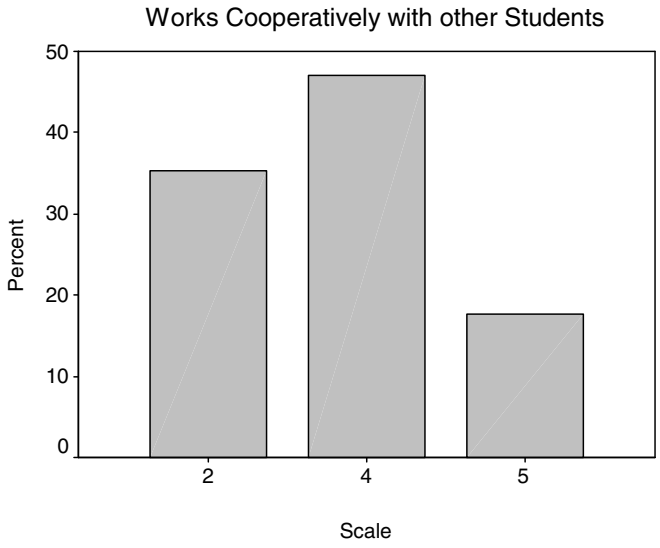

Figure 35. Works cooperatively with other students.

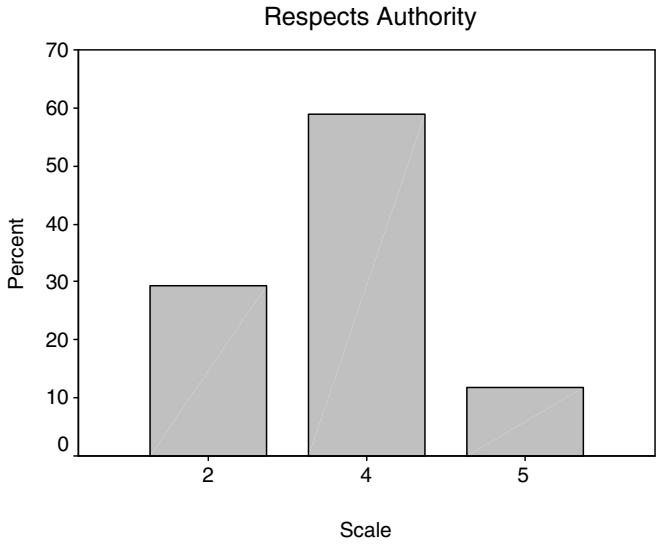

Figure 36. Respects authority.

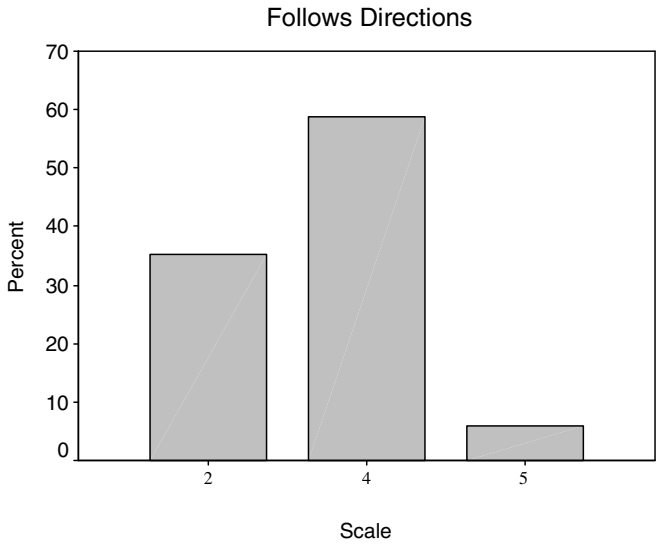

Figure 37. Follows directions.

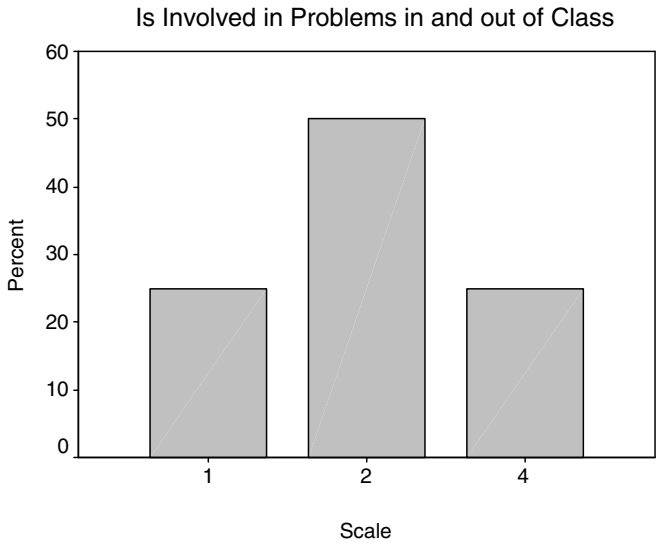

Figure 38. Is involved in problems in and out of class.

Research Question 4

How could the program design delivery system improved?

Student feedback, parent feedback, observations and interviews were obtained in order to address the fourth research question. The student feedback will be presented first followed by the parent feedback. Finally, observations made by an external evaluator along with the program coordinator's interviews will be discussed last.

This after school program was in session from September, 2004 to April, 2005 and was held three days a week on Tuesday through Thursday for about 2.5 hours per day. The program had 14 components in which to deliver services: instructional, enrichment, nutritional, discipline/attendance, communication to parents, communication to principal, communication to After School Director, communication between regular and after school staff, communication to after school staff and regular staff, communication to the community, budget, transportation, reporting to the Office of Research and Training.

The after school program design in this study had both an academic and enrichment emphasis to meet the needs of the whole child. It is well established in the research literature that extra curricular activities help students perform better academically. Researchers believe that after school programs are a means of accelerating the achievement of students placed at risk of academic failure due to poverty, and academic factors (Frymier & Gansneder, 1989; McAdoo & Crawford, 1988).

Students participating in this program were on average positive about its components. According to the student's interviews, their favorite aspects of the program and their recommendations for improvement are provided in Table 5.

Table 5. Student Interview Responses

Student favorite part of program	Count	Student suggestions for improvement	Count
The assigned work	3	Better snack	3
Math	2	Go outside more	2
Activities	2	Shorter time	1
Learning	1	More activities	1
Computer lab	1	Explain lessons twice	1
Spanish	1	Play games while doing work	1
		More free time	1

Table 5 indicates that the most frequent response regarding the student's favorite aspect of the program is "the assigned work" and the most frequent response regarding recommendations for improvement is "better snacks."

The parent feedback indicated that the following improvements should be made:

1. More time should be allotted for completion of homework;
2. More help with homework;
3. Like to see more improvement taking place;
4. Extend the program to five days a week; and
5. Program should not be limited to receiving help only with the basic skills.

Overall, the most common theme emerging from the parent responses was for the students to receive more help with their assignments. This after school program was not designed to be a homework center; however, many of the parents interviewed voiced a desire to have their children helped with understanding and completing their homework assignment. Nevertheless, time to work on homework assignments was added to the program design.

Delivery System Findings

The delivery system determines if a program design will be rated as inadequate, minimal, adequate, or outstanding based on the numbers of standards met. Unfortunately, evaluating the delivery system of an after school program design is not a priority in which to measure success in this era of accountability. Instead, the benchmark of a program's success is measured by how high students score on a high stakes test. Nevertheless, standards to rate the delivery systems of high quality after school programs have been developed and are useful. Several organizations such as The After School Corporation, the After School Alliance, and the 21st Century Community Learning Centers have developed instruments to evaluate after school programs based on the number of standards met.

Since this after school program is funded by local, state and federal funds, and the goals of the program are directed toward meeting the federal mandates of the No Child Left Behind legislation, it is appropriate that the standards identified by the 21st Century Community Learning Centers be used to rate the program design. The 44 standards are divided into five areas: Program Management (20), Program Structure (12), Health, Safety and Nutrition (5), Family Literacy (Parent Involvement) (3), and Community Collaboration (4). However, it must be noted that the Community Collaboration standards are not applicable to this particular after school program design. Therefore, only four areas were used to evaluate the delivery system of this program design.

Unannounced observations of the after school program by an external evaluator using the comprehensive After School Activity Observation Guide and interviews with the program coordinator were also used to determine how many of the 21st Century Community

Learning Center standards were met. The results: Program Management 90% or 18 out of 20 standards, Program Structure 100% or 12 out of 12 standards, Health, Safety and Nutrition 100% or 5 out of 5 standards, Family Literacy/Program Involvement 33% or 1 out of 3 standards, and again, Community Collaboration standards were not applicable for this program.

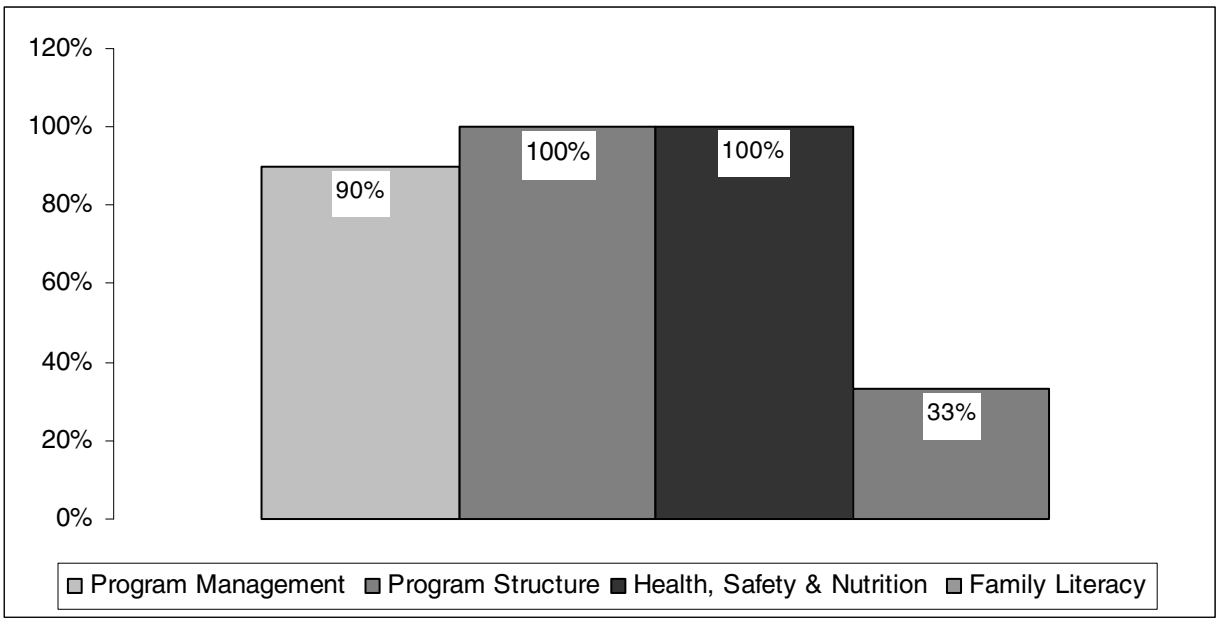

Figure 39. The 21st CCLC Standards for a High Quality After School Program.

Table 6 indicates the overall rating for a program's delivery system based on the number of standards met. The delivery system of this after school program design met 36 out of 40 standards earning a rating of outstanding.

