

Collaboration for Youth Programming Engagement

A Capstone Action Project

Submitted to Claremont Lincoln University

in Partial Fulfillment of the Requirements for the

M.A. in Social Impact

Claremont, CA

Adriana Salgado

September 16, 2018

Abstract

This project tackled an afterschool clubs' need to work with key partners, more specifically, middle school teachers to establish a better sense of understanding and a base for collaboration for the engagement and recruitment of middle school youth. Their engagement across the school day could positively impact the school culture and climate in transformational ways. In this project, the researcher hosted a roundtable discussion with middle school teachers to share more about programming and ask for their input in engaging more middle school students in the hopes of establishing a relationship bridge that would improve the afterschool experience for youth. The results of the roundtable discussion were positive as a noticeable attitude shift had taken place for teachers opening the doors to more collaborative efforts in the future that will outlive my sitting in a position of leadership within the school/club community.

Keywords: *action research, youth development, education, collaboration, dialogue, community partners*

Acknowledgements

Completing this program and project in fifteen months has been no easy feat. This would not have been possible without my village. For his unwavering support and belief in my abilities, I thank my husband, Brandon. I would not have been able to work full-time, attend school full-time, and keep it together had he not taken on a few more diaper changes and household chores. To my son, Donni, I thank you for your goodnight kisses and morning cuddles as that was often all I could see of you for what seemed an eternity. To my unborn daughter, I hope to inspire you to be all that you can be despite what the world might say you can be as a little brown girl. To my aunt, Celia, who has helped raise my son and has ensured that we have had a warm, homemade dinner every night that I have not had to cook myself. Lastly, to all my villagers – who have met me with kind, inspiring words, in moments of self-doubt and stress. Those words kept me going when I wanted to give up because I was overwhelmed and doing too much. Thank you for helping to keep the flame of social justice and educational equity alive in my soul.

Table of Contents

Abstract	ii
Acknowledgements	iii
Table of Contents	iv
List of Tables	vi
CHAPTER 1 - Introduction to Project and Evidence of Mindfulness	1
Purpose and Scope.....	1
Guiding Values and Project Significance	3
Record of Initial Mindfulness.....	4
Limitations.....	5
Definitions of Terms.....	5
CHAPTER 2 - Literature Review and Initial Stakeholder Dialogue	7
Introduction to Literature Review	7
Past Perspectives on Youth Programming & Engagement.....	7
Current Perspectives on Youth Programming & Engagement	10
Future Perspectives on Youth Programming & Engagement.....	13
Stakeholder Perspectives on Youth Program & Engagement.....	14
Conclusion.....	17
CHAPTER 3 - Methods Determined with Stakeholders	18
Project Methods Determined by Researcher and Stakeholders	19
Project Measurements Determined by Researcher and Stakeholders	20
CHAPTER 4 - Results: Evidence of Change through Project Implementation	21
Actions Taken by Researcher and Stakeholders.....	21
Measurements of Results.....	22
Communication of Results to Stakeholders.....	23
Assessment of Goal Achievement.....	24
CHAPTER 5 - Final Reflections and Recommendations	26
Overall Project Summary	26
Consistency of Guiding Values	26
Project Impact on the Researcher	27
Project Impact on the Stakeholders	27
Overall Project Assessment.....	28

Recommendations for Future Projects.....	29
REFERENCES	32
APPENDIX A: Ethical Guidelines	35
Appendix B: Stakeholder Collaboration Log	37
Appendix C: Additional Items	38

List of Tables

Table 1. Survey Results.....	26
------------------------------	----

CHAPTER 1 - Introduction to Project and Evidence of Mindfulness

Purpose and Scope

In the 53204-zip code, there are limited positive opportunities for adolescents. The area is a high crime area in the city of Milwaukee with over 1,300 group A offenses such as assault, burglary, theft, and homicide since January 1, 2018, with inadequate options for afterschool engagement that will keep youth safe and off the streets.¹ With a mission of inspiring and empowering “all young people, especially those who need us most, to reach their fullest potential as productive, caring, responsible citizens,” the Club² is determined to develop its current programming to be more inclusive and relevant to the adolescent experience.

To do this, the Club will need to do many things including surveying adolescent youth within the school community, planning, designing and implementing responsive programming, partnering with key internal school partners such as Tutoring Works³, intra-organizational partners such as the Legacy Club⁴, and other local community partners such as the Local Soccer Club⁵ and JustDance⁶ to bring opportunities of interest to our youth. In addition to revamping programming based on student interests, the Club will need to work to educate parents and day school teachers about all the Club has to offer and the value of the program in the lives of the youth we serve. The Club provides more than care for youth who would otherwise go

¹ “Police District 2,” City of Milwaukee, Accessed on August 12, 2018.
https://itmdapps.milwaukee.gov/publicApplication_SR/PoliceDistrictServlet?district=2&fromDate=01%2F01%2F2018&toDate=08%2F01%2F2018&submit=Submit

² Name has been changed to protect the privacy of participants and stakeholders.

³ Name has been changed to protect the privacy of participants and stakeholders.

⁴ Name has been changed to protect the privacy of participants and stakeholders.

⁵ Name has been changed to protect the privacy of participants and stakeholders.

⁶ Name has been changed to protect the privacy of participants and stakeholders.

unsupervised. It provides youth with opportunities to develop relationships with others, learn valuable life skills, nurture a budding talent, and paves the way to future opportunities for work and higher education.

While the overall program change will take considerable time, for the purpose of this project, the Club will work with key partners, more specifically, middle school teachers to establish a better sense of understanding and a base for collaboration. To ensure the success of expanding opportunities for engagement for middle school members of the school community, we need first, to get the buy-in and support of their teachers. According to Robert W. Blum, “teachers are obviously central to the equation” that is students’ sense of connectedness to the school community.⁷ They are facilitators of relationships, learning, and growth for our youth. They are key in recognizing what our youth need and providing them with resources. The Club can be one of those resources – a place to foster healthy peer relationships, a place to nurture a hidden talent. Without the support and recommendation of teachers, we are not always able to reach the students who need us most.

Building a relationship bridge with day school staff is crucial to our success. To do so, a round table discussion for day school teachers, administrators and Club staff to (a) share what the Club has to offer students, (b) create a space for teachers’ voices in the program, and (c) establish a sense of collaboration and partnership in the good fight of educating and creating responsible citizens of the world. The goal is that teachers will walk away feeling that we are true partners in the struggle to provide a quality education with diverse, engaging opportunities.

⁷ Robert W. Blum, “A Case of School Connectedness,” *Educational Leadership*, <http://www.cibanet.org/uploaded/synergy/A.Case.for.School.Connectedness.pdf>

Guiding Values and Project Significance

Because I value education of the whole child, youth as the future, and opportunity, I want to study relationship building in order to better understand and improve the quality and engagement of program offerings for middle school aged students so that my stakeholder group (Club School students, families, staff, and the surrounding community) can feel welcomed, valued, and supported within the school community.

