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# Program Evaluation: The Impact of an Elementary Afterschool Program on Educating the Tenets of the Whole Child

Jacquelyn Faith Jackson

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Program Evaluation: The Impact of an Elementary Afterschool Program on Educating the  
Tenets of the Whole Child

By  
Jacquelyn Faith Jackson

A Dissertation Submitted to the  
Gardner-Webb University School of Education  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Education

Gardner-Webb University  
2017

## Approval Page

This dissertation was submitted by Jacquelyn Faith Jackson under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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## **Abstract**

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This dissertation was designed to provide an increased understanding of what is involved in providing whole child education. The researcher of this dissertation evaluated teacher awareness, changes in instructional behaviors, and the impact on culture as a result of an elementary afterschool program. All teachers were instructed to focus on their perspective in relation to providing the tenets of whole child education in the studied elementary afterschool program. Throughout this study, teachers were the primary focus implementing strategies which were specific to a rural elementary afterschool program to investigate currently utilized strategies and teacher awareness of the different tenets and components of whole child education. Research revealed a correlation of current practices and whole child tenets.

A program evaluation that examined teacher awareness of the whole child and the impact of their current strategies being implemented in their elementary afterschool program was the study's purpose. Teaching practices and the climate of the school were also part of the research study. The program evaluation was conducted through analyzing data gathered from surveys, interviews, and focus groups.

An examination of the data indicated specific commonalities across the survey, interviews, and focus groups. The data from the survey indicated a high level of agreement from teachers that the elementary afterschool program met the tenets and components of whole child education. The common themes extracted from the interviews and focus groups revealed that there have been moderate changes in teacher instructional practices and low to moderate changes in the school climate and culture. While teachers frequently stated that they saw the benefits of the elementary afterschool program for the students, increased communication concerning increasing school-wide buy-in and creating a whole child education culture was stated to be a need.



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## Chapter 1: Whole Child Introduction

In investigating whole child education, it is clear that children are multi-faceted human beings. Education requires more than just teaching a child how to add and subtract. Students are more complex and face more challenges than in past decades. To effectively impact our students for future endeavors, it is imperative that we provide whole child education which requires physical, verbal, social, academic, and emotional instruction through collaboration. Looking at a whole child is when one is taking into consideration everything that makes that child a person (Association of Supervision and Curriculum Development [ASCD], 2012).

Daily demands on students are not what preceded 20 or 10 years ago. Students and teachers are required to meet expectations that are oftentimes sensitive, difficult, or seem unmanageable within school duties that have specific constraints. Daily demands that are ever present among our youth require unique approaches to ensure that students are prepared for life, classrooms, learning, and the future. While adequate academic achievement might qualify them for college entrance, in order to deal with challenges and stressors of life, students need to be equipped with skills beyond knowing how to calculate computations or read and interpret literature (ASCD, n.d.a). When educators become progressively concerned about achievement students are experiencing, educators also identify how academic development and performance are interweaved with many other aspects of development that must also be cultivated. Educators typically identify needs to provide whole child education by attending to student cognitive, social, emotional, physical, and skill development on a regular basis (Heishman & Kochhar-Bryant, 2010, p. 4). A conception of education by Gandhi in 1980 was pronounced:

I hold that true education of the intellect can only come through a proper exercise

and training of the bodily organs, e.g., hands, feet, eyes, ears, nose, etc. In other words an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. But unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lopsided affair. By spiritual training I mean education of the heart. A proper and all round development of the mind, therefore, can take place only when it proceeds *pari passu* with the education of the physical and spiritual faculties of the child. They constitute an indivisible whole, therefore it would be a gross fallacy to suppose that they can be developed piecemeal or independently of one another. (Miller, 2010, pp. 3-4)

### **Context**

Heishman and Kochhar-Bryant (2010) stated the Sputnik launch in the 1950s forever marked a time where people began to demand an increase of public academic standards, specifically in mathematics and science. Heishman and Kochhar-Bryant stated this demand caused focus to shift from nontraditional to holistic; so, over time, traditions have diminished.

This evaluation took place in a small, rural city school system. This is a program evaluation utilizing the logic model of an afterschool program. Within this particular rural city school district, according to the 2010 U.S. Census, the population was 48.9% Caucasian, 40.5% African-American, and 9.2% Hispanic. The median family income was approximately \$33,000, and 25.4% were living below the poverty level. According to the demographics, it was indicated that students were being raised by people other than their parents or parents who are still minors themselves. According SHIFT NC (2014), the teen pregnancy rate for North Carolina was 32.3 per 1,000 with the number of total

pregnancies being 10,328 in North Carolina. According to the same 2014 Adolescent Pregnancy report, Sampson County, North Carolina, was 52.1 per 1,000, including 104 total pregnancies and ranked as eighth highest county in North Carolina. Students are being raised by people other than their parents, and sometimes their parents are still children themselves. Students find support from their teachers beyond curricula of mathematics or English language arts. This program evaluation in this study was conducted with constituents involved with the afterschool program. The elementary afterschool program is an enrichment program that is designed to foster student academic, social, mental, and physical growth. The elementary afterschool program was examined to determine teacher awareness of the tenets of whole child education. Teacher changes in behaviors and implementation of strategies in the classroom were examined. Last, impact on school culture and climate were examined in a rural city school system.

### **Statement of the Problem**

The education of the whole child crisis is explained by O'Hara (2006, as cited in Heishman & Kochhar-Bryant, 2010):

Our current educational goals and practices are insufficient to the level of complexity of our world; students cannot deal with the uncertainty, flexibility, creativity, dialogue, understanding, and wisdom being asked for of the 21st century journeyer. What is being called for is the 'cultivation of levels of consciousness and habits of mind that go way beyond the mental capacities canonized in the Western industrialized world. (p. 7)

In traditional classrooms, students and teachers are emphasizing academic subjects while physical education and the arts are considered to be resource classes verses integrated within the classroom. According to ASCD (2013), current public school

curriculum makes minimal attempts to provide whole child education. In the previous 25 years, educational reform has focused on testing as methodology to improve student achievement. According to No Child Left Behind (Ed Central, n.d.), there has been culminating legislation of this movement in the United States to reach all students. Education systems have reinforced fragmentation rather than connectedness by instituting new programs or additional sets of curriculum versus collaboration (Miller, 2010). With the demands that are on teachers and students, it is often easy to neglect adding in variables that are not prescribed (Miller, 2010).

ASCD puts emphasis on having the right environment for students within the school setting to meet the whole child's developmental needs. ASCD created a comprehensive model as part of the whole child initiative emphasizing the importance of community and school. The model they created is called the Whole Child, Whole School, Whole Community (ASCD, n.d.b) model and includes four layers that contain concepts children must be or have access to in order to reach optimal whole child development. The Whole Child, Whole School, Whole Community model shows connections between child and entire community and immensity in addressing needs of the whole child. The Whole Child, Whole School, Whole Community model is provided as Appendix A.

Ideal Child (2011) is an initiative out of India based on the "All-round development of children" (para. 3). The explanation of the ideal child provided by Ideal Child indicated that along with rigorous academic instruction, students are also receiving lessons on personality, creativeness, and emotional development. Belief of this program is grounded in realizing that parents and families are occupied with work and responsibilities; therefore, families and students need support and reinforcement outside

of the typical school day to meet all student needs. Data led Ideal Child to develop PIESE methodology. The PIESE methodology model focuses on whole child education but breaks down components of the student and provides strategies to meet each component. As mentioned, this model is broken into categories of a child: personal, intellectual, emotional, social, and educational facets of a child are defined in the model as well as strategies provided to specifically address each of the identified facets of a child. Strategies include tutoring, creative development, manners and social skills, and values in addition to academics. The PIESE methodology model is included as Appendix B. This model has many similarities of ASCD's whole child, whole school, whole community model, yet provides a dissimilar concept in reaching students.

According to Noddings (2005), the whole child movement is based on the proposition that education must move beyond preparing children to become well-educated citizens who are productive participants in the economic system. Education must also cultivate in young people spirituality, reverence for natural environment, and a sense of social justice. Whole child and holistic education must inspire children's creativity, imagination, compassion, self-knowledge, social skills, and emotional health. Education with a holistic perspective is concerned with development of every person's intellectual, emotional, social, physical, artistic, creative, and spiritual potentials. It seeks to engage students in the teaching and learning processes by encouraging personal and collective responsibility on the part of professionals charged with student development. In order to educate the whole child or provide holistic education,

Educational experiences and environments need be adapted to the developmental path of an individual, rather than the individual to the environment. In today's classroom there is standardization of curriculum, student assessments, educational

environments and expected grade-level progress which interfere with Whole Child Education. Schools often find little incentive for individualization based on the needs and post school goals of a student. (Heishman & Kochhar-Bryant, 2010, p. 6)

John P. Miller (2010), known as Jack, has researched and developed curricula centered on whole child education. He has worked in developing the holistic field of whole child education for over 30 years. He did much of his studying in Japan and Korea, and he serves on an advisory board for the Whole Child School in Toronto. Through his observations and research of children, he identified four core qualities that characterized holistic education: encourages experiential learning, considers personal relationships to be as important as academic subject matter, has concern for the interior life of children, and ecological consciousness. Interior life is considered by Miller to be the feelings, aspirations, ideas, and questions each student brings to the learning process. Last, holistic education expresses an “ecological consciousness,” which means that things exist in context, and a reverence for nature (Heishman & Kochhar-Bryant, 2010, p. 7).

According to Ackermann and Thomsen (2015), whole child is referred to as the socioemotional, physical, creative, and cognitive capacities of a child. Whole child education is further discussed in correlation with the importance of intertwinement with ensuring the child’s wellbeing, learning, and growth. There is further emphasis in their research that “development of such qualities, which rely on individual’s self-worth and self-control, critically outperform any other positive measures of children’s long-term outcomes, whether academically or intellectually” (Ackermann & Thomesen, 2015, para. 5).

Miller (2010) identified three approaches of whole child teaching as being



transmission, transactional, and transformational. Since educating the whole child requires greater than partial teaching, teachers need to educate all of a child: their head, hands, and heart. Miller emphasized that teachers need a variety of teaching strategies and approaches in order to reach all aspects of a student. Miller's findings indicated that by integrating the three approaches (transmission, transactional, and transformational), teachers will reach the whole child simultaneously. Miller's findings, as support for his work, cited John Dewey (1916) who founded a progressive education movement. His research emphasized that human learning does not occur in isolation, rather it should span across learning domains simultaneously (Hendrick & Weissman, 2010, p. 361). Supported as well by Nobel James Heckman (Ackermann & Thomsen, 2015, para. 4), a professor of economics at the University of Chicago, research has shown that students need to gain noncognitive skills earlier rather than later to have greater adult outcomes. Teachers who provide support and assistance in developing those skills in early childhood are playing a crucial role in developing the whole child.

### **Purpose**

The purpose of this study was to conduct a program evaluation of an elementary afterschool program and discover the impact on educating the whole child. Whole child development is focused on development and growth of each child in a well-balanced way by providing various opportunities for children to stretch and grow in all areas.

According to ASCD (2013), in order for students to reach optimal growth, students need to be educated on the whole child tenets of students being healthy, safe, engaged, supported, challenged, and sustained. This will ensure that students grow academically, socially, mentally, and physically. Strategies that are utilized to increase student health, safety, engagement, support, and challenge are limitless.

According to Hendrick and Weissman (2010), research focuses on five selves of a child: physical self, emotional self, social self, cognitive or intellectual self, and creative self. Their research indicated that cultivation of these five areas is critical in terms of a well-balanced whole child education. Physical self includes development of muscle and healthy hygiene habits. Emotional self is referred to in controlling one's actions and developing self-worth. Social self includes looking outward and having respect for others' beliefs and ways of life. Cognitive or intellectual self would be a traditional academic skill set. Finally, creative self is just that: expression of self through art, music, dance, or nontraditional means (Hendrick & Weissman, 2010, p. v).

According to ASCD (2013), in researching the six tenets for whole child education, connection with community and society must be prevalent. The ASCD model illustrates the Whole Child, Whole School, Whole Community framework, which can be seen in Appendix A. For students to grow and become productive, self-sufficient adults they need personalized support, environments, good health, and challenging learning opportunities. Gandhi (as cited in Miller, 2010) stated, "Whole Child Education attempts to educate the whole child (body-mind-spirit) and also connect children to surrounding community and world at large" (p. 8).

ASCD (2013) instituted a whole initiative to address the needs of educating the whole child. They provide a model called the Whole Child, Whole School, Whole Community. The model combines and builds on elements of the traditional coordinated school health approach with greater alignment between health and learning to improve student development cognitively, physically, socially, and emotionally.

According to the work of ASCD (2013),

A whole child approach, ensures that each student is healthy, safe, engaged,

supported, and challenged, sets the standard for comprehensive, sustainable school improvement, and provides for long-term student success. The tenets concerning the whole child embraced by the ASCD promotes conditions wherein: every child enters school healthy and learns about and practices a healthy lifestyle; every student learns about an environment that is physically and emotionally safe for students and adults, students actively engage in learning and is connected to the school and broader community; students have access to personalized learning and are supported by qualified, caring adults; and each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment. (ASCD, 2015, para. 1-3)

Research of Ackermann and Thomsen (2015) on children's play, creativity, and learning indicates that to effectively provide whole child education, children should not be just in traditional classroom learning. Rather, their research suggests that students should be encouraged to be creative, engaging, supportive, strong, understanding, and expressive beings which will in turn produce a stronger society. A stronger society will be vital to find solutions for issues as they arise in society (Ackermann & Thomsen, 2015, p. 1).

Strategies that are utilized to reach ASCD's tenets of the whole child of health, safety, engagement, support, challenge, and sustainability are limitless. Literature will exemplify in Chapter 2 the strategies that are being utilized in the studied afterschool program.

## Definitions of Key Terms

### **Academic.**

Of colleges, universities, etc.; scholastic; scholarly; having to do with general or liberal rather than technical or vocational education; of or belonging to an academy of scholars, artists, etc.; following fixed rules or conventions; pedantic or formalistic: merely theoretical; having no direct practical application.

(Webster's New World College Dictionary, 2010).

**AIG OR AL.** Academically intelligent gifted or advanced learner. **Emotional.**

“Of or having to do with emotion or the emotions, showing emotion, esp. strong emotion, easily aroused to emotion; quick to weep, be angry, etc., appealing to the emotions; moving people to tears, anger, etc.” (Webster's New World College Dictionary, 2010).

### **Cultural literacy.**

To be culturally literate is to possess the basic information needed to thrive in the modern world. Cultural Literacy constitutes the only sure avenue of opportunity for disadvantaged children, the only reliable way of combating the social determinism that now condemns them to remain in the same social and educational condition as their parents. (Hirsch, Kett, & Trefil, 1988, p. xiii).

### **Ecological consciousness.**

Recognizes that everything in the world exists in context; that is, in relationship to inclusive communities. This involves a deep respect for the integrity of the biosphere, if not a sense of reverence for nature. It is a worldview that embraces diversity, both natural and cultural. (Heishman & Kochhar-Bryant, 2010, p. 7)

**EOG.** End-of-grade test.

**Grant-funded activities.** Activities above those which are supplied by

curriculum resources or state/federal funds; activities teachers utilize because of acquired additional funding.

**Growth.** “Process of growing or developing; specifically: gradual development toward maturity, formation and development” (Webster's New World College Dictionary, 2010).

**Holistic education.**

Aimed at helping students be all they can be, or what Maslow (1954) referred to as “self-actualization.” Education with a holistic perspective is concerned with development of every person’s intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in teaching/learning processes and encourage personal and collective responsibility on part of professionals charged with students’ development. (Heishman & Kochhar-Bryant, 2010, p. 6)

**Mental.** “Of or for mind or intellect: *mental* powers, *mental* aids, done by, or carried on in, mind (i.e., without using written symbols): *mental* arithmetic” (Webster's New World College Dictionary, 2010).

**MClass.** A reading assessment tool.

**NCLB.** No Child Left Behind Act of 2001. Law that was the most recent iteration of the Elementary and Secondary Education Act of 1965 (ESEA), a major federal law authorizing federal spending on programs to support K-12 schooling (Ed Central, n.d.).