Table 6. 21st Century Community Learning Centers Standards Rating

Standards met	Rating
0-10	Inadequate
11-20	Minimal
21-30	Adequate
31-40	Outstanding

Overall, the delivery system of the program design was positive based on the 21st Century Community Learning Centers' evaluation instrument and interviews. However, the program does not have a community component or a very strong parent involvement component. These are not part of the program design but are identified as standards to measure high quality programs. The parent's responses about aspects of the program and their children's performance, on an average, were positive; however, they expressed a desire for their children to receive more help with completing assignments made by the regular teachers. The student's responses were also positive but a desire for better snacks was indicated.

Summary of Findings

The idea of extending the regular school day to provide additional time for learning the basic skills and offering enrichment activities for students is welcomed by many policymakers, researchers, service providers, educators, parents and students. This research study was designed to add to the body of knowledge of how this extended time can be effectively used to supplement the learning occurring during the regular school day by evaluating an after school tutoring program in a Title l elementary school. Four research

questions based on two perspectives: the practitioners working in or with the after school program and the academic performance and behavior of students participating in the program were the basis for this study. Each research question was addressed separately and thoroughly, using both the quantitative and qualitative data.

The first research question examined how the after school program was viewed by students, teachers, administrators and parents. By and large, the students seemed to be supportive of the program and provided positive feedback. None of the students indicated that they hardly ever enjoyed the program. The most common reason given for participating in the program was to learn math. Of particular interest is that the students all felt that their academic performance had improved at least most of the time as a result of participation in the after school program.

In general, the parents' perceptions of the after school program were positive as well. However, one parent indicated that her child did not appear to have benefited from participating in the program. Interestingly, this same parent also believed that a school's leadership was the most important influence on her child's education. This belief was in sharp contrast to the other parents who indicated that the parent/home was the most important influence on their children's education.

The next group was school personnel. The teachers and administrator were all positive on an average. Notably, the after school staff gave the highest rating to the survey item which stated "The after school staff have adequate support from the coordinator." They overwhelmingly believe the program relates to what is being taught during the school day. Consequently based on the positive responses from the data, the answer to Research Question

1 is that the students, parents and school personnel's perceptions of the program were positive with few complaints.

Research question 2 examined multiple sources of data to determine if academic performance of the Priority One students improved by participation in the program. The students were given a pre and posttest in math and English Language Arts. On average, the students improved in both subjects. The greatest gains were in English Language Arts.

The report card grades were analyzed to determine if students improved from fourth and fifth grade in the major subjects: English Language Arts, Mathematics, Science and Social Studies. Here again, the largest gains were seen in English Language Arts. The smallest gain was in Social Studies. Only one student, X023, went down in all four subjects while the remaining students improved in at least one subject. The regular teacher of X023 indicated that this student had improved but this was not supported by the student achievement data. However, the remaining teacher interview responses were more supportive of and supported by the student achievement data.

The teacher survey data indicated a somewhat positive perception of issues related to student academic performance such as students staying on task, completing assignments, showing pride in their work and asking for help when they did not understand. Thus, the answer to Research Question 2, did academic performance improve is that every student except one showed some improvement in their academic performance this year.

Student referral records were examined to address Research Question 3, was behavior improved by participation. Behavioral referral records for 2004 and 2005 were examined for each student. The data indicated that all students' behavior either improved or remained the

same. However, this was somewhat inconsistent with the teacher interview responses. Several inconsistencies between the teacher responses and the referral data were noted: X023's teacher indicated that his behavior stayed the same although the referral data show an improvement, XO18 biggest obstacle to learning was behavior according to teacher while referral data show no referrals, and X013's teacher indicated that his behavior worsened while the referral data indicated that the student actually improved with three less referrals. The answer to third question supported by the data indicates that all students' behavior either improved or remained the same.

The final question examined how the delivery system of the program could improve. Student feedback, parent feedback, observations and interviews were obtained in order to address this question. Parent feedback indicates that the program could be improved if (a) students were given more time to finish their homework as well as (b) getting more help with homework, (c) the program were extended from 3 to 5 days a week, and (d) the program's curriculum should not be limited to improving basic skills only. The data indicate that this was an outstanding program, in spite of the lack of a community component or a strong parent involvement component. However, these deficiencies may be attributed to the program design which does not require or promote the two areas.

Generally, the students' responses were positive. The only suggestion for improvement from them was a desire for better snacks. Finally, the components of the program were evaluated using the 21st Century Community Learning Centers instrument as well as interviews. The Family Literacy component was negative based on the few standards met by the program. However, overall, when the four components of the program: Program

Management, Program Structure, Health, Safety and Nutrition and Family Literacy were evaluated collectively, the findings were very positive. However, the evaluation instrument noted the lack of a community component or a strong parent involvement component. Again, these deficiencies may be attributed to the program design which does not require or promote these two areas. Perhaps, this program design could be improved by including a stronger parent involvement component and reviewing the merits of a community involvement component being added to the design.

Verification of Findings

The findings were reviewed by the following individuals. First, an external evaluator who was not affiliated with the school or the program was engaged to make unannounced visits to observe the activities of the program as well as complete some of the interviews. In addition, a retired teacher was also engaged by the primary researcher to conduct interviews as well as administer the surveys and questionnaires. The attendance secretary of the school who is responsible for the upkeep of all students permanent records gathered requested data from the permanent records of the students. The primary researcher had several meetings with the school guidance counselor and the in-school suspension supervisor in order to review documents pertaining to discipline and guidance referrals. Finally, one of the principal's designee was given periodical updates in regard to the collection of pertinent data collection about the students and the program.

Chapter 5 will present the summary, conclusions and recommendations this study suggests.

CHAPTER 5. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter culminates the research study designed to evaluate an after school tutoring program in a Title l elementary school based on two perspectives: the practitioners working in or with the after school program and the academic performance and behavior of students participating in the program. Data were examined and analyzed to ascertain if this was an effective, high quality after school program and did the students improve in the identified areas. The following questions were addressed in this study:

1. How was the current program viewed by key participants: Students, Teachers, Administrators and Parents?
2. Was academic performance improved by participation?
3. Was behavior improved by participation?
4. How could the program's service delivery system be improved?

This chapter presents a summary of the process, the results in the conclusion, and implications for implementing other after school programs. The chapter ends with recommendations for further research in order to identify sound research-based after school programs that will add to the body of knowledge; how this study could have been improved; and the significance of the study for the after school movement.

Summary

This mixed methodology case study design utilized both qualitative and quantitative data analysis. Important feedback and essential information about the after school program

were provided by the study participants via primary data such as surveys, questionnaires, and interviews. The secondary data consisted of progress reports, discipline referrals and academic plans and were used to compare the students' fourth grade history to their fifth grade history. The input gathered from the respondents during the final weeks of the program provided an understanding of the broad contextual framework in which this after school tutoring program operates while identifying the effective components of the program, as well as the challenges or areas of concern inherent in the program. The delivery system of the program was evaluated using the criteria derived from the increasing body of effective after school program designs developed by the U.S. Department of Education; specifically, the standards used to evaluate the 21st Century Community Learning Centers programs.

This study validates how this after school program is being implemented based on the positive responses from the stakeholders, the progress of the students (all students except one made gains in one or more subjects) and the program design which earned a rating of outstanding based on an instrument developed through the No Child Left Behind Act of 2001 legislation. In addition, this high quality after school was successful because it was an open subsystem that was driven by eight objectives: Good communication between all the stakeholders, accountability, high expectations, providing for basic needs, collaborative decision-making, flexibility, respect and responsibility. This program utilized fourteen components in order to give the program structure. These components made this program a dynamic, living entity that utilized openness and an ability to change as needed.

Results

Question 1: How was the current program viewed by students, teachers, administrators and parents?

From the students' perspective. In general, the students seemed to be supportive of the program and provided positive feedback. None of the students indicated that they hardly ever enjoyed the program. On average, the students felt that they enjoyed the program most times. The most common reason given for participating in the program was to learn math. They appeared to feel that the program was beneficial and they tended to feel comfortable talking to the staff in the program. Of particular interest is that the students all felt that their academic performance had improved at least most of the time as a result of the program. Overall, the students' perception of the after school program was positive.

From the parents' perspective. All but one of the parents interviewed indicated that his/her child appeared to have benefited from participating in the program. However, one parent complained that her child was doing worse in her school work in fifth grade than she did in her previous grade. In addition, this parent believed, unlike the other parent, that a school's leadership was the most important influence on her child's education. The other parents believed that the parent/home was the most important influence on their child's education.

From the perspective of school personnel: teachers and administrators. A survey and an interview were used to get a perspective about the program from this group. The survey was coded in the following manner: *Strongly Agree* (5), *Agree* (4), *Undecided* (3), *Disagree* (2) and *Strongly Disagree* (1). The higher values are indicative of more positive ratings. The lowest rated item was "Students' behavior improves when they attend the program" with a

means of 3.78 out of 5 which still is considered a positive. The highest rated response, "The after school staff have adequate support from the coordinator" with a means of 4.83. On average, the responses were all positive. Overall, based on the responses from the students, parents and school personnel, it appeared that the after school program was viewed positively; all three sources of data complemented each other.

Question 2: Was academic performance improved by participation?

On average, the largest gains were seen in English Language Arts and the smallest gains were in Social Studies. In fact, on average, all the students went down in Social Studies. One student went down in all four subjects; yet, the teachers interviewed felt the student had improved. This was not supported by the student achievement data. All the other students improved in at least one subject. The survey responses seem to coincide fairly with the student achievement data given that some students improved while others did not, and, some students improved in certain subjects while not in others.

Question 3: Was behavior improved by participation?

First, student referral records were examined to address the third question. The records indicated that all students either improved or remained the same. However, this was somewhat inconsistent with the teacher interview responses. One teacher during the interview indicated that behavior of a student stayed the same although the referral data showed an improvement. Another teacher's responses on two of her students were not supported by the data. Overall, the responses on improved behavior appeared to be

moderately positive which coincided with the teacher's interview responses with the exceptions already noted.

Question 4: How could the program's service design delivery system be improved?

The delivery system was evaluated using the comprehensive After School Activity Observation Guide, the 21st Century Community Learning Centers and interviews. Unannounced observations of the after school program by an external evaluator using the comprehensive After School Activity Observation Guide and interviews with the program coordinator were used to determine how many of the 21st Century Community Learning Center standards were met. The results: Program Management 90% or 18 out of 20 standards, Program Structure 100% or 12 out of 12 standards, Health, Safety and Nutrition 100% or 5 out of 5 standards, Family Literacy/Program Involvement 33% or 1 out of 3 standards, and again, Community Collaboration standards were not applicable for the program. Thus, the delivery system of this after school program design met 36 out of 40 standards earning a rating of outstanding. However, it does not have a very strong parent component or a community component which did not affect the rating of outstanding. If these are deficiencies, then they may be attributed to the program design.

Discussion

Students in this school district come from a diverse population. Some of the students come from nurturing, stimulating homes while others do not; some come from wealthy environments while others come from "making a comfortable living" environments still

others live in heartbreaking poverty. Some students come from homes where books and learning are a priority, while others never experience the joy of being read to or being introduced to a book until they start school. Yet, all of these students start their formal education together, grouped according to their chronological ages, and the struggle begins for some. Furthermore, our public school system expects every child to demonstrate mastery of a prescribed set of grade level standards during the course of a school year.

Unfortunately, students not mastering their grade level standards for a particular year are typically promoted to the next grade in which the system expects them to learn a new set of grade level standards without mastering or demonstrating a rudimental understanding of the prerequisite standards. Sadly, this pattern continues in a vicious cycle until these poor students become so frustrated with failure and either drop out of school or earn a certificate of attendance, a paltry alternative to a high school diploma, certifying they have gone through 12 years of school. The playing field is not level.

