Doctoral Dissertations

Theses, Dissertations, Capstones and Projects

2007

A case study : academic achievement in an after-school tutoring program with Black middle school youth

Errie Denan Bohanon

The University of San Francisco

A CASE STUDY: ACADEMIC ACHIEVEMENT IN AN AFTER-SCHOOL
TUTORING PROGRAM WITH BLACK MIDDLE SCHOOL YOUTH

A Dissertation Presented
to
The Faculty of the School of Education
Department of Leadership Studies
Organization and Leadership Program

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

by
Errie Denan Bohanon
San Francisco
May 2007

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

_____   6-27-07
Candidate   Date

Dissertation Committee

_____   6-27-07
Chairperson

_____   6-27-07

_____   6-27-07

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

Table

CHAPTER I

THE RESEARCH PROBLEM

Statement of the Problem

Over a half century after the Brown v. Board of
Education (1954) decision to desegregate public schools,
in an effort to improve opportunities for all school
students, research suggests that Black students continue
to score lower than Caucasian students do in the areas of
science, mathematics, reading, and writing (National
Assessment for Educational Progress, 2004; National Center
for Educational Statistic, 2004). Low academic achievement
and disproportionate high school dropout rates continue to
present problems amongst black children, especially those
in low-income families (National Center for Educational
Statistics, 2004). Although this gap has to some extent
declined over the years, recent reports indicate that the
achievement gap between Black and White students has
remained somewhat steady during the past decade (Fashola,
2003; National Center for Educational Progress, 2004;
National Center for Educational Statistics, 2004).

Purpose of the Study

The purpose of this study was to determine the
effects of an after-school program's academic tutorial
services on the academic achievement of Black Middle

school youth ages 11-12. The study identified key factors in the after-school program that helped to improve the youth's academic achievement. The perceptions of the after-school program tutorial staff, participating youth, and their caregivers regarding how well they felt the goals and expectations of the program were communicated to the youth were assessed as well.

Background and Need for the Study

On average, the goal of after-school programs is to attract children and youth between the ages of 5 and 18 (Fashola & Cooper, 1999). These researchers have concluded that many of these programs are not "school based," and only a minute number stressed academic and non-academic achievement activities, which assisted children with the constructive use of their free time. While academic achievement is rarely the primary goal of these programs, growth in participants' educational success, attendance, or other significant school related outcomes may result from one's active participation. Additionally, after-school programs are inclined to supply transportation, comprehensive recreational programs, and an extensive adult-to-child ratio.

On a national level, after-school programs are often organized by "Boy's and Girl's Clubs, the YMCA/YWCA, Big Brothers/Big Sisters, 4-H programs, ASPIRA, Church programs, and various community parks and recreational programs" (Fashola & Cooper, 1999, p. 130). Programs such as these provide specialized activities that frequently utilize experts and volunteers in disciplines such as ballet, tap-dancing, music, karate, chess, and various other projects (Fashola & Cooper, 1999).

Phia and Miller (2003) reported that after-school programs could positively affect young people's engagement in school learning through activities clearly connected to school goals as well as through the promotion of a wide-range of skills that young people need to become successful. The authors also note that after-school programs support the learning environment of the classroom by providing participants with opportunities to practice skills they have learned in the classroom and use them in real-life situations. These particular programs also increase the participants' motivation through experimental learning, and building positive hope for the future by exposing them to people, places, and ideas outside of their usual experience.

According to the United States Census Bureau (2002), there are approximately 49 million children and youth, ages 6-17, living in the United States. As reported in the 2000 census data, the racial and ethnic diversity of America's children and youth under the age of 18 continues to grow. Data indicated that "68.6% were white, 17% reported Hispanic ethnic origin, 15.1% were black or African American, 7.6% indicated other, 4% chose two or more races, 3% were Asian, and 1% were American Indian" (Annie E. Casey Foundation, 2002,p.1).

Twelve million U.S. children are reported to live in families with incomes below the federal poverty level of $18,400 for a family of four. Most families need double this income to provide necessities, such as adequate food, steady housing, and healthcare. Forty percent of all children, or twenty-seven million U.S. children, are in families that cannot afford these essential requirements (National Center for Children in Poverty, 2003; National Institute on Out-of-School-Time, 2005).

Statistical data from the National Institute on Out-of-School-Time, (NIOST) (2005) found that,

> In 67.8% of married-couple families with children ages 6 to 17, both caregivers work outside the home; in single parent families 77.8% of female headed families, and 83.7% of male headed families, the custodial parent school aged children (those

between the ages of 5 and 12) show that an
estimated 4 million regularly spend time without
adult supervision. (p.1)

Barnett and Rivers (2002) asserted that 44% of
families with children in self-care could not provide any
regular after-school care for their children. According
to After School Alliance (2004), 11% of the children
reported as left in self care, are those in 1st through 5th
grade, 34% are in 6th through 8th grade, and 51% are in 9th
through 12th grade. In addition, this same study found
that Black and Hispanic youth spent more time unsupervised
than other ethnic groups.

Duffett and Johnson (2004) and National Institute on
Out-of-School-Time (2005) asserted that roughly 36% of
kids claimed that they spent time home alone after school
at least once a week. Sixteen percent claimed they spent
at least three to four days a week alone and 13% reported
spending five days a week home alone after school. Data
from this same study also indicated that 57% of middle and
high school students engaged in some organized activity
every day, or almost every day, after school. Eighty-five
percent of the students surveyed stated that kids who
participated in organized activities during the school
hours were better off than those who did not.

Research of Child Trends Data Bank (2002) proposed that nearly one-third of 8th graders, one-fourth of 10th graders and one fifth of 12th graders viewed four or more hours of television on weekdays in 2000. Researchers from the American Academy of Pediatrics, (2001) Buchanan, Gentil, Nelson, Walsh, & Hensel, (2003) and the National Institute on Out-of-School-Time, (2005) have linked the observation of TV violence with a greater likelihood that children and teens will demonstrate physically aggressive behaviors. The National Institute on Out-of-School-Time (2005) asserted these teens display "relational aggression (behaviors that harm others through damage or threat of damage to relationships, feelings, friendships, or group inclusion), and assume the worst in their interactions with others" (p. 2).

Insufficient adult supervision and self care involvement for children and Youth have been associated with: greater "likelihood" of accidents, injuries, inferior grade point averages, poorer standardized test scores, and increased "likelihood of participation" in felonious or "other high risk activities such as experimentation with alcohol, tobacco, drugs and sex" (Kerrebrock & Lewit, 1999; Colwell, Petitit, Meece, Bates, & Dodge, 2001; Patten & Robertson, 2001; Snyder &

Sickmund, 1999). Research data indicated that 37% of teens left unsupervised during non-school hours are most likely to become teen caregivers (United States Department of Education, 2002).

Halpern's (2003) findings from a two-year study evaluated the learning objectives and practices of after-school programs in three cities. He established programs that were very good at increasing literacy and were deliberate about preparations to incorporate literacy activities into program life developed an exceptional educational environment. By displaying books in designated areas for reading and writing and willfully fusing learning into other program activities, this intensified children's desire for reading and writing.

Halpern (2004) claimed after-school programs balance the institutions of family and school by providing opportunities and means that these other institutions are not capable of supplying; thus filling in the gaps. This is particularly true for low and moderate-income children. After-school programs offer an atmosphere that encourages the social and interpersonal facet of a child's development by acknowledging the interest and concerns of its participants.

Walker and Arbreton (2001) maintained, the importance of providing children and youth with favorable surroundings which develops mutual relationships and grant opportunities for participators to "hang out" during the non-school hours. When children and youth are afforded opportunities to "hang out" in positive environments they are less likely to become involved in delinquent behaviors.

There is visible proof that outstanding out-of-school opportunities are relevant. Research suggested out-of-school opportunities harmonize with environments developed by schools and families and supply essential "nutrients" that discourage failure, encourage academic success, and are significant in ways that are clear and quantifiable (Forum for Youth Investment, 2003).

Gambone, Klem, and Connell (2002) maintained that in order to assist young people in becoming successful adults they must make significant developmental changes. Youth must learn to use their time constructively and build relationships with peers and adults. They must work in diverse settings and utilize support systems. Young people who wish to become successful adults must also maintain supportive relationships with peers and adults, as well as

challenge themselves with exposure to new activities and learning experiences.

According to Miller (2003), after-school programs can provide measurable outcomes. Three measurable outcomes are: (a) the opportunity to join in activities that help the peer group, (b) the opportunity to work with diverse peers and adults to "develop projects, performances and presentations that receive encouraging reviews from their families and the larger community" and (c) "the opportunity to develop a vision of life's possibilities that, with commitment and persistence, are attainable" (p.3).

In a meta-analysis of 56 students of out-of-school time programs, researchers Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn (2003) concluded that out-of-school time plans of action could have favorable influences on the academic success of low achieving or at-risk students in the areas of reading and mathematics. The researchers also discovered that the timeframes for delivering out-of-school time programs (i.e., after school or summer) do not determine the program efficacy; and that out-of-school time action plans need not focus exclusively on educational activities in order to have favorable influences on student achievement.

There continues to be an impenetrable break linking the knowledge and skills most students learn in school and the knowledge and skills they need in the 21st century job market. Students need to learn academic content through real-world examples, applications, and experiences both inside and outside of school (Partnership for 21st Century Skills, 2003).

After-school programs can be utilized as a means for many children and youth to both develop 21st century skills and increase their exposure to and increase their ability to pilot new forms of equipment (Hall & Israel, 2004). After-school programs are acknowledged as the bridge linking today's youth with the skills and knowledge needed to survive in the 21st century job market.

Kugler (2001) indicated that after school computer clubs are often the most popular after school activities and can provide a means to other academic learning experiences. Additionally, the research recommended that applications focus on multimedia projects, which are on many occasions highly interesting to teens, can lead to achievement in "higher-order thinking, problem solving, and synthesizing different points of view" (Kugler, 2001, p. 7).

The most basic challenge facing the field of after-school programs for Black Middle school youth is that of communicating a clear and well thought out purpose and role in the lives of children. This research study will contribute to the current understanding of this topic.

<div align="center">Theoretical Rationale</div>

The theoretical rationale used for this study was a term first coined by sociologist Robert K. Merton in a 1948 *Antioch Review* article entitled "The Self-Fulfilling Prophecy." According to Merton (1948),

> The self-fulfilling prophecy is, in the beginning, a false definition of the situation evoking a new behavior which makes the originally false conception come true. The specious validity of the self-fulfilling prophecy perpetuates a reign of error. For the prophet will cite the actual course of events as proof that he was right from the very beginning. (p.195)

Although Tauber (1997) credits Merton with coining the term "self-fulfilling prophecy," he, with the help of a fellow sociologist further explored the definition. Through further exploration and collaboration the sociologist drew upon a statement from the earlier research of Thomas(1928), which stated, "If men define situations as real, they are real in their consequences" (p. 527).

According to Smith (1990) Clark was the first to use the theory of "The self-fulfilling prophecy," in an educational realm as he affirmed,

> If a child scores low on an intelligence test because he cannot read and then is not taught to read because he has a low score, then such a child is being imprisoned in an iron circle and becomes the victim of educational self-fulfilling prophecy. (p.150)

Merton (1948) solidified "the Self-Fulfilling Prophecy" by comparing two banks experiencing the same financial states. At one bank, the depositors feared that their bank was in danger of going bankrupt, while the other bank depositors were not expressing their fear. According to Merton (1948) the consumers who feared their bank would fold, lined up to withdraw their funds. As a result, the bank went bankrupt, and brought the consumers' fears into fruition. Simultaneously, the selfsame bank with secure customers continued to flourish.

In 1968 after the research of Rosenthal and Jacobson's "Pygmalion in the classroom," "The Pygmalion Effect" gained national attention as well as served as the subject of investigation in the educational realm (Parkison, 2004; Rosenthal & Jacobson, 1968; Smith, 1990). Pygmalion focused on the effects a teacher's expectations can have on a student's I.Q. score, claiming that students who the

teacher expected would bloom, or perform at a higher level, did in fact score higher than students for whom teachers held no expectation.

The primary goal of Rosenthal and Jacobson's (1968) research was to explore the influences that teacher attitudes have on the academic achievement of their students. The research of Parkison (2004), and Rosenthal and Jacobson (1968) proved that the expectations of the teacher have a direct influential relationship on the progress of the student.

Research Questions

The following questions emerged for this study.

1. To what extent has the after-school program influenced the academic achievement of Black Middle school students?

2. To what extent does the after-school program help to re-direct Black Middle school students' attitudes toward their educational success?

3. What factors contribute to the effectiveness of the after-school program?

4. To what extent has the after-school program influenced the educational goals and expectations caregivers have for their children participating in the program?

Definition of Terms

The following terms have been operationalized for this study. They are:

Academic Tutorial Services: Individualized academic instruction provided to the identified students at risk of failing academically in the areas of math, Language Arts

After-School Program: A safe structured environment where elementary through high school youth can attend daily during the non-school hours of 2:30 PM thru 7:00 PM. The youth will receive adult supervision, assistance with homework, positive adult role models, and recreational activities.

Caregiver: Any individual, parent, grandparent, adoptive parent, foster parent or legal guardian, performing parenting roles and responsibilities.

Disadvantaged youth: Children from homes with low social economic status or whose income falls below the federal poverty level of $18,400.

High Risk: Youth and children that are at risk of failing school because of becoming disengaged, or by achieving poor grades and low scores on achievement tests.

Low Achieving: Any student whose grade point average falls below a C average or 2.0 GPA on a 4.0 scale.

Measures of Academic Success: Academic success was measured differently, in that, one school site utilized the States standard grading system, A, B, C, D, F, and the other site utilized a point system ranging from below 1.0-3.0 to measure students proficiency in individual subjects and competency areas.

Student Expectations: Those statements made by the individual student regarding his/her potential academic success (e.g., I'll get an A on the test, complete the assignment, or pass the class).

Teacher Expectation: Inferences that teachers make about the future academic achievement of students (Cooper & Goode, 1983).

Youth: Middle school students between the ages 11-12.

Limitations of the Study

Although this case study design assumed that the case being studied reflected similar entities, these results should not necessarily be applied to other after-school programs. Single case studies are not generalizable to the general population, as their small sample size does not represent all after-school program populations.

This researcher's use of report cards was unreliable as an indicator of achievement because of the teachers' ability to either inflate or deflate the grades at his or

her discretion. This researcher was denied access to participants' standardized test scores since the Boy's and Girl's Club was unauthorized to obtain such documents.

Limitations existed as a result of the examiner utilizing two different school sites which used different criteria for measuring students' academic success. These limitations were caused by the researcher's inexperience with adequately comparing the two grading criteria, as one school used a number system, and the other used a standard grading system with total grade points and averages.

Significance of the Study

This study provided the findings of the effects of a single after-school program's academic tutorial program on the academic achievement of Black Middle school youth ages 11-12. This study had significance in three major areas: (a) the body of empirical knowledge on tutorial programs for Black Middle school youth, (b) impact of after-school tutorial programs on academic achievement, and (c) evaluation of an after-school tutorial program from a caregiver perspective.

This study added to the empirical body of knowledge on after-school tutorial programs designed for Black Middle school youth. Although the program worked for many youth,

supplementary after-school help in the areas of funding and qualified academic aides is needed for other youth. Indications are that longer program hours, conducive to the working schedule of caregivers, would also be of benefit.

Findings of the study indicated that the after-school tutorial program had an impact on participant academic achievement, raising Grade Point Averages as much as one point (on a four-point scale) over a semester period. Such program impacts could have significant implications for closing the national achievement gap between Black and Caucasian youth.

This study sought the feedback of caregivers whose youth were participating in the program. Major findings indicated that caregivers felt the program would be enhanced by lower program costs if they had multiple children participating and a schedule more in line with their daily work hours.

This study proved to be of interest to community and neighborhood organizations, community leaders, and public planners interested in developing neighborhood based academic intervention programs. This study is important because it found that when youth are exposed to extended learning hours they began to improve in their academics, have positive changes in their academic behaviors, decrease

drop out rates, increase graduation rates, and spend more structured time with caring adults. This study proved to be of significance to after-school programs looking for innovations, foundations grant makers distributing community grants, and policy makers supporting after-school prevention and intervention strategies.

CHAPTER II

REVIEW OF RELATED LITERATURE

Overview

This literature review focuses on four significant areas of interest. First, it addresses academic achievement in after-school programs. Secondly, it addresses the impact of after-school programs on the academic achievement of Black Middle school youth. Next, this chapter presents literature on teacher expectations and perceptions of Black youths' academic achievement in school. Additionally, this chapter focuses on improving the academic achievement of Black youth.

Academic Achievement in After-School Programs

Over the past five years, there has been increased interest and public support in after-school program blueprints for building academic success. Advocacy and support for such programs have been encouraged by the public's perception that young people must have places to be in the out-of-school hours. The after-school programs must include the supervision of attentive adults and constructive activities to help young people achieve in school and in other parts of their lives (Phia and Miller, 2003).