**Physical.** “Body as opposed to mind: *physical* exercise; or produced by forces of, physics; of nature and all matter; natural; material; of natural science or natural philosophy; of or according to laws of nature” (Webster's New World College

Dictionary, 2010).

**Social.**

Of or having to do with human beings living together as a group in a situation in which their dealings with one another affect their common welfare: *social* consciousness, *social* problems; of or having to do with the ranks or activities of society, getting along well with others; sociable: a *social* nature; of, for, or involving friends, companionship, or sociability: a *social* club; offering material aid, counseling services, group recreational activities, etc. to those who need it; of or engaged in welfare work: a *social* worker or agency; living or associating in groups or communities: an ant is a *social* insect. (Webster's New World College Dictionary, 2010).

**Teacher.** “A person who teaches, esp. as a profession; instructor” (Webster's New World College Dictionary, 2010). A practitioner who has various roles and responsibilities to assist in student growth in a particular area.

**Whole child.** “Intellectually active, physically, verbally, socially, and academically competent; empathetic, kind, caring, and fair; creative and curious; disciplined, self-directed, and goal oriented; free; a critical thinker; confident; and cared for and valued” (Heishman & Kochhar-Bryant, 2010, p. 11).

**Whole child education.** “Whole Child Education’s focus is on premise that physical and emotional health are necessary for children to have a well-being that is nourished and flourishing” (Hendrick & Weissman, 2010, p. v).

**Whole child educator.** According to Noddings (2005), “educators that concede students as a whole person, often will talk about how to meet needs, and increase a child’s growth through educating each component of them through individual

curriculums” (p. 3).

### **Significance**

Researchers have little specific research on whole child education, in part because of the vastness of potential strategies that can be implemented to provide whole child education or increase in demand for teaching current curriculum (Heishman & Kochhar-Bryant, 2010). According to ASCD (2013), about.com indicated the whole child initiative began as an effort to change conversations about education from a focus on narrowly defined academic achievement to one that promotes long-term development and success of children.

Aristotle said, “Habits we form from childhood make no small difference, but rather they make all differences” (Hsieh, 1997, para. 4). In order for students to grow and develop, they need safety, engagement, support, and to be challenged. Student academic, social, mental, and physical growth will proceed once strategies are implemented to impact safety, engagement, support, and provide challenges for learning.

Safety impacts learning. According to Heishman and Kochhar-Bryant (2010), 38% of U.S. students always feel safe at school; but 30% rarely or never feel safe. According to Bridgeland, DiIulio, and Morison (2006), 62% of high school dropouts say their schools should have done something more to enforce classroom discipline. According to United States Whole Child Snapshot (2015), 16% of high school students were victims of cyberbullying; 20% of high school students were bullied at school. According to North Carolina Whole Child Snapshot (2015), 12% of high school students were victims of cyberbullying; 19% of high school students were bullied at school.

Health impacts learning. According to ASCD (2013), students who are healthy learn at higher levels; students who are sick or hungry, cannot breathe because of asthma,

or who cannot see their work or the blackboard because of poor vision are unlikely to do well. According to United States Whole Child Snapshot (2015), 15% of high school students are overweight, 13% of high school students are obese, and only 68% of children had both medical and dental preventive care visits in past years. According to the ASCD (2015), 15% of high school students are overweight, 13% of high school students are obese, and only 67% of children had both medical and dental preventive care visits in past years.

Being engaged impacts learning. According to Olson (2007, as cited by ASCD 2012), 68% of high school dropouts contribute dropping out to not being inspired or motivated to work hard; 66% say if felt challenged, they would have worked harder. Seven in 10 employers say high school graduates do not have a strong work ethic, and four in 10 say high school graduates have poor teamwork skills. According to United States Whole Child Snapshot (2015), being engaged impacts learning: Only 52% of children always cared about doing well and did all required homework, and 41% of 18- to 24-year-old citizens voted in 2012 elections.

Being supported impacts learning: The U.S. average of high school diplomas/ GEDs is 47%, and those with a bachelor's degree is only 18%. The U.S. average of student-to-counselor ratio is 471 to one; the American School Counselor Association recommends a ration of no more than 250 to one. According to North Carolina Whole Child Snapshot (2015), only 52% of children always cared about doing well and did all required homework, and 50% of 18- to 24-year-old citizens voted 2012 elections.

Being supported impacts student learning. According to ASCD (2012), 15 million struggling students need mentors but do not have them (p. 10). According to North Carolina Whole Child Snapshot (2015), 46% is the average of high school



diplomas/ GEDs, and those with a bachelor's degree is only 19%; 381 to one is average of student-to-counselor ratio. The American School Counselor Association (as cited by ASCD, 2012, p. 10) recommendations are to have no greater ratio than 250 to one.

Students feeling challenged impacts learning. According to Heishman and Kochhar-Bryant (2010), only one of three U.S. middle school and high school students and 5% of elementary students study a foreign language. Six of 10 members of public schools want students to take courses beyond basics, and 89% believe that arts should be taught in the public schools. According to the United States Whole Child Snapshot (2015), in 2013, the National Assessment of Educational Progress only had 34% in fourth-grade reading and 34% in eighth-grade math scoring proficient or higher. According to North Carolina Whole Child Snapshot (2015), in 2013, the National Assessment of Educational Progress only had 35% in fourth-grade reading and 36% in eighth-grade math scoring proficient or higher.

In 2014, the teen pregnancy rate for North Carolina was 32.3 per 1,000 with the number of total pregnancies being 10,328 (SHIFT NC, 2014). According to same report, the pregnancy rate in Sampson County, North Carolina was 52.1 per 1,000, including 104 total pregnancies and ranked as eighth in the state for highest pregnancies. Students are being raised by people other than their parents, and sometimes their parents are still children themselves. Teen mothers look to their teachers for needed support beyond the curriculum of mathematics or English language arts in order to obtain critical life as well as survival skills.

According to ASCD (2012), students do better in school when students are emotionally and physically healthy; however, only 17% of high school students meet recommended physical activity. One of five children experience symptoms of mental

health illness, and as many as 80% go untreated. Students engaged in school-based social and emotional learning attained higher grades and scored 11 percentile points higher on tests. Twenty percent of youth report being bullied on school grounds, and nearly 6% skipped because they felt unsafe. Sixty-six percent of students report being bored during the school day; of those, 98% say material being taught is the reason, and 81% thought the subject material was uninteresting. Twenty-nine percent of 4-year college students are enrolled in remedial classes.

### **Examples for Whole Child Education**

According to *Developing Safe and Civil Schools, a Coordinated Approach to Social-Emotional and Character Development* (n.d.), the state of New Jersey has implemented a Safe and Civil Schools initiative which provides students with continuous support to strengthen their social and emotional skills in order to enhance positive character traits. Results of the initiative have had a significant effect on reducing suspensions and violence. According to *Developing Safe and Civil Schools, a Coordinated Approach to Social-Emotional and Character Development*, New Jersey's Safe and Civil Schools initiative focused on achievement of targeted aims which included prevention and intervention of *at-risk student behavior*; developing disciplined learning environments that are conducive to *student achievement* of challenging academic standards; and developing factors that promote *positive student development* (Rutgers, n.d., Vision and Mission section). This initiative is a prime example of the ASCD model where the community is a large component of reaching the whole child and ensuring development of the whole child. Development of the whole child contains many facets; but the cornerstone, according to ASCD (n.d.b), is the Whole Child, Whole School, Whole Community. By getting the community involved in student lives, the students

know about resources available throughout the surrounding community. Also, community stakeholders can provide access to assist students and their families.

According to Westside Village (n.d.) Magnet School in Bend Oregon's website, by implementing a well-rounded, hands-on curriculum integrated with the arts, health, wellness, civics, and outdoor "adventure learning," students have achieved higher test scores and have become advocates for their own learning. Westside Village Magnet School in Oregon implements an inclusive nongraded, mixed age learning community. According to Westside Village (n.d.) Magnet School's website, its vision and mission are to "provide students with a learning environment that establishes an optimal, nurturing, stimulating and democratic foundation where all learners can develop to their full potential, free of barriers, prejudice or limitations" (Mission and Vision Section).

According to Quest Early College High School's (n.d.) website, through community partnerships and collaborations, students learn by doing tasks. Through service learning, internships, and social actions which assist in learning relevance of what they are doing and learning, students take ownership of their own goals and activities. Students begin college coursework and earn up to 60 college credits while in high school. This program allows students to build relationships with the surrounding community as well as to get real experiences to prepare them in ways they cannot be prepared through traditional classroom lessons.

John Stanford International School in Seattle, Washington, focuses on language and culture to prepare students for success. Their successful 2008-2009 school year was astounding: Students outperformed their peers in reading, writing, math, and science on statewide assessments. According to John Stanford International Family Handbook (2016), their vision and mission is to

create a culturally diverse community of lifelong learners, who are committed to focus on student learning so that they will demonstrate advanced skills in communication, international language, and technology, and exemplifies superior academic standards, with extreme focus on students' passion. (John Stanford International Family Handbook, 2016, p. 2)

Bronx Preparatory Charter School (n.d.) in New York is a school that has intergraded college fully into student daily schedules, according to the website. Students are offered a consistent science, social studies, physical education, and artistic block schedule daily. This program provides a well-rounded education to 700 fifth- through twelfth-grade students. Students spend 50% more time in school than traditional public school peers, because they begin taking college courses while in high school which requires more time. Bronx School prepares underserved middle and high school students for higher education, civic involvement, and lifelong success by holding high expectations and providing a caring yet structured environment.

According Parent U Spring Catalog (n.d.), Asheville City Schools Parent U was a program set up to provide parents and guardians of Asheville City Schools with opportunities to be more engaged with their children's educational experience. Participants of the Parent U program gain tools and confidence to support their child in school and life. Parent U collaborates with people nearby to enable them to offer resources and education to parents and guardians free of charge. Their goal is to get multi-racial and multi-ability families together.

Hendrick and Weissman (2010) have researched and contributed to early childhood education for more than 30 years. Hendrick and Weissman each have families of their own who allow for a practical approach to the books that they have written about

early childhood. Their research is based upon their experience with children. Hendrick gained experience in Stanford Speech and Hearing Clinic, where she directed parent child workshops, worked in Head Start, and chaired early childhood areas at Santa Barbara City College and University of Oklahoma; whereas Weissman began her early childhood career as a family care provider for two infants. She enjoyed that work, so she studied early childhood education and received a doctorate of education from the University of San Francisco. During the past 35 years, she has worked as an infant caregiver, preprimary teacher, center director, Child Development Associate and Head Start advisor, professor of early childhood education, and research associate at Merrill-Palmer Institute of Wayne State University. She attended two study tours of early childhood programs in Reggio Emilia, Italy, and was founding editor of the journal *Innovations in Early Education: The International Reggio Exchange*. Weissman has also designed and consulted on production of the Public Broadcasting Service video series title *The Whole Child: A Caregiver's Guide to the First Five Years*. Most recently she has returned to her first love of caring for infants and has served as a consultant to the International Nanny Association (Hendrick & Weissman, 2010).

### **Summary**

Hendrick and Weissman (2010) stated that educating the whole child is important because children have much more substance to them than just academic performance. Students are people; people who have to learn to live in a society which is part of the community and civilization of workers. Miller (2010) reiterated in many discussions that a society with educational expectations fosters great pressures on our youth, and education is geared toward test scores as indicators for student success and also teacher success. Furthermore, although test scores are an indicator of success, scores are not

indicators of character growth, social skill growth, emotional growth, nor physical growth. From Miller's work, conclusions can be gathered that everyone agrees students are much more than just student test scores, but often students and teachers feel contrary and put more emphasis on the scores. According to Miller, educating students on all levels should be a priority in future educational initiatives. Furthermore, in order to reach "whole child," providing a caring community for students is fundamental and it is initiated in classrooms (Miller, 2010, p. 64).

Miller (2010) explained,

There are clear signs that both educators and parents want a different approach. If our society wants to educate the Whole Child, teachers need to utilize whole teaching. An aim for whole child education is the development of children and adolescents who can think, feel and act, and whose bodies and souls are nourished. (p. 64)

### **Organization of Study**

This study contains five chapters. The first chapter includes the introduction, description of context, statement of problem, purpose of study, limitations, assumptions, definitions of key terms, significance of study, examples of places that are implementing whole child education programs, and a description of the organization of the study. Chapter 2 contains a review of related literature on strategies that can be utilized to increase health, safety, engagement, support, and challenge of students which impact the growth of the whole child. Chapter 3 provides procedures and methodology utilized in collecting, analyzing, and reporting data. The method of this study is that of a program evaluation utilizing the logic model of a grant funded elementary afterschool program. Chapter 4 presents outcomes of methodology along with an analysis of the data revealed

through the program evaluation. Lastly, the fifth chapter contains conclusions and summaries of findings along with propositions for improvement and future investigations on this research.

## Chapter 2: Review of Related Literature

### Introduction

Whole child education is vital for success of our students in a rapidly changing society where there is a requirement of a different skill set than their parents acquired in their schooling. According to Wagner (2014), if our youth is going to be able to work and compete in a global society, they must attain a working knowledge that many refer to as 21st century skills; this is essential to obtaining careers of their choice and participating in their residential community, both of which directly impact our nation (pp. 196-199). Interactions that students have during their daily school experiences are vital to their development. Not all students come to school with an enriched vocabulary, cultural awareness, consistent positive interactions, nor basic understanding of expected readiness concepts. Students who arrive to their first place of compulsory learning, public or private, with unfavorable and inadequate exposure to literacy interactions require more support for developmental progress. Hendrick and Weissman (2010) explained further:

Vygotsky maintained that language and cognitive ability do not appear automatically as children pass through landmark stages, but rather that students develop in part because of interactions with other people, their parents, siblings, peers, adults and even imaginary companions as children grow. (p. 363).

When teachers practice whole child education, teachers should have an acute awareness of how to construct lesson activities that are compatible with the needs of all children: those who have a readiness skill set for more rigorous assignments and those children who are not yet ready for curriculum requiring prior knowledge. In order to meet children's developmental needs in order for them to truly succeed, teachers must



implement instructional strategies in other settings such as but not limited to the playground, cafeteria, empty gym, hallways, library, afterschool program, or computer lab to provide whole child education.

The future was summed up by Heishman and Kochhar-Bryant (2010):

The future of our society is in need of a healthy development of our children, and that development depends on the readiness and dedication of qualified professionals working with all students to educate them at the place that they are.

(p. 4)

The education of the whole child crisis was explained by O'Hara (2006, as cited in Heishman & Kochhar-Bryant, 2010):

Our current educational goals and practices are insufficient to the level of complexity of our world; students cannot deal with the uncertainty, flexibility, creativity, dialogue, understanding, and wisdom being asked for of the 21st century journeyer. What is being called for is the cultivation of levels of consciousness and habits of mind that go way beyond the mental capacities canonized in the Western industrialized world. (p. 7)

According to ASCD (2012), preparing students for their future and for them to be competitive in a global economy requires students to know much more than they did in the 20th century. The stronger the foundation students acquire while in school, the greater prepared they will be as they become adults, which will allow them to carry on the task of the world in the future; however, accomplishing this requires a new approach to education and laws that govern education (ASCD, 2012).

Chapter 2 consists of a review of related literature of strategies that can be utilized in whole child education: afterschool program, tutoring, structured homework time,

mentoring, family and community involvement, quality instruction, assessment measures, quality personnel involvement, and climate or culture of the environment. Strategies implemented are done through small groups; individualized, hands-on activities; role play; and utilization of technology. This chapter is broken down into sections to provide an understanding of importance: context, related research overview, historical overview, definitions dealing with whole child education, definitions and examples of strategies implemented, and a summary.