Closing the Achievement Gap

The No Child Left Behind Act of 2001 was designed to help level the playing field by closing the achievement gap between minorities and nonminorities as well as the poor and the wealthy. It also increased funding for the 21st Century Community Learning Centers, an initiative mandated to establish and fund after school programs, to about $1 billion, annually but at the same time narrowed the measure of success to academic achievement. In addition, the category of service providers, those who would actually run the programs, was broadened. Any group, organization or individuals that could successfully complete a rather

lengthy application, show evidence of plans to implement a research-based program aligned to state standards, and is financially sound was invited to sign on to provide services for students regardless of their backgrounds. This stipulation, along with about a $1 billion, has fostered intense competition between educational and noneducational entities.

The idea of extending the regular school day to provide additional time for learning basic skills, participating in enrichment and/or extracurricular activities is welcomed by educators, politicians and the general public in our state. It is believed that if more students actively participate in these programs then the social and academic achievement gap would be reduced, considerably. In fact, this school district has been awarded millions of dollars to put after school programs in every school. The funds come from several sources: Title l, 21st Century Community Learning Centers, the State of South Carolina Lottery Program, and some local appropriations.

The Dilemma

What checks and balances are in place to regulate and monitor the growing number of after school programs being offered by service providers to ensure that the money is being well spent and most of all, the programs are meeting the needs of the children? Confusion abounds as to what type of after school program design will best meet the needs of our students and help make them productive citizens not just test takers. Should the program follow the design that favors unstructured enrichment and/or extracurricular activities to meet the needs of the whole child or should the program be structured to provide reading and math activities to help close the achievement gap? This state of confusion is especially true for

noneducational groups as they try to implement programs that will help students master their grade level standards and pass PACT, South Carolina's achievement test.

The Problem

As a result of this confusion about what program design works best and the diverse background of service providers, those in the after school movement such as the After School Alliance (2001), the Nellie Mae Educational Foundation (as cited in Miller, 2003), and the Charles Stewart Mott Foundation in conjunction with JCPenney (1999) recognize a need for ongoing research that would bring different after school models to the forefront that have shown evidence of promise or evidence of effectiveness. These after school models would be research-based and would speak to the different program designs. Presently, only a limited number of studies have actually examined an after school program design, including its components, that delivers services in a school setting.

After School Program Design

The school-based program in this study used a combination of program designs. That is, the after school program was structured and designed to improve the academic performance of its participants, as mandated by the school district but it was also designed to give students opportunities to participate in enrichment activities to broaden their world view and improve socialization. However, the stated purpose of this after school program, according to the District, was to improve the scores on the Palmetto Achievement Challenge

Test (PACT), a high-stakes test administered throughout the state annually by the South Carolina Department of Education.

The program had three sessions which covered the time period from September, the month after school started to May, the month school ended and most importantly, the month PACT was administered state wide. This after school program was held three days a week: Tuesday through Thursday for 135 minutes or 2 hours and 15 minutes each day. Selected students in grades 3-5 were invited to participate in the program based on prior PACT scores and/or teacher recommendation. Parental requests for admission were granted if space permitted in order to keep the classes small.

This high, quality after school program was successful because it was an open subsystem and was driven by eight objectives: Good communication, accountability, high expectations, providing for basic needs, collaborative decision-making, flexibility, respect and responsibility. In addition, fourteen components gave this program structure and made it a dynamic, living entity because of its openness and the ability to change as needed. The components of the program were instructional, enrichment, nutritional, discipline and attendance, communication to parents, communication to principal, communication to After School Director, communication between regular and after school staff, communication to after school staff and regular staff, communication to the community, budget, transportation, the Office of Research and ongoing training.

Communication

Communication is the lifeline to the effectiveness and growth of any organization or relationship. As a result, a special effort was made to keep the lines of communication open to the students, parents, after school staff, regular staff, principal, Director of After School Programs, community, finance and transportation offices as well as the Office of Research who has the responsibility to complete reports certifying the gains or lack thereof made by our students on PACT this year.

Communication to and from the students was an ongoing effort. The after school coordinator met daily with students during snack time to address administrative concerns, their concerns, upcoming incentives and field trips. The coordinator also developed a behavior/reward system to reduce the noise level in the cafeteria, giving students an opportunity to sit quietly and reflect on what they did well on during the day, and what they needed explained to them again by the after school teacher and to publicly recognize them for success as well as show an appreciation to students who could follow directions in terms of doing as they were told.

Communication to and from parents was an essential element in order to have a successful program. In this program, progress reports (report cards) were sent home biweekly. However, this schedule proved to be too demanding for the after school teachers who in some cases also taught during the regular school day. Consequently, the decision was made at the District level to change the progress report schedule to monthly but the progress comments were very specific and were followed up by telephone calls. Parents were also notified when students were absence and reminded of the attendance policy. They were also

notified via telephone calls, conferences and by letter when their children's behavior was inappropriate. Parents were encouraged to contact the program administrators if they had any questions, concerns or wanted to share information with us. They were also encouraged to visit the program to observe the program in operation.

Keeping the principal knowledgeable about the program was a proactive measure. This prevents the principal from being caught unaware if problems should arise. So, the coordinator met with the principal monthly and as needed to share pertinent information and/concerns about the program. The coordinator attended monthly meetings with the Program Director along with the other coordinators in the district to receive important information, discuss problems and concerns as well as suggestions to improve the program.

The communication link between the program and the day school was an important element in connecting learning. Therefore, to supplement and complement learning to the regular day program, the after school teachers were required to meet biweekly with the regular teachers of students in his/her class to complete a Skills Gap Form in order to list the skills and concepts that needed to be reinforced and taught. A copy of this form was filed by the after school coordinator to serve as documentation that a regular effort was being made to link the program to the regular school day.

The coordinator created a weekly update (newsletter) to keep everyone informed about events, concerns, announcements and any other pertinent information. Periodically, the coordinator wrote articles about the program for the monthly school newsletter. A copy of the newsletter was kept in the office and was sent out to community members on the mailing list. Of course, the parents of all students received copies as well.

The program maintained a strong communication link with many district level offices. The coordinator was responsible for maintaining two budgets for the program; so, it was imperative communication was opened to avoid misunderstandings with the Finance office. The program's budget included the biweekly pay roll, ordering curriculum and other materials, transportation (school bus), incentives awards and enrichment supplies.

Another important office to keep communication flowing in order to prevent problems was transportation. The coordinator presented this office with a bus manifest which listed the names, addresses, telephone numbers, parent names, their work and emergency numbers on every child who rode the bus home. The manifest was kept current throughout the program. For example, if there was a problem with a child being dropped off at a particular destination then the transportation office could contact parents as well. Another important communication link was the Office of Research. The coordinator was responsible for submitting information about the number of English/Language Arts, math, science and social studies sessions attended by each child in the program. The information was part of a report sent to several outside sources that awarded funding for this program. Finally, to maintain good communication and expectations, the after school coordinator had meetings and conducted training sessions to facilitate the program's expectation.

Accountability and Responsibility

Every individual working in or participating in the program had a clear understanding of what was expected from them and who was responsible for certain actions to make the program successful. This message was repeated verbally and written throughout the program.

For example, discipline problems were not tolerated in the program. Students who disrupted classes were given several warnings, next parents were notified of the inappropriate behavior and if the problem persisted s/he was suspended. For severe infractions, a student was expelled from the program. Note: Only two students were expelled, one for bringing a weapon to school and the other for refusing to obey adults in the program.

In addition, students missing more than five days during one session were given several warning along with their parents and dropped from the roll if they continued to miss days in the program. It is apparent that students can not learn if they do not attend, so we acted accordingly. Also, space was limited because we wanted to keep the classes small. So, a waiting list was maintained to add student whenever there were vacancies. Both the attendance rate and the small number of discipline problems were exceptional in the program. In addition, the parents' role was to keep their children in the program by ensuring that they adhere to the rules.

Another example of meeting expectations was the after school teachers were given copies of the SC standards and pacing guides to use for each of the subjects taught in the program. Teachers were required to have daily lesson plans and indicate how deficiencies were addressed. They were also required to keep a portfolio on each student highlighting current and past works to document improvement. Teachers were expected to complete required reports and forms in an efficient and timely manner. Most of all, teachers were expected to know the SC standards and be able to incorporate them in their teaching. In addition, the district office mandated that English/Language Arts, math, science, and social studies would be taught at all sites. The teachers were expected to act, accordingly. An

external monitor made unannounced visits to ensure that we were following the guidelines, and to leave a report evaluating the program.

The after school coordinator was expected to maintain an open environment conducive to learning and support for those in the program as well as complete all of the required reports in a timely manner. For example, the teachers and staff expected to get paid on time. This would not have happened if the coordinator did not keep up with the time sheets and submit each payroll when expected to the Finance office. Additionally, the coordinator had the responsibility to ensure that the building was safe and discipline problems were handled fairly, efficiently, forcefully and respectfully.

Student Nutrition Services, a district department, was expected to provide snacks in a timely manner. These nutritional snacks were served to the children for every session. However, some students had problems with the healthy nature of the snacks (See students' perspective of the program). Nevertheless, chaos would have been the order of the day if the snacks had not been available for the program.

High Expectations

A vision of how every student could excel was a part of our program. The after school staff was instructed to teach every child (Below Basic 1, Below Basic 2, Basic and Proficient) as if they all could score Advanced on PACT. Teachers and the coordinator planted the seeds by telling every student that they could score Advanced on the PACT if they helped us, help them, by plugging up those learning holes they had from past learning experiences. This was repeated often.

Basic Needs

Providing for Basic Needs--Maslow's (1970) hierarchy of needs suggest that there are five levels of needs: physiological is a need for water, food, rest, air, and so on. The second need is a need for safety. Third is a need to belong and fourth need is for self-esteem to feel worthy and the fifth need is for self-actualization. At this level, an individual becomes a fully functioning person with a healthy personality.

Knowledge of this theory is especially important for educators or anyone working with children. Educators who understand this theory know that you would never tell children that they are too dumb to understand a concept or successfully complete an activity. It is just not done, but someone in a moment of anger or frustration and who does not have knowledge of this theory and other theories in human growth and development can innocently crush a child's spirit which may take years for that child to overcome. Who among us have never been wounded by a senseless or cruel remark in our childhood? Consequently, this after school program adheres to Maslow's hierarchy of needs.

Accordingly, the program provided transportation to ensure that every child got home safely. Students who lived a block from the school had to ride the school bus home unless a parent or designee walked them home. For example, a student who lived across the street from the school was escorted across the street by one of the teachers in the program daily.

Another example to promote safety was the sign-out procedure. Parents or their designee were required to sign their children out from the program during operational hours. There were no exceptions. This district policy was enacted for safety reason, but some parents were not happy with it. For instance, a gentleman claiming to be a foster parent came

by to sign a student out early. Even though the child confirmed this to true, the child was not released to him because his name was not listed as someone to pick her up and no one in the office knew him. He got belligerent and threatened the coordinator who was then forced to call Security to remove him from the premise. Individuals who work in the program feel safe at all times because the doors are kept locked and security is only a telephone call away.

The need to belong, have friends and exercise the body were addressed in our enrichment components. Thirty minutes were scheduled weekly for each of our enrichment classes of Spanish, computer lab and physical movement. The students had an opportunity to practice and explore more in depth Spanish concepts and vocabulary. In the computer lab, students practiced their math, reading and language arts skill using a commercial software program. The rigor and intensity of the physical movement were evident. Classes were created based on identified science and math standards as well as Character Education by Master Tracy Goodwin, owner of the World Tae Kwon Do Center, and teacher Kareem Gerard. Also, the importance of discipline in life was stressed to the students.