Studies by Farmer-Hinton (2002) and the United States Department of Education (2000) found that today, far more children are home alone after-school than in previous times. The research suggested that today, nearly 8 million children are responsible for self-care after-school (Farmer-Hinton, 2002; United States Department of Education, 2000). This situation is problematic because of the influence of television, hanging out with negative peer groups, and becoming involved in unproductive and uncreative activities (Chung, 2000; Farmer-Hinton, 2002; Fashola, 1998; U.S. Department of Education, 2000). In most communities, there is a limited availability of affordable after-school recreational and cultural programs. Affordable after-school programs in rural and urban areas, meet less than one-third of the demand for such programs (Farmer-Hinton, 2002; U.S. Department of Education, 2000).

Phia and Miller (2003) reported that in various parts of the nation, the public is noticing that young people are spending as much as 15 hours a week in after-school programs, often returning to the same program over an extended period of time. In spite of the magnitude or degree of participation, it is important for after-school programs to offer varied learning experiences that assist children and youth in developing diverse skills.

After-school programs are expected to provide motivating educational experiences that will attract and maintain the positive participation of all children, including those who are not achieving at their capacity in the classroom.

Studies performed by Chung(2000), Farmer-Hinton (2002), Fashola (1998) Schwendiman & Fager (1999) and the United States Department of Education (2000) indicated that the most effective after-school programs are the ones that have regular-day and after-school curriculum that includes involvement from caregivers, teachers, and the community. These types of programs also include providing recreational time and nutritional meals (Chung, 2000; Farmer-Hinton, 2002; Fashola, 1998; Schwendiman & Fager, 1999; United States Department of Education, 2000). Inquiries into many 21st century after-school programs implementing these components shows a dramatic drop in pregnancy rates, juvenile crime rates, drug and alcohol rates, and school absentee rates in the areas in which they serve (Farmer-Hinton, 2002: United States Department of Education, 2000).

Research suggested that if children and youth are to do well or prosper as adults, they must be successful in school. As cited by Smink and Schargel (2004) "In order for a student to maintain hope for their future they must be able to see the possibilities before them" (p. 5).

Thus after-school programs have begun to classify themselves as collaborators with teachers and families by offering direct support to young people's pedagogical studies (Phia and Miller, 2003). These efforts are comprised of fortifying activities connected to school standards, academic tutoring, and mentoring, in addition to homework support.

Quality after-school programs utilizing the "positive youth development approach" have integrated the support and opportunities required young people to succeed developmentally and academically. The study of Hall, Yohalem, Tolman, and Wilson (2003) suggested that quality after-school programs utilizing the positive youth development approach could help to overcome critical barriers to learning and support academic achievement and well-being in the following ways:

> They support the development of a range of non-academic competencies and characteristics that, in turn, support young people's learning.

> They ensure that young people have critical developmental inputs that help to insure academic success and ensure that young people are fully prepared and fully engaged.

> They create a rich alternative to the learning experiences that students experience in schools.

> They help to eliminate the consistent barriers to learning faced by young people.

> They recognize their programming as part of a larger 'developmental space,' and intentionally link their efforts to other settings in which people grow and develop. (p. 17-19)

According to Phia and Miller (2003) after-school programs have the ability to increase young people's commitment to school learning through activities undoubtedly connected to school goals. After-school programs also have the capacity to promote a large array of skills that youth need to achieve (2003).

Los Angeles Better Educated Students for Tomorrow (BEST) Program has produced one of the most significant studies in the after-school field by analyzing ten years' worth of program data on after-school programs (Huang, Gribbons, Kim, Lee, and Baker, 2000). Established in 1988 as a collaboration of the Los Angeles Unified School District, the City of Los Angeles, and the private sector, the program provides services to over 19,000 children and youth between the ages of 5 and 16 at more than 117 sites throughout Los Angeles. The participating educational institutions selected to participate in the programs were chosen because of their students' inferior academic performance, low social economic status, high gang rates, and crime rates in the neighborhood.

Huang, Gribbons, Kim, Lee, and Baker, (2000) published an extensive longitudinal study of LA's BEST, and concluded that, in comparison to non-participants, students who consistently took part in the program for at least one year, observed a significant decrease in absences, an increase in academic scores, and an increase in math, reading, and language arts standardized test scores. There were also improved scores in English proficiency for students learning English as a second language.

At the request of the Governor's Crime Commission, The Center for Urban and Regional Studies performed a 16-month study of six after-school programs in North Carolina serving Youth between the ages of 11 and 16 (Governor's Crime Commission, 1999). The six after-school programs' objective was to provide services to the youth at least four days per week, in addition to providing tutorial support, and recreation and enrichment actives. Findings from this study provided The Crime Commission's Juvenile Delinquency Prevention Committee (CCJDPC) with vital information regarding the effects of after-school programs on adolescents. The study also collected information on the organizational characteristics of these organizations. The article noted that the overall goal of the aforementioned committee was to discover guiding principles that support

after-school programs as well as enhance other practical differences they create in the lives of adolescents (Governor's Crime Commission, 1999).

Based on the research findings by the Governor's Crime Commission, "Programs provided homework assistance, community-sites, or regular transportation. They targeted enrollment and concluded that more volunteers would possibly help participants to stay out of trouble or improve their academic performance" (p.1). According to the researchers who worked with the Governor's Crime Commission, 28% of the youth participating in programs with structured academic supports showed an improvement in their English scores from the previous year compared to the reported 6% of the cohorts who were involved in programs that did not provide academic support services. On the other hand, the effects of structured homework assistance programs were not as impressive with math grades. The report indicated that 31% of the participants at study programs without structured homework assistance also increased their math grades.

According to Huang (2001) and Feeley (1997), academic achievement outcomes suggested that students receiving extra instructional time from compassionate and sympathetic adults servicing successful after-school programs can

change the way students feel about middle and high school. As indicated, youth reportedly develop positive attitudes toward school and reach their full potential, as a result of participating in after-school programs that afford positive role modeling and the basic tools needed by the student to succeed in school. Accordingly, the writers attribute students' higher aspirations for the future, a reduction in high school dropout rates, work habits, improved school attendance, and positive attitude toward school as indicators for the academic achievement outcomes of successful after-school programs for middle and high school students.

The effects of after-school programs on the lives of young people have been difficult for program managers and researchers to evaluate. Undoubtedly, numerous variables such as race, gender, economic status, and individual family situations can have an impact on youth (Gray, Roole and Whitaker, 1999). Nevertheless, the query measured by this study was what components of after-school programs are more likely to make a positive difference in the lives of the young people they serve? This investigation begins to respond to this question by examining the studies that have evaluated the impact of after-school programs.

Even though the results of the studies reviewed below are not conclusive, the authors of the studies conclude that they do in fact demonstrate how some after-school programs make positive differences in the lives of youth (Gray, Roole and Whitaker, 1999).

The research of Grossman, Price, Fellerath, Jucovy, Kotloff, Raley, and Walker (2002) suggested that outstanding after-school programs that provide quality activities could offer participants an enriching experience that can help them to develop initiative. The literatures indicated that as one embrace new things or improve a skill they are provided with a sense of achievement and competence, which in turn improves their sense of self. The researchers maintain that "Improving youth's willingness to be persistent in the after-school setting could theoretically also spill over to the academic environment-Perhaps even if the after-school activities are not academically focused" (Grossman & etal, 2002, p.42). Motivating a youth to remain persistent willingness

Findings from the 2000-2001 Extended-Service Schools Initiative (EES) research of Grossman, Price, Fellerath, Jucovy, Kotloff, Raley, and Walker (2002) indicated that approximately two-thirds of the youth believed the program helped them improve academically.

Caregivers were particularly more likely to find the program helpful to their youth. Caregivers survey responses were consistent with the expected pathway of change that ultimately lead to increased Academic success. Eighty-six percent of parent felt that EES helped their youth like school more and try Harder in school, factors that may lead to learning more and doing better (2002).

<center>Impact of After-School Programs on the Academic Achievement of Black Middle school Youth</center>

There are limited research studies reporting the effects of after-school programs on disadvantaged Black Middle school youth. Posner and Vandell (1994) reported positive impacts on academic achievement and social adjustments for those students participating in formal after-school programs in contrast to informal types of after-school care, such as mother care, self-care, or supervision by another adult. This study also found that children in more structured programs spent more time in academic activities with encouraging lessons and less time watching television and playing outside without adult supervision than other children. These youth also reportedly spent more time participating in activities with peers and adults and less time with their siblings than other children.

Thus, the time that children spent in formal, structured activities, coincided with their academic and conduct reports, peer relations, and emotional adjustment (Posner & Vandell, 1994). Many Black students reportedly performed well in their individual schools and school districts. However, national reports indicate that as a group Black students are not performing as well as their White or Asian peers. (Fashola, 2003; National Center for Educational Progress, 2004; National Center for Educational Statistics, 2004).

Disadvantaged minority groups achieve poorer results at every level, even when given equal preparation time, as their White and Asian American peers (Steele, 1997). It has been concluded that many children need extra help with academic work beyond the instruction provided during the normal school day, in spite of their socioeconomic status, race, and gender (Fashola, 1998; Posner & Vandell, 1994). Further, Fashola (2003) proposed that many families, particularly, low-income Black families, were not able to partake in after-school programs for a number of reasons, which include the inability to fund the cost of the program, time, and the lack of transportation.

Farmer-Hinton's (2002) qualitative study examined the impact of Chicago's Lighthouse programs on its participants' academic achievement. The Chicago Lighthouse program offered an additional hour of teaching as well as an hour of recreational time. Data for Farmer-Hinton's inquiry was obtained from 2001 test scores, surveys of principals, teachers, and students from 491 elementary schools. Farmer-Hinton's findings showed that between the 2000 and 2001 academic school year, the Chicago Lighthouse participants showed a 1-month improvement in reading and math over non-Chicago Lighthouse participants. Black Middle school youth were reported to have better reading scores than their peers in schools that were not predominantly Black. This study also concluded that high poverty Chicago Lighthouse schools performed better than non Lighthouse students attending schools in higher or more stable socioeconomic areas (Farmer-Hinton, 2002).

In their 2001 study, Collins and Onwuegbuzie evaluated the effectiveness of the After School Peer Tutoring (ASPT) program conducted in a rural southeastern school district. In this study, Collins and Onwuegbuzie explored the program's influences on the academic scores of 89 at-risk Middle school students who enrolled in the program for one

semester. Researchers used students' final grades to determine program effectiveness.

This particular study also assessed "indicators of at-risk behavior," as evidenced by the students' history of suspension and special education placement history. The findings from this study concluded that the ASPT was successful in improving the academic performance of most of the participants. The researchers also noted that "several program participants received passing scores in language arts, science, and mathematics, and social studies" (Collins & Onwuebuzie, 2001, p.1). Based on their findings, the ASPT program did not have a very strong influence on math, and the students' history of suspension was identified as the barrier to academic achievement. In conclusion, "White students appeared to benefit more from the tutorial services than any other group. Sixth grade students benefited the most followed by 7th graders with 8th grade students benefiting the least" (Collins & Onwuebuzie, 2001, p.1).

Smink and Schargel (2004) stated the following "in order for a student to maintain hope for their future they must be able to see the possibilities before them" (p.5).

Youth at risk of dropping out of school are often incapable of recognizing their own potential; in fact, they rarely see the opportunity or relationship to attending college, pursuing an exciting career, or becoming an active citizen making a positive difference (2004). According to the researcher's these youth are not well suited for the conventional classroom setting, and consequently need an engaging environment where they can make connections with nurturing adults and new types of opportunities provided by after-school and summer programs (2004).

Findings from Hahn's (1994) study on the Quantum Opportunities Program (QOP) clearly illustrated the aforementioned point as it provided 25 high school aged youth from welfare dependent families in five cities: Philadelphia Oklahoma City, San Antonio, Saginaw, and Milwaukee with intensive educational assistance, community service experience, life skills instruction, and financial incentives for the duration of their high school years. Twenty-five additional youth were chosen for this selfsame study and assigned to a control group (Hahn, 1994).

QOP study participants were connected with nurturing adults for the remainder of their high school years, whether they continued participating in the program or not.

As the participants withdrew from QOP activities staff would locate them at their homes, schools, playgrounds, on the streets, or even prison to inquire about their withdrawal and let the youth know that they were still a valuable member of the QOP family (Hahn, 1994).

After the four-year evaluation, the following results were obtained: 21 percent more QOP participants graduated more often, 42 percent went on to post-secondary education more often, and 24 percent became teen caregivers less often (Hahn, 1994). Follow-up studies by Newman, Fox, Flynn, and Christeson (2000) have confirmed the on going effects of the Quantum Opportunities Program (QOP), as youth participating in the after-school program were "three times as likely to continue their education, and receive an award or honor at graduation. Non-participating boys and girls were "twice as likely to drop out of school" (Hahn, 1994; Newman & etal, p. 1-2).

A study on the California After School Learning and Safe Partnerships Program (ASLSNPP) began in 1998. This program was evaluated by the Education Department of the University of California at Irvine from 1999 to 2000. The purpose of this study was to measure ASLSNPP's progress in meeting program goals.

This non-experimental evaluation looked for "indicators of program impacts on achievement of academic performance standards, attendance, positive behavior changes, and school safety" (Newman, Fox, Flynn & Christeson, 2000, p.4).

The research found youth to be enthusiastic about the After School Learning and Safe Neighborhood Partnerships Program (ASLSNPP) and indicated that they thought the program positively contributed to their homework completion, learning, school performance, and feelings of confidence, safety and security. Caregivers reportedly noticed an increase in their children's academics and enthusiasm when approaching their subjects, and concluded that it was largely the result of their attendance and participation in the After School Learning and Safe Neighborhood Partnerships Program (Newman & etal, 2000).

Other significant finds from this study is that SAT-9 Reading scores of After School Learning and Safe Partnerships Program (ASLSNPP) participants improved more than the scores of students statewide(Newman & etal, 2000). The study also concluded that improvements for ASLSNPP participants were closely related to individual students' levels of participation in the program, as those who participated in the program for 150 days or more,

showed greater increases in their SAT-9 Reading Scores. Participants who remained with the program for 3 months or longer also increased their Sat-9 Math scores more than students statewide (Newman & etal, 2000; Poggi, 2002).

Teacher Expectations

Over the last two decades, researchers such as Grantham & Ford (2003); Howard (2003); Flowers, Milner & Moore (2003); Moore, Madison-Colemore; & Smith (2003); Ogbu (2004), and Lewis & Moore (2004) have critically examined and chronicled in journal articles, research briefs, reports, and books detailing the problems Black youth face in their pursuits of education and the academic achievement of Black youth kindergarten to twelfth grade (K-12) urban settings. The literature suggested that urban Black elementary and Middle school youth are failing to academically meet their yearly achievement requirements, in the class environment, as well as meet state standards.

The studies of Ogbu (2003), Buchmann and Dalton (2002), Hao and Bonstead-Bruns (1998), Morgan (1996), Hanson (1994), Garrison 1982, Alexander and Eckland (1975), and Rosenthal and Jacobson (1968) have shown that teacher expectations have a direct and immediate effect on academic achievement.

A child's classroom experience is shaped by the quality of his or her relationship with the teacher (Seyfried, 1998). Research consistently showed that teacher expectations are associated with academic attainment (Babad, Inabar, & Rosenthal, 1982; Page & Rosenthal, 1990; Rosenthal, 1995; Rosenthal & Jacobson, 1968; Seyfried, 1998). As reported in Seyfried (1998) "teachers with high expectations for student performance gave students more feedback, were warmer, and presented more challenging work." (p.387) On the other hand, researchers claimed that teachers did not reward the success of students who they predicted would have poor outcomes (Rosenthal, 1973; Seyfried, 1998).

If students do not believe that their teachers care about them and are truly interested in their academic achievement, the odds that they will succeed academically is significantly less (Noguera, 2002). Findings from the Metropolitan Life (2002) study on teaching concluded that 39% or 3,961 of the students studied reported that they trusted their teachers "only a little or not at all" (p.2). As the facts were divided by racial type and socioeconomic status, minority and poor students demonstrated essentially higher levels of distrust.

The results indicted that 47% of minorities and 53% of poor students reported that they trusted their teachers a "little or not at all."(p.2) In spite of the presented data, many students will do well even though they do not trust or feel supported by their teachers, various studies on teacher expectations imply that these feelings have an enormous effect on student performance (Noguera, 2002).

Findings from Ogbu's (2003) Shaker Heights study indicated the common complaint against teachers was that they did not believe Black students could academically perform as well as Caucasian students. A similar finding was that teachers expected Black students to behave differently; they expected Black students not to pay attention in class and not to complete class work or homework as White students did.

Studies by Guerra, Attar & Weissberg, 1997; Tucker, 1999; and Wentzel, 1994 claimed that teacher behavior could significantly hinder the academic achievement of Black Middle school youth. Wentzel (1994) found that while teacher support was highly connected to student achievement for both Black and White youth, Black Middle school youth reported receiving considerably less support from their teachers than did their White counterparts.

Wentzel's findings also suggested teachers had the tendency to network less with Black youth and offered less praise to social economically challenged youth (Guerra et al, 1997). These findings are particularly discouraging as new reports claim that teacher involvement has a significant effect on the academic future of the socially economically challenged Black Middle school youth (Tucker, Zayco, Herman, Reinke, Trujillo, and Carraway, 2002).

Other findings have indicated that low teacher expectations may further displace the disadvantaged Black Middle school youth. The study performed in 2000 by Gill and Reynolds indicated that teacher expectations may improve the academic scores of disadvantaged children, as a result of the teacher placing strong domineering influences on their academic achievement. Studies by Baron, Tom, & Cooper, (1985) and Garibaldi, (1992) claimed that they have communicated low standards or low expectations to the disadvantaged youth and as a result have produced the educationally challenged child.