### **Related Research Overview**

The desired outcome of this literature review is to provide the reader with a greater understanding of strategies that can be utilized to provide students with an educational curriculum that is focused on whole child education. In investigating literature, it was evident that many strategies have been designed, marketed, and implemented with a myriad of adaptations. Since instructional strategy is at the heart of teaching, research is massive. Significant to this literature review was the pursuit of locating precedent work similar to whole child curriculum and cited strategies used in programming. Noting this point, the focus of this section of study was to examine and identify any themes and practices of such strategies found within current literature. Strategies being employed by elementary afterschool programs were correlated to themes referenced in the literature to see if there were relative connections yielding any substantial conclusions. Strategies utilized in this study's elementary afterschool program can be categorized into ASCD's categories of what is necessary to provide whole child education. Six categories are health, safety, engagement, support, challenge, and sustainability; which are environmental concerns that can be addressed with simple intertwined strategies that assist in student academic, social, mental, and physical growth

(ASCD, 2012).

### **Historical Overview**

In early 2007, ASCD launched the ambitious initiative of whole child education in an effort to open conversations about how education had become so narrowly defined by only academic achievement (ASCD, 2013). The whole child education initiative creates a level playing field for students who may not always be successful in academics but are successful physically or in the arts. According to Noddings (2005), “every society has debated aims of education through time, and debates have not come to a single solution” (para. 4). One may think that an answer rests upon more curricula, personalized learning plans, or a different type of school (private or charter); but in adding more curricula or plans or changing the location, children are often overlooked, and the sentiment “it’s about children” is no longer remembered. As simple as it may sound to make a difference in whole child education, there must be a focus on children first and foremost.

According to Heishman and Kochhar-Bryant (2010), since the 1970s, people have questioned the appropriateness of schools. People question high dropout rate causes: non-English speaking students or students who cannot compete academically. Furthermore, this concern has caused some areas officially to experiment with alternate approaches that are whole child focused as part of services to educational continuum (Heishman & Kochhar-Bryant, 2010, p. 71).

The goal of education for so long has been to prepare students to be productive members of society. In fact, there are some school system visions or mission statements that have “productive members of society” in phrasing configuration. According to

Wake County Public Schools' (n.d.) website, vision reads: "All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world" (Mission and Vision sections). According to the Sampson County Schools (n.d.), their mission is, "Sampson County Schools, in partnership with parents and community, will prepare and graduate globally competitive students to become productive citizens in a changing world" (Mission and Vision sections). According to Wilson County Schools (n.d.), their vision stated that "Wilson County Schools is a place where students participate in an educational environment in which they are engaged and empowered in their learning and graduate as responsible citizens prepared to compete in global economy" (Mission and Vision sections). Mantra phrasing varies; but all statements, "Productive members of society," "responsible citizens prepared to compete," "productive citizens, or productive lives," induce a culture of a future society. The notion concerning whole child education is one that is based on proposition that education must move beyond preparing children to become "well-educated" citizens to those who are productive participants in the economic system (Heishman & Kochhar-Bryant, 2010, p. 6). According to Heishman and Kocchar-Bryant (2010), students should also experience realistic life skill training within their schooling (p. 6).

In 2012, ASCD established tenets of whole child as healthy, safe, engaged, supported, and challenged; and for purpose of this research, these same principles are going to be defined as requirements for a whole child education environment (ASCD, 2012). Tenets of whole child education direct strategies and processes that are put into place and measured in a program that anticipates to provide whole child education. Strategies in isolation alone do not guarantee students are getting a whole child education

(ASCD, 2012).

### **Strategies for Whole Child Education**

According to Aldridge and Goldman (2007), afterschool programs provide a service to guardians and also to students. Afterschool programs, when correctly structured, can provide services to highly benefit students staying at school after the instructional school day (Aldridge & Goldman, 2007, p. 115).

According to Chung (2000),

First and foremost, afterschool programs keep children of all ages safe and out of trouble. The afterschool hours are the time when juvenile crime hits its peak, but through attentive adult supervision, quality afterschool programs can protect our children. As this report shows, in communities with comprehensive programs, children are less likely to commit crimes or to be victimized, and are less likely to engage in risky behavior such as drug, alcohol and tobacco use. For many children in neighborhoods across America, afterschool programs provide a structured, safe, supervised place to be afterschool for learning, fun, and friendship with adults and peers alike. (pp. 7-8)

According to Stanford Graduate School of Education (n.d.), Chung has served as a program officer at C.S. Mott Foundation from 2000-2010. In those 10 years, she designed systems to support young people with opportunities beyond traditional classrooms. She funded her designed systems through grants. Chung has been an advocate for afterschool programs for students. Her research extends to training teachers and facilitators for their optimal success. She is active in Mozilla Foundation and serves as their Director of Partnerships. Chung has partnered with the U.S. Department of Education to increase afterschool awareness through training, assistance, research,

analysis, development of policies, and outreach.

The strategies that were analyzed in this study's elementary afterschool program for reaching six tenets of whole child education included tutoring, structured homework time, mentoring, family and community involvement, instruction, cultural literacy, assessment measures, personnel involved, and climate or culture of environment. Strategies are incorporated through different modalities such as collaborative peer groups, one-on-one, technology, trainings, professional development, hands-on activities, and role playing. Within afterschool programs, teachers have the opportunity to extend the instruction of the school day and incorporate more focused instruction in a smaller setting.

Tutoring is a large component of many afterschool programs; tutoring can be done individually, in small groups, or even by peers. Tutoring is a way to empower collaboration and understanding.

According to Marzano, Pickering, and Pollock (2001), collaborative groups are beneficial in many ways and have five defining elements:

Positive interdependence – together we sink or swim; Face-to-Face promote interaction – helping others learn, celebrating accomplishments; Individual and group accountability – each individual contributes to the group; interpersonal and small group skills – communication, trust, decision making, conflict resolution; and group processing- reflecting on the functioning of the team and how to function better. (pp. 85-86)

Chung (2000) also emphasized that quality of tutoring must be at a supportive level. Rigorous tutoring in classroom curricula must transcend into afterschool curricula so children will be exposed to a rich, challenging, and engaging environment. Based on

Chung's research, the performance of students will not increase if the same rigor which is expected in classrooms is not evident in tutoring. Furthermore, Chung stressed that research-based tutoring programs also produce improvements in reading achievement. Tutoring can also lead students to greater self-confidence in reading, increased motivation to read, and improved behavior. Chung also contributed school attendance rates, increase of student engagement in school, and a reduction in dropout rates to quality afterschool programs. Chung offered conclusions that indicate students gain a greater confidence in their academic abilities and a greater interest in school through involvement in afterschool programs, both of which have been shown to lead to improved school attendance and completion rates. Chung identified students who spent even 1-4 hours a week in extracurricular activities and found that 60% were less likely to have dropped out of school by twelfth grade than their peers who did not participate (p. 6).

In addition to individualized group tutoring, increasing homework quality through structured homework time and having assistance available with a simple raise of the student's hand can give students the adequate practice they need to increase their proficiency on the assigned concepts. Chung (2000) emphasized the need to structure an afterschool program so that homework is part of a student's daily routine. Chung also said that when you make homework a part of the daily routine, the practice contributes to students completing more and better-prepared homework because of their participation (p. 7). According to Marzano et al. (2001), homework, while it might be considered a staple in the United States, has core values to students when they are given the opportunity to gain a deeper understanding of the content or skill that was taught during the school day; further, at the elementary age, homework assists in students developing solid study habits (pp. 60-62). Providing students the structured time to complete their

homework creates a less distractive time for students than if they just watch television or play outside when they get home from school.

Through formal and informal mentoring, student aspirations for their futures can be increased. When looking at how to increase student aspirations, one must not forget the vitality of relationships and support that can come from human interactions. When looking at research of relationships, “Youth organizations have indicated that single most important factors in the success of their programs is relationships between participants and the adults who work with students” (Chung, 2000, p. 8). Mentors can serve a key role in providing constructive feedback to students. Throughout days and time together that a student may not get at home, feedback to students has been proven to be a power positive tool in making positive modifications (Marzano, McNulty, & Waters, 2005, p. 55). Chung (2000), when pertaining to afterschool programs, emphasized the importance of providing children with role models and tools they need to succeed in school. Afterschool programs can be instrumental in helping children realize their full potential to succeed in school and life. Chung delved deeper in that mantra with acknowledgment that a correct mentor for the individual plays a key role in supporting children’s social development and student relationships with adults and peers to improve behavior in school. According to Chung’s research, children who participate in afterschool programs behave better in class, handle conflict more effectively, and cooperate more with authority figures as well as with their peers. There is a greater benefit of the participation as well as students having better social skills. Chung’s research indicates how afterschool environments allow children to interact socially in a more relaxed atmosphere. Research shows that children with the opportunity to make social connections in afterschool hours are better adjusted and happier than those who do not



have this opportunity. Chung again reiterated that effective afterschool programs provide opportunities for youth to gain self-confidence through the development of caring relationships with adults and peers (pp. 7-8).

According to Bell, Thacker, and Schargel (2007), support from parents or family has a deep connection with improving achievement of students. When parents or families are playing an active role in the school, they are more likely to play an active role in the child's education and advancement (Bell et al., 2007, p. 98). Programs are not necessarily where improvements always need to be made. Bell et al. used the analogy of a bridge and buttresses to emphasize how students and families have to be grounded and often regrounded to believe school is not a negative environment, rather the communication should be free flowing and find positive experiences for the families to come into the schools to take part in the positive environment (pp. 97-98). Chung (2000) took a bold stand, where family and community involvement directly assists in strengthening schools, families, and students. Chung explained further that when families and communities are involved in education, students and families are aware of the support students need to excel, and they will know where they can go outside of the school to receive needed support. In Chung's report, it is indicated where there is a decrease in juvenile crime due to an afterschool program. Schools and communities also save resources. Bringing in volunteers and families proves vital and never ending at many schools but especially when implementing an additional program such as an afterschool program. Chung stated many afterschool programs depend on and draw upon parent and community volunteers; research verifies that when families are involved in schools, students do better. Chung went further and emphasized how educators can expect when family and community members make an investment in an afterschool

program, the parents will be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of school as a whole (p. 8).

Instruction encompasses many subjects; however, for an afterschool program to be engaging, students need to be challenged and taught new things. As part of increasing engagement, experiences outside of classrooms such as field trips are utilized. According to Chung (2000), when an afterschool program provides the stability in structure for engagement of students, students are able to know and meet expectations. Chung also alludes to the fact that the afterschool programs can assist in improving student academic performance and meet their needs that the typical classroom cannot, such as their social, emotional, and physical development needs. Chung acknowledged the time enrichment opportunities not available during the regular school day, such as art, music, STEM, and drama; however, subjects can be offered to complement the regular school-day program (pp. 12-13). Chung revealed that there is a strong correlation between engaging opportunities and student growth and learning. Individualized opportunities are greater in an afterschool program than they are in a school day's curriculum. Chung cited that quality programs allow children to follow their own interests and learn in different ways. Daily programming reflects needs, interests, and abilities of children; "Challenging curriculum in an enriching environment are important, but successful programs make curriculum challenging, but not overwhelming" (Chung, 2000, p. 13). When curriculum is challenging, individual student needs are accommodated; when curriculum coordinates with in-school instruction and focuses on more than remedial work, students are learning more and are able to make greater achievements. Collaboration with the personnel of the regular school day can be beneficial for students and for the flow of instruction.

According to Chung, good afterschool programs provide continuity of learning for students. To facilitate collaboration of the regular school staff and afterschool staff, consistent communication with parents, teachers, and staff is a requirement (Chung, 2000, p. 13).

Cultural literacy has been researched and analyzed by Hirsch et al. (1988). Hirsch et al. offered in-depth information on the importance of cultural literacy. According to Hirsch et al., cultural literacy means that you possess enough basic information to excel in society and the world. Hirsch et al. proceeded through literature to emphasize that when people are not aware of basic things or have an awareness of common facts in today's culture, individuals cannot succeed; and at bare minimum, "Americans should be taught that value association" (p. 24). When students are being exposed to literature, experiences, field trips, and mentorship, their cultural literacy can mature; students as well as personnel can develop a context for things that they may encounter in the future. According to Hirsch et al., students do not necessarily need to have multiple experiences; however, experiences people do have should be of quality and of expressed meaning for them. This concept of cultural literacy is further enforced by saying, "individuality is developed in response to tradition not disorderly and fragmented education" (Hirsch et al., 1988, p. 130).

According to Chung (2000), linking school-day and afterschool curricula to create and integrate a quality afterschool program will allow the curricula to enhance learning and enrichment through clear cycles of clear assessment, feedback, and evaluation to increase performance of students who are deemed "at-risk" (pp. 13-14). In the study's elementary afterschool program that was evaluated, teachers additionally utilized research-based programs of SuccessMaker, Flocabulary, Why Try, I'm Special,

Afterschool Toolkit, Math Party, Simple Machines and Fun Works. Appendix C displays a chart of curriculum comparison and enrichment comparisons of each the research-based programs. Some of the programs overlap in the skill they address, but the overlapping allows for students to reach a growth mark through their individual preferences of the programs to better meet their individual needs. In addition to the research-based programs students utilize in the afterschool program, students have additional enrichment opportunities that include extended library access, extended engagement with the English as a second language teacher, health and nutrition education, field trips, and visual or performing arts activities.

SuccessMaker is a course that is delivered to students through a digital device and contains lessons that are tailored to individual students. The program's aim is to improve student understanding in the areas of reading and math, providing students individualized comprehensive instruction. Based upon an independent, random control trial done by students using SuccessMaker Math, students significantly outscored peers using a competitor product by 34%; English language learners using SuccessMaker Math outperformed peers using a competitor product by 40%. Students using SuccessMaker Reading significantly outgained peers using a competitor product by 10%; Hispanic students using SuccessMaker Reading outperformed peers using a competitor product by 25%. The program adapts to student ability levels each time according to how they responded to the previous question which allows for teachers to be available to assist one on one with other students (SuccessMaker).

Flocabulary is an online platform that allows students to learn core curriculum concepts through videos, songs, and raps that are typically consider of a hip-hop genre. This online teaching tool engages the students and allows them to hear catchy music that

they enjoy and then repeat to others or themselves. In the process, students are learning academic concepts. Academic content is aligned with Common Core standards for both subjects: reading and math. Farr (2009), former president of International Reading Association, conducted a study that determined that Flocabulary's multi-sensory vocabulary program increased state test scores for middle school students. His study included a total of 1,255 student participants among six states; 600 students in the study showed a dramatic increase in vocabulary proficiency, with the largest gains coming from students of a lower socioeconomic status. Farr's study proved his aim of Word Up Project's efficacy at increasing vocabulary knowledge and reading skills: "It Starts with Engagement. It Leads to Literacy" (p. 2). The program's lessons assist in preparing the students for the future through rigorous, multisensory practice while students are simultaneously working on their literacy skills through subject content.

WhyTry? is a program that teaches students the importance of their actions by giving them real-world examples for discussion and reflection (WhyTry Resilience Education, n.d.). WhyTry Resilience Education (n.d.) indicates that 73% of a sample of 800 students reported a stronger belief that their actions today would affect their future, 90% of the students reported a positive change in their willingness to keep trying, and over 90% of students showed a stronger belief in a more positive future. This program is a social and behavioral online teaching tool.

The Math Party: Learning Math through Music (n.d.), while research based, is supported and promoted by many mathematicians. It utilizes music, often hip-hop or rap, to teach students concepts in math. Songs are utilized to teach a concept or in the fitness portion of the afternoon with "addition fitness." According to Plato, music is more accepted and sustainable than just memorizing facts; while listening, one is training the

student's brain for higher thinking (The Math Party: Learning Math through Music, n.d.).

Simple Machines is where students are working with Legos to create simple machines to better understand science, engineering, and math. Students work in teams during this time, so they are also working on their interpersonal skills and social skills while growing their reasoning, predictive, and critical thinking. According to Miller (2010), students knowing how to communicate, which includes listening effectively, is vital to success; in all settings, students need to have the interpersonal skills to disseminate conflict and support others (p. 66).

Fun Works is a digital database of career exploration resources for youth. It was developed by the Educational Development Center to provide "real-world" experiences to take into consideration current student interests and assist students in exploring future careers in science, technology, engineering, and mathematics. Students potentially can explore jobs unknown to them.

