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A Case Study on the Importance of Providing Enrichment Programs at Elementary Schools

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A Case Study on the Importance of Providing Enrichment Programs at Elementary Schools

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For

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Abstract

The importance of education and how to develop a better education system is a major issue nationwide. Student participation in an afterschool enrichment program provides a possible solution to the problems faced by public education. Providing these enrichment programs to students from kindergarten to 5th grade would not only help them academically, but socially as well. Some of the benefits that after school enrichment programs provide are building better academic skills, communication skills, cooperation skills and leadership skills.

This thesis examines elementary students at Dianne Feinstein Elementary who attend an afterschool enrichment program called Growth and Learning Opportunities. Parents and teachers at Dianne Feinstein Elementary were given a survey while other staff member had brief interview on their views on after school enrichment programs. After reviewing my findings from my research study, I concluded that afterschool enrichment programs are beneficial to academic and social success of elementary school students.

Chapter 1-Introduction

Nelson Mandela said, “Education is the most powerful weapon we can use to change the world.” In other words, knowledge is power. Education allows people to rise above poverty. Education allows for doctors to cure diseases. Education gives lawyers the knowledge to fight for human rights. Improving education in elementary schools is vital in making our society a better place. By providing children with free public schools, we are helping educate them in choices that will improve their lives by improving their lives, society improves as a whole. After school enrichment programs provides a place where a child is exposed to various subjects that are not offered during the school day that he or she might be interested in. As a result a student maybe more inclined to further his/her education and want to learn more.

On July 5th, 2009, President Barack Obama stated that “ an economy where knowledge is the most valuable commodity a person and a country have to offer, the best jobs will go to the best educated - whether they live in the United States or India or China”. This is why afterschool programs are beneficial to our economy. Not only does it help in making the people life’s better, but it also aids in making our country strong.

Every child has the potential to be someone important. Given the right training tool, students have a better chance at going to college and becoming successful later on in life. The majority of opinions regarding afterschool enrichment programs agree that supporting academic skills is a vital goal, but that it is also important to promote social and emotional development. As a result, after school enrichment programs were created to provide additional methods for keeping students engaged in their academics while also teaching them about team work and expressing themselves. According to a study done in 2007, there were significant academic improvements in the standardized tests of elementary and middle school students who were in

afterschool enrichment program over the students who did not attend an afterschool program (Policy Studies Associates, Inc., 2007).

According to the New York City Department of Education, they define enrichment programs as “a way for all schools to implement instructional strategies and structures to promote high engagement and challenging learning opportunities for all students”. For the purpose of this research paper, I define after school enrichment programs as programs that include both academic and recreational subjects.

After school enrichment programs should offer hands-on academic support with a child's school day homework so that they are able to make sure that a child is not falling too far behind with their studies. They should be challenging students who are advanced in their academics by providing challenging and fun educational activities and test their thinking boundaries. Some examples of that would be subjects like music, drama, different language, nutrition, chess, fun math and science activities. After school enrichment program activities teach students about the different customs around them. A study done by LaDonna (2012), mentioned that “Activities can also provide culture in a child's life. For example, the program could offer ballet classes to a young girl who might have not have otherwise taken a dance class.” Another study provided results on the benefits of enrichment programs by stating that educating the students as best as we can helps in empowering children in realizing their self-worth. Enrichment programs provide a child with a higher chance in thinking about college at an early age (Phillips, 1999).

Providing free enrichment programs to all elementary students would help provide opportunity and aid to low-income students who do not have the resources to have additional help in their academic and social activity. According to a 2011 research done by the National Bureau of Economic Research, they research mentioned that only 9 percent of low income

students got a bachelor's degree in comparison to 54 percent of higher income students who graduated from college with bachelor's degrees. After school enrichment programs would provide a child with a sense of interest or direction in what they might want to be when they grown up. Saymirah Cornelius-McClam, an 8th grader at Rainier Scholars, mentioned to the reporter from NewsHour that "without this helps that I'm getting now; I probably would be totally confused in a couple of years." This is why closing the educational gap for a low income student is important.

My research examines the day school teachers and parents of the students who attend the after school enrichment program at Dianne Feinstein Elementary. The name of the after school enrichment program is Growth and Learning Opportunities (GLO). Growth and Learning Opportunities is currently offered at five public schools in San Francisco during after school hours. The main motto of my organization is "empowering youth and families to be leaders towards equitable communities." Some of the other goals that students at GLO will obtain are...

- Learning how to "gain knowledge of the world around them through play based learning and engagement with their environment"
- Being able to "showcase their individual talents and strengths through regular activity participation and special event performances"
- Gaining "cultivate leadership skills and have opportunities for planning, decision-making, building confidence, promoting good use of time and develop self-esteem."
- Becoming "responsible, caring citizens with a desire to positively affect their communities and learning to live a healthy lifestyle by engaging in outdoor recreation." own well-being and positive friendships with others."

Furthermore, the afterschool enrichment program at GLO was created to support the SFUSD in achieving its goals to provide equal opportunity for all by including low-income families and culturally diverse programs.

This study will look at the after school enrichment program at Dianne Feinstein Elementary called Growth and Learning Opportunities and its impact on after school enrichment students. It will discuss about the topics on academic and social activities that will aid the students in doing better in school. It also seeks to see how enrichment programs can improve their academic programming at Dianne Feinstein Elementary. This study proposes to demonstrate why afterschool enrichment programs are important in elementary schools why after school programs is beneficial in the educational system and why programs like Growth and Learning Opportunity should be provided free to all elementary school students.

Chapter Two-Literature Review

Overview and background

Early research has found that what an adolescent learns in his or her primary years is essential to the development of his or her social and academic success (Campbell, 2004). Being exposed to social development and intelligence at an early age prepares students to mature and succeed over time in their adult lives when it comes their career .Furthermore, a study done by Hartup (1983), mentioned that a student’s social growth and “formal school development” is critical from the age of nine in relation to the lifelong success. As a result, many parents started to enroll their child in to after school enrichment programs all year round. Typically, enrichment programs were only provided during the summer and not during the school year, but recently, there has been a higher demand more enrichment programs run year round during the after-school hours.

In this section, I present information on the importance of after school enrichment programs and why they are beneficial to elementary students’ academic and social success. Some of the benefits that I discuss in this section include academic growth, socializations development, communication skills, leadership skills, and gaining self-confidence. Furthermore, the success of an afterschool enrichment program can also be linked to an upbeat staff members (engaging, helpful and encouraging), positive economic growth, and reduced crime rates.

Academic and social growth

Social and academic growth at an early age is critical for the development of a child’s brain and human growth. After school enrichment programs provide students with activities that assist in the growth and improvement of these skills. The social skills they develop may assist them in knowing how to be a team player while participating in a group activity. According to

(Hepler, 1997), students who are exposed to social development at an early age may possibly increase their interpersonal skills throughout adulthood. Learning social skills allows a student to prepare themselves for college and adult life. Tach & Farkas (2006) mentions that it is vital for individuals to have exposure to activities that teach social development because they are better prepared that way.

Though these skills are practiced during the school day; they can be difficult to maintain them since the majority of the academic learning does not incorporate group learning activities. Furthermore, it can also be hard for parents, too, who are unfamiliar with teaching to provide the best environment for their child's growth. Therefore, it is vital to establish more after school enrichment programs that can provide that help and fun to families.

After-school enrichment programs include both academic and recreational activities. They include both indoor and outdoor activities. Combining academic topics is one of the main focuses when it comes to after-school enrichment programs. It is not all fun and games nor is it just for students who are struggling in on their studies when it comes to after-school enrichment programs. A study done by George (2007) showed that “Students who participated at the highest levels in the after-school program also tended to fail fewer core academic courses (English, Math, Science, and Social Studies).” One of the main goals of enrichment programs is to see what teaching style works best with each student while making the learning process fun and interactive. Additionally, an enrichment program teaches a child how to think outside the box and how to communicate and work well with others.