For example, in a 1992 survey of 500 teachers, it was discovered that nearly 60% of the teachers expected their Black students would not go to college. Over two thirds of these participants were elementary school teachers.

Even more disturbing was that more than half were African American. The study by Tucker, Zayco, Herman, Reinke, Trujillo, and Carraway (2002) suggested that in order to academically strengthen Black Middle school youth, "caregivers, educators, and researchers must believe that these youth want to be and can be academically successful no matter what they say or do to the contrary." (p.764)

Research indicated that after-school programs are positioning themselves as Partners with families and teachers to give direct support to young people's educational achievements. Services provided by the after-school program are needed in the areas of homework support, academic tutoring, and mentoring, and enrichment activities linked to school standards (Phia & Miller, 2003).

Improving Black Student Achievement

Self-image is defined by Kuykendall (1991) as an "Individual's self-concept of belief and respect for one's self." (p.1) As a result of her data, she claimed that children's self-image is shaped to a large extent by how they think important adults in their lives view them. Human beings require a high self-image to deal effectively with the challenges of everyday life.

It is common knowledge that an individual's self-image is strengthened as a result of praise and acceptance, and damaged by blame and reproach. The literature also suggest that older children and teenagers develop their self-image solely on the perception of their peers, and frequently do so because peer groups replace or stand in for what is interpreted to be a lack of adult affection (Kuykendall, 1991). The research of Kuykendall also inferred that students, who believed in themselves and scored high on self-esteem, were the highest achievers and that healthy development of a child's self-image is possibly the most valuable instrument for measuring future success.

Bell's (1985) study of Black students on the Comprehensive Tests of Basic Skills (CTBS) in the District of Columbia public schools revealed that as Black children matured, they began to encounter various conflicts forced on them by society. These findings suggested that by early adolescence, many Black students believed that their academic achievement would not improve their social status or well-being. By this time, Black students learned to conform to this accepted meaning of reality by spending less time and energy on school work.

Achievement is an essential component in improving one's self-image. Academics, which promote the development of a possible self-image, required a learning environment that offers encouragement, praise and opportunities for accomplishment (Mitchell & Conn, 1985). Children who are not provided the chance to experience achievement in school are in all probability, likely to become discouraged. Mitchell and Conn (1985) suggested that schools deprived of stimulating environments could only provide non-stimulation, which often interferes with student experiences. As a result, those students who are often uninspired and not experiencing success in school turn to negative or unacceptable behaviors to satisfy their need to experience achievement or success.

The studies of Neal, McCray, Webb-Johnson, and Bridgest (2003), Irvine & Armento (2001), and Gay (2000) have found that Black students respond well to culturally responsive pedagogy that is theoretically grounded in teaching-effectiveness research. The research further indicated that there is an increase in the Black student's academic achievement when they experience learning with educators who are familiar with their sociocultural knowledge and have considered their cultural factors when developing, performing, and analyzing instruction (Boykin

& Bailey, 2000; Ellison, Boykin, Towns, & Stokes, 2000; Neal, McCray, Webb-Johnson, Bridgest, 2003). Educators' who foster supportive learning environments can sustain students' cultural identities, by encouraging high academic performance, maintaining high standards and exceptions for students' social, behavioral, and academic competence.

Summary

The literature review of this study covered four major areas. The first area reviewed the literature as it related to measuring student academic success. The researcher then reviewed the impact of after-school programs on the academic achievement of Black youth. Next, the literature reviewed the literature on teacher expectations as it related to measuring student academic success. Finally, the researcher reviewed the literature on factors influencing the improvement of academic achievement of Black youth in after-school programs.

With the increased interest and public support in after-school program blueprints for building academic success, advocacy and support for such programs have been encouraged by the public's perception that young people must have places to be in the out-of-school hours. Studies have concluded that children in more structured

programs spent more time in academic activities with encouraging lessons and less time watching television and playing outside without adult supervision than children who were not involved in after-school programs (Posner & Vandell, 1994). Research has suggested that if children and youth are to do well or prosper as adults, they must be successful in school (Phia & Miller, 2003).

Data has indicated that a child's classroom experience is shaped by the quality of his or her relationship with the teacher. Similar studies have also reported that teacher expectations have a direct and immediate effect on academic achievement (Buchmann & Dalton, 2002; Ogbu, 2003;). Moreover, low teacher expectations may further displace the disadvantaged Black Middle school youth.

It is believed that there is an increase in Black students' academic achievement when they experience learning with educators who are familiar with their sociocultural background and have considered their cultural factors when developing, performing, and analyzing academic plans. The review of the literature showed that after-school programs have a definite impact on student academic achievement.

The literature reviewed indicated that youth develop positive attitudes towards school and reach their full potential as a result of participating in after-school programs that afford positive role modeling and the basic tools needed by the student to succeed in school. The literature also indicated there is a direct and proportionate correlation between teacher expectations and student academic performance.

The next chapter presented the research methodology used to conduct this study. This chapter described the research design, the setting, and the population studied. It then identified the participants in detail, answering such questions as who participated in the study, how the participants were selected, and how many they were. The participants were further described by providing information on gender, ethnicity, age, and other potentially important descriptors.

CHAPTER III

METHODOLOGY

Restatement of Purpose

The purpose of this study was to explore the effects of a single after-school program's academic tutorial services on the academic achievement of Black Middle school youth ages 12-13. This study identified key factors in the after-school program that helped to re-direct Black Middle school youth attitudes toward their educational success. This study also assessed factors contributing to the effectiveness of the after-school program. In addition, this study assessed the perceptions of the after-school program's youth, tutorial staff, and their caregiver regarding how well they felt program goals and expectations were communicated to the participating youth.

Research Design

This case study approach utilized qualitative methods to explore the perception of effectiveness the participants, caregiver, and staff members of the Refuge Community Boy's and Girl's Club academic tutorial program have had on the academic achievement of Black Middle school youth.

To explore research participants' perception of effectiveness of the program, interviews were conducted with program participants, staff members, and caregivers. Research procedures utilized in this case study included open and closed ended questions, and text analysis.

Krathwohl (1998) defines case study as a qualitative research method that uses a particular set of circumstances to describe a group situation or event. As the research begins in the natural setting, information is obtained through interviews or observations. Advantages to working in the natural setting allows the researcher to become apart of the environment being observed, and allows the inquirer to describe it in a descriptive manner.

Yin (2003) maintained that case studies are an avenue for investigating empirical topics by following a set of predetermined measures. Empirical inquiries are used in case studies to investigate contemporary phenomenon within its real-life context especially when the limitations between phenomenon and context are not evident (Yin, 2003; Skinner-Martin, 2006).

Yin reported that case studies are an appropriate research strategy when a "how" or a "Why" question is being asked about a contemporary set of events (p. 9). He identified the five approaches to social science research

as: surveys archival analyses, experiments, histories, and case studies. He maintains that case studies can be based on any combination of quantitative and qualitative evidence that can include direct, detailed observations (Yin, 2003).

In case study designs, the researcher defines the study by setting boundaries in which the study will occur. Krathwohl (1998) defines boundaries as "the boundaries of the study (time or activities) and collecting detailed information using a variety of data collection over a period of time" (Creswell, 2003, p. 15).

Three conditions must exist to identify the appropriate strategy for case study research. The three conditions are (a) the type of research question posed, (b) the extent of control an investigator has over actual behavioral events, and (c) the degree of focus on contemporary as opposed to historical events.

Through the single case study approach research design, this investigator identified which research strategy to use, direct attention to what is being studied, define the boundaries of the case, describe the data collection and analysis, and establish the criteria for interpreting the data (Yin, 2003).

This case study was based on a single-case design evaluating the effects of an after-school program and the experiences of the participants.

For the purpose of this study, the researcher prepared five self-generated questions. Interviews were conducted with 10 Middle school youth, 5 girls' and 5 boys', whose ages ranged from 12-13 years of age. Semi-structured and open-ended interviews took place with the tutorial staff and caregivers to assess their perception of how goals and expectations of the after-school program were communicated to the youth. Open-ended questions were asked of all participants, regarding how the expectations of staff and caregivers have affected the academic achievement of the youth.

To evaluate the youth's baseline academic achievement, the researcher reviewed the participant's previous and current semester report card grades and grade point averages. Additional areas addressed with the participant was in regards to influences the program had on re-directing their academic behaviors, as well as how they felt the program has helped to improve their semester grades, and grade point averages.

Setting

The Refuge Community Boy's and Girl's Club was established in November 1966 as result of five young boys playing football out in the yard. In 1968 the Boy's and Girl's Club accepted an offer to house the club for its members. It was not until 1990 that Refuge Community Boy's and Girl's Club opened its doors to girls.

The Boy's and Girl's Club is a small purple and gold complex located in the center of a small gated parking structure. From the entrance of the door visitors immediately observe various educational, health, character and leadership, sports fitness and recreation posters neatly posted on the walls. Through out the major walkways inside of the building the researcher observed Cub Scout and Girl Scout tee shirts posted to boards. There were various stands or wall slots with parent information regarding good parenting, mentoring, and steps to improve personal health.

Further down the halls of the club were pictures of Dr. Martin Luther King, Harriet Tubman, as well as a mural of the clubs founder and the original five young boys who began the center. The inside walls were painted in the same gold and purple colors as the outside. These colors are representative the founders' College fraternity.

During the mid-afternoon hours, the program was filled with several after-school program youth socializing outside, in the hallway, in the basketball gym, or game room competing in a ping pong, pool or pinball game. There were several small sized offices with perhaps one or two small chairs and a small desk. There was an adequately spaced study hall that could accommodate at lest 30 youth when filled to capacity. In addition, there was a computer room adjacent to the study hall for the youth to use for homework assistance.

Participation at the after-school program was voluntary, and no one was required to attend. The after-school programs academic tutorial was one service provided by the Boy's and Girl's Club. As a direct result of the recent program changes, there is a new low cost membership fee of $21.00. The new membership fee reportedly funded the following materials (membership card, parent's advisory club card, 2 T-shirts, and member's accident insurance and backpack) that are given to the new club member. There is a $4.50 annual membership fee. In addition to these cost, every parent was asked to perform 4 hours of volunteer work each month for each child, or pay $40 each month for each child in lieu of the volunteer hours.

The after-school program is a service provided by the Refuge Community Boy's and Girl's Club. Its hours of operation are Monday thru Friday from 2:00 PM until closing time in the evening around 7:30 PM. The after-school program offered academic support services by providing study hall, advanced study hall, late study hall, computer lab, gym, and game room to students attending grades one through twelve. Study hall, allowed club members the opportunity to get a head start on his or her homework. Students were required to spend one hour in study hall completing homework. For club members needing additional time, extra time was allotted. Advanced study hall was provided for club members whom needed help.

Advanced study hall was arranged at the request of the after-school programs Coordinator. Study hall was provided to give all members the opportunity to get a head start or additional help on their homework before their caregivers were scheduled to pick them up from the program.

The Boy's and Girl's Club members participating in the after-school program were required to sign in and out of study hall. Study hall was provided to elementary children from 2:00 pm through 3:00 pm, to Middle school children form 3:00 pm through 4:00 pm, and to high school

youth from 4:00 pm to 5:00 pm. Late study hall was held from 6:30 pm until 8:30 pm, and was held Monday through Wednesday. Late study hall was provided for club members who worked, or participated in other extra curricular activities during the non-school hours.

Each after-school program member was required to spend at least one hour in study hall, whether or not they had homework. Once the member completed their homework assignment, he or she was required to work on the following task in this order: (a) Complete Book reports. Every month the club member was required to turn in at least one book report to the Academic Department Staff. (b) Complete Cultural Awareness worksheets (c) Complete other work assigned by staff according to the students grade level.

Club members were allowed to use the computers in the Study Hall for schoolwork. Members were to have permission to use the computers and be logged on by a staff member. They also needed permission to print any documents. Lastly, club members were required to work quietly and not allowed in study hall with food or drink.

Each individual's grade point average was maintained by the Recording Secretary of the school district and was included on the report card copies obtained from each club member's school.

<div align="center">Population</div>

For the purpose of this study, the Refuge Community Boy's and Girl's Club after-school program was selected from a midsize urban, northern California city. According to the Bay Area Census (2005), the population size of this urban city is 115,657. This same report claimed that of the population only 43.6 percent has attained higher academic achievement. Of this 43.6 percent, 25.3 percent or 19,333 have completed high school, 15.6 percent or 11,779 have completed college, and 3.7 percent or 2,820 have their graduate or professional studies degree.

The average median family income is reported as $65,362, and for the reported 9.3 percent of the population earning poverty level wages the reported amount is $36,650 (Bay Area Census, 2005). Ninety-seven percent of the caregivers participating in this research study have reported their income to fall within the range of $20,000 to $40,000 there by causing them to fall within or just below the urban cities poverty level of $36,650.

The participants attended the after-school program because of poor academic scores, and the need for assistance with math, English, and/or Reading. The program viewed poor achievement as grades of C or below in any subject, as well as, member grade point average falling below a 2.00. The Boy's and Girl's Club did not have any particular standard of their own for measuring poor achievement, however, they upheld the standard maintained by the State of California.

Whenever a member did not receive a satisfactory or better score, or maintain a satisfactory grade point average of 2.0 or better, he or she was automatically considered to have fallen below the educational standard held by the State of California. The after-school program afforded club members the opportunity to improve their grades by first improving his or her understanding of the subject, and second, by improving his or her study habits.

The participants of this case study included the participation of the Chief Executive Officer, the Academic Aide, and the Academic Coordinator, who also provided tutoring, 10 Black Middle school boys and girls between the ages of 12 and 13 years of age, and their caregiver.

Of these youth, 50% represented children from the nearby low income neighborhood plagued by high school delinquency, drugs and other violent crimes. The pseudonym name for the community will be "The Village." A little over 92% of the students receiving tutorial services through the Boy's and Girl's Club were residents of this particular neighborhood. This researcher's sample population was composed of students enrolled in two local public schools within the district who are characterized by the State of California's Educational standards, as poor academic achievers. Ninety-five percent of the participants utilized in this study were receiving tutorial services because of poor academic performances, and need for academic support.

The program staff participating in this study has worked for the Refuge Boy's and Girl's Club after-school program from 1.5 to 14 years. The positions held by these members are Chief Professional Officer, Academic Coordinator who doubles as a tutor, and the Academic Aide/Assistant to the coordinator, who serves as a tutor as well.

The caregivers used in this study were a parent, grandparent, or foster parent. The age ranges varied for this population with the youngest reporting to be 30 years old and the oldest reported being the age of 62. Participant occupations varied as well from daycare provider to Electronic Technician. According to the United States Census Bureau (2002) Information, fifty-percent of the participant's income fell within the low to median income range of $30-$40,000.

<div align="center">Selection Process</div>

Following the Institutional Review Board approval (Appendix A), the researcher made a presentation to the after-school program staff regarding the proposed study. The after-school program coordinator informed program youth and their caregivers that the program was asked to participate in a research study, and the importance of their participation.

Within two days, the researcher visited the after-school program and gave a formal presentation to the Black Middle school youth who remained consistently active with the program. At this time, the researcher asked for participants. Ten active members, five boys' and five girls' agreed to participate in the researcher's proposed study.

Once the interviews was completed with the youth participants, contact was made with the ten caregivers, grandmothers, and foster caregivers of the participants, by telephone, seeking their willingness and availability to participate in the interview process. All care-giving participants complied with the researcher, and set up specific times and dates for the interview to occur.

Profiles of Youth Participants

Confidentiality was discussed with the participating youth. Although none were concerned with being identified, pseudonyms were used in place of their real names. Personalized information on the participants was obtained during the actual interviews. Table 1 shows the youth participants profile.

Table 1

Youth Participant Profile

Name	Age	Gender	Grade	School	Family Income
Savannah	13	F	7th	Dade Middle School	$30,000-$40,000
Keinya	13	F	7th	Dade Middle School	<$20,000
JJ	12	M	6th	Dade Middle School	$30,000-$40,000
Rennell	12	M	6th	Dade Middle School	$30,000-$40,000

Table 1 (Continued)

Name	Age	Gender	Grade	School	Family Income
Angel	13	F	7th	Dade Middle School	$40,000-$45,000
Star	12	F	6th	Crest Charter	$75,000
Julian	12	M	6th	Crest Charter	$30,000-$40,000
Lil J	12	M	6th	Dade Middle School	$20,000-$30,000
Justin	12	M	6th	Crest Charter	$50,000-$60,000
Gracie	12	F	6th	Dade Middle School	$30,000-$40,000

Savannah is a 13-year-old 7th grade Middle school female attending the neighborhood school, and was the first research participant. She, unlike the remaining participants came from a two parent upper middle class family. Savannah attended the after-school program for academic assistance in math, and to maintain her current academic scores.

This participant was very welcoming and full of energy. She and the researcher immediately connected and spoke as if they had been previously acquainted. Savannah was lively and a pleasure to interview. She was very relaxed and open to discussing the interview questions.

Savannah wore her hair in single braids pulled to the top of her head into a pony tail. She was petite in stature and was casually dressed with a pair of blue jeans, a red tee shirt and red and white Nike tennis shoes.