Assessment measures are imperative to know what improvements or adjustments may be needed along the way. According to Chung (2000), effective afterschool programs have a continuous, consistent evaluation component built into the design. This serves a two-fold purpose: First, it is necessary for program leaders to objectively gauge success based on the clear goals set for the program; and second, leaders can utilize all data for improvements along the way (p. 13). Without a system of accountability, student improvements cannot be determined or justified. Chung cited that accountability is imperative to the health of an afterschool program; with data, partners can discuss the progress and success of the elementary afterschool program which will help in decision making around design and funding with continuous monitoring and shared understanding of program goals for personnel to maintain their focus, improve effectiveness and

accountability, ensure parent and participant satisfaction, and identify necessary changes. Programs should be evaluated regularly in ways that incorporate multiple measures of success that reflect program goals.

Chung (2000) acknowledged having quality personnel is important to sustainability of the afterschool program. Quality can mean a variety of things, but what is being referred to in Chung's research is that personnel are qualified, energetic, and dedicated individuals who can communicate effectively with individuals who teach students in their care (p. 10). The old saying, "good help is hard to find," sometimes rings true for any program. According to Bell et al. (2007), teachers and the methods they utilize have a large influence on student perceptions of the climate or culture; personnel can make students feel as though they belong or do not belong at school through their relationships and conversations (pp. 20-21). Quality personnel is more than just the presence of a certified teacher; but rather a teacher who is energetic, skilled, knowledgeable, compassionate, patient, caring, loving, and has humility (Miller, 2010, p. 96). When leaders are effective and have strong relationships with school and community partners, hiring and retaining qualified staff will flow with much more ease. A major responsibility of the program administrator is providing professional development for personnel and ongoing training as well as learning opportunities (Miller, 2010, pp. 10-11). Professional development needs to be purposeful and specific for true capacity building. According to Bell et al. (2007), when looking to add professional development, effective teaching practices should be first and foremost to assist in improving student achievement; curriculum, time on task, and weaknesses are only secondary to teacher teaching practices (p. 64). According to Chung, the utilization of volunteers can increase in community and family involvement and also will assist in

reducing the price of a program and the staff-to-child ratio; when incorporating volunteers into an elementary afterschool program, the administrator should ensure they are appropriately placed to enhance and not disrupt the program mission; evaluating their skill level and interest might be helpful prior to placement (Chung, 2000, pp. 10-11). Optimal student-teacher ratio according to Chung is low staff-to-student ratio; and for adequate student enrichment, the staff-to-student ratio should be between 10-15 students per teacher for groups of children age six and older (Chung, 2000, p. 10).

Climate and culture start with people and the actions they exhibit. According to Marzano et al. (2005), when people are together, culture develops; and the more people are together, the “bi-product” called culture increases; whether it is positive or negative, it will increase (p. 47). According to Bell et al. (2007), building of relationships is a developmental need, school climate and culture enhance through the positives and connectedness. For minority children, Bell et al. emphasized the importance of this to combat school dropouts in upper grades (p. 21).

According to Chung (2000), components of exemplary afterschool programs are those that provide resources to meet tenets of whole child education keeping children healthy, safe, engaged, challenged, and supported in their environments. Chung further stated that the well-being of students as a whole will be increased as teachers are motivating and inspiring students to learn outside the regular school day (p. 8). As indicated in Chapter 1, healthy, safe, engaged, challenged, and supportive are all tenets that are necessary in whole child education. Also, Chung acknowledged there may not be a one size fits all; there should be a combination of instruction, enrichment, intervention, and athletic activities that assist students in their personal whole development through activities that are interesting to the specific population (p. 8).



## **Research Questions**

Branching on presented research in literature, the overwhelming hypothesis of this study is when teachers are a part of an afterschool program they are becoming aware of new strategies and practicing new behaviors that have an impact on whole child education. Although teachers may not have access to some of the materials in their regular classrooms, their actions to provide whole child education will have an effect on their classroom and the school culture.

1. What is the level of teacher awareness of the afterschool program meeting the tenets of whole child education?
2. What changes have teachers made in their instructional behaviors?
3. What is the impact of the elementary afterschool program on the school culture?

## **Purpose**

The purpose of this research study was to determine afterschool teacher levels of awareness, instructional behavior changes, and the impact on school culture pertaining to whole child education. This research was completed through utilization of the logic model to find three things: awareness, behavior changes, and impact on the school climate.

## **Summary**

The review of literature, stemming from whole child education, assisted in defining the conceptual framework behind afterschool programs. Components that are implemented to reach six tenets of whole child education include tutoring, structured homework time, mentoring, family/community involvement, quality instruction, cultural literacy, assessment measures, quality personnel involved, and positive climate and

culture of environment. These key concepts are deemed necessary to provide a quality afterschool program, and they also surface to the top when looking in depth at what is necessary to provide children with an education that meets the tenets of whole child education. In Chapter 3, the methodology of this program evaluation is presented. Mixed methodology for this study was done utilizing a survey and conducting a focus group at each site and interviews of teachers to determine answers to research questions.

## **Chapter 3: Methodology and Procedures**

### **Introduction**

According to ASCD (2012), education requires more than just teaching a child how to add and subtract. Students are more complex and face more challenges than in past decades. To effectively impact our students for their future, it is imperative that we are providing whole child education which requires physical, verbal, social, academic, and emotional instruction through collaboration. Looking at whole child education is taking everything that makes that child a person into consideration (ASCD, 2012).

The purpose of this study was to determine the impact of an elementary afterschool program on tenets of whole child education. In utilizing a logic model, information was gathered to determine teacher awareness, teacher behavioral changes in instruction, and climate and cultural impact on the schools. The research methodology that was employed was that of a program evaluation of an elementary afterschool program in a rural small city school system in North Carolina. The program evaluation was done utilizing the logic model. This chapter pronounces in detail the methods and procedures utilized to conduct the study. The population is identified along with the study's design. The instruments utilized to collect data are also identified and presented.

Although this research involved collecting data at the local level examining a single program sampling, it would be plausible for teacher responses in this study to be that of other afterschool programs.

### **Context**

Evaluation took place in a rural small city school system. This was a program evaluation that utilized the logic model to evaluate an elementary afterschool program. Within this rural city school district, according to the 2010 U.S. Census, the population

was 48.9% Caucasian, 45% African-American and 9.2% Hispanic. The median family income was approximately \$33,000, with 25.4% living below the poverty level. Various demographics indicated that students were being raised by people other than their parents or parents who were still minors themselves. Since students found support from their teachers for care and interest beyond the curriculum of mathematics or English language arts, a program evaluation was conducted with teachers and administrators involved with the afterschool program. The elementary afterschool program was an enrichment program that was designed and held the program's purpose and premise to foster student health, safety, engagement, support, being challenged, and sustainability. Teachers involved in this study's elementary afterschool program were utilizing strategies that are aligned with whole child education. This study investigated the elementary afterschool program through a program evaluation. Teacher awareness of the program meeting whole child tenets was evaluated as well as their change of instructional behaviors and the impact on school culture.

In rural areas, often children are not safe in the afternoon due to caretakers having to work beyond the child's school hours and leaving students alone at home. The option of afterschool extracurricular activities such as sports and clubs do not begin for students until middle grades (seventh through eighth grade) and high school (ninth through twelfth grade). According to Chung (2000), "More than 28 million school-age children have parents who work outside the home, an estimated five to seven million, and up to as many as fifteen million 'latch-key children' return to an empty home afterschool" (p. 6).

### **Research Design**

This study was a program evaluation that was conducted utilizing the logic model. Appendix D and Appendix E were utilized to gain permission from the school system and

the director of student services. According to Fitzpatrick, Sanders, and Worthen (2012), logic models have influenced evaluation by filling the “blackbox” between the program and its objectives. Evaluators can utilize logic models to help program staff articulate and discuss their assumptions or concerns pertaining to how their program might achieve its goals (Fitzpatrick et al., 2012, p. 160). A logic model assists by simplifying the needed components for an evaluation. Furthermore, because of the simplification the logic model provides, there is clarity and an increased ability to think in an evaluative way (Fitzpatrick et al., 2012, p. 160).

Participants were provided a cover letter (Appendix F) to provide further explanation as to what was being requested of them. This research design consists of survey questions (Appendix G), interview questions (Appendix H), and focus group questions (Appendix I) to utilize the logic model in discovering the impact of an afterschool program on tenets of whole child education. The survey instrument was put into a digital format through Google Forms, and participants were offered online or paper copies. All participants chose to take the online format of the survey. For the survey instrument (Appendix G), each question number indicates and assigns a value to each tenet and component of whole child education which is displayed in Appendix J. The survey was derived from ASCD (2013) whole child tenets with indicators and components (Appendix K).

Once permission was granted from the superintendent (Appendix L) and director of student services (Appendix M), research and data collection were able to begin. The survey administered to the teachers was new for the studied elementary afterschool program teachers in 2016. It was chosen to be utilized for this study because of depth of information that could be gained in correlation with whole child education available

along with the strategic plan of the program. The survey was distributed to teachers and returned by a specific date. Results of the survey were anonymous and were stored. Survey responses from the elementary afterschool program were representative of a Likert-type scale in which responses were collected and measured for each variable. Variables of the survey instrument allowed for systematic data collection of teacher responses, and these findings are explained in Chapter 4. Once responses were recorded and results were displayed in a frequency distribution table, a final calculation provided a percentage of teacher agreement in meeting tenets and components of whole child education.

Administrators and teachers were interviewed separately and recorded in contribution to assure validity of the study's research. The graph of the administrative responses by theme can be seen in Appendix N and by question in Appendix O. The graph of teacher responses by theme can be seen in Appendix P and by questions in Appendix Q. Triangulation was gained in the review of survey results, interview responses, and focus group responses which assisted in answering research questions that were proposed for this study. Interviews were recorded and then transposed by a nonaffiliated transcriptionist. Transcriptions were typed and returned to researcher. The candidate reviewed transcriptions and analyzed them for common themes. Common themes were documented in a frequency distribution data table so themes could be prioritized and quantified. Information participants provided pertaining to their changes of instructional behaviors and impact on school culture that has been perceived by them as a result of the afterschool program was collected and utilized as it pertained to the literature.

Teachers involved in the afterschool program were invited to attend a focus group

and discussed the afterschool program openly for this study. This discussion was recorded and transposed. Transcriptions were reviewed for common themes as they pertained to the impact on whole child education. Data were displayed in a frequency distribution data table. A thematic analysis of content that participants provided was conducted to identify common perceptions. Common themes were numbered and then prioritized in a frequency distribution table. Graphs of the focus group responses by theme are shown in Appendix R and by questions in Appendix S.

To ensure the confidentiality of the participants, safeguards were implemented. First, prior to proceeding with responding to questions, they were asked to sign a consent form. The consent form prior to survey participation is Appendix T; prior to interview participation is Appendix U; and prior to focus group participation is Appendix V. Secondly, the recordings of the interviews and focus groups were transcribed by a transcriptionist that was not familiar with the researched school system. The transcriptionist provided a signed confidentiality statement included as Appendix W.

### **Research Questions**

1. What is the level of teacher awareness of the afterschool program meeting the tenets of whole child education?

To answer this question, data were collected from teacher responses from questions 1-45 of the survey questions. Teachers, while they had opportunity to take surveys in paper or online format, all selected the online format. Questions were assigned to a tenet and component on the researcher's end which is indicated in Appendix J. The mean of the survey responses for each of the tenets and components provided as a score of agreement that the participant perceived the afterschool program is meeting that tenet or component of whole child education. Teachers were also interviewed, and

transcriptions were analyzed for common themes or trends in responses. Responses from the survey were organized and totaled, which provided a level of awareness for each question, tenet, and component. Through analysis of data, a total percent of awareness was calculated; and the conclusion showed the percentage of participation agreement about how the afterschool program provides students with each of the tenets of whole child education.

2. What changes have teachers made in their instructional behaviors?

This question was answered through data collected during interviews and focus groups with teachers. Both the interviews and focus groups were recorded and transcribed. Transcriptions were analyzed in search for common themes. Common themes were displayed in a frequency distribution table and prioritized. Number of common themes provided valid data that was evident of common themes. Themes are prioritized, tabulated, and evaluated in Chapter 5 to provide a conclusion.

3. What is the impact of the elementary afterschool program on the school culture?

This question was answered by evaluating the data from interviews with principals at three sites as well as teacher responses to questions that pertained to school culture and climate. To answer this research question, survey responses to questions that were related to school climate and culture component were analyzed and a mean of participant agreement levels were documented. Question numbers that were identified by ASCD to be an indicator for specific questions are available for view in Appendix J. Principal interviews were also transcribed and reviewed and served as a database of common themes and vital information in researching the impact of the elementary afterschool program on school culture. Teacher focus groups and interviews, along with



principal interviews, were pieces of inquiry which specifically assisted in providing potential implications for the elementary afterschool program improvement as well as in presenting beneficial conclusions. Data are presented at length in Chapter 4, and conclusions and implications are presented in Chapter 5. Interviews were recorded and transposed. Transcriptions were reviewed, and a thematic analysis was completed. Common themes were put into a frequency distribution table, and the occurrences of themes were visible. Themes were prioritized based on the frequency each was mentioned.

### **Limitations to this Study**

There were some limitations to be considered prior to having begun this study. First, this study of a program evaluation was being completed in a small rural city school district. Secondly, questioning and interviews were limited to teachers and principals who are involved in study's elementary afterschool program. Third, this study was completed by an administrator in the district who reports directly to the Superintendent. Last, results were not guaranteed to be generalized to other populations.

### **Assumptions to this Study**

There were some assumptions made throughout the study. First, teachers would respond to questions with utmost ethical behavior. Second, teachers would understand questions as presented to them. Third, surveys, interviews, and focus groups were sufficient and accurate for the program evaluation. Fourth, all teachers involved in study's elementary afterschool program would be involved in the study, considering participation was voluntary. And fifth, yet required, this study was approved by Institutional Review Board at Gardner Webb University.

## **Instruments**

The Survey Instrument (Appendix G) was utilized as the primary indicator to collect data on teacher perceptions of agreement on the afterschool program. Instrument questions were divided into six tenets of whole child education and included a way to measure six components of whole child education. It was designed to get a percentage of agreement on teacher awareness of the elementary afterschool program meeting six tenets of whole child education. The six tenets included health, safety, engagement, support, challenging, and sustainability of the afterschool program. Components rated were school climate and culture, curriculum and instruction, community and family, leadership, professional development and capacity, and assessment. According to the whole child initiative through ASCD (2013), these tenets are essential for all students, and components are vital to the indicators. Indicators served as questions and Likert scale ratings were assigned to each tenet and each component. In Appendix J, there is a table that indicates specific tenets or components and question numbers that provided scores on a frequency distribution table. There were 45 questions arranged in categories of whole child tenets and the indicators or questions. Each question had a weight of a five-point Likert-type scale measure level of agreement with each statement. Number choices are equivalent to 1, participant does not know; 2, participant strongly disagrees; 3, participant disagrees; 4, participant agrees; and 5, participant strongly agrees. For example, if there were a high number of strongly agree ratings in the findings, which would indicate that the afterschool program is effectively delivering the tenets entailed within whole child education. It was the intention of this study to carefully consider findings in order to confirm the reliability and perhaps a statement for the sustainability of such an afterschool program.

The Interview Questions Instrument (Appendix H) was utilized and asked face to face, one on one to each of the teachers and administrators who serve in the studied afterschool program. All teachers were invited to volunteer for the survey and interview; and prior to the start of the interviews, staff were informed of it being recording and were asked to elaborate as articulately as they could while answering questions. Participants also had the option not to respond to a question. Interviews were confidential; and all recorded and transcribed information was signed under confidentiality that the results would not be divulged using participant names or personal information.

The Focus Group Instrument (Appendix G) was utilized in the focus groups to assist in getting the conversations about the elementary afterschool program started. Focus group sessions were organized concurrently with other prescheduled events to keep teachers and administrators involved by not having to attend too many activities pertaining to the evaluation of the afterschool program, in the hope to increase participation. Three of the focus groups occurred preceding the program, and one focus group occurred following the day's events.