There are many types of enrichment programs. Some programs serve to aid students in doing better strictly in their academics, whereas some enrichment programs focus on skills a student may come across later on in life of expose a student to something new they have never

learned about. Combining academic topics is one of the main focuses when it comes to afterschool enrichment programs. It is a way of keeping them engaged in learning new things while having fun doing so.

According to a study done in 2007 by the Promising Afterschool Program, looked at 3,000 low-income elementary and middle school students, it “found that those who regularly attended high-quality programs over two years demonstrated gains of up to 20 percentile and 12 percentile in standardized math test scores respectively, compared to their peers who were routinely unsupervised during the after-school hours.” Thus, we can see that incorporating after school enrichment programs to elementary school students can improve their academic success.

Besides academic growth, socialization is another important advantage that an after school enrichment program is able to provide. According to dictionary.com, socialization is defined as a person being able to “identity and learns the norms, values, behavior, and social skills appropriate to his or her social position.” Some of the social factors that an student learn in an after school enrichment program include learning how to discuss areas of interest in an in-depth manner with other students, learning to collaborate and be cooperative in different environment settings, being able to enhance interpersonal skills through team building activities, and also meeting and making new friends with peers in other grade levels who share the same interests. A study done by Gottfredson (2004) showed that those who partook in afterschool enrichment programs develop better skills in coping with their feelings and attitudes.

Furthermore, the individuals who attended an afterschool enrichment program also succeeded in improving their feelings of self-confidence, self-esteem, and gaining interest in what they were learning in school. From this study, we can see that afterschool enrichment programs provide a combination of benefits that aid in the academic and personal growth a student. After school an

enrichment program are able to open a student's mind and helps him/her to be more aware about the world around them.

After school enrichment programs provide students an environment where he or she is able to interact with peers with different personalities, backgrounds and experiences. Lareau (2003) mentions that "socialization provides children, and a later adult, with a sense of what is comfortable or what is natural." Socialization teaches a student how to build better social skills while respecting the differences of other individuals. Socialization it also shapes students in being prepared for high level education and also be well rounded citizens (Durkheim, 1956). Bouie (2007) also believes that afterschool enrichment programs are valuable tools for student development later in life.

According to a Tuscaloosa News article written by Ashley Boyd, Newman, the director of the afterschool program at Matthews Elementary believes that students and teachers benefit from the participating in afterschool enrichment programs. He is quoted by believing that enrichment program activities are "all hands on, there's no sitting down and reading textbooks. You're up doing something. It's more constructive. They're constructing their learning from what they already know. It's a lot of higher-order thinking skills. That keeps them thinking and engaged, and it's not boring by any means." Newman also sees the benefits of enrichment programs as a learning process of working together and helping out a member of a team activity. It also gives these kids a chance to interact with children who are at the same wave length." Having students learn how to work with one another and know how to solve problems at young age is a good way for them to practice working on a team and helping them solve other social and academic issues.

Culture Capital

Bourdieu (1997) believes that it is important for a student to be exposed to diversity when it comes to interacting with individuals. Bourdieu thinks that it is vital for students to have a good sense of “culture capital” because he believes that it would increase their opportunities in being successful later on in life. According to Bourdieu, “culture capital” is a term used to describe yourself and what you bring and contribute to the organization. This can include from being a good team leader, being able to work on a team or just being proficient in working in all types of environmental settings.

Having strong social and behavioral skills is essential to being an efficient and effective individual later on in life. Thus, if a student learns these skills early on, he or she will have a better chance at increasing his or her opportunities and success (Tach& Farkas, 2006). This ties in with Bourdieu’s definition of culture capital because students who have a better sense of knowing how to bond with other individuals early on have the advantage of forming better relationships with other individuals as they grow older.

The importance of encouraging and upbeat staff members

Enrichment programs are typically led by teachers, graduate or college students who have took courses related to childhood education, psychology or anything related within that area. It is significant that enrichment programs have qualified teachers as well. The only way a child can improve on his/her academics and social interactions is if teachers are able to enhance and motivate them to do so. This is why it is essential to provide teachers with the opportunity to attend specialized workshops that enhance their skill in working with all types of students. Kim Pierce, Jill Hamm, and Deborah Vandell (1999) did a study on 150 first graders in after school programs. In their study, they evaluated the staff interaction in regards with the program

curriculum. From their study, the researchers observed that warm and positive environments were positively linked to how well a child was able to adjust to the classroom. The students also showed signs of improvement while doing well academically by getting better grades. The first graders who did not get any warm peer interactions had poorer grades, fewer social skills and were more likely to misbehave. From this study, we can see that providing an environment where students are able to interact more with their peers and teachers is beneficial to their learning process.

Communication

Communication is essential to the success of any organization. This also includes communication between day school teachers and after school teachers. Protheroe (2007), emphasizes that it is vital for day school teachers to communicate with the after school enrichment teachers to ensure the success of the students. By doing so enrichment teachers would also have a better sense of what academic or social activity to plan with their co-teacher so they can have more aids in areas they are struggling with.

Self confidence

Besides having positive social factors, there are also some personal benefits a students could gain by going to an after school enrichment program. Some of the personal benefits include: enhancing their self-confidence by setting realistic goals that they are able to accomplish with hard work, enhancing their interpersonal skills by working with other students, discovering their interest through the activities they are introduced to, discovering new personal characteristics and qualities about themselves and understanding more about their sense of who they are.

Economical benefits

There are many studies done on the benefits of after school enrichment program for students, but after school enrichment programs are beneficial to not only the students, but to our society as a whole. A study done by Levine and Zimmerman (2003), on after-school programs demonstrated that afterschool enrichment programs were able to reduce the cost from felonies while increasing the income of educational funding. From this study, we can see that that benefit of funding after school programs can also help in saving money in the long run. A recent study found that students who went to afterschool programs had significantly higher reading levels and were rated by teachers as being more academically successful later on in life than the students who did not participate in afterschool programs (Mahoney, Lord, & Carryl, 2005). In addition to the studies mentioned, another study done by Goldschmidt et al (2007), suggest that "...students who participated at a higher rate in LA's BEST had significantly lower incidences of juvenile crime...each dollar spent on LA's BEST returns a benefit of \$2.50 to society in the form of costs avoided due to juvenile crime." From this study we can see that investing in a student's well being at an early age is beneficial both for the child and the community. This is why providing an afterschool enrichment program to elementary students is essential.

The reduction of crime

In addition to lower crime rates, studies done on the benefits of afterschool enrichment program have also revealed that higher rates of participation in afterschool programs can also contribute to higher scores on academic subjects and standardized tests. Some of the academic areas that students have shown improvement in are subjects like mathematics and reading (Huang, Gribbons, Kim, Lee, & Baker, 2000). Munoz (2002) found a positive relationship between afterschool program participation rates and improved day school attendance and academic achievement. Munoz also found a relationship in the improvement of grades as well.

Furthermore, a research done by Goldschmidt, Huang, & Chinen (2007) on the benefits of afterschool enrichment program found that those students who participate in “quality” afterschool programs for a period of time have lower criminal activity rates. From the studies mentioned we can see that afterschool enrichment programs are not only beneficial to the student’s personal gains, but also to the public.

CRESST model

As we can see there are many benefits in providing an after school enrichment program, to students. According to CRESST model there are a few factors that make an enrichment program successful. The five keys components they mention are making sure that “goals are clear, rigorous, and supported across the program in structure and content. Funding is adequate to support goals. Leadership is experienced, well-educated, has longevity at the current site, uses effective communications, sets high expectations, and has a bottoms-up management style. Staff is experienced, has longevity at current program, relates well to students, models high expectations, motivates and engages students, and works well with leaders, colleagues, and parents. Program aligns to the day school, provides time for students to study, learn and practice; includes motivational activities, frequently uses technology, science and the arts to support youth development, student learning, and engagement and Evaluation uses both internal (formative) and external (summative) methods. Evaluative information and data accurately measure goals; results are applied to continuous program.”