The Club is located in the 53204-zip code of Milwaukee, Wisconsin. According to 2015 Census data, approximately 56.6 percent of children living within the zip code are living below poverty level.⁸ In Milwaukee's District 2 experienced 1,591 assault offenses, 51 arsons, 685 burglaries, 145 sexual offenses, 1,041 vehicle thefts, and 14 homicides from September 6, 2016 to September 4th, 2017.⁹ Opportunities are limited for the estimated 20,535 children ages 5 to 17 in the area to safely explore their talents and learn new skills.¹⁰

The school in which my program is housed issued a total of 971 office discipline referrals for students in 6th through 8th grade in the 2016-2017 school year. Although this number is down from the previous school year, middle school morale and student involvement remains limited. In the 2015-2016 school year, the Club served approximately 27 middle school aged regular attending students (having attended at least 50 times during the school year). That number increased slightly in the 2016-2017 school year to 38, but in proportion to the total middle school of approximately 270 that has had little effect on student morale.

⁸ "Children Characteristics: 2011-2015 American Community Survey Estimates," United States Census Bureau, Accessed September 16, 2017
https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_5YR_S0901&prodType=table

⁹ Ibid.

¹⁰ "Police District 2," City of Milwaukee, Accessed on September 11, 2017.
http://itmdapps.milwaukee.gov/publicApplication_SR/policeDistrict/policeDistrictfm.faces

By expanding the program to be more inclusive of the middle school population, I hope to decrease the number of office discipline referrals and increase the morale and sense of connectedness of the middle school students. It is my hope that through expansion, I can keep students off the streets and involved in productive, skill building opportunities that will assist in procuring a seat at a competitive high school. Similarly, these opportunities would lead to summer employment beginning their eighth-grade year and continue on through high school and beyond.

Youth in Milwaukee have made the news as of late, and not for good reason. The incidents of carjacking, high speed chases, and fatal accidents involving juveniles in stolen vehicles are the activities the media chooses to be highlight most these days. As a candidate for a Masters of Social Impact, I hope to begin to change the community's perception of Milwaukee's youth by providing them with opportunities that will help mold them into productive adults. Through my work I hope to send our tiny ripples that will inspire other adults to provide opportunities for our youth that will broaden their horizons and inspire them to exceed the community's expectations. Ultimately this would help establish Milwaukee as a place full of potential – a thriving city its people can be proud to call home.

Record of Initial Mindfulness

In my time as Director of the Club, I came to realize that a lack of middle school engagement in school negatively impacted the school and club climate. Through mindfulness practice, I came to a clearer understanding of the multiple facets of the issue. In his book, *Mindfulness in Plain English*, Bhante Gunaratana argues that mindfulness chips away at the

barriers that inhibit us from living and experiencing life in its purest form.¹¹ When that wall is dismantled, we are liberated from all that prevents us from seeing things from other perspectives. According to Gunaratana, “Meditation is called the Great Teacher. It is the cleansing crucible fire that works slowly but surely, through understanding. The greater understanding, the more flexible and tolerant, the more compassionate you can be.”¹² Through mindfulness meditation I have been able to identify the guiding values and intentions to address the issue at hand.

Limitations

The timeline of the capstone semester and the action design project did not quite line up making time a significant limitation. With summer nearing, I had to conduct the teacher roundtable discussion prior to the close of the school year. Because the roundtable was conducted prior to the 10-week action design timeline, most of follow up was conducted via email due to summer break.

Definitions of Terms

The following terms are central to the project and are defined as follows:

- **Positive youth development** theory explains that the provision of positive experiences, relationships and environments for youth will result in positive developmental outcomes. According to youth.gov, “PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and

¹¹ Bhante Gunaratana, *Mindfulness in Plain English* (Sommerville, MA: Wisdom Publications, 2015), 195.

¹² Ibid. p.9.

enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.”¹³

- **After school programming** or “out of school time” programs, provide students in K-12 opportunities for academic support, Social Emotional Learning development, leadership development, skill and interest development, among other things. High quality after school programming translates to improved outcomes for youth and their development.
- **Education of the whole child**, for the purposes for this project, refers to a holistic approach to education in which educators look at the systems and environment that have influenced a child’s educational trajectory to provide youth with meaningful and relevant opportunities for support and development.
- **Youth engagement** refers to the practice of engaging youth with opportunities aligned with their personal interest and reasonably challenging to promote growth.
- **Collaboration** is defined as the action of working with school and community partners to leverage resources and expertise that will allow for the provision of engaging youth development opportunities.

¹³ “Positive Youth Development,” youth.gov, Accessed on July 23, 2018. <https://youth.gov/youth-topics/positive-youth-development>

CHAPTER 2 - Literature Review and Initial Stakeholder Dialogue

Introduction to Literature Review

Understanding the history, current context, and future of the child care and after school programming in America was crucial starting point for this project. In the Summer of 2017, using mainly the JSTOR Arts and Sciences Collections and Google Scholar, I searched for journal articles and other resources about the change in need for childcare over the past century, the conception of recreational clubs and centers for youth and the developments and trajectory of after school programs. According to the literature I discovered that development of after school programming has morphed over the last century. Initially, clubs and centers were established to provide youth with recreational outlets and a retreat from the streets. When more women began to join the workforce, after school programs became a much-needed resource for child care for working families. Today, after school programs not only provide youth with a safe place after school, but educational and recreational enrichment opportunities that broaden their horizons.

Past Perspectives on Youth Programming & Engagement

A shift in the American childhood experience

In the mid-1800s, life for young people was very different than it is today. It was common for children as young as 7-years-old to work in factories under dangerous conditions for up to 18 hours a day, six days a week.¹⁴ As the need for child labor declined, and as religious organizations and labor unions fought against child labor, formal schooling became a prevalent

¹⁴ “A History of Child Labor,” *Scholastic.com*, Accessed October 28, 2017, <https://www.scholastic.com/teachers/articles/teaching-content/history-child-labor/>

expectation for children at the turn of the century.¹⁵ The landscape of childhood had transformed tremendously. Youth had more free time on their hands and adults felt there was a need for organized programs to fill that time.¹⁶ Youth living in tenement housing were forced onto the streets as they became overcrowded, yet the streets far from a safe place for youth to spend their time. Providing a safe place for children to play after school became a concern for many urban, working-class communities.

To address the concern of unsafe streets and idle hands, after school programs, or “boys’ clubs” as they were called then, emerged.¹⁷ The intent of many of these programs was to rescue “children from the physical and moral hazards posed by growing up in the immigrant neighborhoods of major cities.”¹⁸ These clubs’ and programs’ missions expanded beyond simply providing a safe place from the threats of street life over time. These programs became centers of support for immigrant families and learning for youth.¹⁹ In the early days, programming for boys included trade-like activities such as wood shop, metal work and cobbling.²⁰ Later, when programs open their doors to girls, programming tended to include activities such as sewing and

¹⁵ Joseph Mahoney, Maria Parente, & Edward F. Zigler, "Afterschool programs in America: Origins, growth, popularity, and politics," *Journal of Youth Development*.