These individuals were outstanding and basically volunteered their time because the program could not afford to pay them their going rates. However, these individuals made a difference in the lives of the students and in some cases, made a breakthrough in some of the most difficult behavior cases. They served also as a motivation to keep some students from dropping out because they did not want to miss Tae Kwon Do. They were truly an asset.

Students needed to be appreciated, so field trips were scheduled as enrichment and incentives for good behavior and attendance. Also, pizza and ice cream sundae celebrations

were held every six weeks to award the group or groups earning the most excellent behavior awards.

Collaborative Decision-Making

Collaborative Decision-Making is a key component of site-based management. Consequently, the coordinator did not make all the decisions pertaining to the program and passed them down to the staff. Instead, a concerted effort was made by the coordinator to actively seek out the opinions of the staff in order to get perspectives from others. In this way, everyone shared in the ownership of the decision. In the first organizational meeting, the group decided which days the program would meet. Teachers also, reviewed and evaluated materials for the program before the coordinator ordered them, to get their input. Finally, teachers, in some cases, recommended disciplinary actions for a disruptive student. Frequently, their recommendations were followed. This shared discipline approach is practiced during the regular school day as well.

Flexibility and Respect

Flexibility or the ability to make changes is important in any program. Since this was an open subsystem, nothing was etched in stone except the mandates from the district office. So, coordinator, staff, principal and Director revisited issues whenever it was deemed appropriate. For example, parents complained that homework was not done in the program and their children had to stay up late at night completing it. So, the district allowed all sites to

take the last 15 minutes of the program to have students start on their homework and asked questions if they did not understand.

Another example of flexibility would the distribution of progress reports. This was changed from biweekly to monthly after an outcry from teachers.

Finally, respect was a basic element of this program. Everyone in this program was treated with respect and the coordinator actively encouraged this climate in the program.

The Systems Theory of Organizations

In this era of accountability, success is measured by how well students do on a high-stakes test, which at best can be incomplete or misleading. The link between the program design, implementation and outputs generally are not measured. In addition, no consideration is given to the fact that an after school program is only a subsystem of a larger organization. Systems theory is a way to think about an organization and has five parts (see Figure 40). Senge (1990) contends that an organization must be studied as a whole taking into consideration the interrelationships among its parts and its relationship with the external environment.

Figure 40 is the author's view of how systems theory operates in an educational setting. The environment is the dominant element that indirectly controls the other four elements; hence, it is depicted as being twice the size of the other four elements. The outputs that are responsible for the product or goal sends a message to feedback. Feedback sends its message to the environment which decides how to interpret the message for next year's

program. The environment's message goes through every element of the subsystem and dominants.

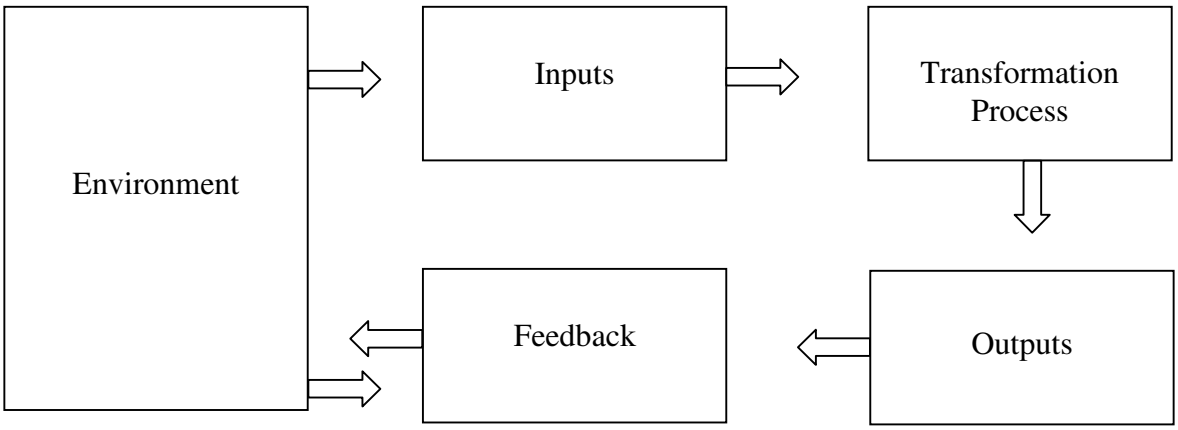

Figure 40. Author's View of the Systems Theory of Organization

The external environment can be defined as the social, political and economic force that surround the organization and react to the outputs as well as provide feedback to the system. The environment is the major source of uncertainty to the organization and is also the outside control. Lunenburg and Ornstein (2000) contends that the external environment can hinder the success of an organization. An example of this would be the local politicians measuring the success of an after school program based on every child making significant gains on a high-stakes test and withholding funds for the next year if that demand is not met, disregarding any other positive benefits of the program. Table 7 depicts how an after school program looks in a systems theory model.

Systems theory is useful because it steers an organization such as a school district or school away from ascribing phenomena to a single causative factor. Instead, it reminds an organization to look at the complexity of events and how they are interrelated. Consequently, the effectiveness of an after school program should not be measured, as is frequently the case, by a single phenomenon: an achievement test score. Systems theory reminds us that an after school program is a subsystem of a larger educational system and its outputs are the results of multiple causative factors not just one in isolation. In other words, the outputs from the after school program is only one component of the organization: the school. Other components such as the regular day school program, the school-based intervention team, the administrators all work in conjunction with the after school program in order for the organization this Title l elementary school to function properly and meet its prescribed goal.

The school does not hold the after school program accountable for missing its goal, but it does evaluate the program solely on the basis of whether or not the students in the program scored high enough on the achievement test. Thus, the after school program is deemed unsuccessful if the students do not score high enough on the test to allow the school to meet its objective.

Therefore, this inner-city school district mandates that every after school program should be structured and focused to prepare students to score Basic and in some cases Proficient on the Palmetto Achievement Challenge Test (PACT). To reiterate, the success of the 2004-2005 After School Program at this elementary school and other schools in the district is measured by how many students meet the objective that is, of scoring Basic or Proficient on PACT. Success for the school year is meeting the criteria set forth in the No

Child Left Behind legislation. The overall score must meet the Adequate Yearly Progress (AYP) benchmark and that is achieved if enough students based on a mathematical formula score Proficient on PACT.

The decision made to add enrichment activities to the program this year was based on the coordinator's past experience working in other after school programs, the school's population and simple reasoning. In spite of the national drive to make after school programs more academically-focused, decision makers must remember that most attendance is voluntary not mandatory. Therefore, students will get tired of attending by late October or early November and make up excuses to skip the program, regardless of the threats to drop them if they miss too many days.

Consequently, this program like so many other school-based programs faced the daily challenge of keeping students motivated to stay in the program and not drop out. Of course, students will not get the extra help they need to increase test scores if they drop out of the program. Nor will the school be able to use the higher test scores to boost its standing among other similar schools. In addition, these scores will not help the District's desire to increase its overall ranking among other similar districts in the state by having more of its schools meet their goal of moving students to a higher level on the annual achievement test.

Thus, finding ways to keep students motivated to stay in the program is a crucial element in any high quality after school program. Research indicates that sitting students at desks and using the same learning strategies for more hours does not result in much long term benefit or students being motivated to attend or stay in the program (Miller, 2003). Most of all, for the underachieving students, more regular school is not the answer.

Table 7. After School Program as a Subsystem of an Elementary Program

Systems Theory					
Environment	Inputs	Transformation	Outputs	Feedback	Environment
No Child Left Behind Act State and local governments Title One office School district administrators Parents Business leaders Community DEMAND HIGHER TEST SCORES Elementary School	Qualified and caring teachers Safe Place Age-appropriate curriculum Sufficient funding Competent coordinator Enrichment Activities Goal- Students must score higher on state-wide test Snacks Transportation home Theory/ Knowledge	Students feel safe Students have adults in their lives Students under-stand the standards Small groups Active involve-ment in learning	Students grades improve on quizzes, tests in day school Students score higher on the annually high-stakes test Behavior improves in the day school and the after school program Students actively participates in discussions in the day school Students feel good about themselves Self-esteem increases Attendance improve in both day and after school program	After school staff and day school staff have regular scheduled conferences to discuss students' progress and decide on new skills to work on Coordinator meets with Director monthly to discuss concerns and receive information Coordinator meets with Principal monthly to discuss concerns and receive information Parents notified via progress reports about their children's improvement in learning Coordinator meets with after school staff and day staff regularly Coordinator writes weekly newsletter to address concerns and share info. for staff	No Child Left Behind Act State and local governments Title One office School District administrators Parents Business leaders Community DEMAND HIGHER TEST SCORES Elementary School

Therefore, a decision was made to recruit an organization from outside of the district to teach something that most of the children would probably never get an opportunity to participate in because of their socioeconomic status. To this end, the researcher was able to get the owner and one of the teachers from the World Tae Kwon Do Center to participate in this program. They did not agree because of any financial gains but to make a difference in the lives of the boys and girls in the program. This was a win-win decision for everyone involved.

In addition, the students loved getting extra Spanish lessons weekly and the Spanish teacher made learning fun. So, the Spanish teacher developed lessons around the social studies standards and Spanish became an intricate part of the program. The computer lab was already a part of the program so that was the third incentive. The students practiced basic reading and math skills in the lab but that did not matter because they loved working on the computer. More than 70% of the students in the program do not have computer at home.

So, everyday an enrichment activity was scheduled that the students loved doing. As a result, they attended to learn the traditional subjects and participate daily in one of the enrichment activities. The two funding sources for this program made the salaries of the enrichment teachers possible. The computer teacher was already built into the budget. Unfortunately, some schools do not have the Title l status and could not fund extra salaries in their programs. Nevertheless, enrichment and/or extracurricular activities are an important component of any after school program and can serve as motivation tools to keep attendance high (Halpern, 1999).

Unfortunately, the intent to make after school programs focus on traditional subjects is gaining a great deal of momentum in this era of accountability. The movement is being fueled by school districts, local and state government as well as the federal government through such programs as the 21st Century Community Learning Centers initiative. Research does not support this direction.

Sadly, many after school programs are just an extension of the school day, and operate under the assumption that more time will result in better outcomes for students (Miller, 2003). However, as more schools offer these programs they are realizing that sitting students at desks and using the same learning strategies for more hours does not result in much long term benefit. Most of all, for the underachieving students, more regular school is not the answer. Therefore, many academically oriented programs are engaging community partners and attempting to achieve desired goals by providing a wider variety of activities and opportunities (U.S. Department of Education, 1997).

To reiterate supporting data from Chapter 2 (the Literature Review), Camp (1990) found that extracurricular activities are more strongly linked to academic outcomes than study habits, family background or academic ability. The link between involvement in extracurricular activities and achievement in school is well established in the research literature (Astroth & Haynes, 2002; Broh, 2002; Camp, 1990; Eccles & Barber, 1999; Entwisle, 1990; Gerber, 1996; Gilman, 2001; Jordan, 2000; Mahoney, 2000; Mahoney & Cairns, 1997; Marsh, 1992; Nettles, 1991; Steinberg, Brown, & Dornbusch, 1996; Zill et al., 1995).

Other studies have shown that involvement in extracurricular activities is associated with school engagement and achievement (Cooper et al., 1999; Gerber, 1996; Jordan, 2000; Mahoney & Cairns, 1997). These studies assessed involvement in nonacademic activities during after school hours. The data concluded that rather than diverting students from meeting their academic goals, students engaged in extracurricular activities such as sports and art activities were less likely to drop out and more likely to have high academic achievement (Gerber, 1996). In fact, students at-risk of school failure appear to benefit more from participation in extra curricular activities than other students. These researchers believe that involvement in extra curricular activities has an indirect impact on achievement by helping to build on students' strength and increasing their desire to be connected to the school.