On the contrary, enrichment programs may not catered to all students. Students who have a hard time making friends with other student’s may not like going to an enrichment program. A student may have “negative experiences and feel out and place” among their peers (Hepler, 1997). As a result, a student may have a hard time participating in day time

school activities (Helper, 1997). This could also affect their academics as well. If a child feels like he/she is having a hard time making friends during the school day than a student might not want to spend more time with some of his/her peers even though they may want to partake in an afterschool program. According to a study done by Gest, Welsh & Domitrovich (2005), their study suggested that “academic and social competencies are reciprocally related for elementary students.”

Chapter 3- Research Methodology

Research Design-

The qualitative case study for this research looks at an enrichment program provided at Dianne Feinstein Elementary. The underlying hypothesis for this research assignment was to understand the importance of afterschool enrichment programs and why they are essential to elementary school students. A written questionnaire was used to gather data from both the parents and teachers at Dianne Feinstein Elementary on their thoughts on after school enrichment programs. The results from the survey and interviews were quantifiable and then examined to understand and determined the importance of after school enrichment programs.

The focus of this study is to understand the importance of after-school enrichment programs in regards to the academic and social development of elementary students. This study utilizes two methods of data collection in order to get the finding. The two methods that are used for this study are interviews with key informants and surveys.

Before creating the surveys and interview questions, the first mission was to get approval to conduct my study from my organization, Growth and Learning Opportunities, and Dianne Feinstein Elementary. Second, it was necessary to make sure that I had a plan for how I was going to hand out and collect the surveys back from the parent and teachers. Third, it was essential that I ask some of the staff members at Dianne Feinstein Elementary if I could schedule a 5-10 minute interview with them. Once I had obtained the approval and plan established on how I was going to handout the surveys and collect them, and which of my key informants I was going to interview I started to work on formulating my questions.

Future research should look at fourth and fifth graders specifically or look at certain types of program offered specifically to see the impact it has on elementary students. It is possible that

further research would aid in making after school enrichment programs better for the older students in elementary school in keeping them engaged.

Limitations on Research

Some of the limitations I encountered while conducting this study were making sure that I was careful in how I worded my questions and also making sure that my questions were not invasive. Second, time management was a factor in making sure I was able to gather enough data for my research. Furthermore, since there was a limited time frame for collecting the data for this research project, I was not able to hand out surveys and hold interviews at other elementary schools that provided after-school enrichment programs to elementary students. Ideally, I would have like to conduct the survey to several elementary schools within the SFUSD or other districts as well. This is why my study focused on one of the schools in the SFUSD. The third set back I had was scheduling one on one interviews with my key informants, since our scheduling did not line too well.

Data Collection Process Overview

The data collection process for this study was to hand out surveys to parents when they come to pick their child up during the after school enrichment program. The data collection process for the teacher survey was handed out to the teachers between 2 to 3 pm during the beginning (Monday and Tuesday) of the week. Survey instructions were provided in both the parent and teacher survey in regards to where the parents and teachers would be able to turn in the surveys and the date when the survey was due. The one on one interviews were conducted by scheduling time slots for the key informants throughout the week at various times between 3pm to 6pm.

Operational Definitions:

Enrichment programs-

Enrichment programs provide students the opportunity to learn and explore fun activities during the afterschool hours. Students who attend enrichment program can range from grades Kindergarten through high school. Some enrichment programs also provide homework help for students who are struggling with their academics during the school day. In addition to providing academic support, after school enrichment programs also provide social and emotional support. Some of the activities that after school enrichment provide consist of learning different languages, sports/fitness activities, nutrition/cooking, music, STEM, drama, and art. Enrichment activities offer students a different ways to approach new and old concepts they learn during the school day. The students then would be able to use what they learned and apply the skills they learned to real life experiences.

Elementary Students-

Elementary students are children who range from grades Kindergarten through 5th grade.

SFUSD-

SFUSD is an acronym for San Francisco Unified School District

STEM-

The term STEM is an acronym for Science, Technology, Engineering and Mathematics

Majors-

“Majors” is the name of the afterschool activities that are provided 4th and 5th grade students two to three times a week during the school week. Majors courses provide 4th and 5th grade elementary students with a sense of what picking a major in college would be like. At the beginning of the spring and fall semester, students are able to pick one of the 4-5 courses offered. Some of the courses, “Majors,” include space science, engineering, journalism, basketball, drama

and nutrition. 4th and 5th grades who participate in this curriculum get in in-depth learning on a specific subject matter for 8-10 weeks.

Kids Club-

Kids Clubs are provided to all of the after school elementary students who are in the enrichment program from Kindergartens to 5th grade. Every 6 weeks students are introduced to a new club activity which runs from 4:00to 5:15/5:30 on Fridays. Kids Clubs are similar to Majors in a sense that they are typically a 6 week club that has a specific focus on that club. The variety of kids activity can range from learning about nature, a specific culture, magic tricks, yoga, singing/plays, learning how to break dance, or sew.

Choices-

Choices are geared toward elementary students who range from Kindergarten to 3rd grade. Choices consist of different activities provided Tuesday through Thursday from 4:00-5:15pm. The different activities include nutrition, theater/drama, STEM and structured sports activities.

Academic Engagement-

Academic Engagement is defined as finding a way to connect students in being interested with learning core subjects where they are willing to learn more. Academic engagement consist of having teachers building a bond or trust with their students on making learning “fun” by trying to change their opinions on their attitudes on leading. Improving academic engagement can lead to students not skipping classes, turning in and doing their homework on time, and participating in class discussions.

Academic Achievement-

Academic Achieving is defined as improving on the performance in core subject areas that taught during the school day curriculum. It can also be defined as reaching educational goals that are set by the teacher and students throughout the school year on their improvement. The core subjects may include mathematic, reading and language arts. Besides the improvement in grades, academic achievement can also be measured through the standardized test.

Enhanced Academic Interest

Enhancement in academic interest is defined as having engaged students who are curious about a subject matter they are learning about. This can range from having students who are already interested in a subject matter and open to learning more about the subject or having students who never have been introduced to the subject matter.

Internal Validity-

The internal validity of this research study looks at the students in an after school enrichment program at Dianne Feinstein Elementary and how they show improvement academic and social success.

External Validity-

The external validity of this research study is to demonstrate why after school enrichment program should be provided to all elementary school students in regards to its benefits in the improvement of academics and social interactions with others.

Chapter 4- Results and Findings

The essential reason for this research project was to test the hypothesis on whether or not an after school enrichment program is beneficial to an elementary student's academic and social success. To test this hypothesis survey and interview questions were formulated to answer the research question, "In what ways do after-school enrichment programs benefit an elementary student's academic and social success?"

Research questions for the survey

The Parent and Teacher Survey consisted of five questions. The first question asked what grade the child was in. This question was asked to see where the most data was being collected from by grade. The grades ranged from Kindergarten through 5th grade.

The second question asked if their child was child eager, willing but not eager, or not willing to go to an after school enrichment program. This question was asked to see if the students were open to going to after school programs, rather than being force into going. Knowing their interest level would help in understanding if enrichment programs are beneficial in helping elementary students interest level in learning new skills.

The third question was designed to find out what the parents of the elementary students consider the two most important factors an enrichment program should provide for their child. There were eight options that were provided ,which included affordability, program options, upbeat staff members, making friends/developing social skills, improving in their academics, developing their interest or hobbies, having fun and an "other" option which asked the parent to fill in what they thought was important to an enrichment program..

The fourth question asked for their personal option on how day school teachers and after school enrichment teachers are able to improve the activity curriculum for their child. This question explored the subject on how enrichment program can improve their activity curriculum.

The final question asked parents to circle what one activity their child is most excited to them about. The options included academic classes/homework time, free play (indoor/outdoor recreation), Kids Club, Choices/Majors, and group day/team building day. The “other” option was also listed for this question as a choice if the options provided did not specify what their child was most excited to talk about.