Keinya is a 13-year-old 7th grade Middle school female who attends the neighborhood school. Keinya comes from a single parent, low income home, and attended the after-school program for academic assistance in math and to improve her academic scores overall.

Much like the first participant, Keinya had a lively spirit, and immediately connected to the researcher. The dialogue flowed as if the two were old friends. Keinya's comfort level was apparent and observed by the animation that filled the room, from both her body language and conversation. Like the first participant, Keinya was petite in stature and dressed in some ways similar to Savannah with her hair braided in singles and pulled to the top of her head in a hair-band. She too wore a pair of blue denims, and a white tee shirt with white Nike tennis shoes. The researcher was informed at the conclusion of this interview that Keinya and Savannah the first research participant were best friends.

JJ is a 12-year-old 6th grade Middle school male, attending the neighborhood Charter school.

JJ comes from a two parent upper middle income earning home. He attended the after-school program to reinforce current knowledge, and to maintain his current academic grade scores.

JJ appeared relaxed and comfortable with the researcher. He was more reserved than the females, but appeared to openly address the research questions. JJ wore a low tapered haircut and was casually dressed in black denim pants and a black hoodie.

Rennell is a 12-year-old 6th grade Middle school male who attended the neighborhood Middle school. Rennell is being raised in a foster home earning a median income. He attended the after-school program for academic assistance with math and English, in addition to receiving extra homework assistance to improve his overall academic scores.

Rennell was by far the most difficult participant to interview. It appeared that this participant was a little nervous and not sure what to expect. The researcher engaged the participant in conversation in an attempt to get him to open up, but it was as if he was there, but really not. The researcher was not certain whether the participant really comprehended, the questions asked, however, the researcher attempted to engage the

participant for clarity. The participant reported that he understood what each question was asking, but when answering the questions he would give a totally unrelated answer and needed to be re-directed and guided through the question as he was answering.

Rennell's appearance was as a child returning from play. He was winded, with sweat dripping from his forehead. The purple and gold Omega Boy's and Girl's Club tee shirt that he was wearing was wet around the bottom hem, due to the participant using his shirt to wipe the sweat from his face. He was dressed casually wearing a tee shirt and a pair of faded blue jeans.

Angel is a 13-year-old 7th grade Middle school female who attended the neighborhood Middle school. She comes from a single parent, median income family. Angel participated in the after-school program to get academic assistance with her math and English, in addition to assistance with maintaining her current academic scores.

Angel, like the previous female participants interviewed came across as very open and relaxed with the researcher. Angel was petite in stature. She wore her natural black hair in a pony tail, and dressed casually with Tan pants and matching blouse.

Star, is a 12-year-old 6th grade Middle school female who attended the neighborhood Charter school. She comes from a single parent home with upper middle income earnings. Star attended the after-school program to receive academic assistance with math, and to maintain current academic scores.

Star appeared to be comfortable with the researcher and appropriately answered the research questions after pausing to think about her answers. Although Star did not display the same energy as the previous female interviewees, she appeared to be more in tune and careful with her answers. Star's style appeared to be more reserved and conservative. She was clearly a thinker and took things more seriously. Star was casually dressed and appeared wearing Khaki pants, a matching tee shirt, and a short matching jacket.

Julian is a 12-year-old 6th grade Middle school male attending the neighborhood Charter school. Julian comes from a single parent median income home. He attended the after-school program for academic assistance in math, as well as to maintain his current academic scores.

Julian was appropriate with the researcher and presented in a relaxed and easygoing manner. He adequately addressed the researcher's questions and

brought up related issues regarding school experiences during the interview. Julian was casually dressed in blue denims, a white tee shirt, and a short tapered haircut.

Lil J is a 12-year-old 6th grade Middle school male attending the neighborhood Middle school. He is currently being raised by his Maternal Grandmother in a low-income family home. Lil J attended the after-school program to receive academic assistance in math and English, as well as to maintain his current academic scores.

Lil J presented as being very comfortable in the presence of the researcher, and came across as if he really took his education seriously. His hair was nicely shaped and taped, and he was, like the other boys, wearing a pair of dark denim jeans and a colored tee shirt.

Justin, a 12-year-old 6th grade Middle school male attending a neighborhood Charter school was the ninth Middle school participant. He comes from a single parent middle-income home. Justin attended the after-school program to receive academic assistance in math.

Out of all the participants, Justin appeared to be the most serious, and perhaps a bit reserved. He appeared to seriously think about the questions before answering. Although Justin was reserved, he did confirm through the shared laughs that he was comfortable with the researcher.

Justin dressed in dark denim jeans and a gray hoodie with his hair nicely shaped and lined.

Gracie, a 12-year-old 6th grade Middle school female attending a district school, was the final Middle school participant. This participant is from a single parent median income home. She, like the other participants, is attending the after-school program for academic assistance in both math and English.

Gracie like the others was a pleasure to interview, as she presented as totally relaxed and comfortable with the researcher. She had good eye contact, and was eager with her responses to the research questions asked. Gracie dressed as a typical teen with blue jeans, a white tee shirt, and her backpack.

Staff Participants

Joe, the self-titled Chief Professional Officer, is a happily married 53-year-old Black male who reports working in his professional capacity for the past 14 years. He reported that he earned his Bachelor of Arts in Psychology and attended one year of graduate school. He discontinued his educational pursuit because of the financial burden it posed on his family.

Joe is a slight man in physical appearance, but as far as this researcher could determine, in no way does he

have trouble with controlling students looking to defy his or other program member's authority. The interview occurred in Joe's office which sits at the front left of the entrance to the Boy's and Girl's Club. At the time of this interview, Joe was responsible for making sure that all department heads had their academic materials and supplies, as well as made sure the program was up and running to standards.

The researcher found that during her interview with Joe, she was more relaxed than she had first imagined. While visiting the Boy's and Girl's Club, Joe always came across as being serious, exact and to the point. The researcher believed that she would have a difficult time interviewing Joe because of his perceived seriousness and lack of humor.

The researcher was quite surprised during the interview because her perception of Joe had been inaccurate. She found him to be a pleasure to interview, and that his persona was just that of a professional nature. Joe was matter of fact with his words and style of communication because he needed to provide consistency and structure, as well as make sure the program was running the way it was designed to run. This researcher's observations also found that Joe was approachable, fun,

and well respected by the youth and staff attending the after-school program.

Nicole, the Academic Aide and Assistant to the Academic Coordinator, and fulltime tutor is 26 years old, and has worked in her professional capacity at the Boy's and Girl's Club for 1.5 years. Nicole received her Bachelor of Science degree from San Francisco State University. She was comfortable with the researcher. At the time of the study interview, Nicole's job duties consisted of assisting the academic coordinator while running the study hall, and keeping the kids current and up to date on their school work, as well as to help keep their grades up.

The interview was conducted in Nicole's office located in a room inside the tutorial site. Nicole dressed casually and appeared relaxed. She was soft spoken, welcoming, and open to addressing the research questions.

Grace, is the Academic Coordinator and fulltime tutor for the Boy's and Girl's Club after-school program. She reported working in this professional capacity for a period of 2 years. Grace completed 2 years of college, and is the married mother of one young child. She made it clear to the researcher that her intention was to help the

youth be the best students that they could possibly be.
Grace too, appeared comfortable with the researcher and
openly addressed the research questions.

Grace acted as the key informant for this researcher
by assisting with program history, goals, and
expectations. She organized the Middle school youth
attending the after-school program and secured report
cards from the district. Due to Grace's previous
interactions with the researcher, she was able to
communicate honestly, the strengths and weaknesses of the
program. Grace was dressed casually, and was very
welcoming and at ease when addressing the research topics
and presenting her answers. Table 2 describes the Boy's
and Girl's Club staff members.

Table 2

Refuge Community Boy's and Girl's Club Staff

Name and	Gender	Position	Years at Boy's Girl's Club
Joe	M	Chief Professional Officer	14
Nicole	F	Academic Aide/Assistant to Academic Coordinator	1.5
Grace	F	Academic Coordinator	2

Caregivers and Other Caregivers

The caregivers, guardians, and other caregivers of participating students were collectively phoned and asked to consent to an interview with the researcher regarding the after-school program.

Ms. Martin, is a 36 years old mom, and has lived in California for 36 years. She has completed some college, and is employed as a Loan Perfection Specialist at a local bank. Ms. Martin reports her earnings to be in the area of $30-$40,000 per year.

Ms. Jones is a 47-year-old mom, who reported living in California 47 years. She has completed two years of college, and reported being employed at a local hospital as a Health Records Technician earning a reported $50-$60,000 per year.

Ms. Thomas is a 37-year-old foster parent, who has lived in California for 37 years. She has completed one year of college, and reported being employed as a foster car provider for the past 17 years and as daycare provider for the past 10 years, earning $30-$40,000 per year.

Ms. Phillips is a 47-year-old mom, who has lived in California for the last 23 years. She has completed two years of college, and works as an Administrative Assistant

at the local Continental's of Omega's Boy's and Girl's Club earning a salary of $30-$40,00 per year.

Ms. Sheldon is a 62-year-old grandmother, who has lived in California for 43 years. She has completed high school, and is currently retired from the local telephone company. Her earnings are reportedly in the range of $20-$30,000 per year.

Ms. Allen is a 40-year-old mom, who has lived in California for 40 years. She has completed two years of college. She is employed as a Medical Assistant/Secretary at a local hospital, and her earning yearly salary if $40-$45,000 per year.

Ms. Taylor is a 57-year-old foster parent, who has lived in California for 57 years. She has completed high school, and works as a Certified Nurse Assistant at a local Senior Care facility. Ms. Taylor has also been a foster parent for both Solano and San Francisco County for the past 20 years. Her salary range for both jobs is roughly $30-$40,000 annually.

Ms. Proctor is a 45-year-old mom, who has lived in California for 45 years. She reported completing some college, and works as an Administrative Assistant earning $30-$40,000 annually.

Ms. Miller is a 30-year-old mom, who has lived in California for the past 30 years. She reported completing the 12th grade, and works as a receptionist earning less than $20,000 annually.

Ms. Butler is a 30-year-old mom, who has lived in California for the past 30 years. She has completed a 4-year degree and has a Bachelor's of Science. Ms. Butler is employed as an Electronic Technologist and reportedly earns $75,000 annually. Table 3 describes the caregiver's and their relationship to the youth participant.

Table 3

Caregiver Demographics and Relationship to Participating Youth

Caregiver (n-10)	Age	Years in California	College Attendance	Occupation	Income	Relation-ship	Youth (n=10)
Ms. Martin	36	36	Some	Loan Perfection Specialist	$30,000-$40,000	Mom	Gracie
Ms. Jones	47	47	2yrs.	Health Records Technician	$50,000-$60,000	Mom	Justin
Ms. Thomas	37	37	1yr.	Foster Care Provider	$30,000-$40,000	Foster Care	Rennell
Ms. Phillips	47	23	2yrs.	Administrative Assistant	$30,000-$40,000	Mom	JJ
Ms. Sheldon	62	43	High School	Retired Telephone Services	$20,000-$30,000	Grandmother	Lil J
Ms. Allen	40	40	2yrs.	Medical Assistant/Secretary	$40,000-$45,000	Mom	Angel
Ms. Taylor	57	57	High School	Certified Nurse Assistant	$30,000-$40,000	Foster Parent	Savannah
Ms. Proctor	45	45	Some College	Administrative Assistant	$30,000-$40,000	Mom	Julian
Ms. Miller	30	30	High School	Receptionist	<$20,000	Mom	Keinya
Ms. Butler	30	30	Bachelor's of Arts	Electronic Technologist	$75,000	Mom	Star

Instrumentation

This research utilized interview questions and observations to gather data. Each interview was recorded, and transcribed at the same time by the researcher on a word processor. The researcher then transcribed additional information missed during the interviews by listening to the tape recordings and typing in any missing data immediately following the interviews. Research participant were given the opportunity to review their transcribed documents for accuracy. The following interview questions were used to answer the four research questions for this study.

Youth Participant Interview Questions

1.	Why did you decide to participate in this program?

2.	Has participating in this program made a difference in the way that you view school and the importance of learning?

3.	Do you feel that the program's academic expectations are different from those of your school and of your teachers?

4.	How has this program impacted your outlook on life and education?

5.	What are your educational and/or career goals?

6. How has participating in this after-school program influenced your academic test scores and grade point average?

Staff Interview Questions

1. What is your role in the after-school program?

2. What are the goals and expectations of the after-school program?

3. How are the goals and expectations of the after-school program communicated to those participating in the program?

4. What influences do you feel the after-school program has had on re-directing program participant academic behaviors and test scores?

5. Do you think the after-school program is successful? If Yes. Why? If No. Why not?

Caregiver Interview Questions

1. What educational goals and expectations do you have for your son or daughter?

2. How are your expectations communicated to your son, Daughter, or student?

3. How well do you feel that your expectations and the expectations of the after-school program staff have been communicated to your child?

4.   What influences do you as a caregiver feel the after-

school program has had on re-directing your son or

daughter's academic behaviors and test scores?

The responses from the interviews identified common

patterns and themes that emerged relating to the function

and role of this particular program. All interview

responses were held in the strictest confidence with

pseudonyms assigned to each participant.

Protection of Human Subjects

The Institutional Review Board for the Protection of

Human Subjects application was appropriately submitted and

approved by the Board. Copies of the approval are available

in the Office of the Dean, at the University of San

Francisco School of Education and in (Appendix A) of this

research study.

Informed Consent Forms

The informed consent forms for the Institution, youth,

caregiver, and staff, used in this study is a modified copy

of the guide provided by The University of San Francisco

Institutional Review Board for the Protection of Human

Subjects application (Appendix B,C,D, & E). The modified

versions were disclosed in their entirety along with all

information required by the Institutional Review Board to

be presented to potential research participants in order to obtain their consent to participate in the study. Modifications to the Institutional Review Board's template were limited to personal information related to the researcher and details regarding the research study.

Researcher's Profile

The researcher is a Social Worker with the California Department of Corrections California Medical Facility Prison in Vacaville, California. She was recently hired to this position where she will work towards becoming a Licensed Clinical Social Worker. The researcher's previous work history included being a Master's Degree Social Worker in the Child Protection Division of The Department of Human Services for the County of Sacramento, California.

She has worked in this professional capacity as a Master's Degree social worker for 10 years. For the first 2 1/2 years as a social worker, she was an Emergency Response (ER) worker in Sacramento County. As an Emergency Response (ER) worker, her job was to assess the safety and risk of children, and determine whether the risk was as such to cause them to be removed from their home and placed in a safer environment.

For the past 6 1/2 years, she has worked with foster children between the ages of 12 and 19 years of age in the City of San Francisco.

As a Protective Service Worker, her role entailed case management, placement worker, advocate, parent, role model, teacher, and guide to prepare these youth for emancipation or dismissal from the child welfare system. The researcher then returned to the Department of Human Services Child Protection Division once again as an Emergency Response Social Worker, until her most recent employment as a Clinical Social Worker for the California Medical Facility, Vacaville.

Prior to the stated employment history, the researcher dedicated her life to accomplishing her goals in higher education. Her long journey began in 1987 when she received her Associates Degree from Contra Costa Junior College, in Richmond, CA. In 1992 she received her Bachelor's Degree in Sociology from Sacramento State University, Sacramento, CA. Continuing on to graduate in 1995 with her Master's Degree in Social Work, again from her alma mater Sacramento State. She returned to school in 2000 to pursue her Doctorate in Education from the University of San Francisco.

Data Collection

Following the Institutional Review Board approval (Appendix A), the researcher made a presentation to the after-school program staff regarding the proposed study. A convenient time was set to meet with the Chief Professional Officer of the Refuge Community Boy's and Girl's Club after-school program and key informant to gain the institution's consent to perform the study (Appendix B).

The researcher collected data to obtain background information on the Boy's and Girl's Club. This researcher's objective was to utilize various sources of evidence such as; documentation, archival records, interviews, direct observations, and participant-observation, to help interpret the data and validate the accuracy of the findings (Creswell, 2003). Yin (2003) posits that in a qualitative study, case study research utilizes as many sources of evidence as possible (p. 85).

The after-school program coordinator informed program youth and their caregivers that the program was asked to participate in a research study, and the importance of their participation. Within two days, the researcher visited the after-school program and gave a formal presentation to the Black Middle school youth who remained

consistently active with the program. At this time, the
researcher asked for participants.   As Black Middle
school youth agreed to participate, the researcher
provided them with a consent form (see Appendix C) to be
signed by them and their caregiver (see Appendix D).

Ten active members' five boys' and five girls' agreed
to participate in the researcher's proposed study. The
youth were given one week to return the form with daily
reminders given by the tutorial staff and program
coordinator.

As youth returned their consent forms, observation
and interview times were scheduled for staff and
participating youth. The researcher scheduled 20 hours of
observation time at the site. The observation time was
scheduled in increments of 2 hours each visit. There was
one observation visit scheduled per week. The interview
process and observation began with the youth in March
2006; however, it was unable to be completed until July
2006.

Interviews with the program staff were conducted on
the last day that the researcher interviewed her last
youth participant. Interviews with the caregivers,
grandparents, and foster parents took place during the
last week of July 2006 and the first two weeks in August

2006. The researcher was previously informed by caregivers via telephone of the best time for an interview. Caregivers were contacted during the recommended periods and interviewed over the phone. All interviews were transcribed during the time of the interview.