Implications for General Practice

A conscious decision was made not to make academic achievement (test scores on PACT) the benchmark of academic success for the after school program in this research study. Instead, the measure of success was the academic performance and behavior of the identified students and the perspective of participants who had first hand knowledge of the program. Regrettably, four or five months from now when the 2004-2005 PACT scores are released, the positive results from this study will not make a difference for this school if it does not meet the federal adequate yearly progress (AYP) standards.

Nevertheless, past research and this study adds to the body of knowledge that after school programs should not be limited to only an academic emphasis. Research supports the

belief that students will do just as well if some of their time in the after school program is devoted to activities beyond practicing reading, writing, and math (Grossman, Baldwin, Walker, & Raley, 2001). Thus, after programs should include enrichment and/or extracurricular activities built-in to serve as a motivation tool to encourage students to attend regularly and give them more life experiences. After all, you can not teach students who are absent, and absent they will be if these programs are limited to just teaching and reinforcing basic skills.

Recommendations for Future Research

Evaluating the delivery system of a faith-based after school program in a church setting would add another dimension to the research on program designs, since many service providers are coming from this sector. Another interesting study would be to compare several faith-based programs with school-based programs to compare and contrast their instructional delivery system. Comparing two or more school-based programs in the same school district that have similar populations and follow a similar program design would also add to the body of knowledge.

Recommendations for Improvement of This Study

An apparent limitation of this study is that only one after school program was studied. Comparing this program to another after school program in this school district would have given it more data to compare and contrast. Also, comparing this program with one that did not have any enrichment/extracurricular activities would have also added more validity.

Another apparent limitation was that the primary researcher was an intricate part of this program serving as the coordinator, in spite of the provisions enacted to address that fact. On the other hand, having the primary researcher as the coordinator may offer a more in depth analysis of the leadership, management, organization, and communication skills both interpersonal as well as intrapersonal employed by the program leader.

Conclusion

Knowledge of human growth and development of school-aged children defy the logic in a proposal that suggest students start their school day around 7:30 a.m. and end their day between 4:30 and 6:00 p.m. with a few breaks built into the schedule . The proposal permits these children to participate only in activities that will help them learn traditional subject matter. Furthermore, this routine, for some students, is proposed to lastthe entire school year. This proposal defies logic.

Who will be served by this proposal? Research indicates that the children will begin these programs with good intentions; however, as time passes they will want to do other things or maybe just get tired, but the bottom line is they will drop out. Parents who supported the program initially will get tired of fighting to get their children to attend or as in some cases, begin to feel sorry for them for being in school so long and will allow them to drop out.

We know that children whose attendance is sporadic will not benefit from these programs as much because the program design is not one-on-one tutoring, a total focus on one child. So, who is being served by mandating this proposal? Surely, it is not the children

who do not attend after school program and miss out on learning; surely, it is not the schools who implement the programs and expect children to improve and they do not; and it is surely not the taxpayers who expect a positive return on their investment? So, who benefits?

The after school program in this study met the needs of the student population in this inner city school in Columbia, South Carolina. This after school program can even serve as a model for other programs to emulate because based on the data is considered to be a high quality program. Furthermore, the students' needs were met and they had fun because the program design included an academic emphasis as well as appealing enrichment activities. Therefore, the best after school program design is the one that will meet the needs of the students being served as well as adheres to the principles of learning. Are the powers-to-be listening or are our voices being lost in the wilderness?

REFERENCES

After School Alliance. (2001). *After school alert poll report with findings from 2000 Mott Foundation. JCPenney nationwide survey on after school programs*. Conducted by Lake Snell Perry and Association, and the Farrance Group. Washington, DC: Author.

After school programs feel pressure of accountability. (2003, August 10). *Education Daily, 37*, 84.

Alexander, K., Entwisle, D., & Bedinger, S. (1994). When expectations work: Race and socioeconomic differences in school performance. *Social Psychology Quarterly, 70*, 87-107.

Allison, K. W., & Takei, Y. (1993). Diversity: The cultural contexts of adolescents and their families. In R. M. Lerner (Ed.), *Early adolescence: Perspectives on research, policy and intervention* (pp.224-278). Hillsdale, NJ: Lawrence Erlbaum.

Allsopp, D. (1997). Using class-wide peer tutoring to teach beginning algebra problem-solving skills in heterogeneous classrooms. *Remedial and Special Education, 18*, 367-379.

American Youth Policy Forum. (1999). *Some things do make a difference for youth: A compendium of evaluation of youth programs and practices*. Wash, DC: Author.

Archer, J. (2004, October 13). Study rekindles debate on value of after school programs. *Education Week, 24*, 12-13.

Arreaga-Mayer, C. (1998) Increasing active student responding and improving academic performance through class wide peer tutoring. *Intervention in School and Clinic,* 3, 89-94.

Astroth, K. A., & Haynes, G. W. (2002). More than cows & cooking: Newest research shows the impact of
4-H. *Journal of Extension, 40*, 1-12.

Azzerrod, J., & Chance, P. (2000). Why kids are out of control. *Psychology Today, 34*(5), 42-48.

Balenzano, S., Agte, L., McLaughlin, T., & Howard, V. (1993). Training tutoring skills with preschool children with disabilities in a classroom setting. *Child & Family Behavior Therapy, 15*(1), 1-35.

Banathy, B. H. (1996). *Systems theory and its application in education: The handbook of research in educational communication and technology*. New York: Macmillan.

Barbetta, P., Miller, A., Peters, M., Heron, T., & Cochran, L. (1991). Tugmate: Across-age tutoring program to teach sight vocabulary. *Education and Treatment of Children, 14*, 19-37.

Bell, K., Young, R., Salzberg, C., & West, R. (1991). High school driver education using peer tutoring, direct instruction, and precision teaching. *Journal of Applied Behavior Analysis, 24*, 45-51.

Benson, P. L., & Saito, R. N. (2000). The scientific foundations of youth development. In G. Walker & N. Jafee (Eds.), *Youth development: Issues, challenges and directions* (pp. 125-148). Philadelphia: Public/Private Ventures.

Bertalanffy, L. (1968). *General system theory: Foundation, development and application*. New York: G. Brazillen.

Blew, P., Schwartz, I., & Luce, S. (1985). Teaching functional community skills to autistic children using handicapped peer tutors. *Journal of Applied Behavior Analysis, 18*, 337-342.

Branch, A. (2000). Survey: Voters want more after school programs. *Curricular Administration, 3*(8), 8.

Broh, B. A. (2002). Linking extracurricular programming to academic achievement: Who benefits and why? *Sociology of Education, 75*, 69-91.

Cage, B. N. (1984). *Dropout prevention* (Report No. CG018414). Jackson, MS: University of Mississippi. (ERIC Document Reproduction Service No. ED260321)

Camp, W. G. (1990). Participation in student activities and achievement: A covariance structural analysis. *The Journal of Education Research, 83*, 272-278.

Cappella, E., & Larner, M. B. (1999). America's school children: Past, present and future. *The Future of Children, 9*, 21-28.

Charles Stewart Mott Foundation. (1999). *After school alert: Poll report, A report of findings from the JCPenney nationwide survey of after school programs*. Flint, MI: Author.

Clark, R. M. (1988). *Critical factors in why disadvantaged students succeed or fail in school*. Washington, DC: Academy of Educational Development.

Clark, R. M. (1990). Why disadvantaged students succeed: What happens outside school is critical. *Public Welfare, 48*, 17-23.

Comer, J. P. (1988). Educating poor minority children. *Scientific American, 259*, 42-48.

Connell, J. P., & Halpern-Felsher, B. (2000). How neighborhoods affect educational outcomes in middle childhood and adolescence: Conceptual issues and an empirical example. In J. Brooks-Gunn, G. J. Duncan, & J. L. Aber (Eds.), *Neighborhood poverty: Context and consequences for children* (pp. 174-199). New York: Russell Sage Foundation.

Connell, J. P., Spencer, M. B., & Aber, J. L. (1994). Educational risk and resilience in African-American youth: Context, self, action, and outcomes in school. *Child Development, 65*, 493-506.

Cook, M. D., & Evans, W. N. (2000). Families or schools? Explaining the convergence in White and Black academic performance. *Journal of Labor Economics, 18*, 729.

Cooke, N., Heron, T., & Heward, W. (1983). *Peer tutoring: Implementing classwide programs in the primary grades*. Columbus, OH: Special Press.

Cooper, H., Valentine, J. C., Nye, B., & Lindsey, J. J. (1999). Relationships between five after school activities and academic achievement. *Journal of Educational Psychology, 91*, 369-378.

Cowan, K. (2004). *The new title 1: The changing landscape of accountability*. Washington, DC: Thompson Publishing Group.

D'Amico, J. J. (2001). A closer look at the minority achievement gap, ERS spectrum. *Educational Research Service, 19*(2), 4-10.

Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Education Review, 58*, 280-298.

Donnelly, M. (1987). *At-risk students*. (Report No. OERI-R- 86-003). Washington, DC: Office of Education Research & Improvement. (ERIC Document Reproduction Service No. ED292172)

Druian, G. (1984). *Effective schooling and at-risk youth: What the research shows*. Portland, OR: Northwest Regional Educational Laboratory.

Dryfoos, J. (1999). The role of the school in children's out-of-time. *The Future of Children, 9*(2), 117-134.

Duke, N. (2000). For the rich, it's richer: Print experiences and environments offered to children in very low-and very high-socioeconomic status first-grade classrooms. *American Educational Research Journal, 37*, 441-478.

Eaton, N., & Quinn, J. (2002). *After-school enrichment: Policy and practice strategies for promoting children's learning and development*. Retrieved June 4, 2003, from http://www.albany.edu/aire/urban/eation-quinn.html

Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research, 14*, 10-43.

Education Daily. (2003, August 10). Advocates education square off before congress on after school spending. 36, 1-2.

Educational Research Service. (2001). What can schools do to reduce the achievement gap? *ERS on the Same Page*. Washington, DC: Author.

Entwisle, D. R. (1990). Schools and the adolescent. In S. Feldman & G. R. Elliot (Eds.), *At the threshold: The developing adolescent* (pp. 197-224). Cambridge, MA: Harvard University Press.

Entwisle, D. R., & Alexander, K. L. (1996). Further comments on seasonal learning. In A. Booth & J. F. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* (pp. 209-246). Mahwah, NJ: Lawrence Earlbaum.

The evaluation exchange. (2003). Harvard Family Research Project. Retrieved February 12, 2005, from http://www.gse.harvard.edu/hfrp/content/eval/issue21/spring2003.pdf

Ewing Marion Kauffman Foundation. (2000). Before and after the school bell rings: When school is out. *Education Week, 22*, 8-14.

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

Feagin, J., Orum, A., & Sjoberg, G. (1991). *A case for case study*. Chapel Hill, NC: University of North Carolina Press.

Ferguson, D. B. (2000). Re-examining at-risk (factors determining at-risk student). *Curriculum Administrator, 36*(9), 79.

Friedman, L. (2003). Promoting opportunity after school. *Association for Supervision and Curriculum Development, 5*, 79-82.

Frymier, J., & Gansneder, B. (1989). The Phi Delta Kappa study of students at risk. *Phi Delta Kappan, 71*, 142-146.

Gall, M., Gall, J., & Borg, W. (2003). *Education research: An introduction* (7th ed.). Upper Saddle River, NJ: Pearson Education.

Gardner, R. (1981). *The* effect of cross-age tutoring on the mealtime behavior of severely disturbed children. Unpublished master's thesis, Ohio State University, Columbus.

Gartner, A., Kohler, M., & Riessman, B. (1981). *Children track children—Learning by teaching*. New York: Harper and Row.