The Teacher survey

The Teacher survey consisted of six questions. The first question asked teaches at Dianne Feinstein Elementary what grade they teach. The question was designed to gain an insight on if the different grade levels made a difference on the interest level of their students attending an after-school enrichment program.

The second question asked teachers the teachers how many years they have been teaching primary school. This question was designed to see how experienced the teachers were in the elementary school setting in understanding the academic system.

The third question asked the teachers to chose one of the three options provided on whether or not they had students from their class in the after school program at Dianne Feinstein Elementary. The options included a choice of yes, no or not sure that the teacher could pick from. To ensure the possibility of predisposition for this study this question was asked to ensure that the teachers were exposed to having students who are in after-school enrichment programs while giving their opinion on it.

The forth question was to see if there was a difference in comparing the teacher's perception and the parent's on whether or not they were willing to go to the after school enrichment program. Like the parent survey, the teacher's survey had three options to choose from. The three choices included an option for eager to go, willing but not eager to go and does not want to go to an after- school program.

The fifth question asked if after school programs are beneficial at improving the social and academic learning process of a student. Question five was directly related to see whether or not elementary teachers believe enrichment programs are beneficial to the academic and social success of elementary students. This question was also directly related to my hypothesis on this study. There were five were choices to pick from for question five that consist of "strongly agree, agree, not sure, disagree and strongly disagree."

The final question for the teacher survey was to get an personal insight on what the teacher's consider to be the most important benefit of an after school enrichment program. Question six was also directly link to test the research question to see whether or not enrichment programs are important in the academic and social success in elementary school students.

Once all the data is collected from the survey, an excel sheet would be used in formulating graphs and charts in recording the results collected for the teacher and parent-student survey.

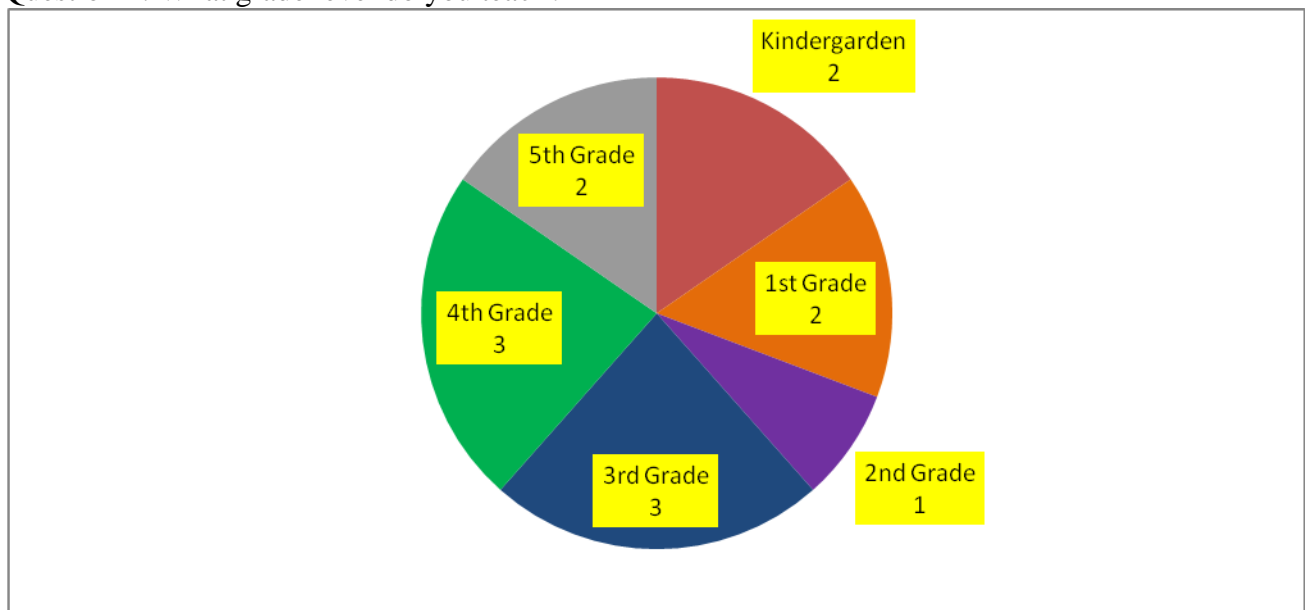
In addition to the two surveys, five key informants were interview as well. The interview questions consisted of asking the key informants their opinion on what enrichment programs should provide, what areas they seen students improve on socially and academically, what they like to see enrichment program provide more of and what activities they believe appeal to students in the academic and social learning process.

- Do you think after school enrichment program is beneficial?
- What benefits do you think enrichment programs provide?
- What are some of the benefits you have seen students improve?
- What are activities do you think an after school enrichment program should provide?

From the 70 surveys given out to parents 53 of the surveys were retrieved giving it a 76% response rate and as for the teacher's surveys 15 were distributed out and 13 were returned giving that a 80% response rate. All six of the key informants that agreed to the interview provide information and the questions being asked.

Survey findings- Teacher survey

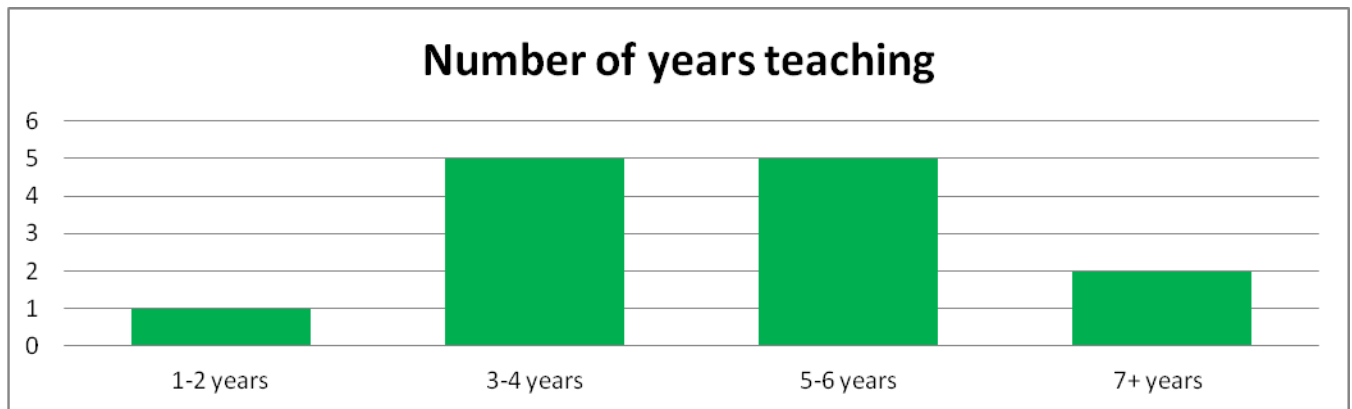
Question 1: What grade level do you teach?



N=13

Out of the 15 surveys given, I was able to retrieve 13. I did not get a response back from one kindergarten teacher and one 2nd grade teachers. To avoid getting skewed results, I did my best in handing out survey out to all the elementary school grades (kindergarten to fifth grade).

Question 2: How many years have you been teaching at the primary school level?