Robert Halpern, "A different kind of child development institution: The history of after-school programs for low-income children." *Teachers College Record* 104, p. 180

¹⁶ Joseph Mahoney, Maria Parente, & Edward F. Zigler, "Afterschool programs in America: Origins, growth, popularity, and politics," *Journal of Youth Development*.

¹⁷ Ibid.

¹⁸ Robert Halpern, "A different kind of child development institution: The history of after-school programs for low-income children." *Teachers College Record* 104, p. 182

¹⁹ Joseph Mahoney, Maria Parente, & Edward F. Zigler, "Afterschool programs in America: Origins, growth, popularity, and politics," *Journal of Youth Development*.

²⁰ Robert Halpern, "A different kind of child development institution: The history of after-school programs for low-income children." *Teachers College Record* 104, p. 185

etiquette.²¹ Programs and clubs evolved from centers for play to centers for skill building which youth could carry on into the future.

A need for childcare

The context of American society greatly affected after school programs. During the Great Depression, the need for after school programs were questioned. According to Halpren, private donors questioned why their monies should go to funding play time for kids when so many people were without work.²² But the tide had turned and the onset of World War II drove women into the workforce. Family dynamics changed and after school programs reemerged. Again, in the latter part of the 20th Century, working families struggled to find a means of caring for their children during after school hours. In 2000, Swanbrow estimated that “about 3.5 million American children between ages 5 and 12 spend some time home alone after school,” demonstrating the need for engagement during out-of-school time.²³

Society was changing and urban cities, as Halpren points out, were more dangerous for children.²⁴ Studies have shown that the hours between 3-6 PM can be the most dangerous for youth.²⁵ In 1997 the Department of Justice reported that “29 percent of all juvenile offenses occur on school days between 2 p.m. and 8 p.m.”²⁶ According to Mahoney, Parente & Zigler,

²¹ Ibid.

²² Ibid. p. 194

²³ Diane Swanbrow, “Home alone? New study shows what kids do after school,” *The University Record*, Accessed October 29, 2017, http://www.ur.umich.edu/9900/Apr03_00/7.htm

²⁴ Robert Halpern, "A different kind of child development institution: The history of after-school programs for low-income children." *Teachers College Record* 104, p. 200

²⁵ “After-school Programs,” *Education Week*, Accessed October 28, 2017, <https://www.edweek.org/ew/issues/after-school-programs/index.html>

²⁶ Ibid.

children staying home unsupervised was not a widely accepted option as research demonstrated an association with low academic performance and other maladaptive adolescent behaviors.²⁷

With the changing context, after school program stepped up to the challenge. These programs were absorbed into the human service sector and, as Halpern states, “established themselves as a child-rearing institution.”²⁸ After school providers have long seen their work as enriching and expansive to the lives of the youth they serve.

Current Perspectives on Youth Programming & Engagement

Growth and philosophical changes

In more recent years, programming has boomed and has needed to adapt to meet the needs and interests of today’s youth. “The number of after school programs has grown rapidly in recent years, spurred by growing employment rates of mothers, pressure to increase academic achievement, and concerns about risks to children who are unsupervised during afterschool hours,” state James-Burdumy, Dynarski, and Deke.²⁹ After school programs are no longer simply a safe place for kids to find relief from the ruthless streets of urban life as they were in the 1800s. Today they are centers of extended learning opportunities.

By the mid-1990s, after school programs began to introduce academic and homework help. Legislation such as President Bush’s No Child Left Behind Act (NCLB) and funders’

²⁷ Joseph Mahoney, Maria Parente, & Edward F. Zigler, "Afterschool programs in America: Origins, growth, popularity, and politics," *Journal of Youth Development*.

²⁸ Robert Halpern, "A different kind of child development institution: The history of after-school programs for low-income children." *Teachers College Record*, p. 203

²⁹ Susanne James-Burdumy, Mark Dynarski, and John Deke, "When Elementary Schools Stay Open Late: Results from the National Evaluation of the 21st Century Community Learning Centers Program," *Educational Evaluation and Policy Analysis* 29, p.296

desires to see the impact of their contributions on educational outcomes have contributed to a shift in the philosophy of after school programming. Brecher et al. speaks to a conflict between “holistic” versus “academic” approaches to programming.³⁰ The NCLB Act called for stronger accountability of academic performance which effected the goals school leadership had for their after school programs.³¹ For example, organizations such as the YMCA, which have traditionally taken a holistic approach to youth development by addressing their physical, emotional, intellectual and social needs, have been met with pressure from parents and funders to emphasize homework help.³² Because of this change in philosophy, homework help is now a staple in programs across the country along with arts and sports activities.³³ Although a shift in philosophy slightly altered the types of activities after school programs offer, the need for child care remains constant.

A continued need for childcare & current solutions

Child care during non-school hours continues to be a need for working families this includes before and after school, holidays and summer vacation. According to Christensen, Schneider, and Butler, “More than half of all children under age eighteen now live in households with two employed parents or an employed single parent.”³⁴ Some parents may have flexibility in their workplace to be present during non-school hours, other parents may have rigid work

³⁰ Charles Brecher, Caitlyn Brazill, Beth C. Weitzman, and Diana Silver, "Understanding the Political Context of "New" Policy Issues: The Use of the Advocacy Coalition Framework in the Case of Expanded After-School Programs," *Journal of Public Administration Research and Theory*. p. 340

³¹ Ibid. p. 343

³² Ibid. p. 346

³³ Robert Halpern, "A different kind of child development institution: The history of after-school programs for low-income children." *Teachers College Record* 104, p. 202

³⁴ Kathleen Christensen, Barbara Schneider, and Donnell Butler, "Families with School-Age Children," *The Future of Children*, p.70

schedules that do not allow them opportunity. Because of this rigidity, school-aged children spend an average of 14 hours per week unsupervised before or after school.³⁵ Christensen, et al. state that, “The number of children in kindergarten through eighth grade left alone after school rose from 14.3 million (25 percent) in 2004 to 15.1 million (26 percent) in 2009.”³⁶ With two-working-parent households and single-parent households on the rise, this trend depicts parents’ struggles to ensure there is someone available to take care of their children’s needs after school. Hynes and Sanders explain that “single-parent households and households where mothers work full time are likely to have nonparental care arrangements for their children before and after school,”³⁷ meaning that programs and centers such as after school programs provide childcare for their children.

As we can see, after school programs continue fill the need for child care because the school day is considerably shorter than an average work day.³⁸ According to Christensen et al., “Parents often count on organized after-school programs to bridge the gap in supervision and enrichment for their children between the end of the school day and the time parents return home from work.”³⁹ In fact, Covay and Carbonaro attribute the substantial number of students of low socio-economic status engaged in extracurricular activities to a “rise in the number of mothers at

³⁵ Ibid.

³⁶ Ibid.

³⁷ Kathryn Hynes and Felicia Sanders, "Diverging Experiences during Out-of-School Time: The Race Gap in Exposure to After-School Programs," *The Journal of Negro Education*, p. 466

³⁸ Deborah Lowe Vandell, and Lee Shumow, "After-School Child Care Programs," *The Future of Children*, p. 64

³⁹ Kathleen Christensen, Barbara Schneider, and Donnell Butler, "Families with School-Age Children," *The Future of Children*, p.74

work.”⁴⁰ The need for care in more recent years has not waned. With an increase in two-parent and single-parent working families, a significant need for childcare remains.