### **Data Collection**

A permission letter, cover letter, rationale of the study, and copies of all instruments to all proposed research activities were provided to the Superintendent of the rural city school system and Director of Student Services (Appendices D-I). Permission from both the Superintendent and the Director of Student Services was provided (Appendices L and M). The researcher attended meetings with the elementary afterschool program teachers. The purpose of this study was presented and explained as well as how vital participant roles were for the study. Members of the focus group learned more about the afterschool program in which they were affiliated. The researcher

further explained to them what they were being requested to offer and why. Participants were provided a cover letter that explained their responses would be held in utmost professional confidentiality and remain anonymous. Additionally, they were informed that this was completely voluntary and there would be no compensation except that their participation may help improve the program depending on research findings. All teachers were given a link to the online survey and a hard copy duplicate of the survey to complete. Once the survey was completed, participants submitted an online version. As a second component to the data collection process, teachers were invited to participate in one of four focus group sessions, and finally teachers along with afterschool administration were interviewed independently in a private conference area.

Three elementary school principals who have children participating in the afterschool program were provided a packet that contained the cover letter and the survey. Principals were interviewed individually by utilization of the Interview Questions (Appendix H).

To protect and uphold the trustworthiness and confidentiality of all volunteer participants and administrators, access to all individual surveys was restricted to the researcher only, and all interviews were transcribed by a transcriptionist with no conflict of interest in terms of having any knowledge of the afterschool program's curriculum or having knowledge of any of the participants personally. The transcriptionist provided a signed confidentiality statement seen in Appendix W for documentation of the agreed-upon confidentiality. The afterschool program survey results were recorded and data collected only for purposes of this study. All contributors who completed the survey also participated in an interview and attended a focus group session.

## **Data Analysis**

Data analysis was done through a thematic analysis and displayed in a frequency distribution data table. Survey results were added and then each question provided with a calculated number and percentage of agreement. Interviews and focus groups were transcribed and evaluated through a thematic analysis which was completed based on information data collected from interviews and focus groups that participants provided in the transcriptions of recordings. The number of occurrences of each theme was documented and common themes were prioritized in a frequency distribution table.

## **Population**

The researched elementary afterschool program had approximately 250 students during the school year and 100 during the summer 2-week summer camp. There were approximately 24 teachers with a diverse educational skill set, certifications, and experience; and 10 volunteers who were hired and selected based on their skills and willingness to teach in the afterschool program after having taught a full day. Students in program come from three different schools within rural city school system and are in first through fifth grades. Each school included in this study had a current status of Title I. According to U.S. Department of Education (n.d.b), "Title I is designed to help students served by program to achieve proficiency on challenging State academic achievement standards" (Title I section), and there are allocated federal funds to each school to accomplish the task. The target student population for the afterschool program includes exceptional children previously labeled as students with disabilities, limited English proficient, and those economically disadvantaged students. While that is the target population of the researched elementary afterschool program, the elementary afterschool program welcomes all students in Grades 1-5 up to 250 slots. According to U.S.

Department of Education (n.d.a), “Limited English Proficient (LEP) identification is given to students who score below superior in at least one domain on the English proficiency test” (p. 3). According to ED Facts State Profile: Three Year Comparison (2012), economically disadvantaged students are those who qualify for free or reduced lunch prices.

### **Summary**

This chapter included a description of the study, a narrative of the research design, the population demographics, instruments utilized, data collection procedures, and analysis of the data. Findings are exclusively from a program evaluation designed to examine the impact on the whole child development by investigating the awareness, change in behaviors of teachers, and impact of the afterschool program on the tenets of whole child education. Chapter 4 provides the details of results of findings through analysis of data and the summary.

## Chapter 4: Data Presentation and Analysis

### Introduction

Whole child education is ever more valuable in society and the world today; it is clear that children are multifaceted human beings. Education needs to extend beyond academics to ensure that the whole being of the student is educated and student needs are met (ASCD, 2012). Wagner (2014) emphasized the importance concerning how students today are much different than students were 10 or even 5 years ago. Wagner suggested students need to have a working knowledge of 21st century skills if they are going to be able to obtain a career of their choice. Beyond academics, looking at the whole child is when you take everything into consideration that could make children grow.

The purpose of this study was to examine the awareness of teachers, behavioral changes of teachers, and the impact of utilization of strategies from a program on the school culture in relation to meeting the tenets of whole child education. According to ASCD (2013), whole child education is education that ensures that six tenets – health, safety, engaged, supported, challenged, and sustainability – are met for the child to be holistically educated and successfully competitive in the 21st century.

The research methodology of choice was that of a program evaluation of an elementary afterschool program in a small rural city school system in North Carolina. Program evaluation was measured utilizing the logic model. This chapter provides a detailed examination of the data that were collected from surveys, interviews, and focus group sessions. Data points were analyzed using a Likert scale, and a mean of survey responses with differentiation was completed. Transcriptions of the 27 interviews and four focus groups were studied by conducting a thematic analysis on the frequency of most commonly used words throughout participant responses. Patterns of these

repetitions provide evidence that support this study's findings.

Although this research involves collecting data at local level and includes a limited sampling of data, it serves as plausible validity for stakeholder responses in the study to resemble other statistics collected in a similar afterschool program. The study's population included three administrators and 24 teachers. Three administrators of elementary schools were interviewed in their offices. Twenty-four teachers participated in a survey in a scheduled meeting after school. Three focus groups were conducted immediately preceding the start of the afterschool program, and the fourth was conducted immediately following the close of the afterschool program. Interviews of the teachers were conducted during their planning time in their classrooms. Participants seemed to be vested, in support of the data collection, and interested in the outcomes for continued programming.

This study's survey utilized the Likert scale to establish a value for each response. There were a total of 45 questions and 24 participants, which means there were a possible 1,080 responses. Table 1 displays the number of responses for each level of the Likert scale, the standard deviation for each possible response, and a mean for each possible response. Questions in the survey were asked to assess the level of agreement each participant had that the afterschool program was accomplishing. Survey questions were adapted from ASCD (2013), whole child tenets, indicators, and components which can be seen in Appendix K. For each of the questions, participants were asked to sign a level of agreement for each statement. Survey items can be seen in Appendix J. There was 100% participation of the 24 teachers. The Likert scale table also indicates participant responses as assigned per Likert scale value. Eighty-one point eight five percent of the participants selected agree or strongly agree that the afterschool program is educating the



whole child. It is indicated that only 10.65% of the responses from the participants “did not know” if the afterschool program educates the whole child. Responses that were reported disagree or strongly disagree that afterschool program educates whole child were only 7.5%. The high 81.85% level of agreement is a significant indication that the elementary afterschool program is providing education to students on the tenets of whole child education.

Table 1

*Likert Scale Breakdown of Teacher Survey Responses on the Afterschool Program Survey.*

Possible Answers	Number of Answers	Mean
1- I Do Not Know	115	10.65%
2- Strongly Disagree	12	1.11%
3- Disagree	69	6.39%
4- Agree	677	62.69%
5- Strongly Agree	207	19.16%

*Note.* \*45 questions x 24 people = 1,080 responses.

The ██████████ Schools Afterschool Program Survey (see Appendix E) was utilized to dissect stakeholder levels of agreement of the afterschool program meeting the tenets and components of the whole child. This instrument divides questions into six tenets and six components in Appendix J. One can decipher specifically which question belongs to each of the tenets and components. Each tenet or component had at least six questions and a cumulative of 26 questions. The highest level of agreement was the tenet of “engaged.” The lowest level of agreement was the tenet of “sustainability.”

The survey had a total of 45 questions for the participant to complete. While the survey was offered in paper in addition to the Google Form, 100% of participants elected to complete the Google Form.

Table 2

*Tenets and Components of the Whole Child as Indicated by ASCD and the Questions within the Survey that Teachers Took – Afterschool Program Survey*

Tenets / Component	Score	Number of Questions	Participants	Possible Score	% of Agreement
Health	718	8	24	960	74.79%
Safe	766	8	24	960	79.79%
Engaged	581	6	24	720	80.69%
Supported	734	8	24	960	76.46%
Challenged	729	8	24	960	75.94%
Sustainability	556	7	24	840	66.19%
School Climate & Culture	2353	26	24	3120	75.42%
Curriculum & Instruction	1759	19	24	2280	77.15%
Community & Family	1078	12	24	1440	74.86%
Leadership	1440	16	24	1920	75.00%
PD & Capacity	1737	19	24	2280	76.18%
Assessment	1033	12	24	1440	71.74%

The [REDACTED] Afterschool Program Interview Questions (Appendix H) and the [REDACTED] Afterschool Focus Group Starter Questions (Appendix I) were utilized in conducting interviews of 24 teachers, three administrators, and four focus groups. The focus groups had four to seven participants. Prior to the start of questioning, personnel were asked to elaborate as much as they would like while answering questions, and they also had the option to not reply as well. Interviews and focus groups were recorded and transcribed. Transcriptions were reviewed, marked, and scored for comparisons; and a thematic analysis was completed. Results of thematic analysis are displayed in Table 3. The top three themes ranked with precedence are homework, opportunity, and experience. The least two themes identified are enhancement and sustainability.

Results of the thematic analysis indicate consistent correlations throughout all three revenues of data collection: administrative interviews, teacher interviews, and focus groups. Consistency data supported by all groups provide triangulation and validity of data points.

Table 3

*Frequency Distribution Table of Common Themes identified through Teacher Interviews, Teacher Focus Groups and Administrator Interviews in the Program Evaluation of an Elementary Afterschool Program*

Themes Identified	Teacher Interviews	Focus Groups	Administrator Interviews	Total	% of Frequency
Homework	93	17	13	123	28.60%
Opportunity	62	8	18	88	20.47%
Experience	31	8	5	44	10.23%
Enrichment	20	3	7	30	6.98%
Exposure	20	4	2	26	6.05%
Safe	18	2	5	25	5.81%
Social	17	2	5	24	5.58%
Emotional	10	1	5	16	3.72%
Relationships	15	1	0	16	3.72%
Engaged	7	3	0	10	2.33%
Supported	5	2	1	8	1.86%
Healthy	8	0	0	8	1.86%
Challenged	7	1	0	8	1.86%
Enhance	1	0	3	4	0.93%
Sustainability	0	0	0	0	0.00%
Total	314	52	64	430	100.00%

### **Analysis of the Research Questions**

Results from participant participation in the survey, interviews, and focus groups are cumulated and analyzed utilizing a thematic analysis and applied to answer questions utilizing the logic model. Each of three research questions will be documented with findings in a sequential order.

1. What is the level of teacher awareness of the afterschool program meeting the tenets of whole child education?

This research question was answered utilizing the Likert scale and teacher responses to the survey. The mean of the survey is presented. Data were collected from teacher responses from questions 1-45 of the survey; teachers took the survey in an online format. Each of questions are assigned to a tenet and component which is indicated in Appendix J. The mean of survey responses for each of the tenets and components will be provided as a score of agreement.

Total survey responses collected were computed from 24 teachers with 100% of the questions answered. The 45 questions multiplied by 24 participants equals a total of 1,080 answers. As shown in Table 1, data indicate there was 81.76% of participant responses in agreement or strong agreement of the elementary afterschool program providing whole child education through the tenets identified by ASCD. Upon review of data in Table 1, it is indicated moderately significant discrepancies are shown. It is important to note that 10.65% of the questions were answered with a 1, which indicated that they did not know.

The percentage of agreement for each tenet and component of whole child education are displayed in Table 2. The item least agreed upon by participants was sustainability at 66.19%. The top three chosen factors are safe, engaged, and supported. Ten of the 12 groups of questions were rated in the 70% of agreement that the elementary afterschool program meets the tenets and components of whole child education.

## 2. What changes have teachers made in their instructional behaviors?

This research question was answered through a theme analysis of the common themes that were identified in the interviews and focus groups. Theme analysis is displayed in the frequency distribution table. Table 3 is the frequency distribution of the themes that were identified in the teacher interviews and in the focus groups. The top mentioned themes identified were homework at 110 different instances, opportunity at 70 different instances, and experience at 39 instances.

Themes mentioned the least were enhance, supported, and engaged. This appears to be significant since survey results indicated supported was calculated at 76.46% and engaged at 80.69% of participant agreement that the elementary afterschool program meets what ASCD deems as whole child education. Enhanced is a null measurement due

to the survey not asking specific questions related.

Safe was the sixth most frequent preference, being mentioned 20 times, which is 5.81%. Sustainability was not mentioned during the research collection of the interviews nor focus groups. In the survey, it was rated the least at 66.19%.

Homework was referenced by teachers in their discussions pertaining to their realization that students needed more assistance with the assignments as well as more time to work. One teacher simply stated, “Homework should be a priority.” Another teacher stated, “I now build homework time into my day for my students, because not all students go to the Afterschool Program, nor have help at home.” In interviews and focus groups, teachers discussed how they have changed their homework assignments because of their working with students in the afterschool program. They either give time in class for all students to complete the work or they limit what they assign. Teachers stressed in sharing that they have a greater understanding and increased compassion for students who do not have homework assignments completed.

The words opportunity and experience were often used interchangeably. Through the interviews and the focus groups, multiple teachers emphasized specifically the importance of the field trips, access to technology, adult supervision, healthy snacks, and someone to talk and listen to the students. Teachers shared, “the afterschool program is vital to students who participated, because of the experiences and opportunities the students receive, most would never do without the program.” Teachers shared, “some students would be going home to empty houses, and they need to be looked after to prevent issues.” Teachers expressed confidence that without the afterschool program, students would not do as well in school.

3. What is the impact of the afterschool program strategies on the school culture?

This research question was answered by looking at the common themes identified in the thematic analysis and displayed in the frequency distribution table, along with teacher responses to survey questions that relate to school climate and culture which is quickly seen in Table 5. Table 4 is the frequency distribution of the common themes identified from the interviews with the principals at the three sites. Themes identified revealed a consistent message across interviews with three elementary school principals. The survey was analyzed to provide a mean from the questions identified by ASCD to be indicators for the specific component “school climate and culture.” Identified question numbers that relate to “school climate and culture” can be seen in Appendix J.

The top theme mentioned is opportunity. All three principals acknowledged that the students would not have access to the opportunities that they have without the afterschool program. The principals through the interview dialogue revealed that the teachers were also being exposed to opportunities that they were able to bring into their classes and the school. One principal shared, “The demands of the regular assignments and mandates make it difficult to incorporate the ‘fun’ opportunities for students; however, teachers who are involved in the Afterschool Program are more frequently incorporating unique activities.” Principals echoed what teachers said about field trips, access to technology, supervision, and healthy snacks. One principal shared, “There are some students who would not eat a snack without the program.” Another stated, “plays, and out-of-town field trips are a once-in-a-lifetime experience for majority of our students.”

The second theme stated most frequently was homework. Principals expressed strong emphasis on the students needing assistance and/or time to complete homework. Review of the administrative interview data reveals awareness of students who do and do

not have homework assistance has changed the behaviors of teachers assigning homework. Principals acknowledged how they understood that the program was not just for homework completion; however, they expressed concern with students who did not complete their homework even though they were involved in the program.

The themes relationships, engaged, healthy, challenged, and sustainability were not mentioned. For teachers, safe was the sixth mentioned theme; for administrators, it was the fifth. This could be not as highly ranked by it being an assumption of a program that is facilitated with a school.

Table 4

*Frequency Distribution of the Common Themes Identified in the Afterschool Program Administrative Interviews Only*

Themes Identified	Administrator Interviews	Total
Opportunity	18	18
Homework	13	13
Enrichment	7	7
Experience	5	5
Safe	5	5
Social	5	5
Emotional	5	5
Enhance	3	3
Exposure	2	2
Supported	1	1
Relationships	0	0
Engaged	0	0
Healthy	0	0
Challenged	0	0
Sustainability	0	0

There were 26 possible questions as identified by ASCD (2013) which related to school climate and culture. Specific questions that are identified to measure the school climate and culture component can be seen in Appendix J. There was a mean of 75.42% of agreement among the participants for the questions that are related to school climate

and culture. Table 5 displays the data points for the 26 questions that indicate that the participants agree or strongly agree that the afterschool program has affected school climate and culture.