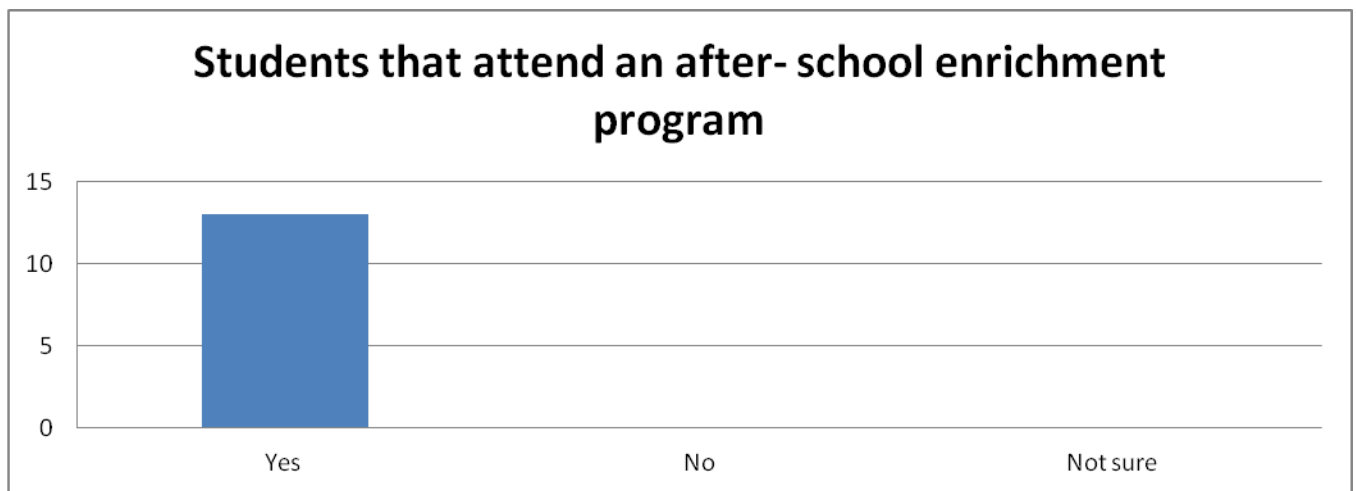


N=13

| Number of years teaching | |
|--------------------------|---|
| 1-2 years | 1 |
| 3-4 years | 5 |
| 5-6 years | 5 |
| 7+ years | 2 |

From the 13 surveys received the majority of the teachers have 3-6 years experiences with teaching elementary school students. Two of the 13 teachers had 7 years experience with working in an elementary school. This table shows that the teachers at Dianne Feinstein Elementary have a good sense of working with students in kindergarten through 5th grade in understanding their needs and struggles.

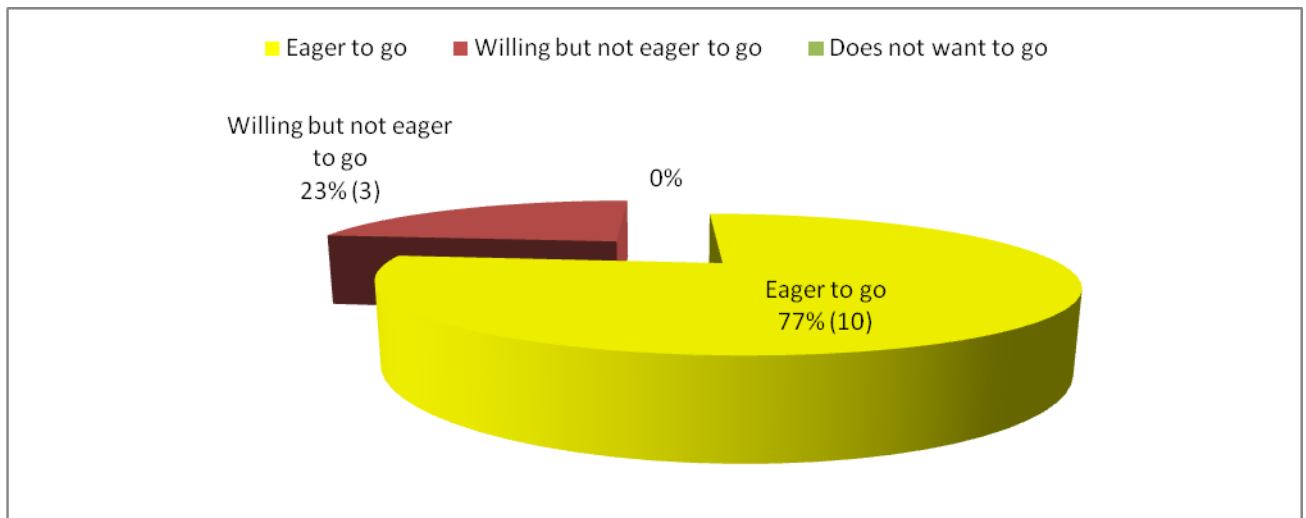
Question 3: Do you have students in your class that attend an after school program?



N=13

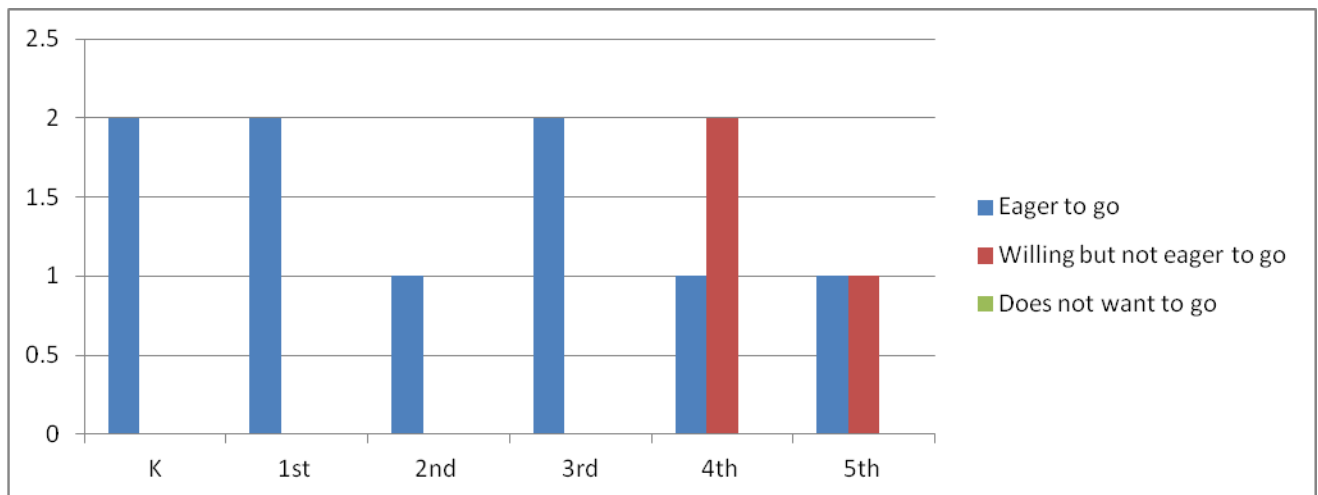
As addressed earlier, question three was designed to ensure that the teachers who were taking the survey have students in their class that attended an afterschool enrichment program. By doing so teachers would be able to determine whether or not afterschool enrichment program is beneficial in contributing to the academic and social success of a student. Not surprisingly, all 13 of the teachers responded “yes” to this question when asked if they have students in their class that attended an after school program.

Question 4: Generally speaking, your students are usually _____ to their after-school enrichment program:



N=53

The data results to question number four showed that out of the 13 responses received, 10 of the teachers responded by saying that their students are “willing to go” in comparison to 3 of the teachers who said the their students are “willing, but not eager to go”. None of the teachers pick the option that their student was not willing to go to an after school enrichment program.