Future Perspectives on Youth Programming & Engagement

After school programs in America provide invaluable services to youth and families including opportunities for learning and academic support, yet they face incredible challenges with meeting an insatiable demand driven by working families.

A needed shift in mindset

To build upon the foundation that has been established for after school programs in this country over the past 150 years, a shift in the current mindset about their purpose needs to take place. As stated previously, the NCLB and funders promoted the ideals positive education related outcomes in exchange for their financial support. In many cases, after school programs are evaluated on their academic outcomes – how they are improving the academic performance of the youth they serve, but these programs offer more than just academic support. They teach youth important life skills. Policy, and funders, must broaden the criteria used to determine if a program is worth funding by including growth in areas related to those life skills including social emotional learning (SEL).⁴¹ According to Hurd and Deutsch, “The current overemphasis on academic and economic outcomes leads to neglect of SEL outcomes that are valuable in their own right and also have great potential to foster more successful life outcomes over time.”⁴² By

⁴⁰ Elizabeth Covay and William Carbonaro. "After the Bell: Participation in Extracurricular Activities, Classroom Behavior, and Academic Achievement," *Sociology of Education*, p. 29

⁴¹ Noelle Hurd and Nancy Deutsch, "SEL-Focused After-School Programs." *The Future of Children*, p. 110

⁴² Ibid.

broadening the criteria of evaluation, potential funders will be able to see the whole child and thus, get a better idea of the effectiveness of an afterschool program.

Stakeholder Perspectives on Youth Program & Engagement

To get this initiative off the ground, stakeholder buy-in is imperative. They all have a stake in our youth's engagement as adults in their lives and as members of the school and Club community. Stakeholders interviewed include Club staff, three school staff including the school principal and two teachers, and two volunteers who are also former Club Members.

For the past few years I have worked closely with the principal to align the afterschool program to the day school. For much of that time we have also discussed the need to recruit and engage our middle school population in extracurriculars that will help them establish a sense of pride and connectedness to the school community. She is onboard to expanding opportunities for our middle schoolers to include things they enjoy such as sports but also clubs that peak their interests.

Day school and Club staff echoed some of the principal's sentiments. Mrs. Martinez⁴³ has been with the Club for over 15 years. She has worked within the walls of the school for close to 20 years and as a former student and parent of school alumni, she has seen the evolution of the program and the youth we serve over the years. From her perspective students need to have more say in the program and activities we offer. They need to have more activities that are aligned with their interests, along with more hands-on activities that are mentally and physically stimulating. Mr. Garcia,⁴⁴ a former sixth grade teacher who works as our Academic Coordinator,

⁴³ Name has been changed.

⁴⁴ Name has been changed.

believes our middle school students need more opportunities to socialize and experiential learning opportunities outside of a traditional classroom setting. Through these activities they would be able to develop and refine their social and leadership skills that they critically need to succeed. Mr. Felix, an 8th grade teacher of more than 10 years, shared that he thought the students need more opportunities to gain life skills that they can utilize as they transition to high school and college.

The two paraprofessionals, or teaching assistants, interviewed shared some of their thoughts as well. Both men were new to working with youth, with less than 2 years' experience between the two. As paraprofessionals, these men had more time and flexibility to get to know students on a deeper level than most teachers. Mr. German,⁴⁵ who had been working with youth for more than a year, echoed Mrs. Martinez and Mr. Garcia's thoughts – our youth want to hang out with their peers. They want freedom to talk to their friends and just be. According to Mr. Rico,⁴⁶ a paraprofessional with less than a year of experience, he believed that students needed engaging academic support such as tutoring.

Lastly, I wanted to get a student perspective, or as close to it as possible, and interviewed Jayla and Sam.⁴⁷ Both of these volunteers are alumni of the Club. They were members throughout tenure at the school. Jayla is currently a freshman at a local university. She volunteers an average of 2 hours a week at the Club and mainly supports our student leadership group composed of 4th-7th graders. She fondly recalled her love for performing as member of the Latin dance group. It was an opportunity to showcase her talent, hard work, and dedication. She also

⁴⁵ Name has been changed.

⁴⁶ Name has been changed.

⁴⁷ Names have been changed.

remembered the gender-specific programming that she participated and fondly shared that her and her peers were able to discuss topics that were important to them. Some of her thoughts about what adolescents of today needed sounded a lot like Mr. Garcia's – field trips – opportunities to get out of the building and experience the city. According to Sam, a senior in high school who dedicates a few hours per month to our Club, his fondest memories come from participating in programs and clubs that allowed him to demonstrate his talent and leadership skills through programs that involved sports, robotics, and Hip Hop. He thought the environment was more conducive to youth getting to know each other and building relationships. Furthermore, Sam expressed that he believes incentivizing participation in academic programming would draw older students. "If they have something to work towards such as a trip to a major league sporting event or a trip to the movies, they will come," he said.

Much of the insight offered by stakeholders is reflective of student engagement theory. As Alison Cook-Sather states, "Students, like anyone else, just want to be heard and validated."⁴⁸ In her article, "I Am Not Afraid to Listen': Prospective Teachers Learning from Students," Cook-Sather she explains that, "Student voice is most successful when it enables students to feel that they are members of a learning community, that they matter, and that they have something valuable to offer."⁴⁹ By intentionally integrating student voice into our programming we can better engage middle school students.

Mrs. Martinez, Mr. Garcia, Jayla, and Sam all touch on student's need to demonstrate their skills or explore new things. In his article, "New Perspectives on Student Engagement,"

⁴⁸ Cook-Sather, Alison. "'I Am Not Afraid to Listen': Prospective Teachers Learning from Students." *Theory into Practice* 48, Accessed February 28, 2018 from <http://www.jstor.org.claremontlincoln.idm.oclc.org/stable/40344612>, p.176

⁴⁹ Ibid.

James Hall describes the SCORE student engagement model which stands for Success, Curiosity, Originality, Relationships and Energy. This model of engagement "combines intrinsic and extrinsic motivation," and allows for students to express themselves in creative ways and "demonstrate and improve their awareness as competent and successful human beings."⁵⁰ Providing opportunities that both challenge and showcase students' work will also help us recruit and retain students.

Conclusion

All things considered, the childhood experience in America has changed drastically over the last 160 years. With the outlawing of child labor came the uprising of education. The short school day compared to the long work child laborers once experienced left time unstructured. Clubs and programs sprang up to fill the time. Initially these programs provided a place for recreation. Later they became a place of refuge from the urban declining urban streets. Today they are safe havens for youth to learn and thrive under the supervision of caring adults until their parents get out of work. In an area of town with considerable need, the expansion of my program will help young people stay engaged in positive activities.

Looking beyond history and stakeholder input and with the school culture and climate in mind, I determined that a good first step in creating long lasting change in the program would be to strengthen communication and collaboration with middle school teachers. As the prominent adult figures in our students' lives, educators play an important role in informing and introducing positive opportunities for engagement. They are essentially the gatekeepers of opportunities for our youth.