<div align="center">Data Analysis</div>

Transcriptions of the interviews were handled with the same caution as was applied to the interviews. The interviews were transcribed verbatim and in chronological order during the interview. Transcripts were reviewed within two or more hours the same evening or the following day, to check for any gaps in conversation. Copies of transcripts were then mailed to participants and reviewed for content accuracy.

Data was analyzed and categorized into clusters of emerging themes. Themes were referenced back to the original transcripts to confirm accuracy. Groups of themes were synthesized and the construction of meanings expanded into generative themes, which related to the study. Participants were allowed the opportunity to review and provide feedback on the analysis to be included in the research study.

The researcher held interviews with caregivers, staff, and Middle school youth ages 12-13.

In ascertaining the answers to the research questions, the researcher conducted interviews with each of three participant groups. Questions used for the interviews can be found below.

<div align="center">Questions to Guide the Research</div>

For the purpose of this study, the researcher used the following interview questions. The following is representative of the questions guiding the research study. Answers to the following research questions were addressed by Black Middle school youth, caregivers, and after-school program staff.

1. How has participating in this after-school program influenced your academic test scores and grade point average?

2. What influences do you as a caregiver feel the after-school program has had on re-directing your son or daughters' academic behaviors and test scores?

3. What influences do you feel the after-school program has had on re-directing program participants' academic behaviors and test scores?

Research question #2 asks: To what extent does the after-school program help to re-direct Black Middle school youths' attitudes toward their educational success?

The following questions were notable and addressed by Black Middle school youth, caretakers, and after-school program staff:

1. Has participating in this program made a difference in the way that you view school and the importance of learning?

2. How has this program impacted your outlook on life and education?

3. What are the goals and expectations of the after school program?

Research question #3 asks: What factors contribute to the effectiveness of the after-school program? The following represent salient questions guiding the study. Black Middle school youth, Caregivers, and Staff members provide responses addressing research question 3:

1. Do you feel the programs academic expectations are different from those of your school and of your teachers?

2. What are the goals and expectations of the after-School program?

    Do you feel that the programs academic expectations are different from those of your school and of your teachers?

3.   How are the goals and expectations of the after-
     School program communicated to the youth
     participating in the program?

4.   How well do you feel that your expectations and
     the expectations of the after-school program
     staff have been communicated to your child?

Research question #4 asks: To what extent has the
after-school program influenced the educational goals and
expectations caregivers have for their children
participating in the program? The following questions are
noteworthy as a guide and are answered by Black Middle
school youth and their caregivers:

1.   What are your educational and or career goals?

2.   What educational goals and expectations do you
     have for your son or daughter?

3.   How are your goals and expectations communicated
     to your son or daughter?

In the next Chapter the findings of this study will be
discussed. The findings and data analysis will be
presented in five parts: The effects of a single
after-school program academic tutorial service on the
academic achievement of Black Middle school youth ages
12-13. The second part of this research study involved
identifying key factors in the middle school program

that helped to redirect middle school youths' academic behaviors. In part three, factors contributing to the effectiveness of the program are explored. Part four, presents the caregivers' perception of influences the after-school program has had on their educational goals and expectations they have for their youth. Additionally, part five is the summary analysis of gathered data.

CHAPTER IV

FINDINGS OF THE STUDY

Overview

This chapter presented the findings and data analysis from this study in five parts. In the first part, interviews conducted with Middle school youth, after-school program staff, caregivers and other caregivers are used to explore the effects of a single after-school program's academic tutorial services on the academic achievement of Black Middle school youth ages 12-13. The second part of this research study involved identifying key factors in the after-school program that helped to re-direct Middle school youth's academic behaviors.

In part three, interviews conducted with participants are utilized to explore the factors contributing to the effectiveness of the program. Part four of the study involved caregivers' perceptions of influences the after-school program has had on their educational goals and expectations they have for their children. Part five was a summary analysis of data gathered in relationship to the effects of the academic tutorial services on academic achievement, key factors helping to re-direct academic behaviors, factors contributing to program effectiveness,

and impacts the after-school program has had on caregivers' educational goals and expectations.

The aim of this study was to explore the impacts of a single after-school program's academic tutorial services on the academic achievement of Black Middle school youth ages 12-13. Secondly, this study explored the extent to which the after-school program has helped to re-direct youths' academic behaviors. Thirdly, this study explored the factors contributing to the effectiveness of the program. Lastly, this research consisted of participants perceptions of influences the after-school program has had on their educational goals and expectations. The study addressed four research questions.

<div align="center">Research Question 1</div>

Research Question #1 asked: To what extent has the after-school program affected the academic achievement of Black Middle school youth? Research youth actively participating in the Refuge Community Boy's and Girl's Club after-school program reported that academic assistance had positive effects on their academic achievement. Even though the youth thought, the after-school program had a positive impact on their academic achievement; semester grade reports showed significant

improvements for only 4 of the 10 participants in either language arts or math (See Table 5 and Table 6).

Table 5 and Table 6 is representative of the following: Students' 2006-2007 grade reports were consistent in that 4 of the 10 youth did not show any academic gains in language arts. Two of these same 4 youth showed no overall gains in math. Five of the 10 youth showed marginal improvement as their grade scores in math or language arts increased by one whole or half letter grade. Three of the youth were able to maintain their above average grade scores in language arts, with 4 youth's grades dropping in proficiency or grade in either language arts or math. The following statements reflected the youths' interpretation of their achievements:

<blockquote>
(Justin)   Well my grade point average in math with Mr. Hefner I was getting <u>1.0</u> and <u>2.5's</u>. Now since participating in the after-school program, my GPA is 3.0-4.0. They also help on language arts, and math. My language arts grades were <u>3's</u> and some <u>2's</u>. Now I'm getting <u>4's</u> on my test.

(Rennell) When I first started I got 3 <u>F's</u>, a <u>D</u> & <u>C</u>, but now I have two <u>A's</u>, a <u>B</u>, and <u>C</u>.

(Julian)   My test scores are a little better. It has helped me to raise my test scores from a <u>D</u> to <u>B</u> in technology and reading. In the beginning and middle, I had <u>1's</u> and <u>2's</u> in math and now I have 2's and <u>3's</u>. In language arts, it raised from a <u>1</u> to <u>2.9</u>.
</blockquote>

(Gracie)   One test score no one in the class passed but me, and this other girl. And I think I passed because they helped me here, and I did not copy off of anyone. I just did it myself so I can remember in my head... When school began, I had a <u>D</u> in math now I have a <u>B</u>.

(JJ)   They make you do it over and over until you can answer and so it makes it easier for you when You have a test. You know what the answer is about...My math grade before starting the program used to be a <u>1.7</u>. It's now a 2.3-7 and sometimes a <u>4.0</u>.

Students' 2006-207 grade reports were obtained from two nearby community schools, Dade Middle school, and a local Standards-Based Charter school known in this study as Crest Charter. Crest Charter school is described as a Standards-Based learning environment and is thought to be different from the local public school because the students are made to work harder. Students attending Crest Charter School were graded on a set of standards that are provided to the teacher to apply to each curriculum. In each particular curriculum, these certain set of standards are applied (Appendix F).

The school provides six progress reports, which list the proficiencies for each standard taught. These standards are then given a score ranging from 0-4 (Appendix F). For the six progress periods, the identified standard proficiencies are added together and

the average taken to determine the appropriate grade score. Crest Charter school standards was measured and described in Table 4. Also listed is the schools Report Card Standards and Suggested Letter Grade Translation. At Crest Charter, students must earn a composite score of 2.4 or higher in order to pass a class.

Table 4

Crest Charter School Standards

Standard	Grade	Grade	Grade	Grade
Report Card Standards	4 = Advanced	3=Proficient	2=Basic	1=Below Basic
Suggested Letter Grade Translation	3.0 or Above=A	2.9-2.7=B	2.6-2.4=C	2.3 or below=F

Possession of the participants 2006-2007 grade report allowed the researcher to individually assess the academic impact the after-school programs academic tutorial services have had on participating Middle school youth. There were four student participants from Crest Charter School, and six students from Dade Middle school. The gender of these participants consisted of five boys and five girls. The ethnicity of the 10 Middle school participants was consistent in that they were all Black Middle school youth.

Although most youth felt the after-school program's academic tutorial program had a positive effect on their academic scores, an assessment of student report cards presented contradictory results. During assessments of participants' report cards, the researcher observed the two school sites utilized different criteria for measuring student success. Dade Middle school's transcript of Student Progress used standard grades and grade point averages, such as; A=Excellence, B=Above Average, C=Average, D=Below Average, F=Failing. Crest Charter school's Report of Student Progress/Performance Standards differed in that it used a number system that ranked the following: 4=Advanced, 3=Proficient, 2=Basic, and 1=Below Basic (Appendix F). This number system is representative of the state's Standards-Based Grade System that measured students' proficiencies.

Grade reports for Dade Middle school students showed various stages of improvement or lack there of.

Keinya had the most significant gains by improving her <u>F</u> grade in math to an <u>A</u> grade. Keinya's overall grade point average was a <u>1.50</u>, and considered to be failing according to the U.S. Department of Education's grading and competency standards.

Gracie showed academic growth as well, as she raised her <u>D</u> grade in math to a <u>B</u>, and her <u>C</u> grade in language arts to a <u>B</u>. Gracie's academic gains have boosted her overall grade point average to a <u>2.00</u> average grade score.

Angel improved her math grade from a <u>B</u> to an <u>A</u>, and maintained her <u>B</u> grade in Language Arts. Angel's grade point average was observed to border on the above average scale as a <u>3.96</u>.

Lil J was able to make minimal improvement, but nonetheless, showed improvement by raising his <u>C-</u> grade in math to a <u>C</u>, and his <u>B+</u> in English to an <u>A-</u>. Lil J's overall grade point average is listed as <u>2.83</u> and considered above average for the Department of Education.

Savannah's math grade was observed to have improved from <u>C</u> to <u>B</u>. Her overall grade point average is <u>2.16</u> and falls between the average grading scales.

Lastly, in spite of Refuge Community's academic support, Rennell made no academic gains in his grade scores from one semester to the next. Rennell's academic scores have dropped across the board as his Language Arts score went from <u>D</u> to <u>F</u>, and in math from <u>C</u> to <u>C-</u> bringing his grade point average to a low 1.53. According to the U.S. Department of Education, Rennell's performance is

below standard. Table 5 presents Dade Middle School's

2006-2007 Grade Report.

Table 5

Dade Middle School 2006-2007 Grade Report

Youth Participant	Fall 2006 Language Arts	Spring 2007 Language Arts	Fall 2006 Math	Spring 2007 Grades	Overall Grade Point Average
Keinya	A	A	F	A	1.50 Failing
Gracie	C	B	D	B	2.0 Average
Angel	B	B	B	A	3.96 Above Average
Lil J	B+	A-	C-	C	2.83 Above Average
Savannah	A	A	C	B	2.16 Average
Rennell	D	F	C	C-	1.53 Failing

The following lists the academic scores of the four

remaining research participants attending the Crest Charter

School.

Justin's Language Arts grade decreased from a 2.5

average C grade score to a below basic grade score of 1.8.

His math score improved considerably from below basic score

of 1.0 to a 3.0, which in a standard based school is

measured at a proficient level or <u>B</u> grade at a traditional school site.

Julian's report card showed that he was only slightly able to increase his overall grade in language arts by <u>.6</u>, bringing his 1st and 2nd semester grade score from <u>1.2</u> to <u>1.8</u>. Julian's 1st and 2nd semester grade scores for math have slightly decreased from 2.1 Below Basic score to <u>1.9</u>. Both semester reports indicated that Julian continued to perform at below basic standards, and do not meet course standards now.

Star has demonstrated progress in language arts as she has increased her 1st semester <u>1.8</u> grade score up to <u>2.3</u> during the 2nd semester. Her math grade has decreased from a <u>2.7</u> score to a <u>2.0</u> scores during the 2nd semester. Star has demonstrated progress, but remains below the expected level of mastery of course standards at this time.

JJ's 1st semester language arts score has decreased from a <u>2.3</u> below basic grade score to a <u>1.9</u> during the 2nd report card period. His math score has also declined from a <u>4.0</u> showing that he had at the time, exceeded mastery of course standards during the 1st semester report to a <u>3.3</u> proficient level, which demonstrated a continued mastery of course standards. Table 6 list the 2006 and 2007 grade reports of youth attending Crest Charter School.

Table 6

Crest Charter School 2006-2007 Grade Report

Youth Participant (n=4)	Fall 2006 Proficiency Level Language Arts	Spring 2007 Proficiency Level Language Arts	Fall 2006 Proficiency Level Math	Spring 2007 Proficiency Level Math	Overall Proficiency Level
Justin	2.5	1.8	1.0	3.0	Language Arts (Below Mastery Level) Math (Mastery Level)
Julian	1.2	1.8	2.1	1.9	Language Arts (Below Mastery Level) Math (Below Mastery Level)
Star	1.8	2.3	1.9	3.3	Language Arts (Below Mastery Level) Math (Mastery Level)
JJ	2.3	1.9	4.0	3.3	Language Arts (Below Mastery Level) Math (Mastery Level)

Research Question 2

Research Question #2 asked: To what extent does the after-school program help to redirect Black Middle school youths' attitudes toward their educational success? The following themes emerged from the youth, staff, and caregivers as a result of the responses to the research question: academic disengagement, understanding and self-confidence, improved academic behavior and academic engagement.

Academic Disengagement

Perhaps one of the most important themes to be addressed is that of academic disengagement. Several participants of this study group indicated that their initial lack of interest in school was a result of their teacher's low expectations. The following remarks were representative:

(Savannah)   It is just one teacher that has made me dislike school. At the beginning of the school year she told the class that no one would earn higher than a D grade. This is why I don't like school.

(Justin)   In my math class there was a guy named Mr. Hefner who wasn't really helping us. He never liked our class. He was kind of racist and would never help us on our work. When I first had Mr. Hefner, I didn't like his class and thought that I was going to fail.

(Julian)   Language Arts was a <u>1</u> or <u>2</u> because they
                  started telling me that I couldn't do this
                  or that and I just started giving up and
                  getting into trouble, and getting sent to
                  the office.

(Gracie)   When I was in the fourth grade, I didn't
                  like school for nothing. I didn't like
                  reading and math, well I hated every
                  subject. It's just that my teacher, she
                  was very mean and I didn't like school
                  because of her.

(Keinya)   At first I did like school, but my teacher
                  never called on me, so I started being bad
                  in that class. I stopped doing my work.

Caregivers' responses were in line with those of the

youth. By this researcher's standards, the noteworthy

responses are as follows:

(Ms. Jones)   The club is more comfortable for the kids
                  because there are more people there they
                  can relate to. Justin has more structure
                  there. At school, the teachers are
                  intimidated. The teachers need to be
                  trained to teach our kids. They do not
                  know how to reach them… The kids are forced
                  to grow up too fast, and have to fend for
                  themselves… So it's not just that they have
                  bad attitudes, and do not want to
                  cooperate, but instead of trying to get to
                  the root of the problem, you send them out
                  of the class or suspend them… Justin did
                  not do very well this year. He left public
                  school to attend Crest Charter School. He
                  was in a new environment where he had three
                  math, three English, and three history
                  teachers who were not use to teaching kids.
                  His math teacher told me that he did not
                  like kids who could not excel…The math
                  teacher was a former accountant. He could
                  teach the kids math, but he did not know
                  how to relate to them. As a result, Justin
                  did very badly this year.

(Ms. Proctor)   Julian doesn't like school, but he has
                had perfect attendance throughout
                school. He doesn't like to miss
                school. I believe Julian loves school,
                but I believe he's lazy; he takes lots
                of energy fighting things that he
                knows he has to do.

Joe, the Chief Professional Officer of the Refuge

Community Boy's and Girl's Club after-school program

candidly surmised the theme of academic disengagement when

he said, "Many kids who do not want to succeed above grade

level will not come to the program

Understanding and Self Confidence

Middle school participants alluded to the fact that

their self-confidence was contingent upon their academic

understanding. The emergence of this theme was crucial and

related back to the research design as it played a

positive role in youth improving their academic behaviors,

which in turn helped them to re-engage academically.

(Star)   I've always liked school, but coming to the
                Boy's Club, I believed that participating
                in the after-school program has helped me
                to understand it and makes it easier. It
                helps me to understand school more. Coming
                here definitely makes learning easier
                because I know if I don't get it at school,
                I can come here.

(Lil J.)   It made me feel good because I know how to
                do the work. I look at school like
                everything is easy, I can understand
                everything. I'm going to the 7th grade. It
                made me think that everything is like not
                hard and you can learn things if you try.

(Justin)   The program has been good, well because I
                thought I was dumb and I couldn't do it.
                They just told me that I could do it and
                relax. I just started focusing and then I
                could do it.

(Keinya)   Yeah. I'm starting to do better in there,
                like now the teacher be calling on me when
                I be trying to answer the question. I'm
                trying to bring my grade up for this
                semester.

(Julian)   Education is n investment and you can use
                all of it. I started thinking that this is
                my only chance so I had better start
                thinking smart and try to be the best that
                I can be. I started visualizing life and
                thought that I only get once chance so I
                decided to use my time wisely and get an
                education like you said.