Gay, L. R., & Airasian, P. W. (1999). *Educational research: Student's guide*. Upper Saddle River, NJ: Pearson Higher Education.

Gerber, S. B. (1996). Extracurricular activities and academic achievement. *Journal of Research and Development in Education, 30*, 42-50.

Gilman, R. (2001). The relationship between life satisfaction, social interest and frequency of extracurricular activities among adolescent students. *Journal of Youth and Adolescence, 30*, 749-768.

Greenwood, C., Delquadri, J., & Hall, R. (1984). *Opportunity to impune student academic performance: Behavior analysis in education*. Columbus, OH: Charles Merrill.

Grossman, J., Baldwin, K., Walker, K., & Raley, R. (2001). *Getting school programming off the ground*. Paper presented at the Joblessness and Urban Poverty Research Programs School of Government, Harvard University. Retrieved December 18, 2004, from www.ksg.harvard.edu/urbanpoverty/sitepages/urbanseminar

Gumpel, T., & Frank, R. (1999). An expansion of the peer tutoring paradigm: Cross-age peer tutoring of social skills among socially rejected boys. *Journal of Applied Behavior, 32*, 115-118.

Gutman, L. M., & Midgley, E. (2000). The role of protective factors in supporting the academic achievement of poor African American students during the middle school transition. *Journal of Youth and Adolescence, 29*, 223-248.

Halpern, R. (1992). The role of after school programs in the lives of inner-city children. A Study of the "Urban Youth Network." *Civil Welfare, 71*, 215-230.

Halpern, R. (1999). After school programs for low-income children: Promise and challenges. *The Future of Children, 9*(2), 81-95.

Halpern, R. (2000). The promise of after school programs for low-income children. *Early Childhood Research Quarterly, 15*(2), 185-214.

Hamovitch, B. L. (1997). *Staying after school: At-risk students in a compensatory education program*. Westport, CT: Praeger.

Hancock, B. (2002). *An introduction to qualitative research*. University of Nottingham, UK. Retrieved July 3, 2004, from www.trentfocus.org.uk/Resources/ QualitativeResearch.pdf

Harper, G., Mallette, B., Maheady, L., Bentley, A., & Moore, J. (1995). Retention and treatment failure in classwide peer tutoring: Implications for further research. *Journal of Behavioral Education, 5*, 399-414.

Heath, S. B. (1994). The project of learning from the inner-city youth perspective. *New Directions for Child Development, 63*, 25-34.

Heath, S. B., & McLaughlin, M. W. (1996). The best of both worlds: Connecting schools and community youth organizations for all-day, all-year learning, In J. G. Cilbulka & W. J. Kritek (Eds.), *Coordination among schools, families and communities* (pp. 69-93). New York: SUNY Press.

Heron, T., Welsch, R., & Goddard, Y. (2003). Applications of tutoring systems in specialized subject areas. *Remedial and Special Education, 24*(5), 288-301.

Heyns, B. (1978). *Summer learning and the effects of schooling*. New York: Academic Press.

Hunt, B. (1968). *An introduction to the community school concept*. Portland, OR: Northwest Regional Laboratory.

Huysamen, G. K. (1977). *Psychological test theory*. Durbanville, South Africa: Boschendal.

Jackson, A. W., & Davis, G. A. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press.

Jacobson, L. (2005, April 2). After school programs. *Education Weekly*, p. A2.

Johnson, M., & Ward, P. (2001). Effects of classwide peer tutoring on correct performance of striking skills in 3rd grade physical education. *Journal of Teaching in Physical Education, 20*, 247-263.

Jordan, W. J. (2000). Black high school students' participation in school sponsored sports activities: Effect on school engagement and achievement. *Journal of Negro Education, 68*, 54-71.

Knight, D., & Wadsworth, D. (1994). Accommodating the at-risk student in the middle school classroom. *Middle School Journal, 24*, 25-30.

Knoske, J. (1996). *Effects of peer tutoring on the acquisition and maintenance of plant identification with vocational students*. Unpublished master's thesis, Ohio State University, Columbus.

Konukman, M. (1998). *The effects of classwide peer tutoring on handball skills in sixth grade physical education classes*. Unpublished master's thesis, University of Nebraska, Lincoln.

Lake Snell Perry & Associates, Tarrance Group, and After School Alliance. (2000). *American voters: After school must remain a priority. After school alert report*. Washington, DC: After School Alliance.

Lancioni, G. (1982). Normal children as tutors to teach social responses to withdrawn mentally retarded schoolmates: Training, maintenance and generalization. *Journal of Applied Behavior Analysis, 15*, 17-40.

Larner, M. B., Zippiroli, L., & Behrman, R. E. (1999). When school is out: Analysis and recommendations. *The Future of Children, 9*, 4-20.

Leonard, L. (2001). From indignation to indifference: Teacher concerns about externally imposed classroom interruptions. *The Journal of Educational Research, 95*(2), 103-111.

Littlejohn, S. W. (2001). *Theories of human communication*. Belmont, CA: Wadsworth/ Thomson Learning.

Lunenburg, F., & Ornstein, A. (2000). *Educational administration: Concepts and practices* (3rd ed.). Belmont, CA: Wadsworth/Thomson Learning.

Maheady, L., & Sainato, D. M. (1985). The effects of peer tutoring upon the social status and social interaction patterns of high and low status elementary school students. *Education and Treatment of Children, 8*, 51-65.

Mahoney, J. L. (2000). School extracurricular activity participation as a moderator in the development of antisocial patterns. *Child Development, 71*, 502-516.

Mahoney, J. L., & Cairns, R. B. (1997). Do extracurricular activities protect against early school dropout? *Developmental Psychology, 33*, 241-253.

Marsh, H. W. (1992). Extracurricular activities: Beneficial extension of the traditional curriculum or subversion of academic goals? *Journal of Educational Psychology, 84*, 497-514.

Maslow, A. H. (Ed.). (1970). *Motivation and personality*. New York: Harper & Row.

McAdoo, H., & Crawford, V. (1988). *Project SPIRIT evaluation report: 1987-1988* (Report No. PS018282). Eugene, OR: Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED318538)

Miller, A., Barbetta, P., Drevno, G., Martz, S., & Heron, T. (1996). Math peer tutoring for students with specific learning disabilities. *Learning Disability Forum, 21*(3), 21-28.

Miller, B. M. (2003). *Critical hours: After school programs and educational success*. Brookline, MA: Nellie Mae Educational Foundation.

Moore, M., & Funkhouser, J. (1990). *More time to learn: Extended time strategies for chapter one students* (Report No. PS018668). Washington, DC: U.S. Department of Education. (ERIC Document Reproduction Service No. 317279)

Morrison, G., Storino, M., Robertson, L., Weisglass, T., & Dondero, A. (2000). The protective function of after school programming, parental education and support for students at risk for substance abuse. *Evaluation Program Planning, 23*, 365-371.

National Association of Elementary School Principals. (2001). *Standards for quality school-age child care*. Alexandria, VA: Author.

National Center for Education Statistics. (1997). *School serving family needs: External day care programs in public and private schools*. Washington, DC: U.S. Department of Education.

National Center for Education Statistics. (2000). *The condition of education*. Washington, DC: U.S. Department of Education.

National Education Association Professional Standards and Practices. (2003). *Integrating students with special needs: Policies and practices that work*. Washington, DC: Author.

National Governors Association Center for Best Practices. (2004). *Building the foundations for bright futures: Final report of the NGA task force on school readiness*. Washington, DC.

Natriello, G., McDill, E. L., & Pallas, A. M. (1990). *Schooling disadvantaged children: Racing against catastrophe*. New York: Teachers College Press.

Nelson, S. (1990). *Instructional times as a factor in increasing student achievement*. Portland, OR: Northwest Regional Education Research.

Nettles, S. M. (1991). Community contributions to school outcomes of African-American students. *Education and Urban Society, 24*, 132-147.

Neuman, S., & Celano, D. (2001). Access to print in low-income and middle-income communities. *Reading Research Quarterly, 36*, 8-26.

No Child Left Behind Act of 2001: Executive Summary. (2001). Retrieved May 14, 2003, from http://www.ed.gov/offices/OESE/esea/exec_summ.html

Noam-Gil, G, Biancarosa, G., & Dechausay, N. (2002). *After school education: Approaches to an emerging field*. Cambridge, MA: Harvard Education Press.

O'Neil, J. (2004). Discipline zingers: Managing a classroom has never been easy. *NEA Today, 22*(4), 24-34.

Owens, R. (2001). *Organizational behaviors in education: Instructional leadership and school reform* (7th ed.). Boston: Allyn and Bacon.

Peng, S., & Wright, D. (1994). Explanation of academic achievement of Asian American students. *Journal of Educational Research, 87*(6), 346-352.

Pilewskie, A. A. (1995). *Effects of peer tutoring on the percussion instrument performance of a student with moderate developmental disabilities*. Unpublished master's thesis, Ohio State University, Columbus.

Robelen, E. (2001). Federal aid for tutoring gathers momentum. *Education Week, 20*(32), 26.

Rossi, R. J., & Stringfield, S. C. (1995). What we must do for students placed at risk. *Phi Delta Kappan, 77*(1), 73-77.

Sampson, R. J. (1997). Collective regulation of adolescent misbehavior: Validation results from eighty Chicago neighborhoods. *Journal of Adolescent Research, 12*, 227-244.

Scharf, A., & Woodlief, L. (2000). *Moving toward equity and access in after school programs: A review of the literature*. Oakland, CA: California Tomorrow.

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

Seppan, P., Freeman, C., Kruse, T., Schleisman, & Stubblefield, R. (2001). *Use of continuous improvement and evaluation in after school program: Final report*. University of Minnesota, Center for Applied Research and Educational Improvement, College of Education and Human Development, Minneapolis.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Steinberg, J., Riley, D., & Todd, C. (1993). *Preventing problem behaviors and raising academic performance in the nation's youth: The impacts of 71 school-age child care program supported by CES youth-at-risk initiative*. University of Illinois at Urbana-Champaign and University of Wisconsin: Center for Action on the Family.

Steinberg, L., Brown, B. B., & Dornbusch, S. M. (1996). *Beyond the classroom: Why school reform has failed and what parents need to do*. New York: Simon and Schuster.

Tabacek, D., McLaughlin, T., & Howard, V. (1994). Teaching preschool children with disabilities tutoring skills: Effects on preacademic behaviors. *Child & Family Behavior Therapy, 16*(2), 43-63.

Takei, Y., & Dubas, J. S. (1993). Academic achievement among early adolescents: Social and cultural diversity. In R. M. Lerner (Ed.), *Early adolescence: Perspectives on research, policy and intervention* (pp. 175-190). Hillsdale, NJ: Lawrence Erlbaum Associates.

Tellis, W. (1997). Application of a case study methodology. *The Qualitative Report, 3*(2). Retrieved January 23, 2003, from http: www.nova.edu/ssss/QR/QR3-3/tellis2.html

Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer.

Tucker, C. M., Chennault, S. A., Brody, B. A., Fraser, K. P. Gashin, V. T., & Dunn, C. (1995). A parent, community, public schools and university involved partnership educational program. Washington, DC: Department of Education.

Tyack, D. B. (1974). *The one best system: A history of urban education*. Cambridge, MA: Harvard University Press.

U.S. Department of Education. (1997). *Keeping schools open as community learning centers*. Washington, DC: author.

U.S. Department of Education. (1999). *A guide to continuous improvement management for 21st century community learning centers*. Washington, DC: Author.

U.S. Department of Education. (2000). *Working for children and families: Safe and smart after school programs*. Washington, DC: Author.