⁵⁰ Hall, James. "New Perspectives on Student Engagement." *Amle.org*. Accessed March 3, 2018 from <http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet.aspx?ArtMID=888&ArticleID=497>

CHAPTER 3 - Methods Determined with Stakeholders

Project Goal Determined by Researcher and Stakeholders

Vision for Change

For this solution to become a reality, we need to work intentionally and the support key people including Club staff, school staff and administration, and community partners. To have an engaging program for our youth, the Club will also need to have a diverse, passionate, and qualified staff that understands their development and can effectively communicate with them. The staff must be diverse in interests and skills, be relatable, and committed in ensuring that every student they work with has a positive experience at the Club. In addition to the readiness of Club staff, the support of school administration will help establish a collaborative relationship with day school teachers who can serve as ambassadors of the program when interacting with students and their parents. Furthermore, the support of administration and day school teachers would ensure that the sharing of space and resources such as classrooms and technology is proactively mediated. Lastly, this initiative will require the support and engagement of key partners who will also serve as ambassadors to our program, facilitate specialized programming students are interested in, and establish relationships with students that will keep them coming back.

With these inputs in place, the Club will engage in a few key activities that will ensure that more students in the sixth through eighth grades benefit from the positive opportunities it has to offer. Along with surveying students to determine their interests and designing and offering programming aligned with their interests, the Club will intentionally and strategically market itself to students and their families. The campaign will highlight various programs and the benefits of participation including opportunities for recognition, special events, incentives,

and field trips. Marketing materials will be the foundation of a strategic recruitment process that will allow us to target and recruit students in the sixth through eighth grades who need us the most or would most benefit from our programs. The last major activity the Club will undertake is a continuous evaluation of program implementation and youth engagement. The continuous evaluation process is, however, part of the long-term vision for program improvement for the program.

Capstone Goal

The goal of this project is to establish the foundation for a relationship bridge that will enable middle school teachers and Club staff to better communicate and collaborate. The establishment of this bridge will ensure that the adults in the building understand how they each play a role in the education of the whole child and the engagement of middle school students.

Project Methods Determined by Researcher and Stakeholders

To carry out this project, I first had to confer with the school principal. Did she agree with initiative? Did she have any feedback on who should be invited to participate, an ideal time, and location for the round table, as it was the end of the school year? With those details determined, I would then invite all those who needed to be involved via email.

During the roundtable discussion, participants were informed of the purpose of the roundtable and their contribution to this capstone project. Before diving into the discussion, staff were asked to participate in a brief warm-up activity that would allow them to think about themselves as middle school-aged kids and reflect on what they were like, what they were interested in, who their friends were, how they felt about school, what extracurriculars they participated in, and more. Participants listed their answers before sharing out with the larger

group. The warm-up was followed by a pre-survey which utilizes a 1-5 Likert scale (1 being strongly disagree and 5 being strongly agree). The survey was administered to gauge their level of agreement with the statements concerning awareness of programming, interest in learning more about programming, a desire to engage in programming, and a desire to get involved with programming. The survey was followed by discussion. The group spent time discussing the following questions/topics: (1) What do you think middle schoolers want to get out of their time at the school? (2) From your perspective, what do these students need? (3) What are some things being done during the day school that get this group excited about learning? Are successfully engaging? (4) What resources do you think the Club can leverage to attract and retain more middle school aged students? Lastly, participants were asked to fill out a post-survey, identical to the pre-survey, to determine if attitudes and perspectives have changed.

Upon completion of the round table, a follow-up email would be sent to participants to thank them for their participation and to pre-emptively ask for their input over the course of the summer, should questions arise.

Project Measurements Determined by Researcher and Stakeholders

To determine the success and effectiveness of roundtable discussion the results of the pre- and post-surveys were compared and analyzed for a change in attitude. If there is a positive change in attitudes, meaning an increase in scores from the pre-survey to post-survey, the roundtable will be considered a success. Similarly, the audio recording of the dialogue will be analyzed using deductive analysis for recurring themes that would help inform how programming can be improved to meet the needs of students and how to better engage staff in

planning or facilitation of programming. If it exhibits themes of a desire to collaborate or the sharing of ideas of program improvement, the roundtable will be considered a success as well.

CHAPTER 4 - Results: Evidence of Change through Project Implementation

Actions Taken by Researcher and Stakeholders

The execution of my capstone project went according to plan – mostly. With the support of the school administration, I gathered more than two-thirds (7) of the ten (10) of the middle school teachers and the assistant principal for the roundtable discussion in mid-June 2018 just before summer break began. Also, in attendance were four Club staff including myself. I opened the dialogue with participants through the reflective icebreaker which encouraged them to recall their adolescence. This activity primed the participants for the subsequent conversation and allowed them to identify with and see things through the student perspective. Following the icebreaker, participants completed a pre-survey which assessed their attitudes and desires to learn about the program, engage with the program, or get involved. Upon completion of the pre-survey we dove into the discussion. The discussion addressed the following four questions: (1) What do you think middle schoolers want to get out of their time at the school? (2) From your perspective, what do these students need? (3) What are some things being done during the day school that get this group excited about learning? What are some things being done during the day school that are successfully engaging? (4) What resources do you think CLC can leverage to attract and retain more middle school aged students? Before departing, the participants completed the post-survey that, again, assessed their attitudes and desires to learn, engage, and get involved with the program using a 5-point Likert scale.

After the roundtable I had planned not only to follow up with those in attendance via email, but to analyze both the quantitative and qualitative data I had collected. Unfortunately, I realized, after the fact, that I had not saved the video/audio content I intended to collect during the round table discussion. It had not saved to my phone as I thought, and I could no longer analyze the content for themes or ideas. In week 7 of the Capstone Lab, I sent emails to participants to follow up on our dialogue and the few written notes I collected. As of today, I have not heard back.

It is important to note that in July of 2018, I resigned from my position as Club Manager to take another position. This career move eliminated my previous access to teachers' email accounts and, thus, had to reach out to a colleague to get the necessary information. Despite having left my post within the organization, I have spoken to my successor about leveraging the insights of this project to improve program quality and middle school student engagement. She is interested and onboard. A conversation is scheduled for August 30th, 2018.

Measurements of Results

Based on the surveys, 5 of the 7 teachers plus the Assistant Principal demonstrated a positive change in attitude towards the after-school program. The roundtable increased awareness of programs, activities, and supports the program has to offer students for 5 of the 8 participants. After the roundtable, 5 of the 8 participants demonstrated an increased interest in engaging in the program while 4 of the 8 showed an increased interested in getting involved in programming, as shown in Table 1.

Table 1. Pre-/Post-Survey Results.