Table 5

*Specific Data of the Survey Questions that relate to School Climate and Culture Component of the Whole Child from the Afterschool Program Survey*

Tenets / Component	Score	# of Questions	Participants	Possible Score	% of Agreement
School Climate & Culture	2353	26	24	3120	75.42%

### **Summary**

This chapter displays the findings of a program evaluation on an elementary afterschool program. The summary, conclusion, and recommendations are presented in Chapter 5. Data through program evaluation collected data from surveys, interviews, and focus groups. Interviews and focus groups were transcribed, reviewed, and serve as a database of common themes and vital information in researching the impact of the elementary afterschool program on the school culture. Teacher focus groups and interviews along with principal interviews will be pieces of inquiry specifically in this area due to the potential implication for the elementary afterschool program improvement and in presenting any beneficial conclusions.



## **Chapter 5: Summary, Conclusions, and Recommendations**

### **Introduction**

The importance of educating the whole child is vital to the future of the nation and our rapidly changing society. The future of our students will require them to have a different skill set than their parents; student well-being needs to be taught to assist students in being able to adapt to the various challenges they may face. Hendrick and Weissman (2010) cited Vygotsky's work and belief that language and cognitive ability do not just appear automatically as children pass through stages in life, yet rather that development occurs through interactions with others (p. 66). When whole child education is being facilitated, the education goes beyond simple academics and reaches the health, safety, social, emotional, support, and engagement for the children. In ASCD (2012), a new approach to education and laws that govern education is needed to establish a stronger foundation for students to acquire so as they become adults, they will be better equipped to carry on the task of the future world. The purpose of this study was to determine the impact of an elementary afterschool program on the six tenets of whole child education.

The logic model was utilized to determine the awareness of teachers, teacher behavior changes in instruction, and climate and cultural impact on schools. The evaluation was completed at the elementary level afterschool program in a rural small city school system in North Carolina. The data were analyzed through the utilization of a Likert scale and mean of survey responses. The 27 interviews and four focus groups transcriptions were analyzed by conducting a thematic analysis on common themes that populated throughout the interview and focus group discussions. The study's sample population included three administrators and 24 teachers. The three administrators were

interviewed; and the 24 teachers participated in the survey and focus groups and were interviewed once.

### **Summary of Study**

Multiple instruments were utilized to conduct the research. The [REDACTED] Schools Afterschool Program Survey was put into a Google Form for the teachers to complete. Teachers completed the survey at their convenience. The [REDACTED] Schools Afterschool Program Survey has a total of 45 questions. The questions are divided into six tenets of a whole child and six components that ASCD (2013) identified as being necessary to have whole child education. Appendix J provides the specific question numbers that relate to the tenet or component of whole child education. The six tenets, as identified by ASCD (2013), include health, safe, engaged, supported, challenged, and sustainability. The six components as identified by ASCD (2013), include school climate and culture, curriculum and instruction, community and family, leadership, professional development, capacity, and assessment.

The second section of this study was to interview teachers and administrators. The [REDACTED] Afterschool Program Interview Questions, Appendix H, was utilized in conducting interviews of 24 teachers and three administrators. There were eight questions asked in each interview, and the recordings were 6-10 minutes. Interviews were recorded and transcribed by a transcriptionist from out of state with no affiliation to the school system being researched. Transcriptions were reviewed and a thematic analysis was completed.

Third, [REDACTED] Afterschool Focus Group Starter Questions, Appendix I, was utilized in conducting four focus groups. Focus groups were asked four questions. Focus groups had four to seven participants, and their recordings ranged from 12-25 minutes.

Each group was encouraged to elaborate, and all participants were informed that conversations were being recorded. Transcriptions were reviewed, and a thematic analysis was also completed on the transcriptions. Participants signed a release of permission stating awareness of participant responses being audio recorded and used for purposes of this research study. Research release forms were used to ensure that data cannot be compromised, challenged for accuracy, or questioned in terms of legal reciprocity once this research is accepted and bound for library use. Data from the survey were analyzed by using a Likert scale and were presented previously in Chapter 4. A mean, standard deviation, and to percent of agreement were identified. Data from interviews and focus groups were analyzed by a thematic analysis. Thematic analysis was analyzed through prioritizing the common themes, which were identified and quantifying themes, and calculated into a total.

### **Summary of the Findings**

Three research questions were examined. The following section addresses the findings that were learned from the collection of data as it relates to each research question.

1. What is the level of teacher awareness of the elementary afterschool program meeting the tenets of whole child education?

The survey questions are identified by ASCD (2013) in relation to tenets and components of whole child education. Appendix J indicates the particular question number and the correlation to the tenets or components. The total level of teacher agreement averaged at 81.76% pertaining to the fact that the afterschool program meets the tenets and components of the whole child education. According to the data collected through surveys, there are similarities and common opinions. Common opinions or

themes were also identified in the data from the interviews and focus groups with teachers, which indicates triangulation.

The lowest level of agreement was sustainability with only 66.19% agreeing or strongly agreeing. There was moderate consistency in interviews, with the theme of sustainability not being mentioned. Based on research of Chung (2000), quality personnel are vital to assist in sustainability of any program, which is defined by an individual that is qualified, energetic, and dedicated (pp. 10-11). Without sustainability, consistency and continuity with the instruction for the students will be challenged.

Consistency of high (81.76%) level of agreement from participants indicates that the study's elementary afterschool program is providing students with whole child education as defined by meeting the ASCD tenets and components of whole child education.

## 2. What changes have teachers made in their instructional behaviors?

Twenty-four teachers were interviewed, and four focus groups of teachers were conducted to distinguish common themes. Teachers were asked to be honest and aware that their answers would not be specifically shared. Common themes that were identified were homework, opportunity, and experience. The theme of homework was discussed 110 different occurrences. Opportunity was discussed on 70 occasions. Experience was discussed on 39 occasions.

Homework was referenced by teachers in their discussions about the realization that students needed more assistance with the assignments as well as more time to do the work. One teacher put it this way, "homework should be a priority." According to Marzano et al. (2001), homework is considered a staple in the U.S. education system; it can offer students the opportunity to gain a deeper understanding in content or skills (pp.

60-71). One teacher stated, “I now build homework time into my day for my students, because not all students go to an Afterschool Program, nor have help at home.” Teachers discussed how their habits of assigning homework in their classrooms have changed because of their work with students in the afterschool program. Chung (2000) emphasized the need to incorporate homework into an afterschool program. By incorporating homework into an afterschool program, it will become part of student routines; and student proficiency will increase as a result of additional practice and reinforcement of key concepts. According to the work of Marzano et al. (2001), when routines and proficiency are impacted, students are more academically successful and gain self-confidence, which allows them to adapt and apply the knowledge gained from the focused practice they have had through establishing a homework routine (pp. 60-71).

Themes of opportunity and experience were often used when discussing the value of the elementary afterschool program for students, which can be related to tenets of whole child education: engaged and challenged. Through opportunities and experiences the students are receiving, they are engaged and challenged. Through data collected from interviews and focus groups, results indicate teachers specifically emphasize importance of field trips, access to technology, adult supervision, healthy snacks, and someone to talk and listen to in the development of the students. Teachers shared that the “elementary afterschool program is vital to students that participated, because of experiences and opportunities students receive, most would never do without program.” Teachers shared, “some students would be going home to empty houses, and they need to be looked after to prevent issues.” Teachers expressed confidence that without the elementary afterschool program, students would not do as well in school. Based on the research of Chung (2000), a majority of enrichment opportunities are not available during the regular

school day. By allowing students to access opportunities such as providing students with a safe haven, healthy snack, field trips, access to technology, and tutoring or mentoring, they are gaining nourishment in six tenets of whole child education (Chung, 2000, p. 11). Extra opportunities aforementioned provide students with safety, a healthy environment, support, engagement, challenging activities, and sustainability for parents to work or students to increase their self-efficacy. Based on work of Hirsch et al. (1988), when students are exposed to literature, experiences, and mentorship, their cultural literacy can mature and they can effectively develop a context for what they may encounter in the future (pp. 33-69). The field trips teachers mentioned students are allowed to attend included cultural experiences such as plays, museums, authors, artist, and science; therefore, assisting in increasing student cultural literacy. Both interviews and focus group data were consistent in this study's elementary afterschool program, where students were not exposed to locations or activities outside of the local, rural community. Further, Hirsch et al. implied experiences do not have to be multiple, yet must be of quality and having expressed meaning to a person (pp. 33-69). According to Aldridge and Goldman (2007), afterschool programs provide a service to guardians and students.

### 3. What is the impact of the afterschool program strategies on the school culture?

Three elementary school principals were interviewed to distinguish common themes. Survey questions that relate to ASCD's (2013) indicators of the tenets and components of school climate and culture were also utilized to provide the percentage of agreement that the study's elementary afterschool program is meeting components. There were a possible 25 questions that related to school climate and culture. There was 75.42% of agreement that the elementary afterschool program is meeting the component of school climate and culture.

The top theme mentioned by principals was consistent with what data collected from teacher interviews and focus groups. Administrators mentioned opportunity on 18 occurrences. All three principals acknowledged that the students would not have access to opportunities which are known to increase engagement and sustainability of student interest that students currently do without the studied elementary afterschool program. Principals echoed what teachers said about field trips, access to technology, supervision, mentorship, and healthy snacks. One principal shared, “There are some students who would not eat a snack without the program.” Another stated, “The plays, and out-of-town field trips are a once-in-a-lifetime experience for the majority of our students.” Therefore, principals are in support of students being exposed to as many opportunities as are accessible. Research of Hirsch et al. (1988) stated quality is more vital than quantity of experiences that are enhancing cultural literacy. Principal responses indicated they encourage their teachers to ensure quality and authenticity for the students when submitting field trip requests. According to Chung (2000), students gain confidence in their abilities, leading to an interest in school, through involvement in an afterschool program. Through this study’s elementary afterschool program, students are receiving additional assistance that can increase their understanding of concepts and access to resources that can help explain concepts in various ways. According to Hirsch et al., cultural literacy can only be improved by teaching people “basic information to excel” (pp. 28-29). By providing students with opportunities and experiences they would not have otherwise, there is a commonality of identified themes and research provided that correlates themes to tenets of whole child education.

The second most frequently stated theme was homework, with 13 occurrences. Principals expressed a strong emphasis on students needing assistance and time to

complete homework. Principals acknowledged that they understood that the program was not just for homework completion; however, principals expressed concern with students still not completing their homework, although they were involved in the program. According to data collected, students participating in the elementary afterschool program have increased in completion of homework assignments and understanding of concepts due to concepts being further explained and often in a different manner. Students are being supported, yet challenged, with homework assignments, which are indicators of two of six tenets of whole child education.

Infiltration of benefits principals saw from the elementary afterschool program in schools on a daily basis could influence more and thereby increase whole child education of all students. According to Chung (2000), quality afterschool programs provide students with an opportunity to have continuity of learning with a unique collaboration of the regular school day and extended communication. Based on the research of Chung, it can be concluded that student achievement of concepts will increase when students have continuity in learning and are learning the same concepts but through a varying perspective which has potential to reach students who may not have understood the concept when it was taught in classrooms. Based on research and data, communication could be improved. Utilizing the work of Marzano et al. (2001), in the process of a team approach to each child, the school climate and culture will have no choice but to improve because it starts with a common mission: students (Marzano et al., 2001). According to work of Marzano et al. (2005), it is concluded that culture is a byproduct when people come together. "Culture is developed by the expectations, interactions, and ultimately, the relationships of the entire learning community" (Couros, 2015, p. 75).



### **Delimitations to the Study**

This study's program evaluation was limited to only 24 teachers and three elementary principals who are directly involved in the study's elementary afterschool program. Student data are not provided because of confidentiality of students and the request of the school system administration. This program evaluation was conducted by an administrator within a rural district to avoid having a third party involved with the study and to meet the requirements of completing a dissertation study.

### **Propositions for Improvement of Future Research**

This program evaluation only looked at 24 teachers and three administrators. It focused on an elementary afterschool program. Neither students nor parents were consulted. Based on the study's process, the current researcher's data suggest propositions for improvement in future research studies. First, one could conduct a study with a larger population of teachers and administrators. By conducting a study with a larger population than 27, research may indicate a greater variety of responses which could lead to increased depths of understanding of programs and strategies utilized to provide whole child education. Second, one could conduct a comprehensive study of students and outcomes that are experienced as they progress in their education. If a researcher was able to provide student responses to questions or student data from evaluation or testing, the conclusions could serve to be more concrete and less based on common themes identified. Identifying if students were making progress would be in their testing or grade data. The common themes could be similar or reveal discrepancies to be addressed. Providing propositions for future research is included to allow for readers to glean what they can from this study yet expand and broaden the potential impact a study such as this can make in the future.

### **Propositions for Improvement of Practice**

Preceding completion of data collection and analyzing data points from surveys, interviews, and focus groups, improvement of practices was evident. As part of this study, six propositions to assist in improvement of practice for the elementary afterschool program were suggested. First, based on the findings from the afterschool program, there is a need for more research pertaining to the theory of whole child education. Responses were inconsistent to indicate that staff knows what whole child education means. Second, based on research of Marzano et al. (2001) and Chung (2000), the elementary afterschool program administration should improve communication of values in mission, vision, and purpose of the elementary afterschool program to assist teachers in increasing understanding. Third, based on research of Chung (2000), the elementary afterschool program administration should ensure that students have quality time to complete homework assignments on a daily basis with assistance. Fourth, based on work of Bell et al. (2007), the elementary afterschool program administration should offer training opportunities (professional development) to all staff members of schools about increasing whole child education, in order for school principals and staff to assist in developing and establishing a school climate and culture that promotes whole child education. Fifth, elementary principals should utilize teachers involved with the program and leverage what those teachers implement through professional development sessions to inform and inspire others in the building to assist in increasing the school climate and culture for whole child education. Teachers can collaborate with their peers to assist in building self-efficacy of teachers who are not involved directly with the elementary afterschool program to provide whole child education. Sixth, administrators could host professional development on what a whole child, whole school, and whole community environment

looks like, utilizing the ASCD model in Appendix A. Whipple (n.d.) presented eight “Be Attitudes” of holding people accountable (pp. 1-3). One could conclude from his work that if we are going to hold people accountable, there is a level of responsibility to inform, train, and teach what is expected rather than assuming the individual knows.

### **Conclusions**

Research has provided six tenets and six components, according to ASCD (2013), which must be present in order to provide a whole child education. The researcher realizes that an elementary afterschool program like the one examined in this study cannot be successful without a district or school-site promissory commitment to work together and maintain the continuity of sustainability; however, findings of this study are at the cusp of influencing education. There is definitely a need for professional development about whole child education for teachers serving children in the studied elementary afterschool program. According to Chung (2000), by teachers linking school-day and afterschool curriculum, a more effective enhancement to learning and enrichment of students will occur on a more consistent basis (Chung, 2000). According to Bell et al. (2007), professional development that is added could assist in effective teaching and learning practices; it also has the potential to impact capacity and sustainability.

Based on the survey total, level of agreement was 81.76% agree or strongly agree. One may conclude that there is a high degree of agreement among teachers who work at the afterschool program who are meeting the tenets and components of whole child education. While 100% of the teachers or administrators did not utilize the specific language of ASCD (2013) to define whole child or the premise of the studied afterschool program, data collected indicated that teachers had a basic understanding of what whole child education entails. Data results from surveys, interviews, and focus groups indicate

a correlation between teacher agreement of belief and instructional practices being compatible with tenets and components of whole child education.