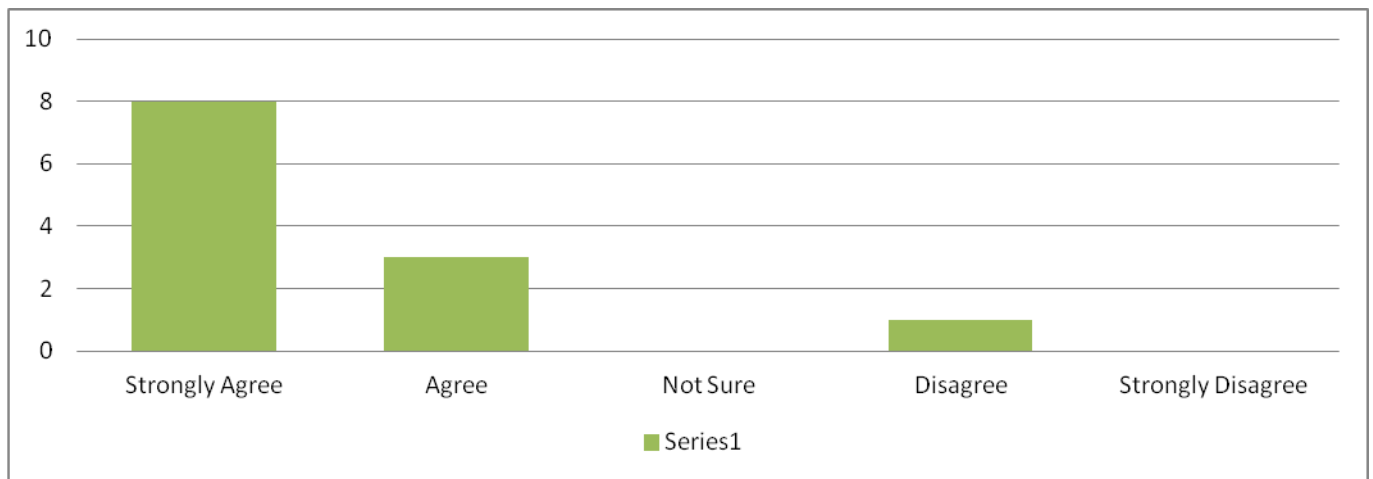


N=53

Comparing question 4 by grade, the grades from kindergarten through 3rd were all “willing to go” in comparison to 4th and 5th grade students who were “willing, but not eager to

go”. The data shows that as the students in elementary school gets older they seem to lose interest in after-school enrichments programs.

Question 5: After school programs are generally beneficial at improving the social and academic learning process.



N=53

Question 5 asked if the teachers at Dianne Feinstein Elementary believed that afterschool programs are beneficial to improving the social and academic learning process of a student. From the 13 responses received, 8 of the 13 teachers choose that they “strongly agreed” that after-school enrichment programs are beneficial in comparison to the 3 of the 13 picked that they “agree” and one teacher picked that they disagree that enrichment programs are beneficial to the academic and social success of elementary school students. One of the teachers did not answer this for the survey and the one of the teaches noted on the side of this question that they believed that after-school enrichment programs are only beneficial in the social aspect and not the academic aspect.

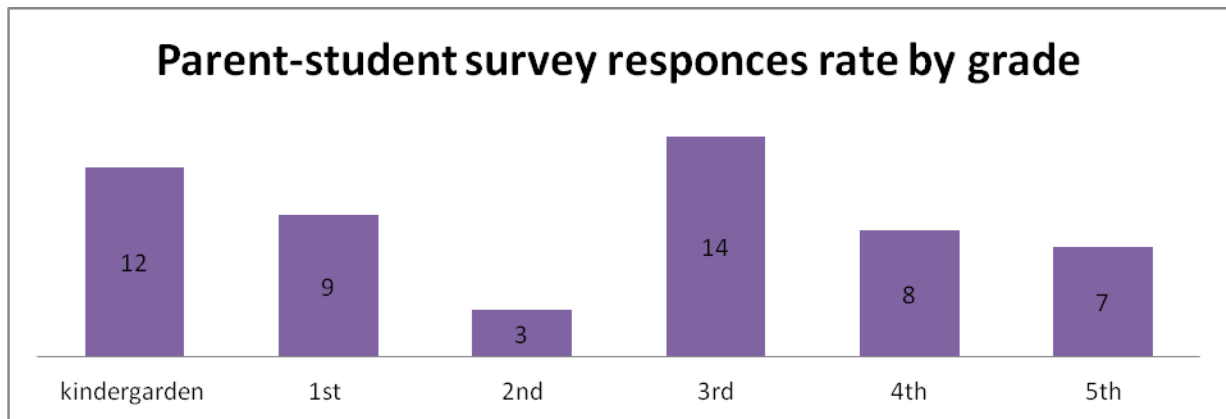
Question 6 asked the teacher's "What do you consider to be the most important benefit of afterschool enrichment programs for students during the school day?" For the last questions the teacher was given a blank space to fill in their own persons opinion on what they consider to be the most important benefit in an after school program. The finding from question 6 responses stated that after school programs are beneficial in...

- Making students become more creative
- Engaging environment that enhances social and academic needs
- Learning how to interact in different ways
- Making new friends in other grades
- Get more academic help on their H.W and what they are struggling in
- Structure/Emotional help
- Exposure to different experiences

From the overall responses provided from the teacher survey on question number 6, a correlation can be drawn that enrichment programs are beneficial in elementary school in enhancing a student's interest more socially than academically.

Survey findings: Parent-student survey

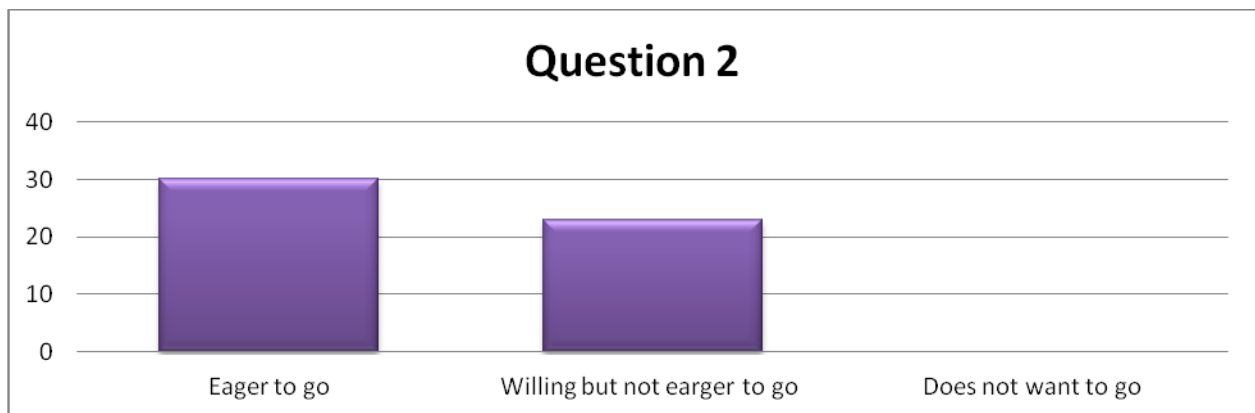
Question 1 of the parent-student survey asked: What is the grade level of your child?



N=53

The results for question one the amount of student's parents who took the survey out of the 53 surveyed that was received back. From the survey we can see that the kindergarten had 12, first grade had 9 students, second grade had 3 students, third grade had 14 students and fifth grade had 7 students. There was a low number of surveys in second grade and fifth grade was due to the fact that I had the least amount of interaction with those grades in comparison to the 3rd and 4th grader I work with on a daily bases and the kindergartens and 1st graders on Fridays.

Question 2: Generally my child is usually _____ to his/his afterschool program.

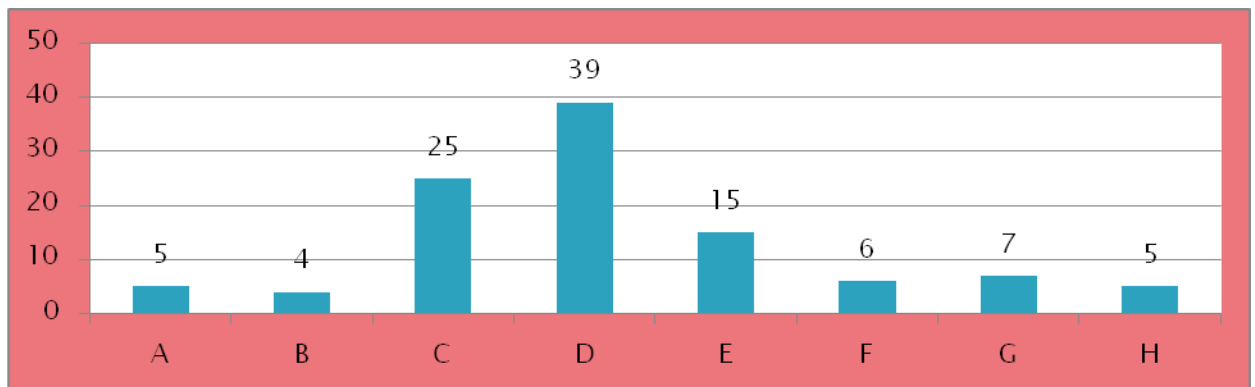


N=53

The results for question 2 resulted in 30 of the 53 students were "eager to go" in comparison to the 23 out of the 53 parents who took the survey that circled that their child was

“willing but not eager to go” to the after- school enrichment program. Like the teacher survey results, none of the parents circled that their child “Does not want to go” to the after- school enrichment program.