Statement	8 th GR A			8 th GR B			7 th GR A			7 th GR B			7 th GR C			6 th GR A			6 th GR B			AP		
	Pre	Post	Δ	Pre	Post	Δ	Pre	Post	Δ	Pre	Post	Δ	Pre	Post	Δ	Pre	Post	Δ	Pre	Post	Δ	Pre	Post	Δ
I am aware of the various programs, activities, and supports CLC has to offer my students.	3	4	1	4	4	0	2	4	2	3	4	1	1	5	4	1	1	0	4	4	0	3	4	1
I am interested in learning more about the programs, activities, and supports CLC has to offer my students.	4	4	0	5	5	0	3	5	2	5	5	0	5	5	0	5	5	0	4	4	0	5	5	0
I have a desire to be engaged with CLC programs, activities, and supports.	3	4	1	4	5	1	4	5	1	4	4	0	4	5	1	3	3	0	4	4	0	5	5	0
I have a desire to be involved with CLC programs, activities, and supports.	3	4	1	4	5	1	3	4	1	3	3	0	4	4	0	3	3	0	4	4	0	4	5	1

Furthermore, notes taken at the roundtable echoed themes that we broached in the one-on-one interviews. For example, ensuring student voice is considered and represented in the program planning and facilitation was reiterated by the group. In addition, a need to differentiate the experience or programming for the middle school youth was mentioned as teachers thought it could promote the exclusivity, or prestige, adolescents seek. Participants in the roundtable also felt that middle school students needed more opportunities to socialize with one another in a space that was exclusively theirs.

Communication of Results to Stakeholders

It was important for me to share the results of my work with my successor. Prior to the commencement of my final term at CLU, I accepted another position outside of the organization. Following my transition, I stayed in touch with Mrs. Martinez, my successor, as she officially

transitioned into the role. In one of our conversations, I remind her about my capstone project and inquired about her interest in learning more about the results of the roundtable discussion held with middle school teachers. Thankfully she expressed interest, and in a sit-down meeting we discussed the results of the survey. We began by reviewing the notes taken during the discussion. I then explained that the survey results were promising in terms of collaborating with teachers. I noted that participants seemed better informed about the program, thus, positively impacting their willingness to engage and get involved. These results Mrs. Martinez found particularly exciting as we had been notified in late May that the program did not earn a significant operations grant we had applied for. Due to the budget constraints the program currently faces, it has been determined that collaborative efforts will be necessary in ensuring the program continues to offer youth with a variety of opportunities for learning and enrichment.

Based on the results of the pre-/post-surveys and the notes I provided, Mrs. Martinez crafted a plan of action to continue the work. According to Mrs. Martinez, she will invite all middle school teachers, those who participated in the roundtable and newly hired middle school teachers, to a collaborative planning meeting. In the meeting she will present the notes and work with teachers to identify one (1) to three (3) ideas/practices they could commit to help implementing during the 2018-2019 school year for the benefit of the middle school student body.

Assessment of Goal Achievement

Looking back, the goal of this project was to establish the foundation for a relationship bridge that would enable middle school teachers and Club staff to better communicate and collaborate. The establishment of this bridge will ensure that the adults in the building understand how they each play a role in the education of the whole child and the engagement of

middle school students. Based strictly on the survey results, we can see a shift in attitude that, at the very least, establishes a foundation upon which a collaborative relationship can be built. With increased awareness about the programming offered and a desire to engage or get involved, I would say that this dialogue was a success.

CHAPTER 5 - Final Reflections and Recommendations

Overall Project Summary

With the values of education of the whole child, youth as the future, and opportunity, in mind, I was able to connect middle school teachers and the newest member of the school administration team to the afterschool program. Through dialogue, teachers became more aware of the programming offered, the Club's philosophy of youth development and vision to offer the youth we serve unlimited opportunities to succeed. It is my hope that this brief project will serve to establish the precedent for collaboration in the education and development of all middle school students in the building.

Consistency of Guiding Values

My guiding values, as listed above, lived throughout my project. It was important to me that the Club improve communication and collaboration with the middle school teachers to provide our youth, our future leaders, opportunities to learn, grow, and develop new skills. In a world that often seeks to tear down the youth we serve, it is important that we provide them with opportunities that expand their horizons and allow them to flourish. It was equally as important for me to promote a shift in our view of what it means to educate today's youth. In today's world we must educate the whole child – a human being – who is as complex as an adult with thoughts, feelings, and personal experiences that shape and define their development. By allowing participants to reflect upon their own adolescence and experience, they were able to enter the dialogue with a broader view of their roles in the educational experience of their students.

Project Impact on the Researcher

I have long understood that change takes time and effort. Through this process, I have experienced just what it takes to facilitate change such as planning, troubleshooting, and some trial and error. While it may take significant tangible resources, it also requires some intangible inputs such as mindfulness practice, dialogue, and collaboration. These basic building blocks to change may be hard to come by considering the state of today's world; however, mindfulness begins with the individual. I have learned that if I am mindful of the world and people around me I can be a better servant leader. As a mindful leader, I can better identify my stakeholders, their needs and desires. Furthermore, their involvement through dialogue and collaboration is crucial to the impetus of change as well as its sustainability. As an agent of change, you never want to do unto others – you want to do with others. You want to empower your stakeholders to make changes that will outlive you.

Beyond these learnings, I have noticed growth in my ability to envision change on a large, long term scale. I have always been a detail-oriented leader whose strengths lie in system building and daily operations. Painting a clearly defined picture of where I wanted to lead my team and my program has always a struggle for me. This project and program have challenged me to think formulate that vision with some clarity that I never had before.

Project Impact on the Stakeholders

In my experience as Club Manager, I often found myself, as the leader of the program, unclear about my program's role within the day school community. I did not want to be a separate entity operating within the building. I wanted to be integrated into the school culture and

community.

To fully integrate the program into the school's culture and climate some work was to be done. The dialogue helped to establish a basic understanding of the Club's philosophy of youth development and, thus, a better understanding of how it seeks to support and guide students through their education as a resource and partner. In building a relationship bridge with middle school teachers, this shift in mindset is imperative to strengthening programming for our young people. Without their support and buy-in, the program would not be more successful in reaching the middle school students, getting them involved and keeping them engaged. In a recent update, Mrs. Martinez informed that she has not called the meeting yet. However, she did share that there are about 30 seventh and eighth graders enrolled in the program for the 2018-2019 school year who have been attending daily for this first week. Though the Club is making progress towards the goal of engaging middle school students, it remains open to collaboration.

Overall Project Assessment

My project was timely and aligned to the vision of the school. For the past few years, the school principal and her partners have been working to improve school culture and climate and strengthen afterschool programming options for students. The dialogue helped get the ball rolling in a more productive direction by engaging teachers, who, like frontline staff across sectors, are sometimes not consulted in change initiatives. It required teachers to come to the table and share their insights, thoughts, and ideas to inform change which is empowering and paving the way towards collaboration. Thankfully, many of the teachers were interested in the work, having their voices heard, and coming together to provide more interesting, relevant opportunities for our students. Likewise, my successor was willing and open to hearing more about the results of my

project and exploring my recommendations.