Improved Academic Behaviors and Academic Engagement

Academically disengaged youth report improvements in
their academic behaviors and their efforts to re-engage
academically. Student participants maintained the
following:

(Angel)   I got my head more into the game of
                listening. I didn't know how to say words
                or what they meant, so if we do a test or
                something, I know what the word is. I
                really didn't like school and didn't know
                what the point was, and they were talking
                about how important it is and why you need
                to get an education to achieve your goals.

(Savannah)   I used to think education was important
                because mom said it, but it's important
                because I've seen those people out on the
                streets that are into drugs and other kinds
                of things because they didn't finish
                school. They're saying their life is the
                way it is because they did not get an

education. I don't want to end up like
them, so I want to stay in school and
complete my education.

(Rennell)   At first, I didn't like to do my work, but
they encourage me to do my work. Because
they have encouraged me to do my work that
has made me do my work.

Consensus did not exist among caregivers regarding
the youth's academic behaviors. The following is
representative:

(Mrs. Martin) This whole year has not really been
good with them helping her. Gracie has a
bad attitude as well, so that stops her
from getting the help that she really
needs. Maybe when she gets a little older
it will sink in with her.

Research Question 3

Research Question #3 asked: What factors contribute
to the effectiveness of the after-school program? In
answering this question, research participants focused on
goals (to provide academic support and supervision) and
expectations, academic support, and academic re-
enforcements.

Goals and Expectations

The core standards of the program are to provide
education, health, character, leadership development, and
experience for its members. All of the program's
activities are centered on these core services.

According to the Chief Professional Officer (CPO), the members perform at or above grade level or the highest they can possibly reach. Program staff believed all youth could succeed if given the appropriate time and instruction. The following remarks were representative:

(Joe)   The Refuge Community goals and objectives are primarily on academics. Every child gets at least one hour of academic tutoring everyday. They are required to write about and read about different cultures. The bottom line in all of this is that the members perform at or above grade level or the highest level they can possibly reach.

(Ms. Grace)   Our goal is to keep participating youth current and up to date on their school work and to help keep their grades up. The overall goal of the after-school program is to provide every child at least one hour of academic tutoring everyday. Program goals also include helping kids get a head start on their homework, as well as provide tutoring and monitoring to make sure they are completing their homework after-school. Each youth is required to complete one hour of homework while at the club. They are expected to complete a monthly book report, as well as submit an essay on a different culture every month.

(Nicole)   Our goals are just to keep kids current and up to date on their schoolwork and to help keep their grades up. Those who have homework need to come in and get started right away, and those who do not, I usually find something for them to keep busy. Also, once a month each participant is expected to do a book report.

Expectations of the program's goals and expectations were well communicated and in some occasions found to be

much in line with the caregivers' own standards. The

following remarks were noteworthy:

(Ms. Phillips)   I think my expectations and the
                 after-school program go hand in hand
                 because the expectations that I want
                 for him there, they are meeting.

(Ms. Taylor)   I look at the Boy's and Girl's Club
                 and the few tutors that they had.
                 Their expectations were like mine.
                 They had high expectations for the African
                 American kids.

(Mrs. Allen)   I think Savannah knows that education
                 especially higher education is the way to
                 go. Even the after-school program has
                 explained this to her. They have showed
                 her what happens if education is not your
                 priority.

In contrast to the aforementioned similarities, all

caregivers were not in consensus and did not find the

after-school program's goals and expectations to be well

communicated to their youth. The following statements

represent the caretakers' dissatisfaction with the after-

school programs lack of impact on their youth.

(Ms. Sheldon)   I think at the time of
                 orientation when I met with
                 staff, I think they met my
                 expectations. I think the program
                 staff is there to motivate the
                 students to aspire to do well,
                 but I do not see that much
                 motivation in pushing her to do
                 her work.

(Ms. Martin)   At first not so well, but now
                 that Mr. Taylor is there, I'm
                 pretty sure that it's getting

better. I just thought that it
wasn't really helping them.
Gracie really didn't want to go
because she didn't feel like they
were helping here. The program is
about education first but I don't
think they really got It together yet.

Youth participating in this study were in agreement
with their interpretations of how the after-school program
goals and expectations were communicated. The majority of
the students asserted the after-school program's
expectations were similar to the goals and expectations of
their schools. The following remarks were notable:

(Savannah)   No actually, they are pretty much the
same. The expectations of the program
are to be the best that you can be, get
good grades, and if you need help ask.

(Justin)   The expectations are not really
different except the after-school
program checks our work more often to
make sure that we are doing it right.

(Rennell)   The program's expectations are the same as
the schools. They expect you to sit
down, do your work, no talking or getting
out of your seat.

(Lil J)   We do our work. We are not supposed to
talk. We are supposed to pay attention to
our work and raise our hand when we talk.

(Gracie)   Yes sort of, because at school they do the
same thing. They want you to do your work.
They want you to sit down. They want you to
be quiet, and to me that's the same.

The following responses were offered by participants
who were not in agreement with the consensus above:

(Julian)   Yeah! Way different because my teacher
                will say you're not doing your
                homework, so you're really hurting
                yourself and not me. So, some of my
                teachers really don't care. Here they
                make me do my homework because they
                care more than they do.

(Savannah)   They differ because at school they have more
                rules. When you stay in school and stop
                trying to skip you get more education than
                the ones who do skip and don't do their
                homework. Here they say if you stay in
                school the Boy's and Girl's Club will help
                you go to College. They will help you find
                Colleges and get there. Teachers just want
                us to do the homework, listen, and stay out
                of trouble.

Academic Support

Youth reported that the Boys' and Girls' after-school

program's goals were to provide academic support. The

majority of research youth, and caregivers, were in

consensus with the reason youth attended the Refuge

Community Girls' Club academic tutorial program.

Participants reported that they were either in need of

educational assistance with their language arts or math,

as well as assistance to enhance or maintain their current

grades and grade point averages. The following remarks

from the youth and their caretakers were representative:

(Lil J)   I needed help in some subjects. I had C's
                and D's in both math and English. I now
                have A's and B's.

(Star)   There's a lot of things that I don't get at
                school and when I come here, the Boys' and
                Girls' Club help me to figure it out.

(Julian)   I think it's good for me. My mom helps
                kids get to college and I think it helps
                more Black people get into school, and so I
                thought this would be a good program. I
                also needed help on my math and language
                arts.

(Ms. Sheldon)   They help them with reports and essays for
                school and they get into how their grades
                are as well as give them resources. In
                order for them to get involved in the
                programs that they have, they have to get
                good grades.

(Ms. Phillips) Sometimes JJ has study hall at the after
                school program for his reading. Reading is
                his weak point, and so I'm getting him the
                extra help.

    Not all caregivers were in consensus with the after-

school program's style of communicating their goals and

expectations. The noteworthy statements were as follows:

(Ms. Miller)   Now that Mr. Johnson is there, I'm pretty
                 sure that it's getting better. I just
                thought that it wasn't really helping her.
                Gracie really didn't want to go because she
                didn't feel like they were helping her.
                The program is about education first, but I
                don't really think they got it together
                yet. Mr. Johnson is back, so I think he
                will push for it to make it work.

(Mrs. Sheldon) …They require that you do the work and
                motivate to inspire you to get your
                education, but the bare work that they do
                doesn't make a big impact on Star. I just
                think she does it because she has too.

Educational Re-enforcements

Research youth attending the Refuge Community Boys' and Girls' after-school program are provided numerous re-enforcements that serve as reminders of program goals and expectations. According to the Chief Professional Officer, core standards of the after-school program are provided in the way of monthly news letters reiterating program goals and expectations, monthly parent meetings at the center, and weekly "all club meetings" where everyone sits down to talk about goals and objectives of the week. General rules were posted up in study hall.

According to the Academic Coordinator Mrs. Grace, the expectation of every student was explained to participants at the beginning of every school year. Program rules and expectations are reiterated to the youth for the first two weeks, and then a parent meeting is held where the same is explained. This way the child does not only get to hear first hand, but so do the caregivers.

Joe, the Chief Professional Officer, summed up the way in which goals and expectations were communicated by stating,

> We do not claim to be the answer. We are part of
> the answer. We assess a fine to caregivers who do
> not come to the monthly parent meeting. We attack
> on four fronts, home, church, school, and the Boy's

and Girl's Club. For those who do not have church in their family, sometimes it's a member in his extended family that they don't want to know about their lack of educational achievement. We get copies of the report cards from the school so that we can closely monitor the youth's grades, and give the appropriate academic support needed.

Goals and expectations were also reinforced through the use of role models and college tours. Each year the after-school program has former Refuge Community Boy's and Girl's Club students return during their school breaks to serve as role models and mentors to inspire, motivate, and encourage youth struggling with their education. The program raises their own money to take participating youth to neighboring colleges and universities, as well as to Historically Black Colleges and Universities (HBCU's). Students tour Morehouse, Spelman, Howard, Morris Brown, Tuskegee, and Clark, to name just few. The following chapter will address more in regards to role modeling and yearly college tours.

Participants indicated that expectations were consistent and effectively communicated, and had helped to improve their academic scores as indicated on report cards. Youth reported that the goals and expectations of the after-school program were consistent and effectively communicated. According to the youth, program standards were reinforced through role models, "It's cool to stay in

school" posters, as well as verbal reminders from tutorial

staff. Youth reported mentoring from former program

attendees and various other community professionals. The

following remarks were representative:

(Angel)   Like each year they have college kids come
               and have a big ceremony, and they encourage
               you and tell you that you can do anything
               you want to if you put your mind to it,
               listen, and get good grades.

(Gracie)   A lot of speakers came here and they were
               saying that if you want a good life then
               education is the way to go because some of
               the speakers didn't like education either,
               and they kept going and now they like it
               and that's what I want to do and that
               changed my whole point of view with school.

     Several caregivers reported the use of role models

had a positive impact on their youth. Some of the

noteworthy statements are as follows:

(Ms. Thomas)   I think it had a big impact because he sees
               that he is able to talk to the older ones
               at the club and with that he's able to see
               that they went to college and they are
               doing what they love to do. So, he sees
               that education gets him there, and he's
               actually getting his work done.

(Ms. Phillips) I have seen his grades escalate being there
               [after-school program]. He's around
               different children thinking different ways
               and he says that I had such and such help
               me with this and if he was not there, he
               would not learn the different ways.

(Ms. Jones)   Being that he's in an environment of Black
               and Brown people that he can identify with,
               I feel that he does better in the after-
               school program. He has more respect for

his Black and Brown teachers. Kids know that teachers are intimidated by the size and dress of our kids. The club is more comfortable for the kids because there are people there they can relate to.

Inconsistencies existed in regards to the after-school program's effect on student participants' academic achievement. The salient remarks are provided below:

(Ms. Butler)   I haven't seen much. I know they make her do some type of work. I don't see it in her school progress. I always see me pushing her to do well. I don't really see the club pushing her to do better academically. I know they try to motivate the students, but I don't believe that they are doing such a good job. I think they can do a little more. Star could do much better with a little more positive motivation.

(Mrs. Miller)   This whole year has not really been good with them helping her. She has a bad attitude as well, so that stops her from getting the help that she really needs.

Although a few caregivers were displeased with the lack of improvement in their youth's academic scores, the overall majority concluded the after-school program positively influenced their youth's academic scores. Some of the noteworthy remarks are as follows:

(Ms. Phillips) He is in the 6th grade. I have seen his grades escalate, while being there.

(Ms. Sheldon) The program here is exceptional. The other avenues that they give you here we take advantage of. As a result, Lil J has enjoyed going to school and is making good grades.

(Ms. Martin)   My daughter was getting bad grades for more than a half year, and she has brought her grades up this past year. I think the program is successful overall.

(Ms. Taylor)   Their academics were really good. I was pleased with them. They have tutored them and guided them; they have done a really good job. The tutoring program is good for those who want to learn, but those who don't want to learn won't.

Research Question 4

Research Question #4 asked: To what extent has the after-school program influenced the educational goals and expectations caregivers have for their children participating in the program? Common themes included consistent communication, reinforcements, and educational aspirations. Participants were in agreement with their educational expectations and styles of communication. Some of the noteworthy statements were as follows:

(Ms. Allen)   My educational goals for my son are to complete middle and high school as a day student and achieve as high as he can achieve. After High school, my goals for Lil J is to attend a 4 year college and above.

(Ms. Procter)   My expectations of my son are to graduate from High school, attend a 2-year college, and transfer to a 4-year college. I and dad have set up a college fund for him since 1993. My son has expressed an interest in basketball and I would be happy if he received a scholarship. I don't want to put my eggs all in one basket. He knows it's not an option whether he

goes to college or not. The only decision for him to make is where he wants to go to college.

(Ms. Butler)   I fully expect Star to go to a 4-year university.

(Ms. Taylor)   To graduate and go to college to get a Masters or whatever you can get out of the kids today. I look for them to do very well so that they can succeed in life.

(Ms. Procter)   My educational goals are for him to attend University for a minimum of 4 years.

(Ms. Martin)   I want her to go to college. I would like her to get into Law.

(Ms. Allen)   I tell my son that attending College my expectation for him. I tell him this on a daily basis. Without education, there is no future. We don't let him think nothing else but school at this point. We explain to him that he can do it, and without education you can't make it.

(Ms. Proctor)   We do a thing called family meetings every week. We talk all the time. I take a great interest in his schooling. I'm on his campus all the time. I do a weekly of his homework. I get weekly progress reports from teachers. My job is to make sure that kids stay on track and so I definitely apply that at home.

(Ms. Taylor)   We discuss it a lot and I try to expose them to different things that are out there; different programs, and organizations to help guide them.

(Ms. Sheldon)   Expectations have been communicated verbally from the household. If you want to do these things, you have to go to College. No C's, you can't get a scholarship if you have C's. No if ands or butts about it. You're going to College.

(Ms. Thomas)   I constantly explain to him how school is important and how it will better his life. I explain to him that an education will make his life easier.

(Ms. Miller)   I was just telling her that she needed to better her education and that high school education is not enough anymore, and that she would need a college level to get a good job.

(Ms. Martin)   We talk about school all the time because I have an older daughter. I get her to help my younger daughter and we basically sit around the table and talk about school, just hoping that she would learn from the example of her sister who is in high school.

Educational Aspirations

The final theme discussed to adequately address research question four is that of aspirations for the future. All the respondents were in agreement and had desires to obtain higher educational achievement. The following remarks were noteworthy:

(Angel)   I want to go to UCD. I want to be a plastic surgeon.

(Julian)   I will try to go to college and if all goes well, I'll play basketball and plan B will be an Engineer or help kids to get to college. I want to try and finish up to college and so after high school, I feel like jumping out because it's kind of hard for me. So right now, I don't know what I'm going to do because I want to play basketball and football.

(Gracie)   When I graduate high school, I want to go to college and I want my major to be

probably a lawyer or CSI Investigator.

(Keinya)   UCD or San Francisco. It doesn't matter as
                  long as it's a good college, I'll go there.
                  I want to be a Lawyer or a Nurse.

(JJ)   Go to Texas University because they have a
                  high learning program and I can be on the
                  football team. I want to be drafted or
                  make my own business. I can draw, so I
                  would like to draw cars.

(Star)   I'm going to the 7th grade, but I want
                  to go to college. I always wanted to
                  become a singer, but I don't know if
                  that will work out. I want to be a
                  professional singer, or a fashion designer
                  as an alternate career.

(Savannah)   I want to finish Middle school, get to High
                  school, finish, go to college, and from
                  there on to the School of Psychology. My
                  career goals are to be a Psychologist.

(Justin)   I want to be a Pilot or Engineer. I
                  want to graduate from high school and go to
                  college.

(Rennell)   I want to get a Master's Degree in
                  math and English. My career goals are
                  to get drafted.

(Lil J.)   After high school, I want to go to
                  college and get my degree. I have not
                  though about what I want a degree in.
                  I want to be a pro football player or a
                  Cop.

Summary of the Findings

Research Question #1 asked: To what extent has the

after-school program influenced the academic achievement

of Black Middle school students? Minor inconsistencies

existed with a minimal number of research participants in

regards to the after-school program's impact on youth's academic achievement. Most youth felt the after-school program's academic tutorial services had a positive affect on their academic scores. They felt that the program had significantly improved their academic grades at their school sites. However, upon investigation, research participants' 2005-2006 report cards indicated that not only had participants' grades not improved, but also that almost half the participants' academic grades had dropped. The findings of this researcher was that while many youth verbally reported an increase in academic grades and grade point averages, the actual report cards indicated that in half the cases, grades had either remained the same or dropped.

Research Question #2 asked: To what extent does the after-school program helped to re-direct Black Middle school students' attitudes toward their educational success? Middle school youth and caregivers addressed the influences of one after-school program's academic tutorial program on participating youth. Almost all Middle school participants, staff, and caregivers were in consensus regarding relative themes addressing specific areas of influence. These areas included: (a) disengagement, (b) understanding and self-confidence, and(c) improved

academic behaviors and academic engagement. Discrepancies existed with a minimal number of caregivers reporting that the after-school program's academic tutorial program had no significant impact on their youth.

Research Question #3 asked: What factors contribute to the effectiveness of the after-school program? A vast majority of this researcher's cohorts were in agreement with the after-school program's goals, expectations, and styles of communication. Commonalities existed in the areas of goals and expectations, academic support, and educational re-enforcements. Although the majority of research participants agreed, a minute number of Middle school youth and caregivers did not agree, as they did not find the after-school program's stated goals and expectations to be well communicated to their youth.