Question 3 asked parents “What are the TWO most important considerations for placing your child in an afterschool enrichment program?”



N=53

For this question, parents had eight options to choose

- A. Affordability
- B. Program options
- C. Staff members (relates well to students, motivates and engages students, and upbeat)
- D. To make friends and develop social skills
- E. To improve how well he/she does well in school
- F. To develop his or her interest and/or hobbies
- G. To have fun
- H. Other _____

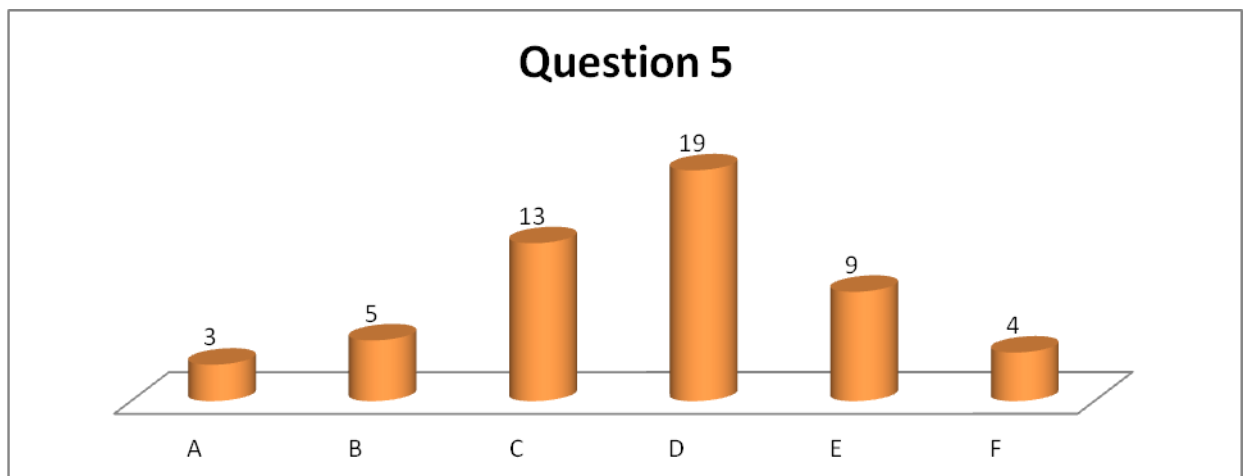
The results from the parents showed a high number of parents show that making friends/developing social skills was the most important facts that an enrichment program should provide. Following that, the next two important factors was having motivating /upbeat stuff members and making sure that their child does better on their academics in school. 5 of the

parents who chose the “other” option mentioned aspects like fieldtrips were impotent in an after-school enrichment program.

Question 4 was an open-ended fill in the blank survey question that asked parents “How can afterschool enrichment teachers and day school teachers improve the activity curriculum for your child?” Parent’s reported that they believe that enrichment teachers and day school teachers can improve the activity curriculum for their child by holding monthly meetings, sharing the academic curriculum , and having mirroring activities to what they are learning school the school day.

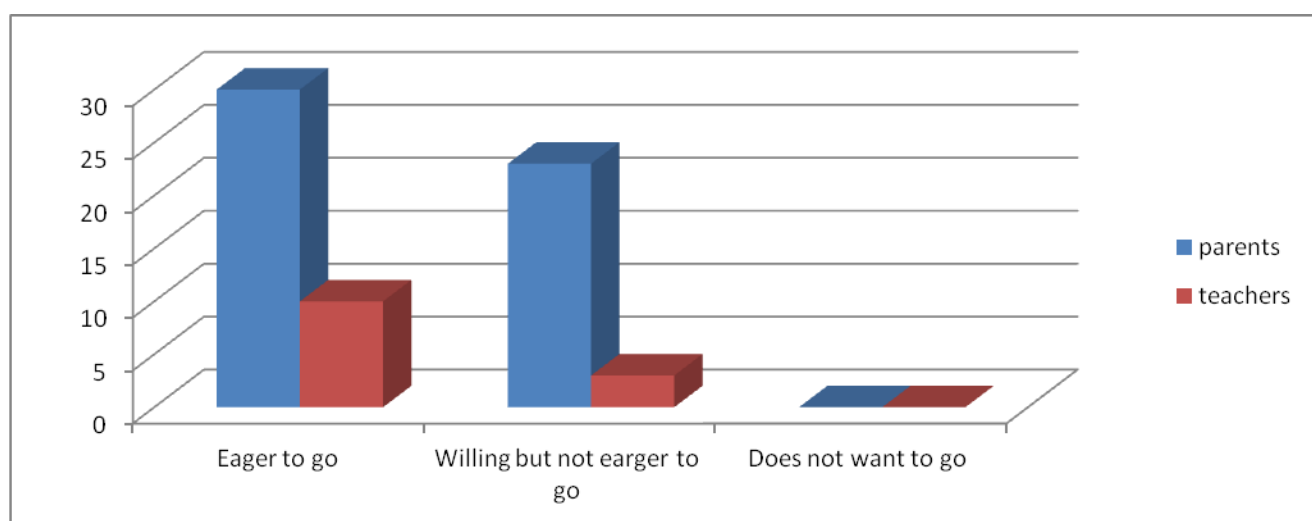
The final question asked parents “Which ONE aspect of the after school enrichment program listed below is your child most excited to talk to you?” The parents were given six options’ for this question:

- a) Academic Classes and homework time
- b) Free Play (indoor/ outdoor recreation)
- c) Kids Club
- d) “Choices”/”Majors” (planned activities planned by the enrichment teacher that are related to science, nutrition, art, theater, and sports)
- e) Group Day/Team building day
- f) Other (Please list here: _____)



N=35

After analyzing question 5 results, the data shows that “Choices”/”Majors” was the most exciting aspect that their child was most excited to talk about. Option D out of the other choices has the most blend of combining academic and social learning into one. Following option D was option C, kids club and then option E, Group Day/Team building day.



N=35

We can also compare the results of question number 4 from the teacher survey and question number 2 from the parents survey on whether or not elementary students are eager to go, willing, but not eager to go or does not want to go to an after-school enrichment program. The results show that the majority of elementary students are eager to go to the after-school enrichment program for both of the parent and teacher survey.

Key informant interview results

All six of the people interviewed mentioned that they believed that after school enrichment programs are beneficial in exposing students to new activities(nutrition, new

language, sports, music and engineering), teaching students how to learning how to work together, and solve problems in a different way. They also mentioned that they have seen students improve on learning how to express themselves through words rather than physical action and also how to build self-confidence, and think creatively. Other key informants that I interviewed seen some of their students become less shy and more confident in themselves especially when they did better on an exam or when they solved a homework problem that they were getting frustrated over. One enrichment teacher mentioned that she has seen her student get more fit by joining an after school enrichment program called “Girls on the Run”.

The significance of the data collected from the key informant interviews show that they all agree that after school enrichment programs are important for elementary school students. Not only does it assist in helping them with their academics and being more social, but it also helps in teaching them how to live a healthy lifestyle and express how they feel though words than though action. By having a broader range of activities to choose from, students are more likely to do a sport or activity that they enjoy or show interest in.