With all the overall strength of my project came a few challenges. First, due to the timing of the Capstone Lab and the end of the school year, I needed to complete my roundtable discussion in June. With summer break occurring during the time of the Capstone Lab, follow up with teachers was difficult. In addition to the timing, my transition out of the position of Club Manager presented its own challenges. I temporarily lost means of communication with teachers as a result and perhaps a level of credibility with teachers in terms of working towards program improvements. Furthermore, the loss of my audio recording presented a major setback in my initial plan of analytics. I was momentarily paralyzed by the loss but was able to think differently about the results of my project with the help and guidance of Dr. Ward. In the future, I would like to ensure that I have multiple devices recording simultaneously in the hopes that there is a backup should the primary device fail once again.

Recommendations for Future Projects

Looking to the future, the Club may want to consider employing a responsive continuous improvement process that take into consideration the following metrics:

- (a) Output Metrics
 - a. An increase in middle school student enrollment in the Club.
- (b) Outcome Metrics
 - a. An increase in middle school student frequency of attendance in the Club.
 - b. An increase in Club's Engagement score on the Youth Program Quality Assessment (YPQA).
 - c. An increase in school/club connectedness among middle school students.
 - d. An increase in middle school daily attendance rate.
 - e. An increase in middle school academic achievement.
- (c) Impact Metrics
 - a. A decrease in crime in the surrounding community.
 - b. A decrease in the school's truancy rate.
 - c. An increase in high school graduation rates from school alumni.

The nine data points above are key levers in the assessment of program's success. Student enrollment numbers could tell us if our messaging and recruitment efforts are resonating with students. The frequency of attendance of middle school students could tell us if the programming we are offering has served to hook and engage them. The more frequently they attend, the more engaged they are in the programs in which they are involved. The Club's YPQA score in the area of Engagement could tell us about the quality of our programming, the staff's ability to establish meaningful relationships with students, and design captivating programming. As previously mentioned, Appleton, Christenson, and Furlong explain, indicators of engagement such as attendance patterns demonstrate the degree to which youth are connected to their school and learning.⁵¹ The NYOI results, like the YPQA scores, could help us determine if staff are building those quality relationships with students. Day school attendance rates, truancy rate, academic achievement data, and the School Climate survey results Could tell us if our program is valuable to our youth and whether the positive learning experiences they have within our walls are applicable beyond the Club setting. A positive increase in these data points could determine help us establish the quality of collaboration and support between the Club and the day school staff and administration. If we are success, we could see if the engagement of our youth positively impacts the rate of crime in District 2, the police district in which the Club sits. According to Feldman and Matjasko, youth engagement in extracurricular activities may discourage participation in delinquent acts because they are "prosocial in nature."⁵² This prosocial behavior could help them in their journey to high school graduation. Lastly, the results

⁵¹ Appleton, J., Christenson, S.L. and Furlong, M. "Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct." *Psychology in the Schools*. Accessed March 2, 2018, p.382

⁵² Feldman, Amy F., and Jennifer L. Matjasko. "The Role of School-Based Extracurricular Activities in Adolescent Development: A Comprehensive Review and Future Directions." *Review of Educational Research*, p. 189

of the assessment could inform whether the Club would need to pivot throughout the duration of the initiative.

On a trimester basis, the collaboration team consisting of school administration, day school teachers, Club staff, school partners and students should then convene to review and analyze the data points listed above. Based on the results, the team would decide how to proceed to address the area of need: intensive recruitment, areas of professional development for Club staff, community building initiatives, relevant incentives, student recognition initiatives, etc. The focused initiative undertaken by the team could be discussed and planned with an implementation timeline of 2-6 weeks, depending on the complexity. The outcomes of the initiative should then be assessed after 6 weeks of implementation and any necessary adjustments made before a final assessment is undertaken at the next trimester to determine its overall effectiveness.

Beyond that specific Club setting and thinking about my current work with partnerships between school administrators and community partners, this format of convening and dialogue can be helpful in propelling initiatives in a more productive direction. With some relevant adjustments and tweaks, this model of assessment could help inform how partnerships or collaboratives proceed with their work. It can help guide and determine next steps in a change process that is easily muddled by outside influences and competing interests. I am excited for the work that will continue at the Club to engage youth in formative ways and even more excited about how this work could inform how collaboration between schools and community partners work together to educate the whole child and raise responsible, caring members of society.

REFERENCES

- “A History of Child Labor.” *Scholastic.com*. Accessed October 28, 2017, <https://www.scholastic.com/teachers/articles/teaching-content/history-child-labor/>.
- “After-school Programs.” *Education Week*. Accessed October 28, 2017, <https://www.edweek.org/ew/issues/after-school-programs/index.html>.
- Appleton, J., Christenson, S.L. and Furlong, M. “Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct.” *Psychology in the Schools*, 45 no. 5, (2008):369-386.
https://www.researchgate.net/profile/Michael_Furlong2/publication/227690344_Student_engagement_with_school_Critical_conceptual_and_methodological_issues_of_the_construct/links/59e14b1f458515393d534d93/Student-engagement-with-school-Critical-conceptual-and-methodological-issues-of-the-construct.pdf.
- “Attendance Rate by Grade Level (2015-2016).” *Wisconsin Information System for Education Data Dashboard*. Accessed March 1, 218 from <http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>
- Brecher, Charles, Brazill, Caitlyn, Weitzman, Beth C., and Silver, Diana. "Understanding the Political Context of "New" Policy Issues: The Use of the Advocacy Coalition Framework in the Case of Expanded After-School Programs." *Journal of Public Administration Research and Theory: J-PART* 20, no. 2 (2010): 335-55.
<http://www.jstor.org.claremontlincoln.idm.oclc.org/stable/40732514>.
- “Children Characteristics: 2011-2015 American Community Survey Estimates.” United States Census Bureau.
https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_5YR_S0901&prodType=table.
- Christensen, Kathleen, Schneider, Barbara and Butler, Donnell. "Families with School-Age Children." *The Future of Children* 21, no. 2 (2011): 69-90.
<http://www.jstor.org.claremontlincoln.idm.oclc.org/stable/41289630>.
- City of Milwaukee. “Police District 2.” Accessed on August 12, 2018.
https://itmdapps.milwaukee.gov/publicApplication_SR/PoliceDistrictServlet?district=2&fromDate=01%2F01%2F2018&toDate=08%2F01%2F2018&submit=Submit
- City of Milwaukee. “Police District 2.” Accessed on September 11, 2017.
http://itmdapps.milwaukee.gov/publicApplication_SR/policeDistrict/policeDistrictfm.faces
- Cook-Sather, Alison. "“I Am Not Afraid to Listen”: Prospective Teachers Learning from Students." *Theory into Practice* 48, no. 3 (2009): 176-83.
<http://www.jstor.org.claremontlincoln.idm.oclc.org/stable/40344612>.

Feldman, Amy F., and Jennifer L. Matjasko. "The Role of School-Based Extracurricular Activities in Adolescent Development: A Comprehensive Review and Future Directions." *Review of Educational Research* 75, no. 2 (2005): 159-210. <http://www.jstor.org.claremontlincoln.idm.oclc.org/stable/3516048>.