Research Question #4 asked: To what extent has the after-school program influenced the educational goals and expectations caregivers have for their children participating in the program? Several Caregivers participating in this study found the Boy's and Girl's Club to be in agreement with their educational expectations for their student and styles of communication. These common themes consisted of consistent communication, reinforcements, and educational aspirations.

While most caregivers agreed the after-school programs style of communication and educational expectations were consistent with their own standards, others disagreed stating that they had not observed the program motivating the youth to excel academically. Caregivers reported commonalities in communication and reinforcements, as the after-school program communicated their objectives through monthly newsletters, and monthly parent meetings where everyone would meet to discuss the goals and objectives for the upcoming month.

Parents recognized the after-school program utilized former club members as role models and mentors to reinforce program goals and expectations. These same Role models were also recognized by the caregivers for inspiring and motivating many of the youth to attain higher education. Of all program reinforcements used the most favored are those of the Historical Black College and Universities Tour. Refuge Community Boy's and Girl's Club affords program youth the opportunity to explore and have a first hand view of where they can soar educationally.

Chapter V presented a discussion of the major findings, along with the conclusions and implications for the study. The chapter ends with recommendations for professional practices and for further research.

CHAPTER V

DISCUSSION, CONCLSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion and Conclusions

This research study explored the impact that a single after-school program had on the academic achievement of Black Middle school youth aged 12-13, as well as the youth's perspective in regards to their academic achievement. This researcher explored the programs impact on the academic achievement of Black Middle school youth by using the following four research questions to guide the study: The first question explored the impact the after-school program had on the academic achievement of Black Middle school youth. The second question explored the extent to which the after-school program assisted with re-directing the academic behaviors of Black Middle school youth towards their educational success. The next question sought to identify factors, which contributed to program effectiveness, and the final question explored the extent to which the after-school program influenced the educational goals and expectations caretakers had for their youth.

Research Question #1

Research Question #1 explored the impact the after school program had on the academic achievement of Black Middle school youth. Research findings indicated minor inconsistencies with a minimal number of research participants in regards to the after-school program's impact on youth's academic achievement.

The research found that most youth felt the after-school program's academic tutorial services had a positive affect on their academic scores. Participating youth felt the program had significantly improved their academic grades at their school sites. In contrast to these findings, the research revealed in the 2006-2007 grade reports that half the participating youth, grades improved by only one or two grade points. Point increases were not large enough to change the overall grade.   Findings showed that of the 10 youth participants, only three showed a significant increase in their overall grade or grade point average in either language arts or math.

The first participant, Keinya observed a significant increase as her math grade improved from an <u>F</u> to an <u>A</u>. The second youth, Gracie, also noticed a substantial increase as her <u>D</u> in math increased to a <u>B</u>.

The third participant, Justin, showed significant gains in his math score as his scores increased from a 1.0, which measured below the standard based schools proficiency level to a 3.0 proficient level or traditional grade of B. Although the high academic achievement reported by youth did not correlate with grade reports, and overall grade point averages, it was found that the youth's perception of their academic success was directly related to their participation in the after-school program.

A review of the literature from the Los Angeles Better Educated Tomorrow (LA's Best) (2002) indicated that youth partaking in an after-school tutorial program for at least one year would have an increase in their academic scores. It was further mentioned, in the research findings presented by the Governor's Crime Commission (1999) that 28% of the youth participating in programs with structure academic supports showed an improvement in their English scores from the previous year compared to youth involved in programs that did not provide academic support.

Dissimilarities were found between grade reports and youth's perception of their academic success as indicated the youths overall satisfaction with the Refuge

Community's Boy's and Girl's club after-school programs tutorial service.

Research findings have indicated a positive and supportive relationship between program staff and youth. Extra instructional time allowed youth to have a better understanding of their academic subject. This researcher maintains that tutorial staffs positive attitudes, caring and supportive nature, and higher expectations, appear to have motivated youth participants to perform better academically.

Positive one to one interaction with tutorial staff has made youth feel they were working with a caring adult who wanted to see them succeed. This positive relationship has helped the youth to began feeling good about themselves and want to perform at their very best. Positive encouragement by staff members has helped youth to have more faith in themselves and as their faith and confidence increased they began putting forth more effort. As these youth began understanding their subjects, completing assignments became easier, and as a result, they began feeling better about themselves, and noticed an increase in their overall scores.

Once homework assignment scores began to increase, youth participants' self-esteem began to increase.

Naturally, after witnessing an increase in their homework assignments, quizzes, and or test scores, the youth perceived that there would be an increase in their academic scores and overall grade point averages. This finding was found to be true with 3 out of the 10 participants.

It is of this researcher's opinion that the research findings were not conducive to the remaining youth Participants because of their poor study habits. Youth whom did not see increases in their grade scores may perhaps be a student whom Ogbu (2003) says "does not know how to study (p. 26)." Ogbu (2003) claimed that "Because Black students did not know how to study and how to do their schoolwork, they often did not think through their assignments before starting to do them (p.26)."

Low academic scores can be attributed to different learning styles of the youth. All children do not have the same learning style, and therefore, may not embrace or understand the concept without totally disciplining and applying ones-self. Youth participants my also need to be taught in ways that are culturally familiar.

Another explanation for the youths' low achievement is the different grading styles of the instructor. Grades can be inflated or deflated depending on the various known

or unknown biases of the instructor. Other contributing factor to research youths' poor achievement score(s) is that students do not want to work hard, and or to apply themselves as they should in order to obtain the best grades possible. Lastly, funding issues within the program could be a major cause of low grades as a result of their not being enough quality staff members to provide more one to one assistance. With the program only providing two tutorial staff members, youth are not getting an adequate amount of one to one tutorial time. A lack of one to one time means the youth is most likely unable to receive the amount of individualized attention need to understand or complete the assignment.

<div align="center">Research Question #2</div>

Research Question #2 explored the extent to which the after-school program assisted with re-directing the academic behaviors of Black Middle school youth towards their educational success. Youth, and caregivers, were in consensus with the five areas of significance identified as having impact on academic behaviors. Areas of significance included the following: academic disengagement, understanding and self-confidence, improved academic behaviors and academic engagement.

Research findings indicated that youth became academically disengaged because of their teachers' attitudes and low expectations. Youth originally reported having had an interest or general liking for school, however, as they began to experience teacher bias, prejudice or indifference in attitudes, they began to remove or disassociate themselves academically.

The studies of Ogbu (2003), Buchmann and Dalton (2002), Hao and Bonstead-Bruns (1998), Morgan (1996), Hanson (1994), Garrison (1982) Alexander and Eckland (1975), and Rosenthal and Jacobson (1968) support these findings as their studies have shown that teacher expectations have a direct and immediate effect on academic achievement. Other studies by Guerra, Attar & Weissberg (1997), Tucker (1999), and Wentzel (1994) supported this researcher's findings as well, as they maintained that teacher behavior could significantly hinder the academic achievement of Black Middle school youth.

Black Middle school research participants reported that as they began to understand their lessons, they began to have more self-confidence. These research findings suggest that prior to understanding their academic lesson these youth had low academic self-esteem and or

confidence. However, with the extra instructional time and staff support provided by the Refuge Community Boy's and Girl's Club these youth were able to embrace the fact that they too could learn and feel good about themselves.

This newfound awareness and belief in ones self has helped the youth re-direct their academic behaviors. Instead of the youth believing that they could not learn and that school was just a waste of time, they have changed their attitudes and have become excited about learning, receiving higher-grade scores, and attending college. Kuykendall's (1991) research supported this researcher's findings as her research affirmed that students' who believed in themselves and scored high on self-esteem, were the highest achievers and that healthy development of a child's self-image is possibly the most valuable instrument for measuring their future success.

Research Question #3

Research Question #3 sought to identify factors, which contributed to the after-school programs effectiveness. Key factors contributing to the after-school programs effectiveness included staffs' consistency in communication of expected educational behaviors and attitudes, and their belief that all youth could succeed if given the appropriate time and instruction.

The literature of Phia & Miller (2003) supported this researcher's findings as their study maintained that after-school programs have the ability to increase young peoples' commitment to school learning through activities undoubtedly connected to school goals.

Staffs' belief and high expectations of participating youth have helped the youth to believe in themselves and aspire to achieve academically. Staffs' consistent interactions with caregivers and youth participants not only contributed to the effectiveness of the after-school program, but also to the success of the student participants and the satisfaction of the caregivers.

Not all caregiver were in agreement as to the effectiveness of the after-school program. Two out of the 10 caregivers did not feel that the program sufficiently motivated their youth to their fullest potential. It is of this researcher's opinion that the majority of the caregivers' expectations were met; however, the latter was dependent upon the after-school program staff to motivate their youth thereby relinquishing them of their responsibility to motivate their youth at home.

Research Question #4

Research Question #4 explored the extent to which the after-school program influenced the educational goals and expectations caretakers had for their youth participants. The research indicated that caregivers who regularly attended in the monthly caregiver meetings and participated with a full commitment, reported higher educational goals and expectations for their children than those caregivers who did not.

This researcher found that the Refuge Community Boy's and Girl's Club after-school program helped caretakers' maintain high educational expectations for their youth, by providing role models, tours at institutions of higher learning, monthly parent meetings, and monthly news letters. It is of this researcher's opinion that caregivers' did in fact desire for their youth to attain a higher education, but the reality was that they were unsure of the proper channels that it would take for their youth to achieve. Through its yearly tour of Historically Black Colleges and Universities (HBCU'), and as a result of the various programs provided by the colleges, caretakers were able to see that their dream for their youth could be a reality.

Summary of Discussion

The research has indicated that the Refuge Community Boy's and Girl's Club after-school program has positively impacted its youth participants and caregivers. The program has positively impacted 3 of the 10 youth participants' academic achievement. Findings indicted a positive and supportive relationship between program staff and youth. The supportive nature and high expectations of staff motivated the youth to perform better academically.

These research findings showed that the after-school program has assisted in re-directing Black Middle school youths' attitudes toward their educational success. Participating in the Refuge Community Boy's and Girl's Club gave students a positive self-image, which translated into a positive attitude toward their education.

Implications of the Study

The implications of this study can be far reaching in that the findings indicated that both the strengths and weaknesses of the program could be evaluated in such a way as to be generalized for development and assessment of similar programs. As more programs of this type are implemented in urban and suburban areas around the country, the Refuge Community Boy's and Girl's Club After-

School Tutorial Program could serve as a research model for guaranteeing a successful program.

Successful after-school programs may include other community and neighborhood organizations interested in developing neighborhood based interventions. The after-school program is a very important issue or social problem at a time when the school drop out rate is soaring and urban poverty is at an all time high. One way to alleviate some of negative effects is to present effective models of after-school programming with structure, warmth, academic achievement, and attention to prevention and intervention strategies. The results of this study contributed to the limited existing research regarding the academic achievement of Black Middle school youth in an after-school tutoring program.

Recommendations for Professional Practices

After interviewing the students, caregivers, and staff of the Refuge Community Boy's and Girl's Club, the findings of the researcher indicated that other community organizations that serve families could enhance the neighborhoods quality of life by making available similar after-school programs. Other community organizations may include, family service agencies, churches, civic groups and other non-profit organizations, who by initiating and

sustaining similar after-school programs, and collaborating with schools, could enhance student academic achievement. This model of effective after-school programming and the discovery of this model could provide unique information to existing programs and program planners.

Recommendations for Future Research

With the increased interest and public support in after-school program blueprints for building academic success, advocacy and support for such programs have been encouraged by the public's perception that young people must have places to be in during the out-of-school hours. Research has indicated that these programs work very well for some students but for others, a more intense type of after-school social and academic structure is needed.

The results of this study indicated that there is a need for further research in the area of after-school social and academic structured programs that will address the further needs of children who showed no progress with the existing structure of the Refuge Community's Boy's and Girl's Club. Additional research would be beneficial in the area of identifying those variables and factors within the after-school program, which causes youngsters to look forward to attending each day. If these factors could be

identified through research, the program could be

duplicated in similar demographic areas.

REFERENCES

Alexander, K., and Eckland, B. K. (1975). Basic attainment processes: A replication and extension. *Sociology of Education 48* (4) 457-495.

After-School Alliance. (2004). America after 3 PM: A household survey on afterschool in America: Key findings. Washington, DC: After-school Alliance.

American Academy of Pediatrics. (2001). Children, adolescents and television. Retrieved August 26, 2005, from http://heet://aappolicy.aappublications.org cgi/content/full/pediatrics

Annie E. Casey Foundation. (2002). Kids count census data Online. Summary profile for United States. Retrieved August 26, 2005, from http://www.aecf.org/cgi-bin/aeccensus.

Babad, E., Inabar, J., & Rosenthal, R. (1982). Pygmalion, Galatea and the Golem: Investigations of biased and unbiased teachers. *Journal of Educational Psychology*, *74, (4)* 459-474.

Barnett, R., C. & Rivers, C. (2002, Sept 2). Out-of-sync Work shifts, out-of-sync families. *The LA Times*, p. B13.

*B*aron, R., Tom, D., & Cooper H. (1985). Social class, race, and teacher expectations. In J. B. Dusek (Ed.), *Teacher expectancies (pp. 251-269).* Hillsdale, NJ: Erlbaum.

Bay Area Census for City of Vallejo. Retrieved May 15, 2007, from http://www.census.abag.gov/ited/vallejo.htm

Bell, Jr., C. (1985). *Explaining the progressively decreasing scores on Comprehensive Test of Basic Skills (CTBS) of the school children of the District of Columbia public schools as they progress from Elementary School into High School*. Alexandria, VA: Eric Document Reproduction Services, ED 226 234, 1985.

Boykin, A. W., & Bailey, C. T. (2000). *The role of cultural factors in school relevant cognitive functionings: Synthesis of findings on cultural contexts, cultural orientations, and individual differences.* Washington, DC: Center for Research on the Education of Students Placed at Risk.

Brown V, Board of Education, 347 US.483 (1954). Retrieved August 25, 2006, from http://www.usausembassy.de/etexts/crights/scdec/brown54htm

Buchanan, A. M., Gentil, D.A., Nelson, D.A., Walsh, D.A., & Hensel, J. (2003). What goes in must come out: Children's media violence consumption at home and aggressive behaviors at school. Minneapolis, MN: National Institute on Media and the Family.

Buchmann, C., & Dalton, B. (2002). International influences and educational aspirations in 12 countries: The importance of institutional context. *Sociology of Education, 75* (3), 99-122.

Child Trends Data Bank. (2002). Education and skills/behavior that affect learning/watching television. Retrieved August 24, 2005, from http://www.childtrendsdatabank.org/eduskills. Behaviors/behaviors.htm.

Chung, A. (2000). After-school programs: Keeping children safe and smart. Washington, DC: US Department of Education.

Colwell, M., J., Pettit, G. S., Meece, D., Bates, J. E., & Dodge, K. A. (2001). Cumulative risk and continuity in nonparental care from infancy to early adolescence. *Merill-Palmer Quarterly, 47* (2), 207-234.

Collins, K. M. T. & Onwuegbuzie, A. J. (2001). Effect of an after-school tutorial program on academic performance of Middle school students at-risk. Paper presented at the annual meeting of the Mid-south Educational Research Association, Little Rock, AR, November 16, 2001.

Continental's of Omega Boy's and Girl's Club. Retrieved
    May 15, 2007: from http://www.boysandgirlsclub.com

Cooper, H. M., and Good, T. L., (1983). *Pygmalion grows up:
    Studies in the expectation communication process*. New
    York: Longman Press.

Creswell, J. W. (2003). *Research Design: Qualitative,
    Quantitative, and Mixed Method Approaches (2*nd *ed.)*.
    Thousand Oaks, CA: Sage Publication Inc.

Duffett, A. & Johnson, J. (2004). *All work and no play?:
    Listening to what kids and caregivers really want
    from Out of school time*. New York, NY: Public Agenda.

Ellison, C., Boykin, A. W., Towns, D. P., & Stokes, A.
    (2000). *Classroom cultural ecology: The dynamics of
    classroom life in schools serving low-income African
    American children*. Washington, DC: Center for
    Research on the Education of Students Placed At
    Risk.

Farmer-Hinton, R. L. (2002). *When time matters: Examining
    the impact and distribution of extra instructional
    time*. Chicago: Illinois.

Fashola, O. S. (1998). Review of extended school-day
    programs and their effectiveness (Center for the
    Education of Students Placed at Risk Tech. Rep. No.
    24). Baltimore: John Hopkins University, Center for
    Social Organization of Schools.

Fashola, O. S., Cooper, R. (1999). Developing the academic
    talents of Black students during the non-
    school hours: Four exemplary programs. *Journal of
    Negro Education, 68, 2*.

Fashola, O. S. (2003). Developing the talents of African
    American male students during the non-school hours.
    Urban Education, *38* (4), 398-430.

Feeley, T. (1997). *The after-school partnership initiative:
    An issue paper*. Washington D.C.: Georgetown press.