When asked the question “What are activities you think an after school enrichment program should provide?”the majority of the key informants responded by saying that they would like to see after-school enrichment programs provide more classes on learning different languages besides Mandarin and Russian. They also would like more enrichment activities geared towards reading and volunteering.

The significance of the data shows that the key informants believe that it is important for after school enrichment programs to offer additional programs to their current activities they offer. Having a broader curriculum gives students a wider range of activities that he or she can grow from.

Keys Findings

The key findings from the key informant interviews, parent-student, and teacher survey are that students in afterschool enrichment programs have shown improvement in being better team players, being able to express themselves emotionally through words, becoming less shy and more confident in who they are, showing improvement in their social skills, being a team player, gaining leadership skill and also taking ownerships in the actions/choices they make. In addition to the social benefits mentioned above, students also have shown improvement in their grades. When students have more hands on learning or groups based learning they tend to be more open and willing to learn new things related to their academics. Not only are they doing better in school, but they are more engaged in class participation and discussion.

Chapter 5-Conclusions and Recommendations

Conclusion 1

After-school enrichment programs enhance students both socially and academically by making students less shy by being more confident in themselves, learning to be team players/leaders, showing improvement in their academic grades during the school day and being open to learning new things that are challenging. The data collected from the key informant interviews has shown results in the improvement the student's academics and social interactions with others.

Conclusion 2

Student attending after- school enrichment programs seem to lose interest when they reach fourth and fifth grade. The data collected from both the parent and teacher surveys indicate that as a child moves to the fourth and fifth grade they tend to be less engaged in the after school enrichment activities. From the data collected the results show that students who are in kindergarten to third grade are "eager to go" to an after school enrichment program in comparison to fourth and fifth grade students who are "willing, but not eager to go".

Conclusion 3

Student learning to be more social was more important to parents than student improving their academics program. The data results from this study reveals that more than half of the parents who took the survey chose option D- "to make friend and develop social skills"(39 parents) as their main reason for placing their child in an afterschool program in comparison to option E- "to do well in school". This means that parents at Dianne Feinstein Elementary believe that having strong social skills is more significant in helping their child in the long run.

Recommendation 1

By June 2016, the San Francisco Unified School District (SFUSD) educational committee should conduct studies on the effectiveness of after school enrichment programs by examining the test scores of students each year. They can conduct this assessment by implementing the same test at the beginning of the school year (August/September) and at the end of the school year (May/June). By the end of June through early August the SFUSD educational committee should look at what areas are needed for improvement during the next school year based off the results of the standardized test given the previous school year. Administering the same test at the beginning and at the end of the school year allows school districts officials to measure the effectiveness of afterschool enrichment programs and what changes or programs are need to be added in after-school enrichment programs.

Recommendation 2

By July 2016, the San Francisco Unified School District should also work with state policy makers in the federal and state educational departments in gaining their support so that they are able to get more funds for after school programs. By showing measurable results from recommendation number one, the SFUSD should ask the federal and state for funding in extra programs and after school enrichment program may need. The amount of money that should be funded to each elementary school for the after school enrichment program is \$70,000 to \$75,000. The money would be use to hire a few after school enrichment teachers for 3-4 hours each day. By doing so, students who come from low-income families would be able to participate in after-school enrichment programs as well. Furthermore, school district officials and the SFUSD committee should also seek out local or private foundations like the YMCA, PBS, Apple and

Microsoft that are willing to help support financial aid assistance to students who can't afford these programs.

Recommendation 3

By September 2015, Growth and Learning Opportunities should provide fourth and fifth grader students with a diverse range of after school activities to choose from besides the activities already provided. By doing so, students the fourth and fifth grade would more likely be eager and willing to go to the afterschool enrichment programs. Enrichment programs can be fun, but as a student gets older they tend to get bored with the same activities they did the year before. What might be interesting for a first or second grader might not be interesting for a fourth or fifth grade student. It is important for fourth and fifth grade students to continue to challenge themselves in learning new social skills and enhancing their development in how they want to improve. Having more social skill activities would enhance their development in being able to be less shy, asking for help, leaving how to solve a problem better or take charge in being a better leader.

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Appendix A-

Parent –Student Survey

My name is **Diane Kikuchi** and I am currently completing my master's degree in public administration at Golden Gate University. I am working with 3rd and 4th graders for the Hermes class at GLO. I am inviting you to participate in a brief survey to obtain your personal perspective on the importance of after school enrichment programs. Your answers to this survey will be kept confidential and your identity is not requested and be revealed. The survey will only be used by me for the purpose of completing my graduate research project.

The survey should take you less than 5 minutes to complete. My hope is that you complete the survey by February 4, 2015. Please complete this survey and turn it in to Sinoi or any other staff member at the GLO office.

If you have questions about completing the survey, please call me at 415-819-8631 or e-mail me at dianemkikuchi@gmail.com. Thank you in advance for helping me complete my research study. Your participation and input is important.

Sincerely,

Diane Kikuchi

1. What is the grade level of your child?
 - a) Kindergarten
 - b) 1st
 - c) 2nd
 - d) 3rd
 - e) 4th
 - f) 5th
2. Generally my child is usually _____ to his/his afterschool program.
 - a) Eager to go
 - b) Willing but not eager to go
 - c) Does not want to go
3. What are the **TWO** most important considerations for placing your child in an afterschool enrichment program?
 - a) Affordability
 - b) Program options
 - c) Staff members (relates well to students, motivates and engages students, and upbeat)
 - d) To make friends and develop social skills
 - e) To improve how well he/she does well in school
 - f) To develop his or her interest and/or hobbies

- g) To have fun
 - h) Other _____
4. How can afterschool enrichment teachers and day school teachers improve the activity curriculum for your child?
5. Which ONE aspect of the after school enrichment program listed below is your child most excited to talk to you?
- g) Academic Classes and homework time
 - h) Free Play (indoor/ outdoor recreation)
 - i) Kids Club
 - j) “Choices”/”Majors” (planned activities planned by the enrichment teacher that are related to science, nutrition, art, theater, and sports)
 - k) Group Day/Team building day
 - l) Other (Please list here: _____)

Appendix B-

Teacher Survey

My name is **Diane Kikuchi** and I am currently completing my master's degree in public administration at Golden Gate University. I am working with 3rd and 4th graders of the Hermes class at GLO.

I am inviting you to participate in a brief survey to obtain your personal perspective on the importance on after school enrichment programs. Your answers to this survey will be kept confidential and your identity is not requested nor is revealed. The survey will only be used by me for the purpose of completing my graduate research project.

The survey should take you less than 5 minutes to complete. My hope is that you complete the survey by February 4th, 2015. Please turn it in to Sinoi or any staff member at the GLO office. If you have questions about completing the survey, please call me at 415-819-8631 or e-mail me at dianemkikuchi@gmail.com.

Thank you in advance for helping me complete my research study. Your participation and input is important.

Sincerely,

Diane Kikuchi

1. What grade level do you teach?
 - a. Kindergarten
 - b. 1st
 - c. 2nd
 - d. 3rd
 - e. 4th
 - f. 5th
2. How many years have you been teaching at the primary school level?
 - a. 1-2 years
 - b. 3-4 years
 - c. 5-6 years
 - d. 7+ years
3. Do you have students in your class that attend an after school program?
 - a. No
 - b. Yes
 - c. Not sure

4. Generally speaking, your students are usually _____ to their after school enrichment program:
 - a. Eager to go
 - b. Willing but not eager to go
 - c. Does not want to go

5. After school programs are generally beneficial at improving the social and academic learning process.
 - a. Strongly Agree
 - b. Agree
 - c. Not Sure
 - d. Disagree
 - e. Strongly Disagree

6. What do you consider to be the most important benefit of afterschool enrichment programs for students during the school day?