U.S. Department of Education. (2003). *When schools stay open late: The national evaluation of the 21st century community learning centers program*. Washington, DC: Author.

U.S. House of Representatives, Committee on Ways and Means. (1998). *A report to improve the quality of after school programs*. Retrieved January 5, 2002, from www.ed.gov/pubs/After_School_Programs.html-13k-

Utley, C., Reddy, S., Delquadri, J., Greenwood, C., Mortweet, S., & Bowman, S. (2001). Classwide peer tutoring: An effective teaching procedure for facilitating the acquisition of health education and safety facts with students with disabilities. *Journal of Teaching in Physical Education, 24*, 1-27.

Vandell, D. L., & Pierce, K. M. (1997). *Safe haven program evaluation, 1995-96*. Madison, WI: Madison Metropolitan School District.

Vandell, D. L., & Shumow, L. (1999). Child care and school-age children. *Young Children, 11*, 62-71.

Ward, P., & Ward, M. (1996). The effects of peer tutoring on correct cardiopulmonary performance by physical education majors. *Journal of Behavioral Education, 6*, 331-342.

Weinbaum, M. (1996). *The effects of peer tutoring on inappropriate behavior of a child with multiple disabilities while playing games*. Unpublished master's thesis, Ohio State University, Columbus.

Wircenski, J., Sarkees, M., & West, L. (1990). *Instructional alternative: Rescue strategies for at-risk students*. Reston, VA: National Association of Secondary School Principals.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

Yohalem, N., Pittman, K., & Wilson-Ahlstrom, A. (2003). Getting inside the black box to measure program quality. *The Evaluation Exchange, 10*(1), 6-7.

Zill, N., Nord, C., & Loomis, L. (1995). *Adolescent time use, risky behavior, and outcomes: An analysis of national data*. Rockville, MD: Westat.

APPENDIX A
21ST CENTURY COMMUNITY LEARNING CENTERS STANDARDS

Program Management

Does your program …

1. have an administrator/director who possesses the experience and skills necessary to successfully manage and operate your program?
2. have an administrator/director who regularly monitors program sites?
3. have a site coordinator who possesses the experience and skills necessary to successfully manage and operate the site?
4. hire trained, qualified staff members?
5. hire enthusiastic staff members who possess a genuine love for children?
6. provide orientation for staff and volunteers?
7. provide all after school staff/volunteers with job descriptions and a policy manual?
8. provide quarterly professional development and training opportunities for staff and volunteers?
9. conduct background checks on all staff and volunteers?
10. maintain a maximum average student-teacher ratio of 15 to 17?
11. ensure that staff members have a positive relationship with the students?
12. have a mission statement?
13. attract students who attend at least 70% of the time?
14. operate at least 12 hours per week?
15. conduct routine evaluations to determine the program's overall effectiveness?

16. have clear goals and objectives?
17. have a transportation policy?
18. post a schedule of classes and activities?
19. transition smoothly from one activity to the next?

Program Structure

Does your program …

1. provide challenging activities that promote the development of academic, social and personal skills?
2. provide engaging and enjoyable activities?
3. link the after school academic instructional activities to the instruction that occurs during the school day?
4. provide supplemental academic instruction that increases students' level of understanding of difficult concepts and materials?
5. use scientifically based curricular/methods that are aligned with S.C. Academic Standards?
6. use different methods of instructions such as lecture, hands-on, interactive, multimedia, video, or film?
7. allow students to provide input into the activities when appropriate?
8. provide a variety of enrichment activities?
9. provide homework assistance?
10. provide well-organized and supervised recreational activities?

11. have ample supplies to conduct all activities?
12. respond to the needs and interests of parents and community?

Health, Safety and Nutrition

Does your program …

1. provide a nutritious snack/meal based on USDA guidelines?
2. have evidence that the facility being used is safe and easily accessible?
3. have classrooms that are conducive for learning such as comfortable temperature, lighting, attractiveness, and space?
4. ensure that students are supervised at all times?
5. have the necessary insurance coverage?

Family Literacy (Parent Involvement)

Does your program …

1. regularly notify parents regarding upcoming activities and events by using bulletin boards, newsletters, or fliers?
2. provide parents the opportunity to gain experiential knowledge such as GED classes, computer classes, and ESL?
3. host family events such as parent reading nights, and family fun nights?

Community Collaboration

Does your program …

1. develop and utilize strong community partners and/or supporters?
2. have partners and/or supporters who play a role in the sustainability plan?
3. have partners and/or supporters who play a role in the program structure?
4. continuously recruit partners and supporters?

APPENDIX B
MINORS CONSENT FORM

Informed Consent Form for Minors

Title of Study- Student Performance and Behavior: The Effects of an After School Program in One South Carolina School

Who is conducting this research? Many of you know me as Mrs. D. W. Bellinger, the AAP teacher and the coordinator of the after school program. I am also a doctoral candidate in the School of Education at Capella University conducting this research under the direction of Dr. Carolyn Rogers, my adviser, who may be reached at (803) 732- [redacted] if more information is needed. You may also contact me at (803) 695-[redacted] or (803) 735-3400. In addition, you may contact the organization authorizing the research: Capella University, 225 South 6th Street, 9th Floor, Minneapolis, MN 55402.
Note: [redacted] is neither sponsoring nor conducting this research.

Study Site: [redacted] Elementary School

What is the purpose of this research project? The purpose of this study to evaluate the [redacted] Elementary After School Tutoring Program based on two perspectives: the staff working in or with the program and the academic performance and behavior of students participating in the program.

How will the research be conducted? Data from your child's progress reports, their teacher's records, their permanent records, observations, a survey and a thirty minutes interview will be used to determine what effect, if any, the after school program at [redacted] had on your child's academic performance this school year. In addition, disciplinary referrals and the guidance counselor's intervention records will be used to determine what effect, if any, the after school program had on your child's behavior in school. Parents and staff members will be randomly selected to participate in a survey and interview to get some insight from them as the program is evaluated. This data will be collected during the final weeks of the program.

How are students selected to participate? Only Priority One students will be interviewed and surveyed. As noted earlier this year, our district has identified these students as needing additional assistance because they failed the same areas of PACT two consecutive years.

Are there any risks or discomforts to your child because of their participation? No. Also, you may discontinue your child's participation in this research at any time without any penalty.

Does participation in this research provide any benefits to others or me? The information from the study will be valuable because it will use many factors instead of one to determine if an after school program is successful or not. Also, it will help your child by looking at his/her work habits and practices and examine how they may affect learning. Finally, this study will provide important information for our state and district's policymaker when determining funding issues for after school programs.

Will the information be kept confidential? Yes, all information retrieved and used to conduct the study will be kept strictly confidential under Family Educational Right to Privacy Act of 1974. Also, your child's name will not used in any part of this study.

What if I do not want my child to participate? Please understand that your child's participation is voluntary, and refusal to participate will involve no penalty. Also, participants may withdraw from the study at any time

without penalty.

Will I be able to inspect materials? Yes. Participants or parents may inspect materials before consenting to participate in the study.

You will be given a copy of this form for your records.

- o My child has permission to participate in this study.
- o I do not wish my child to participate in this study.

Participant Name _____ Date _____
Please print your name

Participant Signature _____ Date _____
Please, sign your name
Investigator Signature _____ Date _____

APPENDIX C
CONSENT FORM FOR OTHERS

Informed Consent Form

Title of Study- Student Performance and Behavior: The Effects of an After School Program in One South Carolina School

Who is conducting this research? Most of you know me as Mrs. Bellinger, the AAP teacher and the coordinator of the after school program. I am also a doctoral candidate in the School of Education at Capella University conducting this research under the direction of Dr. Carolyn Rogers who may be reached at (803) 732- [redacted] if more information is needed. You may also contact me at (803) 695-[redacted] or (803) 735-[redacted]. In addition, you may contact the organization authorizing the research: Capella University, 225 South 6th Street, 9th Floor, Minneapolis, MN 55402.
Note: [redacted] County School District One is neither sponsoring nor conducting this research.

What is the purpose of this research project? The purpose of this study to evaluate the [redacted] Elementary After School Tutoring Program based on two perspectives: the staff working in or with the program and the academic performance and behavior of students participating in the program.

How will the research be conducted? Data from your student's progress reports, teacher's records, their permanent records, observations, a survey and a thirty minutes interview will be used to determine what effect, if any, the after school program at [redacted] had on your student's academic performance this school year. In addition, disciplinary referrals and the guidance counselor's intervention records will be used to determine what effect, if any, the after school program had on your student's behavior in school. Parents and staff members will be randomly selected to participate in a survey and interview to get some insight from them as the program is evaluated. This data will be collected during the final weeks of the program.

How are students selected to participate? Only Priority One students will be interviewed and surveyed. As noted earlier this year, these students have failed the same areas of PACT two consecutive years.

Are there any risks or discomforts to your students because of their participation? No. Also, a parent may discontinue a child's participation in this research at any time without any penalty.

Does participation in this research provide any benefits to others or me? The information from the study will be valuable because it will use many factors instead of one to determine if an after school program is successfully implemented or not. Also, it will help your students by looking at his/her work habits and practices and examine how they may affect learning. Finally, this study will provide important information for our state and district's policymaker when determining funding issues for after school programs.

Will the information be kept confidential? Yes, all information retrieved and used to conduct the study will be kept strictly confidential under Family Educational Right to Privacy Act of 1974. Also, your student's or your name will not be used in any part of this study.

What if a parent does not want a child to participate? Please, understand that the student's participation is voluntary, and refusal to participate will involve no penalty. Also, participants may withdraw from the study at any time without penalty.
Will I be able to inspect materials? Yes. Participants or parents may inspect materials before consenting to participate in the study

You will be given a copy of this form for your records.

- o I will participate in this study.
- o I do not wish to participate in this study.

Participant Name _____ Date _____
Please print your name

Participant Signature _____ Date _____
Please, sign your name
Investigator Signature _____ Date _____

APPENDIX D
TEACHER INTERVIEW QUESTIONS

Teacher Interview

I would like to talk to you for about 30 minutes today to get your feelings about the after school tutoring program at [redacted]. I am most interested in your feelings about how we are doing in helping your student(s) improve grades and./or behavior. Please, feel free to stop the interview at any time if you desire. Also, if you need a break, just let me know.

1. In general, did this student's behavior improve, get worse, or stay the same since the beginning of the school year?

2. In general, did this student's academic performance improve, get better or stay the same since the beginning of the school year?

3. What impact, if any, did after school tutoring have on this child?

4. Did parents express to you any comments about the after school tutoring program?

5. If you could have dedicated thirty minutes a day to this one child to improve learning, what would you do?

6. Would you classify this child's biggest obstacle behavior, learning, or an equal combination of both?

APPENDIX E
PARENT SURVEY

I would like to talk to you for about 30 minutes today to get your feelings about the after school tutoring program at [redacted] *I am most interested in your feelings about how we are doing in helping your child improve his/her grades and behavior. Please, feel free to stop the interview at any time if you desire. Also, if you need a break, just let me know.*

1. Overall, do you thing the after school program was worthwhile or not worthwhile in helping your child with his/her schoolwork or behavior?

2. How do you think your child felt about the tutoring program?

3. If you had another child coming to an after school program, what would you like to see in that program?

4. In general, which do you think is the most important influence on a child's education? Circle one.

a) a child's teacher

b) a school's leadership

c) parents/home

5. Has anything changed in your child, either for the better or worse, since s/he started coming to the after school program?

APPENDIX F
STUDENT SURVEY

Directions: Please, read each question carefully then circle your answers.