Themes that were identified through thematic analysis were recorded based on data collected from interviews and focus groups. The four most frequently reoccurring themes in all groups were consistently homework, opportunity, experience, and enrichment. Since themes were comparatively identical in all groups, one could conclude that those principles are fundamental to student learning and should be prioritized in an afterschool program. Keeping homework time, opportunities (such as field trips, access to technology, mentorship, tutoring), experiences (such as field trips, community visitors, quality time with adults), and enrichment (such as STEM activity, additional ARTS, karate, tutoring) in the elementary afterschool program is the responsibility of the program's director. Prioritizing homework time, opportunities, experiences, and enrichment may need to have a policy and procedures in place if this is what school members rank as most important. If these tenets are adopted as companions to curriculum and school-wide practices, student achievement data may show evidence over time to support this study's intent.

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Appendix A

Whole Child, Whole School, Whole Community Model

### Whole Child, Whole School, Whole Community Model



Appendix B

PIESE Model

**PIESE Model**

Appendix C

Table to Indicate Category of Strategies



Appendix D

Letter of Permission: School System

**Letter of Permission: School System**

January 17, 2016

Dear [REDACTED],

As you are aware, I am currently pursuing a doctorate degree in Educational Leadership at Gardner Webb University. The purpose of this study is to examine an afterschool stakeholders' awareness, behaviors, and impact of whole child development, by conducting a program evaluation on the [REDACTED] Afterschool Program. I plan on utilizing a survey instrument, conducting focus groups, and conducting interviews. For this particular research study, I would like for all Afterschool Program Teachers to participate, however I would ask for them to volunteer. All responses will remain anonymous, with no participants' personal information disclosed.

I respectfully request your permission to distribute a survey, conduct 1-3 focus groups, and interview teachers and administrators that are involved in the Afterschool Program. Your permission is imperative to this study and will be greatly appreciated. I have included a copy of the survey for your review.

Thank you in advance for your time and consideration of my request. If you have any questions, please feel free to call me at [REDACTED] or email me at [REDACTED]. The results of this study will be available once the study is completed.

Much Gratitude,

Jacquelyn Faith Jackson



Appendix E

Letter of Permission: Director of Student Services

**Letter of Permission: Director of Student Services**

January 17, 2017

Dear [REDACTED],

As you are aware, I am currently pursuing a doctorate degree in Educational Leadership at Gardner Webb University. The purpose of this study is to examine an afterschool stakeholders' awareness, behaviors, and impact of whole child development, by conducting a program evaluation on the [REDACTED] Afterschool Program. I plan on utilizing a survey instrument, conducting focus groups, and conducting interviews. For this particular research study, I would like for all Afterschool Program Teachers to participate, however I would ask for them to volunteer. All responses will remain anonymous, with no participants' personal information disclosed.

I respectfully request your permission to distribute a survey, conduct 1-3 focus groups, and interview teachers and administrators that are involved in the Afterschool Program. Your permission is imperative to this study and will be greatly appreciated. I have included a copy of the survey for your review.

Thank you in advance for your time and consideration of my request. If you have any questions, please feel free to call me at [REDACTED] or email me at [REDACTED]. The results of this study will be available once the study is completed.

Much Gratitude,

[REDACTED]

Appendix F

Cover Letter

**Cover Letter**

December 15, 2016

Afterschool Program Stakeholder,

I am currently pursuing a doctorate degree in Educational Leadership at Gardner Webb University. I am conducting a study for my dissertation at Gardner Webb University. This study deals with whole child development. The purpose of this study is to examine an afterschool teachers' awareness, behaviors, and impact on whole child development, by conducting a program evaluation on the [REDACTED] Afterschool Program.

Your participation in this study is completely voluntary and you may leave at any time. The questions are broken down to cover six principles (tenet) that are required to have for the whole child development to occur. The survey breaks the questions into those principles. Your input is invaluable to the success of my study. Because these surveys remain "nameless", your answers will remain confidential. Please remember that your participation is completely voluntary.

Thank you in advance for your time and consideration of my request. If you have any questions, please feel free to call me at [REDACTED] or email me at [REDACTED].

Much Gratitude,

Jacquelyn Faith Jackson

Appendix G  
Survey Instrument

## Afterschool Program Survey

<b>The [REDACTED] Schools Afterschool Program Survey</b>						
<p>The [REDACTED] Schools' Afterschool Program Survey. This Survey is designed for you to rate the Afterschool Program in 6 areas. When you read each of the statements think of this Elementary Afterschool Program only.</p>						
? #	Afterschool Program	1 = I don't Know	2 = Strongly Disagree	3 = Disagree	4 = Agree	5 = Strongly Agree
1	The culture supports and reinforces the health and wellbeing of each student.					
2	The health/physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.					
3	The program's facility and environment support and reinforce the health and well-being of each student and staff member.					
4	The program collaborates with parents and the local community to promote the health and wellbeing of each student.					

5	The program integrates health and well-being into the program's ongoing activities, professional development, curriculum, and assessment practices.					
6	The program sets realistic goals for student and staff health that are built on accurate data and sound science.					
7	The program facilitates student and staff access to health, mental health, and dental services.					
8	The program supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.					
9	The program's building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.					
10	The physical, emotional, academic, and social program climate is safe friendly, and student-centered.					
11	The programs' students feel valued, respected,					

	and cared for and are motivated to learn.					
12	The program provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior and reinforcing expectations, rules, and routines.					
13	The program teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection, and responsibility, and ethical decision making.					
14	The program upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions— student to-student, adult-to-student, and adult-to-adult.					
15	The program’s climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.					



16	The program's teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.					
17	The program use active learning strategies, such as cooperative learning and project based learning.					
18	The program's policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.					
19	The program uses curriculum related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.					
20	Students in our program have access to a range of options and choices for a wide array of extracurricular and curricular activities that reflect student interests,					

	goals, and learning profiles.					
21	The program's teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.					
22	The program expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.					
23	Program teachers personalize learning, including the flexible use of time and scheduling to meet academic and social goals for each student.					
24	The program teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to					

	maximize student progress.					
25	The program ensures that adult student relationships support and encourage each student's academic and personal growth.					
26	Students have access to school counselors and other structured academic, social, and emotional support systems.					
27	The program's staff understand and make curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.					
28	The program staff welcome and include all families as partners in their children's education and significant members of the school community.					
29	The program uses a variety of methods across languages and cultures to communicate with all families and community members about the school's vision, mission, goals, activities, and					

	opportunities for students.					
30	The program helps families understand available services, advocate for their children's needs, and support their children's learning.					
31	Students in the program have access to challenging, comprehensive curriculum in all content areas.					
32	The program's curriculum and instruction provide opportunities for students to develop critical thinking and reasoning skills, problem-solving competencies, and technology proficiency.					
33	The teachers collect and use qualitative and quantitative data to support student academic and personal growth.					
34	The curriculum, instruction, and assessment demonstrate high expectations for each student.					
35	Teachers in the program work with families to help all students understand the connection between					

	education and lifelong success.					
36	The extracurricular, co-curricular, and community based programs provide students with experiences relevant to higher education, career, and citizenship.					
37	The program's curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.					
38	The program provides cross curricular opportunities for learning with and through technology.					
39	The implementation of a whole child approach to education is the cornerstone of the Afterschool Program and is included in data collection and analysis process.					
40	Program's teachers regularly review the alignment of our policies and practices to ensure the health, safety, engagement, support, and challenge of our students.					

41	The program uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.					
42	The program's professional evaluation process emphasizes meeting the needs of the whole child and provides opportunities for individualized professional growth.					
43	Teachers of the program identify and collaborate with community agencies, service providers, and organizations to meet specific goals for students.					
44	The program implements a proactive approach to identifying students' social, emotional, physical, and academic needs and designs coordinated interventions among all service providers.					

45	The programs' staff, community based service providers, families, and other adult stakeholders share research, appropriate data, idea generation, and resources to provide a coordinated, whole child approach for each student.					
This survey was developed from the ASCD 2013, "The Whole Child Indicator/Component" Diagram						

Appendix H

Interview Questionnaire



## Interview Questionnaire

### Interview Questions

1. Describe to me your concept of the Afterschool Program.
2. Describe the premise/purpose of the Afterschool Program.
3. Describe how your actions have changed because of your work in the Afterschool Program.
4. What is the benefit of the Afterschool Program? To you, to the students, to the families?
5. Describe the strategies that you implement in your classroom that come from your work in the Afterschool Program?
6. How do you define The Whole Child?
7. Since being involved with the Afterschool Program, how have your instructional behaviors changed?
8. Can you think of any changes of any kind that would make the Afterschool Program more effective at educating the Whole Child?

Appendix I

Focus Group Starter Questions

**Focus Groups Starter Questions**

## Focus Group Starter Questions

1. Discuss what the Afterschool Program does from your perspective.....
2. Discuss the difference in behaviors you have seen since being involved in the Afterschool Program.....
3. Discuss how the instruction in the Afterschool Program provided has benefited you....
4. Discuss the differences or similarities you see in the regular school day and in the Afterschool Program....

## Appendix J

### Survey Questions that Indicate Tenets and Components of Whole Child Education

## Survey Questions that Indicate Tenets and Components of Whole Child

### Education

<b>Tenets or Components</b>	<b>Question Numbers</b>
HEALTH	1, 2, 3, 4, 5, 6, 7, 8,
SAFE	9, 10, 11, 12, 13, 14, 15, 16
ENGAGED	17, 18, 19, 20, 21, 22
SUPPORTED	23, 24, 25, 26, 27, 28, 29, 30
CHALLENGED	31, 32, 33, 34, 35, 36, 37, 38
SUSTAINABILITY	39, 40, 41, 42, 43, 44, 45
SCHOOL CLIMATE & CULTURE	1, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 22, 25, 26, 27, 28, 29, 31, 36, 39, 42, and 44
CURRICULUM & INSTRUCTION	2, 5, 8, 11, 13, 15, 16, 17, 19, 20, 21, 23, 24, 27, 31, 34, 37, 38, and 44
COMMUNITY & FAMILY	4, 7, 12, 18, 19, 28, 29, 30, 35, 36, 43, and 45
LEADERSHIP	5, 6, 12, 13, 14, 16, 18, 23, 27, 28, 29, 30, 39, 40, 41, and 42
PD & CAPACITY	5, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 26, 31, 32, 33, 38, 41, and 42
ASSESSMENT	5, 6, 16, 24, 27, 33, 34, 39, 40, 21, 44, and 45

Appendix K

ASCD 2013 Whole Child Tenets, Indicators, and Components

## ASCD 2013 Whole Child Tenets, Indicators, and Components

Whole Child Tenet #1

# HEALTHY

Each student enters school healthy and learns about and practices a healthy lifestyle.

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INDICATOR	COMPONENT	INDICATOR	COMPONENT
<p><b>OUR</b> school culture supports and reinforces the health and well-being of each student.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">1</div>	<p><b>OUR</b> school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">2</div>
<p><b>OUR</b> school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">3</div>	<p><b>OUR</b> school facility and environment support and reinforce the health and well-being of each student and staff member.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">4</div>
<p><b>OUR</b> school addresses the health and well-being of each staff member.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">5</div>	<p><b>OUR</b> school collaborates with parents and the local community to promote the health and well-being of each student.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>✓ Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">6</div>
<p><b>OUR</b> school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>✓ Leadership</li> <li>✓ PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">7</div>	<p><b>OUR</b> school sets realistic goals for student and staff health that are built on accurate data and sound science.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>✓ Leadership</li> <li>PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">8</div>
<p><b>OUR</b> school facilitates student and staff access to health, mental health, and dental services.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>✓ Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">9</div>	<p><b>OUR</b> school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <div style="text-align: right; font-size: 2em; font-weight: bold;">10</div>

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Whole Child Tenet #2

# SAFE

Each student learns in an environment that is physically and emotionally safe for students and adults.



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## INDICATOR

## COMPONENT

**OUR** school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

1

**OUR** physical, emotional, academic, and social school climate is safe, friendly, and student-centered.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

3

**OUR** school staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

5

**OUR** school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

7

**OUR** school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity

9

## INDICATOR

## COMPONENT

**OUR** school physical plant is attractive: is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

2

**OUR** students feel valued, respected, and cared for and are motivated to learn.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

4

**OUR** school provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior and reinforcing expectations, rules, and routines.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

6

**OUR** school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

8

**OUR** teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- ✓ Assessment

10



Whole Child Tenet #3

# ENGAGED

Each student is actively engaged in learning and is connected to the school and broader community.



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## INDICATOR

## COMPONENT

**OUR** teachers use active learning strategies, such as cooperative learning and project-based learning.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

1

**OUR** school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

3

**EACH** student in our school has access to a range of options and choices for a wide array of extracurricular and cocurricular activities that reflect student interests, goals, and learning profiles.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

5

**OUR** teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

7

**OUR** school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

9

## INDICATOR

## COMPONENT

**OUR** school offers a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects.

- School Climate & Culture
- ✓ Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

2

**OUR** school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.

- School Climate & Culture
- ✓ Curriculum & Instruction
- ✓ Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

4

**OUR** curriculum and instruction promote students' understanding of the real-world, global relevance and application of learned content.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

6

**OUR** staff works closely with students to help them monitor and direct their own progress.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- ✓ Assessment

8

**OUR** school supports, promotes, and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

10

Whole Child Tenet #4

# SUPPORTED

Each student has access to personalized learning and is supported by qualified, caring adults.



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## INDICATOR

## COMPONENT

**OUR** school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

1

**OUR** school ensures that adult-student relationships support and encourage each student's academic and personal growth.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

3

**OUR** school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- ✓ Leadership
- PD & Capacity
- ✓ Assessment

5

**OUR** school uses a variety of methods across languages and cultures to communicate with all families and community members about the school's vision, mission, goals, activities, and opportunities for students.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

7

**EVERY** member of our school staff is well qualified and properly credentialed.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

9

## INDICATOR

## COMPONENT

**OUR** teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- ✓ Assessment

2

**EACH** student has access to school counselors and other structured academic, social, and emotional support systems.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

4

**OUR** school personnel welcome and include all families as partners in their children's education and significant members of the school community.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

6

**OUR** school helps families understand available services, advocate for their children's needs, and support their children's learning.

- School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

8

**ALL** adults who interact with students both within the school and through extracurricular, cocurricular, and community-based experiences teach and model prosocial behavior.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

10



Whole Child Tenet #5

# CHALLENGED

Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.



INDICATOR	COMPONENT	INDICATOR	COMPONENT
<b>EACH</b> student in our school has access to challenging, comprehensive curriculum in all content areas.	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>✓ PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">1</p>	<b>OUR</b> curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem-solving competencies, and technology proficiency.	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>✓ PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">2</p>
<b>OUR</b> school collects and uses qualitative and quantitative data to support student academic and personal growth.	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>✓ PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">3</p>	<b>OUR</b> curriculum, instruction, and assessment demonstrate high expectations for each student.	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">4</p>
<b>OUR</b> school works with families to help all students understand the connection between education and lifelong success.	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>✓ Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">5</p>	<b>OUR</b> curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>✓ Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">6</p>
<b>OUR</b> extracurricular, cocurricular, and community-based programs provide students with experiences relevant to higher education, career, and citizenship.	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>✓ Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">7</p>	<b>OUR</b> curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">8</p>
<b>OUR</b> school monitors and assesses extracurricular, cocurricular, and community-based experiences to ensure students' academic and personal growth.	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>✓ Leadership</li> <li>PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">9</p>	<b>OUR</b> school provides cross-curricular opportunities for learning with and through technology.	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>✓ PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em; font-weight: bold;">10</p>

# SUSTAINABILITY

Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach's long-term success.