"Find A Childcare." *Wisconsin Department of Children and Families*. Accessed February 26, 2018 from <https://childcarefinder.wisconsin.gov/Search/SearchResults.aspx?q=2E-10-AB-5B:MHwwfHx8MTcyOCBTIDlzUkQgU1R8TUIMV0FVS0VFfDUzMjA0MzAwOXwwfFRydWV8VHJ1ZXxUcnVlFRydWV8VHJ1ZXxUcnVlFRydWV8VHJ1ZXxGYWxzZXxGYWxzZXxUcnVlFRydWV8VHJ1ZXxUcnVlFRydWV8VHJ1ZXwtMXwtMXxUcnVlFDJ8Ynw0My4wMTE4NDN8LTg3Ljk0MTYxMnx8ZHxGYWxzZXwxvFRydWU=>.

Gunaratana, Bahante, *Mindfulness in Plain English* (Sommerville, MA: Wisdom Publications, 2015)

Hall, James. "New Perspectives on Student Engagement." *Association for Middle Level Education*. <http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet.aspx?ArtMID=888&ArticleID=497>.

Halpern, Robert. "A different kind of child development institution: The history of after-school programs for low-income children." *Teachers College Record* 104, no. 2 (2002): 178-211.

Hurd, Noelle, and Deutsch, Nancy. "SEL-Focused After-School Programs." *The Future of Children* 27, no. 1 (2017): 95-115. <http://www.jstor.org.claremontlincoln.idm.oclc.org/stable/44219023>.

James-Burdumy, Susanne, Dynarski, Mark, and Deke, John. "When Elementary Schools Stay Open Late: Results from the National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis* 29, no. 4 (2007): 296-318. <http://www.jstor.org.claremontlincoln.idm.oclc.org/stable/30128132>.

Mahoney, Joseph L., Maria E. Parente, and Edward F. Zigler. "Afterschool programs in America: Origins, growth, popularity, and politics." *Journal of Youth Development* 4, no. 3 (2009): 23-42.

"Our Mission." *Boys & Girls Clubs of Greater Milwaukee*. Accessed April 13, 2018, <http://www.boysgirlsclubs.org/about-us/>

"Positive Youth Development," youth.gov, Accessed on July 23, 2018. <https://youth.gov/youth-topics/positive-youth-development>

Swanbrow, Diane. "Home alone? New study shows what kids do after school," *The University Record*, Accessed October 29, 2017, http://www.ur.umich.edu/9900/Apr03_00/7.htm.

Vandell, Deborah Lowe, and Shumow. Lee. "After-School Child Care Programs." *The Future of Children* 9, no. 2 (1999): 64-80. doi:10.2307/1602707.

APPENDIX A: Ethical Guidelines

To protect the interests of my stakeholders, I informed them of my desire to strengthen after school opportunities for the middle school students in our school community. Furthermore, I have explained that participation in my project is completely voluntary, risks associated with involvement in this research are low, and their privacy will be protected. For example, pseudonyms for school, program, and people were assigned to maintain anonymity. Stakeholders involved in the interviews associated with this project were given and signed an informed consent form. See example below.

[Date]

Participant Information and Consent

Invitation

You are being asked to take part in a research/dialogue project. It will explore youth engagement in the afterschool space. It is being conducted by Adriana Salgado who is studying towards a Masters in Social Impact at Claremont Lincoln University.

What Will Happen

Participants will be interviewed and/or required to take a pre- and post-survey to assess changes in knowledge and attitudes towards collaboration. The dialogue/interview/discussion may be recorded for qualitative data analysis. Once the project is completed any and all data collected will be deleted or shredded.

Potential Risks/Benefits

There are no potential risks to be aware of. Benefits include strengthening collaboration efforts for student engagement.

Time Commitment

One to two hours including interview/discussion and follow up email interactions.

Participants' Rights/Confidentiality

I will give priority to your interests at all times. To protect your interests in my final report, I promise the following:

- Your identity will be protected at all times in my final report unless you give me specific permission to use your name.
- You are free at any time to withdraw from the research project, whereupon I will destroy all data relating to you. I will report that a participant decided to leave the project and reflect on ways the project might have been more conducive to all participants.

Individuals must be 18 years of age or older to participate.

Cost, Reimbursement, and Compensation

Your participation in this study is voluntary. You will NOT receive any compensation, nor will you be asked to pay fees of any kind.

Informed Consent Signature Line

By signing below, you agree that: (1) you have read and understood the Participant Information Sheet, (2) questions about your participation in this study have been answered satisfactorily, and (3) you are taking part in this research study voluntarily (without coercion).

Researcher's Name _____ Date _____

Participants Name (Printed) _____

Signed _____ Date _____

NOTE: If at any time you have any questions or concerns about the project, you may contact the Dean of Capstone Studies at Claremont Lincoln University, Dr. Stan Ward. Please contact him by email: sward@claremontlincoln.edu, or call the university: 909-667-4400.

Appendix B: Stakeholder Collaboration Log

Date	Purpose of Engagement	Participant(s)	Actions & Outcomes	Action Items
5/28	Confirm ability to proceed with roundtable	School Principal	Informed of capstone project and asked if approved of inviting day school teachers to a roundtable discussion; gave the green light	Email middle school teachers to inquire on a potential date
5/30	Get input on availability	Day school staff	Emailed middle school teachers about meeting	Follow up in person, if necessary
6/5	Follow up on email in person	Day school staff	Inquired if teachers what day next week would work best for them; most stated 6/14	Send email with logistics of roundtable
6/7	Emailed logistics of roundtable	Day school staff	Emailed with information about location, time, and date	
6/14	Informal reminders	Day school staff	Informally reminded teachers of roundtable in passing; confirmed attendance for a handful of participants	
6/14	Roundtable	Day school teachers, Assistant Principal, Club staff	Sat down to get participants perspectives on program; administered survey	Email with follow up questions, etc.
8/23	Emailed notes from roundtable	Day school staff and successor	Recapped dialogue, asked for feedback	
8/23	Established meeting with successor to discuss next steps	Successor	Decided on 8/30	
8/28	Discussed notes and plan for moving forward with	Successor	Decided to establish a meeting with middle school teachers to discuss	
9/15	Followed up on outcome of meeting	Successor	Meeting has not taken place as of yet	

Appendix C: Additional Items

Middle School Round Table Pre-Survey

Name _____

	Statement	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree				
1	I am aware of the various programs, activities, and supports CLC has to offer my students.	1	2	3	4	5
2	I am interested in learning more about the programs, activities, and supports	1	2	3	4	5
3	I have a desire to be engaged with CLC programs, activities, and/or supports.	1	2	3	4	5
4	I have a desire to be involved with CLC programs, activities, and/or supports.	1	2	3	4	5



Middle School Round Table Post-Survey

Name _____

	Statement	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree				
1	I am aware of the various programs, activities, and supports CLC has to offer my students.	1	2	3	4	5
2	I am interested in learning more about the programs, activities, and supports	1	2	3	4	5
3	I have a desire to be engaged with CLC programs, activities, and/or supports.	1	2	3	4	5
4	I have a desire to be involved with CLC programs, activities, and/or supports.	1	2	3	4	5