1. Do you enjoy the after school program?
No, hardly ever Sometimes Most times Yes, almost always

2. How many days each week would you like to attend the after school program?
Once a week 2 days a week 3 days a week

3. Do you feel safe in the after school program?
No, hardly ever Sometimes Most times Yes, almost always

4. Does after school staff help you with your homework
No, hardly ever Sometimes Most times Yes, almost always

5. Are you doing better in school since you started coming to the after school program?
No, hardly ever Sometimes Most times Yes, almost always

6. Do you feel happier or less stressed since attending the after school program
No, not al all Probably not Probably Yes, definitely

7. Would you like more time for activities, other than homework, in the after school program?
No, not al all Probably not Probably Yes, definitely

8. Do you have friends, or someone you like, in the after school program?
No, not al all Probably not Probably Yes, definitely

9. Do you feel comfortable talking to the after school staff?
No, hardly ever Sometimes Most times Yes, almost always

10. Does the after school staff take time to help you or talk with you when you need it?
No, hardly ever Sometimes Most times Yes, almost always

11. Why do you participate in the after school program?

- o I need after school supervision
- o My friends are attending
- o There are interesting activities
- o My parent(s) thought it would be good for me
- o My teacher recommended it
- o To understand math reading
- o To learn how to read better
- o Other, explain below:

12. What would you be doing after school if you weren't coming to the after school program?

13. What is your favorite part of the after school program?

14. Do you have any ideas to make the after school program better?

APPENDIX G
TEACHER QUESTIONNAIRE

[redacted] *Elementary After School Questionnaire for Teachers Academic Year 2004-05*

This questionnaire has been designed to allow you to evaluate the after school program at [redacted]. The results will be used to improve the after school program. Please completely fill in the squares.

What is your gender?	*Male* ☐	*Female* ☐	**What grade level do you teach?**	*Third* ☐	*Fourth* ☐	*Fifth* ☐

How many years have you been teaching?	*3 Years or less* ☐	*3 to 5 Years* ☐	*More than 5 Years* ☐

Please, answer the following questions to give us feedback about your student who is in the after school program at [redacted] Elementary School

	Items	Ratings					
		Consistently (5)	*Most of the time (4)*	*Undecided (3)*	*Some of the time (2)*	*Rarely (1)*	*N/A (0)*
1.	Works cooperatively with other students	☐	☐	☐	☐	☐	☐
2.	Respects authority	☐	☐	☐	☐	☐	☐
3.	Follow directions	☐	☐	☐	☐	☐	☐
4.	Stays on task	☐	☐	☐	☐	☐	☐
5.	Completes assignments	☐	☐	☐	☐	☐	☐
6.	Shows pride in his/her work	☐	☐	☐	☐	☐	☐
7.	Is involved in problems in and out of class	☐	☐	☐	☐	☐	☐
8.	Asks for help when s/he doesn't understand	☐	☐	☐	☐	☐	☐
9.	Attends school regularly	☐	☐	☐	☐	☐	☐
10.	Gets frustrated or angry easily	☐	☐	☐	☐	☐	☐

11.	How would you describe the student's academic performance in school this year?
12.	How do other students react to this student?

12a.	Why do you think this is so?
13.	What does this student need to do to be more successful?
14.	Think of an episode that typifies this child in the classroom and describe it below.

APPENDIX H
AFTER SCHOOL ACTIVITY OBSERVATION GUIDE

School _____Date _____

Activity _____ Staff/Instructors _____

External Observer _____Phone _____ E-Mail_____

Physical Environment

1. **How appropriate is the space (e.g., size, type of room) for the type of activity?**

   __ Completely appropriate _____ Somewhat appropriate _____ Not appropriate

   Comments:

2. **There are no observable safety hazards in the activity space.**

   ___True _____False

   Comments:

3. **There are enough materials, supplies, and equipment for all children participating in the activity.**

   ___True _____False _____ No materials/supplies/equipment needed for activity

   Comments:

Staff Supervision

4. **How appropriate is the staff/child ratio for this activity?**

   ___Ratio is appropriate

   ___Activity badly overcrowded

   ___Activity not badly overcrowded but would be more effective with fewer children

   ___Activity would be more effective with more children

   Comments:

5. Limits and rules set by staff prevent children from physically harming themselves or others.

____ True __ False _____ Could not judge based on observation

Comments.

6. Limits and rules set by staff prevent children from taunting, picking on, and verbally abusing each other.

_ True ____ False _____ Could not judge based on observation

_____

Comments:

7. Which of the following statements most accurately describes disciplinary issues?

_There were no disciplinary problems during the observation

_ All or most disciplinary problems were handled effectively by staff

_Some disciplinary problems were handled effectively by staff and some were handled ineffectively

_All or most disciplinary problems were handled ineffectively by staff

Comments:

Staff Knowledge & Skills

8. How knowledgeable are the staff about the content of the activity?

_____Very knowledgeable ____Not very knowledgeable

____Somewhat knowledgeable ____ Not at all knowledgeable

Comments:

9. How would you rate staff instructional or facilitation skills for this activity?

_____Excellent __ Good ____ Acceptable _____ Not very good _____ Poor

Comments:

10. Staff actively teach children how to perform the activity rather than simply demonstrating and expecting children to catch on.

___ True

___ False

Comments:

After-School Observation

Youth Engagement & Participation

11. Staff charisma, exuberance, and other attributes play an important role in engaging children in the activity.

_____ True _____False Could not judge based on observation

Comments:

12. Which of the following statements most accurately describes children's participation in the activity?

_____All or most children actively participate

_____Some children actively participate and some do not

_____All or most children do not actively participate

Comments:

13. How much effort do staff make to provide individual assistance to children who need help with the activity?

____Great effort ____Some effort ____ Very little effort ____ No effort

Comments:

14. How effectively do staff handle situations where children refuse or are reluctant to participate, sit by themselves, etc?

_____Very effectively __ Not very effectively ___ Did not observe

_____Somewhat effectively ___ Not at all effectively

Comments:

15. Are accommodations made for any children who struggle because of difficulties with English?

_____Yes _ No ____ No children struggle because of English _____ Could not judge based on observation

Comments:

Activity Content & Structure

16. How clear are staff goals and expectations for what is to be accomplished during the activity period?

_____Very clear _____Not very clear ___ Could not judge based on observation

_____Somewhat clear _____Not at all clear

Comments:

After-School Observation

17. How well organized and planned is the activity?

_____Very well organized/planned ____Not very well organized/planned

_____Somewhat well organized/planned ____Not at all organized/planned

Comments:

18. How does the difficulty of the activity compare with children's developmental levels?

_____Too difficult ____Appropriately challenging ____Too easy ____Not sure

Comments:

19. What expectations do staff have for children's achievement in the activity?

_____High expectations ___ Minimal expectations ___ Not sure

_____Moderate expectations ___ No expectations

Comments:

20. If relevant, do staff discuss or show different cultural perspectives related to the activity?

____Yes ____No ___Not relevant

Comments:

21. How many children seem to find the activity interesting and enjoyable?

____ All or most children Some children _____ Very few children _____ No children

Comments:

22. How much passion and emotional investment do staff display for the activity?

___Great passion ___Moderate passion ___Some passion ____Very little passion ____No passion

Comments:

Children's Relationships

23. Children generally interact with each other in positive ways.

____True ____False ____Did not observe interactions between children

Comments:

After-School Observation

24. How much teasing, belittling, and/or picking on each other occurs among children?

__ None _____ Very little _____Some _____ A lot

Comments:

Staff-Child Relationships

Please rate each of the following staff characteristics by placing an X in the appropriate box .	Exemplary	Good	Acceptable	Weak	Poor	Didn't Observe
25. Staff project a welcoming tone in their voices and gestures.						
26. Staff refer to children by name and interact with them individually						
27. Staff seem cheerful rather than bored, tired, or distant.						
28. Staff show that they enjoy children.						
29. Staff provide role models of positive adult behavior.						
30. Staff show appreciation and encouragement for children's efforts and						
31. Staff comfort children who appear hurt, upset, or disappointed.						
32. Staff speak to children on a level the children understand.						
33. Staff take children's comments seriously.						

Comments:

34. Which of the following statements most accurately describes connections between staff and children?

____ Staff seem to make positive connections with all children
____ Staff seem to make positive connections with most children
____ Staff seem to make positive connections with some children
____ Staff seem to make positive connections with very few children
__ Staff don't seem to make positive connections with any children
__ Could not judge based on observation

Comments.

Goals Addressed By the Activity

35. Please indicate whether you believe this activity is addressing the following

goals. Yes	*No*	*Goal*
		Improved academic performance
		Improved life skills ***(e.g., knowledge of risky behaviors, refusal skills, decision-making skills, problem-solving skills)***
__	____	**Improved social skills** ***(e.g., reduced shyness, reduced aggressiveness, anger and conflict management, positive peer relations, positive relationships with adults, respect and sensitivity toward people who are different)***
		Personal growth ***(e.g., self-esteem, personal image, self-confidence, optimism about the future)***
___	____	**Interest in and commitment to community service**

Comments:

Acknowledgments

This instrument was created by Crowther Consultants LLC and was drawn from a number of sources that are listed below:

Community Schools Rhode Island Activity Observation & Monitoring
Jacksonville After-School Program Observation Instrument
Puget Sound Center TechREACH Program Rubric
PlusTime New Hampshire Quality Instrument
Standards For Baltimore After-School Opportunities In Youth Places
The PAAT Instrument (Program & Activity Assessment Tool)

APPENDIX I
TEACHER/STAFF SURVEY

[redacted] *Elementary After School Survey Number 2*
Academic Year 2004-05

This survey has been designed to allow you to evaluate the after school program at [redacted]. The results will be used to improve the after school program. Please completely fill in the squares.

What is your gender?	*Male* ☐	*Female* ☐	**What grade level do you teach?**	*Third* ☐	*Fourth* ☐	*Fifth* ☐

How many years have you been teaching?	*3 Years or less* ☐	*3 to 5 Years* ☐	*More than 5 Years* ☐

Which category do you belong to?	*After school staff* ☐	*Regular school day staff* ☐	*Both* ☐

To what extent do you agree or disagree with the following statement?

	Items	Ratings					
		Strongly Agree (5)	*Agree (4)*	*Undecided (3)*	*Disagree (2)*	*Strongly Disagree (1)*	*N/A (0)*
1.	The program relates to what is being taught doing the school day.	☐	☐	☐	☐	☐	☐
2.	School day teachers are well informed of what happens in the after school program.	☐	☐	☐	☐	☐	☐
3.	The after school staff keeps parents informed about the program.	☐	☐	☐	☐	☐	☐
4.	The after school staff keeps parents informed about their children's progress in the program.	☐	☐	☐	☐	☐	☐
5.	There is a balance between academic and enrichment activities.	☐	☐	☐	☐	☐	☐
6.	The after school staff have sufficient resources to conduct the activities.	☐	☐	☐	☐	☐	☐
7.	The after school staff have adequate support from the principal.	☐	☐	☐	☐	☐	☐
8.	The after school staff have adequate support from the coordinator.	☐	☐	☐	☐	☐	☐
9.	The program helps students academically.	☐	☐	☐	☐	☐	☐
10.	The program helps with homework completion.	☐	☐	☐	☐	☐	☐
11.	The program helps students learn how to get along with others.	☐	☐	☐	☐	☐	☐
12.	The program facilitates positive behavior among the participants.	☐	☐	☐	☐	☐	☐
13.	Students' behavior improves when they attend the program.	☐	☐	☐	☐	☐	☐

Survey Continued on Back →

14. 14a.	Do you think the program benefits some students more than others? Yes ☐ No ☐ If yes, what types of students benefit most?
15.	What are the greatest successes in the after school program this year?
16.	What have been the greatest challenges in the after school program this year?