WWW.WHOLECHILDEDUCATION.ORG

INDICATOR	COMPONENT	INDICATOR	COMPONENT
<p><b>IMPLEMENTATION</b> of a whole child approach to education is a cornerstone of our school improvement plan and is included in our data collection and analysis process.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>✓ Leadership</li> <li>PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">1</p>	<p><b>OUR</b> professional development plan reflects emphasis on and implementation of a whole child approach to education, is individualized to meet staff needs, and is coordinated with ongoing school improvement efforts.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>✓ Leadership</li> <li>✓ PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">2</p>
<p><b>OUR</b> school regularly reviews the alignment of our policies and practices to ensure the health, safety, engagement, support, and challenge of our students.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>✓ Leadership</li> <li>PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">3</p>	<p><b>OUR</b> school uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>✓ Leadership</li> <li>✓ PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">4</p>
<p><b>OUR</b> professional evaluation process emphasizes meeting the needs of the whole child and provides opportunities for individualized professional growth.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>✓ Leadership</li> <li>✓ PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">5</p>	<p><b>OUR</b> school identifies and collaborates with community agencies, service providers, and organizations to meet specific goals for students.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>✓ Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">6</p>
<p><b>OUR</b> school implements a proactive approach to identifying students' social, emotional, physical, and academic needs and designs coordinated interventions among all service providers.</p>	<ul style="list-style-type: none"> <li>✓ School Climate &amp; Culture</li> <li>✓ Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">7</p>	<p><b>OUR</b> school leaders implement a distributed leadership plan to ensure progress.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">8</p>
<p><b>OUR</b> school staff, community-based service providers, families, and other adult stakeholders share research, appropriate data, idea generation, and resources to provide a coordinated, whole child approach for each student.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>✓ Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">9</p>	<p><b>OUR</b> school and all our partners consistently assess and monitor our progress on all indicators of student success to ensure progress and make necessary changes in a timely manner.</p>	<ul style="list-style-type: none"> <li>School Climate &amp; Culture</li> <li>Curriculum &amp; Instruction</li> <li>✓ Community &amp; Family</li> <li>Leadership</li> <li>PD &amp; Capacity</li> <li>✓ Assessment</li> </ul> <p style="text-align: right; font-size: 2em;">10</p>

Appendix L

Letter of Support from the Superintendent

## Letter of Support for Study from Superintendent

Tuesday, January 17, 2017

Mrs. Faith Jackson;

Thank you for your interest in [REDACTED] After School Program. I would like to extend my permission for your dissertation research. I look forward to the report and wish you much success in your study.

If I may be of assistance, do not hesitate to contact me.

Sincerely,

[REDACTED]

[REDACTED]  
Superintendent

[REDACTED]  
Office: [REDACTED]

Appendix M

Letter of Support from the Director of Student Services

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Tuesday, January 17, 2017

Mrs. Faith Jackson;

I am so glad to hear of your interest in the [REDACTED] After School Program. We have a program that has received much State and Federal recognition. I am always happy to find out more and work toward improving our program. You have an open invitation to conduct your study on the After School Program, the Program's Director and myself will work to ensure that you have adequate access to the teachers. Please let me know if I can help you in any way.

Thank You,

[REDACTED]  
[REDACTED]  
Student Services

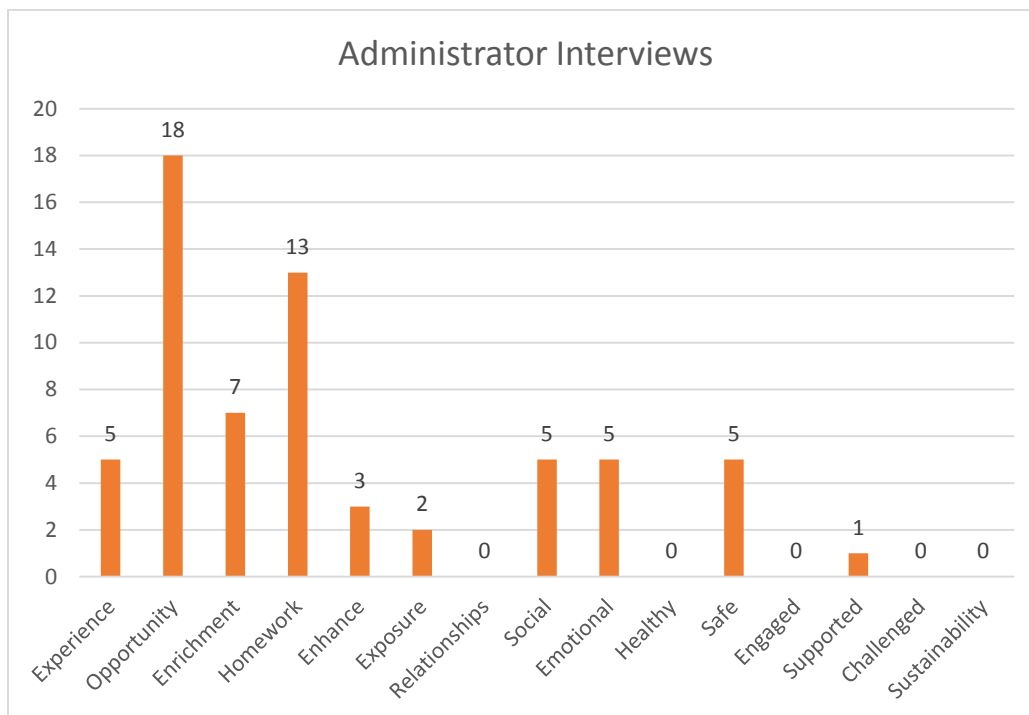
Office: [REDACTED]



Appendix N

Graph of Administrative Interview Responses by Theme

### Graph of Administrative Interview Responses by Theme



Appendix O

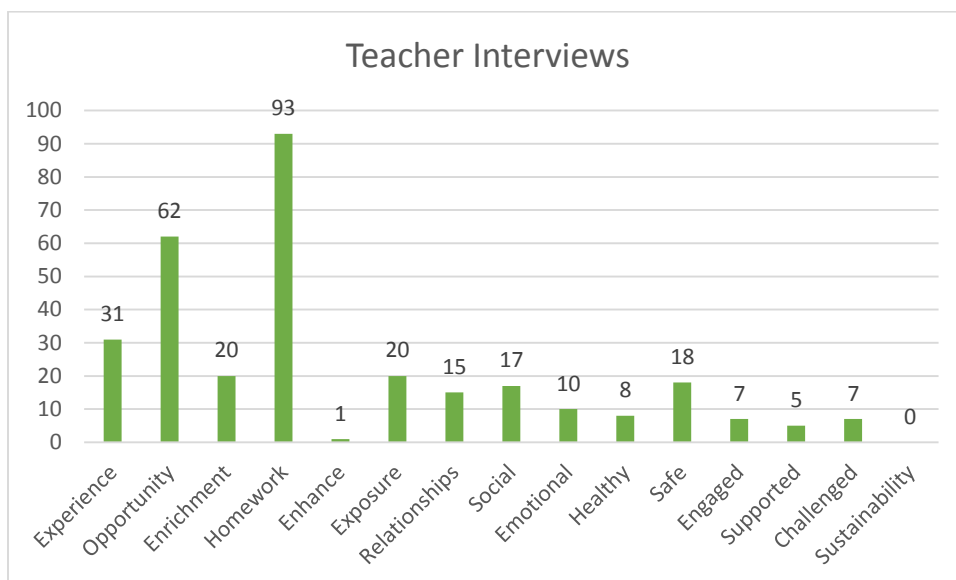
Graph of Administrative Interview Responses by Question



Appendix P

Graph of Teacher Interview Responses by Theme

### Graph of Teacher Interview Responses by Theme



Appendix Q

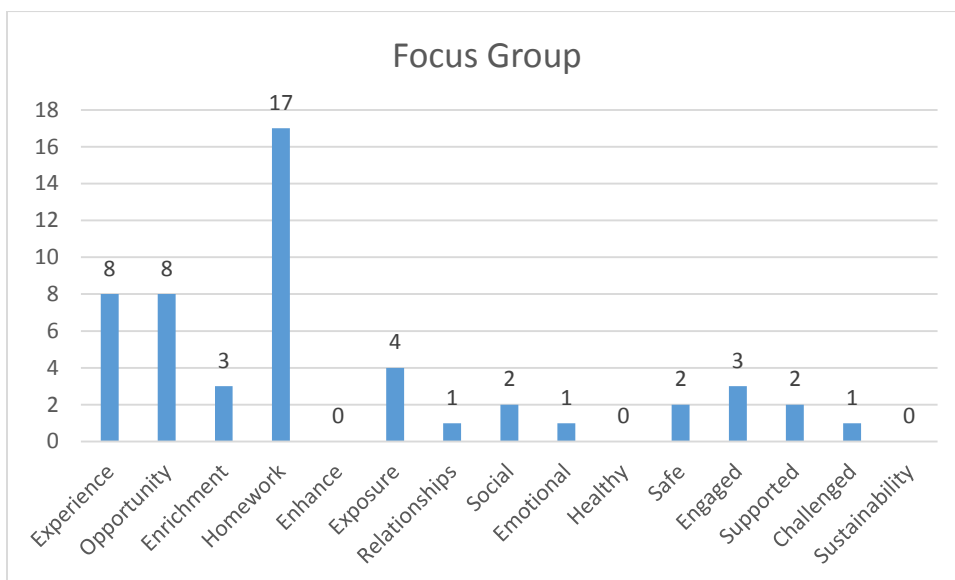
Graph of Teacher Interview Responses by Question





Appendix R

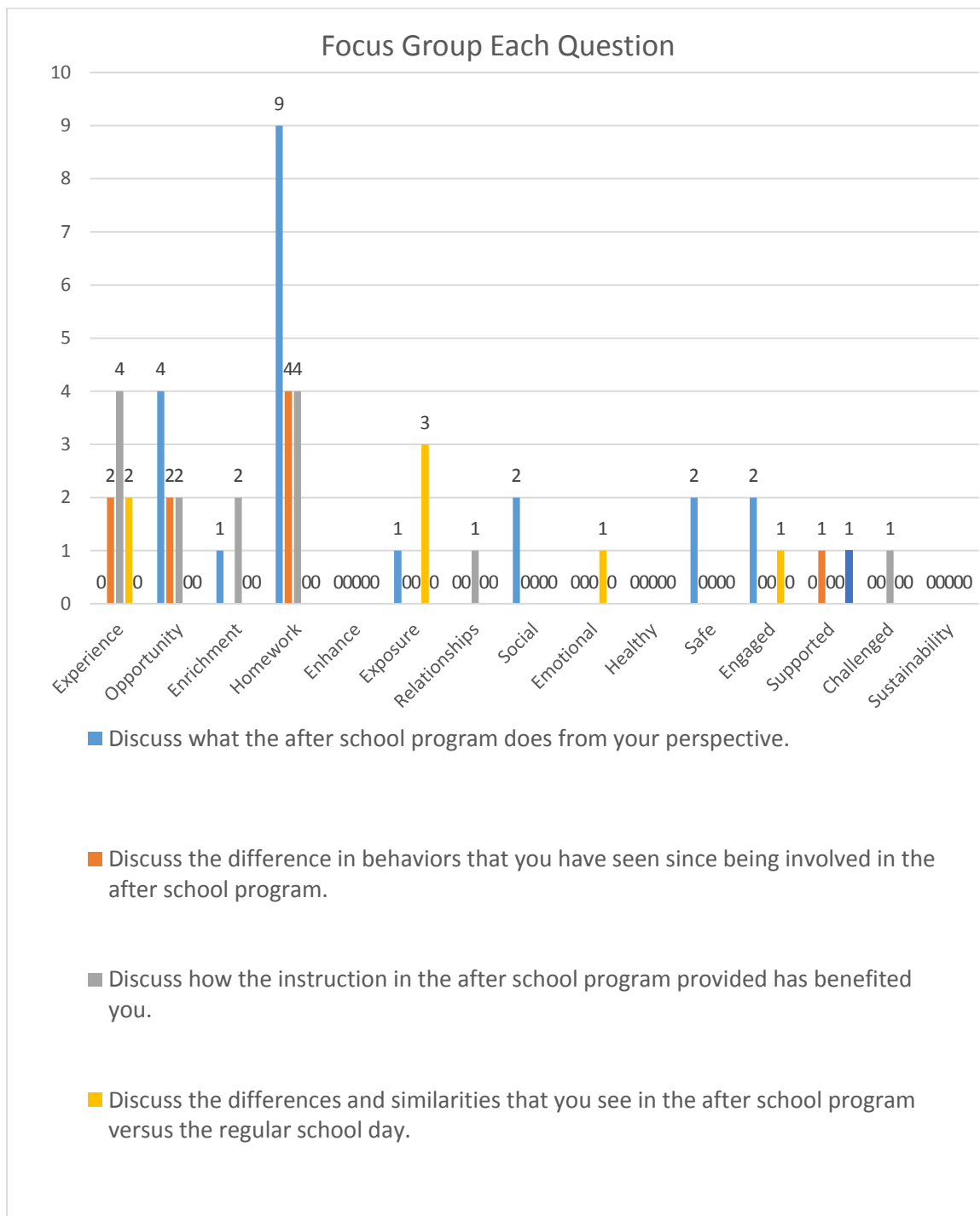
Graph of Focus Group Responses by Theme

**Graph of Focus Group Responses by Theme**

Appendix S

Graph of Focus Group Responses by Question

### Graph of Focus Group Responses by Question



Appendix T

Participant Consent Form for Survey Participation



Appendix U

Participant Consent Form for Interview Participation





Appendix V

Participant Consent Form for Focus Group Participation

## Participant Consent Form for Focus Group Participation

### Consent Form – Focus Group

This is a Dissertation Research project titled Program Evaluation: The Impact of an Elementary Afterschool Program on the Tenets of Educating the Whole Child. The researcher is Faith Jackson who is attending Gardner Webb University.

1. I am volunteering my participation. I realize that there is not a payment for my participation. I realize and understand that I will not be paid to participate. I realize that I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one in afterschool program or school system will be told.
2. I understand that most participants in the focus groups will find the discussion interesting and thought-provoking. We may learn from one another. If, however, I feel uncomfortable in any way during the focus group session, I have the right to decline to answer any question or to leave the focus group.
3. Participation involves being in a small group of teachers of the Afterschool Program answering questions from Faith Jackson who working on her dissertation and studying at Gardner Webb University. Notes during the focus group will be taken, the focus group will also be recorded, and a transcription of the focus group audio will be made by an unaffiliated transcriptionist. I understand that if I do not want to be taped, I need to decline now to be in a part of the study.
4. I understand that the researcher, Faith Jackson, will not identify me by name in any reports using information obtained from this focus group, and that my confidentiality as a participant in this study will remain secure.
5. No one in the school system but the researcher will have access to the raw notes or transcriptions. This precaution will prevent my individual comments from having any negative repercussions.
6. I understand that this research study has been reviewed and approved by the Institutional Review Board (IRB) of Gardner Webb University.
7. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.

---

My Signature

---

Date

---

My Printed Name

---

Signature of the Researcher: Faith Jackson

If you would like more information, please contact: Faith Jackson at [REDACTED]

Appendix W

Signed Confidential Agreement with Transcriptionist

## Signed Confidential Agreement with Transcriptionist

### CONFIDENTIALITY AGREEMENT FORM PROVIDED BY TRANSCRIBIST [REDACTED]

**Title of Research Project:** Program Evaluation: The Impact of an Elementary After School Program on the Tenets of Educating the Whole Child.

As a transcriptionist of the Researcher / Doctorate students' interviews and focus groups, I understand that I may have access to confidential information about study sites and participants. By signing this statement, I am indicating my understanding of my responsibilities to maintain confidentiality and agree to the following:

- I understand that names and any other identifying information about study sites and participants are completely confidential and should be omitted from the transcription.
- I agree not to divulge, publish, or otherwise make known to unauthorized persons or to the public any information obtained in the course of this research project that could identify the persons who participated in the study.
- I understand that all information about study sites or participants obtained or accessed by me in the course of my work is confidential. I agree not to divulge or otherwise make known to unauthorized persons any of this information, unless specifically authorized to do so by approved protocol or by the researcher / Doctorate Student acting in response to applicable law or court order, or public health or clinical need.
- I understand that I am not to read information about study sites or participants, or any other confidential documents, nor ask questions of study participants for my own personal information but only to the extent and for the purpose of performing my assigned duties on this research project.
- I agree to notify the Researcher/Doctorate Student immediately should I become aware of an actual breach of confidentiality or a situation which could potentially result in a breach, whether this be on my part or on the part of another person.

[REDACTED]      2/7/17      [REDACTED]  
Signature      Date      Printed name

Jacquelyn Faith Jackson      2/7/17      Jacquelyn Faith Jackson  
Researcher / Doctorate Student      Date      Printed name