Flowers, L. A., Milner, H. R., & Moore, J. L., III. (2003). Effects of locus control on African American high School seniors' educational aspirations: Implications For preservice and inservice high school teachers and Counselors. *The High School Journal, 87, 39-50.*

Ford, D. Y., & Moore, J. L., III. (2004). The achievement gap and gifted students of color: Cultural, social, and Psychological factors. *Understanding Our Gifted, 16, 3-7.*

Forum for Youth Investment. (2003). *Out-of-School research meets after-school policy.* Washington, DC: Forum for Youth Investment.

Gambone, M., Klem, A., & Connell, J. (2002). *Finding out what matters for youth: Testing key links in a community action framework for youth development.* Philadelphia, PA: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.

Garibaldi, A. M. (1992). Educating and motivating African American males to succeed. *Journal of Negro Education,61,* 4-11.

Garrison, H. (1982). Trends in educational and occupational aspirations of high school males: Black white comparisons. *Sociology of Education, 55,* 53-62.

Gay, G. (2000). *Culturally responsive teaching.* New York: Teachers College Press.

Gill, S., & Reynolds, A. J. (2000). Educational expectations and school achievement of urban African American children. *Journal of School Psychology, 37,* 403-424.

Governor's Crime Commission. (1999). *After-School programs in North Carolina.* Charlotte, North Carolina: North Carolina Criminal Justice Analysis System.

Grantham, T. C., & Ford, D. Y. (2003). Beyond self-concept And self-esteem for African American students: Improving racial identity improves achievement. *The High School journal, 87, 29.*

Gray, K., Roole, B., & Whitaker, G. P. (1999). *How after-school programs help students do better.* North Carolina: Institute of Government.

Grossman, J. B., Price, M. L., Fellarath, V., Jucovy, L. Z., Kotloff,L. J., Raley, R., Walker, K. E. (2002). *Multiple choices after school: Findings from the extended-service school initiative.* Philadelphia: Educational Resources Information Center (ERIC) Public/Private Ventures.

Guerra, N. G., Attar, B., & Weissberg, R. P. (1997). Prevention of aggression and violence among inner-city youths. In D. M. Stoff, J. Breiling, & J. D. ,Aser (Eds.), *Handbook of antisocial behavior (pp.375-383).* New York: Wiley.

Hahn, A. (1994). Promoting youth development in urban communities: Unprecedented success for the quantum opportunities program. (A Forum Brief) Retrieved May 6, 2007: from http://www.aypf.org/forumbriefs/1994/fb102894.htm

Hall, G. & Israel, L. (2004). *Using technology to support academic achievement for high school-age youth during the out-of-school time hours: A review of current literature and research. A report for America Connects Consortium of the U.S Department of Education.* Wellesley, MA: National Institute on Out-of-school-Time.

Hall, G., Yohalem, N., Tolman, J., & Wilson, A. (2003). *Afterschool programs can most effectively promote positive youth development as a support to academic achievement: A report commissioned by the Boston after-school for all Partnership.* Boston: National Institute on Out of School Time.

Halphern, R. (2003). *Supporting the literacy development of low-income children in afterschool programs.* New York, NY: The Robert Browne Foundations.

Halphern, R. (2004). *Confronting "the big lie": The need to reframe expectations of after-school programs.* New York, NY: Partnership for After School Education.

Hanson, S. L. (1994). Lost talent: Unrealized educational aspirations and expectations among U.S. youth. *Sociology of Education, 67,* 159-83.

Hao, L., & Bonstead-Bruns, M. (1998). Parent child differences in educational expectations and the academic achievement of immigrant and native students. *Sociology of Education, 71,* 175-98.

Howard, T. C. (2003). "A tug war for our minds." African American high school students' perceptions of their academic identities and college aspirations. *The High School Journal, 87, 4-17.*

Huang, D. (2001). An after-school evaluation system for middle and high school programs. *National Association of Secondary School Principals. NASSP Bulletin, 85,* (626) 45-62.

Huang, D., Gribbons, B., Kim, K.S., Lee, C. & Baker, E.L. 2000). *A decade of results: The impact of the LA's best after school enrichment program on subsequent student achievement and performance.* Los Angeles, CA: UCLA Center for the study of Education.

Irvine, J. J., & Armento, B.J. (2001). Culturally responsive teaching: Lesson planning for elementary and middle grades. Boston: McGraw-Hill.

Kerrebrock, N. & Lewit, E. M. (1999). Children in self-care. *The Future of Children*, *9* (2), 151-160.

Krathwohl, D. R. (1998). *Methods of educational and social science research: An integrated approach (2nd ed.).* Reading, MA: Addison Wesley Longman.

Kugler, M. R. (2001). After-school programs are making a difference. *NASSP Bulletin*, *85* (626), 3-11.

Kuykendall, C., A. (1991). *Improving Black student achievement*. Washington, D.C.: The Mid Atlantic Equity Center.

Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H.A., Snow, D., & Martin-Glenn, M. (2003). The effectiveness of out-of-school time strategies in assisting low achieving students in reading and mathematics. Aurora, CO: Mid-Continent Research for Education and Learning.

Lewis, C., Ph.D., Moore, J. L., III. (2004). Promoting academic achievement for African American students in kindergarten to twelfth grade (k-12) urban settings: Implications for Teachers, Counselors, social workers, psychologist, and administrators. Baton Rouge, LA: Southern University and A&M College. Retrieved May 7, 2007: from http://www.subr.edu/coeducastion/ejournal/Lewis%20and%20Moore%20Article.htm

Merton, R. K. (1948). The self-fulfilling prophecy. *Antioch Review*, *8*, 193-210.

Metropolitan Life (2002). The American teacher, 2000. New York City: Metropolitan Life Insurance Company.

Miller, B.M. (2003). *Critical hours: Afterschool programs and educational success*. Quincy, Massachusetts: Nellie Mae Education Foundation.

Mitchell, W., & Conn, C.P. (1985). *Power of positive students*. New York, NY: Morrow Publishing Company.

Moore, J. L., III, Madison-Colmore, O., & Smith, D. M. (2003). The prove-them-wrong syndrome: Voices from unheard African-American males in engineering disciplines. *The Journal of Men's Studies, 12, 61-73.*

Morgan, S.L. (1996). Trends in black white differences in educational expectations: 1980-92. *Sociology of Education, 69,* 308-19.

National Assessment for Educational Progress. (2004). *Long-term trend assessment results*. Retrieved August 24, 2005, from http://nces.ed.gov/nationsreportcard http://nces.ed.gov/nationsreportcard /naepdata/getdata.asp

National Center for Children in Poverty. (2003). Living at
     the Edge. Retrieved August 18, 2005, from
     HYPERLINK http://www.nccp.org/pub_lat.html
     http://www.nccp.org/pub_lat.html

National Center for Educational Statistics. (2004).
     Long-term trends and assessment results. Retrieved
     August 18, 2005, from
     http://nces.ed.gov/nationsreportcard/

National Center for Educational Statistics. (2004). The
     condition of education. Retrieved August 18, 2005,
     from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid-
     20040077.

National Center for Educational Statistics. (2004).
     Special analysis 2000, entering kindergarten: A
     portrait of American children when they begin school.
     Retrieved August 24, 2005, from
     http://nces.ed.gov/programs/coe/2000/easy/index.asp

National Institute on Out-of-School-Time. (2005). *Making
     the case: A fact sheet on children and youth in out-
     of-school time*. Wellesley, MA: Center for Research on
     Women at Wellesley Centers for women, Wellesley
     College.

Neal, L. I., McCray, A.D., Webb-Johnson, G., & Bridgest,
     S.T. (2003). The effects of Blackmovement styles on
     teacher perceptions and reactions. *The Journal of
     Special Education, 37, 49-57.*

Newman, S., Fox, J. A., Flynn, E. a., and Christeson, W.
     (2000). America's after-school choice: the prime
     time for juvenile crime, or youth enrichment and
     achievement. Washington, DC: Fight Crime: Invest in
     kids. Retrieved May 6, 2007: from
     http://www.fightcrime.org/reportsas2pager2000/as2paer
     2000.html

Noguera, P.A. (2002, May 13). The trouble with black boys:
     The role and influence of environmental and cultural
     factors on the academic performance of African
     American males. Retrieved April 15, 2005:
     http://www.inmotionmagazine.com/er/pntroub1.html

Ogbu, J. U. (2004). Collectively identity and the burden of "acting white" in Black history, community, and education. *The Urban Review, 38, 1-35.*

Ogbu, J. U. (2003). *Black American students in an affluent suburb: A study of academic disengagement*. Mahwah, NJ: Lawrence Erlbaum Associates.

Page, S., & Rosenthal, R. (1990). Sex and expectations of teachers and sex and race of students as determinants of teaching behavior and student performance. *Journal of School Psychology, 28, (23)* 119-131.

Parkison, P. T. (2004). *Attribution and Pygmalion's relationship to student outcome assessments*. Memphis, Tennessee: The University of Memphis Press.

Partnership for 21st Century Skills. (2003). *Learning for The 21st Century. A report and mile guide for 21st Century skills.* Washington, DC: Partnership for 21st Century Skills.

Patten, P. & Robertson, A. S. (2001). Focus on after-school time for violence prevention. Washington, DC: Office of Educational Research and Improvement.

Phia, S., & Miller, B.M. (2003). *Getting the most from after school: The role of after-school programs in a high-stakes learning environment*. Wellesley, MA: *National Institute on Out-of-School-Time*.

Poggi, S. (n.d). Ensuring success for all students: Extended academic support for struggling learners. Learning Point Associates. Retrieved May 7, 2007: from, http://www.ncrel.org/policy/pubs/html/vp10/essay.htm

Posner, J.K., & Vandell, D.L. (1994). Low-income children's after-school care: Are there beneficial effects of after-school programs? *Child Development, 65*(2), 440-456.

Rosenthal, R. (1995). Critiquing Pygmalion: A 25-year perspective. *Current directions in Psychological science, 4 (6),* 171-172.

Rosenthal, R. (1973). The Pygmalion effect lives. *Psychology Today, 7* (4), 56-63.

Rosenthal, R., & Jacobson. L. (1968). *Pygmalion in the classroom: Teacher expectation and pupils' Intellectual development*. New York: Holt, Rinehart and Winston.

Schwendinman, J & Fager, J. (1999). *After-school programs: Good for kids, good for communities*. Portland, Or: Northwest Regional Educational Laboratory.

Seyfried, S.F. (1998). Academic achievement of African American preadolescents: The influence of teacher perceptions. *Journal of Community Psychology*, 26, (3), 381-482.

Skinner-Martin, V. L., Ed.D. (2006). Preparing disabled students for employment: A case study of a selected community college workability III program. San Francisco, CA: University of San Francisco. Retrieved May 7, 2007: from http://0-proquest.umi.com.ignacio.usfca.edu/pqdweb

Smink, J., Schargel, F.P. (Eds.) (2004). Helping students Graduate: A strategic approach to dropout prevention. Larchmont, NY: Eye on Education. Retrieved May 7, 2007: from http://www.afterschoolresources.org/kernal/images/dropouts.pdf

Smith, E. P. (1990). *Labeling: The process of self-fulfilling prophecy and its effect upon adolescent behavior.* Unpublished doctoral dissertation. Michigan University, Ann Arbor.

Steele, C. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist, 52,* 613-629.

Synder, H. N. & Sickmund, M. (1999). *Juvenile offenders and victims.: 1999 national report*. Washington, DC: Office of Juvenile Justice and Delinquency Programs.

Tauber, R. T. (1997). *Self-fulfilling prophecy: A practical guide to its use in education*. Westport, Connecticut: Praeger Publishers.

Thomas, N. I. (1928). *The child in America*. New York: Knopf.

Tucker, C. M. (1999). Black children: A self-empowerment approach to modifying behavior problems and preventing academic and maladaptive functioning of Black children and White children. *Child Study Journal, 23,* 39-55.

Tucker, C. M., Zayco, R. A Herman, K. C., Reinke, W. M., Trujillo, M., Carraway, K. (2002). Teacher and child variables as predictors of academic engagement among African American children. *Psychology in the Schools, 39,* 477-488.

U.S. Census Bureau. (2002). Census 2000 Summary File 1 (SF1) 100-percent Data. Retrieved August 18, 2005, from http://factfinder.census.gov

U.S. Department of Education.(2000). *21st century community learning centers: Providing quality afterschool learning opportunities for America's families*. Washington, DC: U.S. Department of Education.

United States Department of Education. (2002). No Child Left Behind: The facts about 21st Century Learning. Retrieved August 19, 2005, from http://www.nochild leftbehind.gov/start/facts/21centlearn.html

Walker, K.E., & Arbreton, A. J. A. (2001). *Working together to build Beacon Centers in San Francisco: Evaluation Findings from 1998-2000*. Philadelphia: Public/Private Ventures.

Wentzel, K.R. (1994). Relations of social goal pursuit to social acceptance, classroom behavior, and perceived social support. *Journal of Educational Psychology, 86*, 173-182.

Yin, R. K. (2003). *Case study research: Design and Methods (3rd ed.)*. Thousand Oaks: International Educational and Professional Publisher.

APPENDIXES

APPENDIX A

IRBPHS APPROVAL LETTER

Date: Wed, 15 Feb 2006 15:10:11 -0800
From: IRBPHS <irbphs@usfca.edu>
Subject: IRB Application # 06-003 - Application Approved
To: "Sweetcommunion@aol.com" <Sweetcommunion@aol.com>
Cc: "mitchell@usfca.edu" <mitchell@usfca.edu>

February 16, 2006

Dear Ms. Bohanon:

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects approval regarding your study.

Your application has been approved by the committee (IRBPHS #06-003).
Please note the following:

1. Approval expires twelve (12) months from the dated noted above. At that time, if you are still in collecting data from human subjects, you must file a renewal application.

2. Any modifications to the research protocol or changes in instrumentation (including wording of items.) must be communicated to the IRBPHS. Re-submission of an application may be required at that time.

3. Any adverse reactions or complications on the part of participants must be reported (in writing) to the IRBPHS within ten (10) working days.

If you have any questions, please contact the IRBPHS at (415) 422-6091.

On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Terence Patterson, EdD, ABPP
Chair, Institutional Review Board for the Protection of Human Subjects
----
IRBPHS University of San Francisco
Counseling Psychology Department
Education Building - 017
2130 Fulton Street
San Francisco, CA 94117-1080
(415) 422-6091 (Message)
(415) 422-5528 (Fax)
irbphs@usfca.edu
----
http://www.usfca.edu/humansubjects/

APPENDIX B

INSTITUTIONAL CONSENT FORM

Errie D. Bohanon
University of San Francisco
School of Education
2130 Fulton St.
San Francisco, CA 94117-1071

_____Date

Dear Mr._____

My name is Ms. Errie D. Bohanon, and I am a doctoral
student in the School of Education at the University of
San Francisco. I am conducting a study on the impact of
an after-school program's academic tutorial service on the
academic achievement of Black Middle school Youth between
the ages of 12 and 13. What I hope to identify are key
factors in the program that have helped to improve the
Youth's academic achievement. At the conclusion of this
study, I would like to come away with an understanding of
how the youth were influenced by the program as well as
whether or not the program has had any impact on their
academic achievement.

Given my focus, I am requesting your help in two ways: 1.)
To obtain permission to complete 20 hours of
observation/participant observation during Your
organizations after-school tutorial program. 2.) To obtain
permission to conduct a one-hour interview with you, as
well as the 4 tutorial staff employed by your
organization, regarding your program's educational goals
and expectations of the youth participating in the
academic tutorial program. In addition to that, I would
like to explore staff's perception of how well the stated
goals and expectations are communicated to the youth. The
interview will occur at a mutually convenient time and
place during operating hours of the program. At this
time, I would like to both tape record the interview and
transcribe notes. You or your tutorial staff may at any
time withdraw from the project, should that prove
necessary.

You are being asked to participate in this research study
because you are the Executive Director, or Program
Coordinator, or a full or part-time tutor employed by the

Refuge Community Boy's and Girl's Club. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. If you agree to be in this study, your identifying information will be kept in the strictest confidence. I will use pseudonyms. in place of your names.

There will be no cost to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

If you have questions about this research, you may contact me at (916)921-1672. If you have further questions about this study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing   HYPERLINK "mailto:IRBPHS@usfca.edu" IRBPHS@usfca.edu , or by writing to IEBPHS, Department of Psychology, University of San Francisco, and 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your program director is aware of this study but does not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as an active participant at your program.

Thank you for your attention. If you agree to participate, please sign your name at the bottom of this page.

Sincerely,

Ms. Errie D. Bohanon
Doctoral Student
University of San Francisco

APPENDIX C

YOUTH INFORMED CONSENT LETTER

Errie D. Bohanon
University of San Francisco
School of Education
2130 Fulton St.
San Francisco, CA 94117-1071

_____Date

Dear Caregivers Guardian's Caretakers of_____

My name is Ms. Errie D. Bohanon, and I am a doctoral
student in the School of Education at the University of
San Francisco. I am conducting a study on the impact of
an after-school programs academic tutorial service on the
academic achievement of Black Middle school youth between
the ages of 12 and 13. What I hope to identify are key
factors in the program that have helped to improve the
youth's academic achievement. At the conclusion of this
study, I would like to come away with an understanding of
how the youth were influenced by the program as well as
whether or not the program has had any impact on their
academic achievement.

Given my focus, I am requesting your help in 2 ways: 1.)
To obtain permission to conduct a half hour interview
with your son or daughter at the program site regarding
the program's impact on their academic behaviors, test
scores, and grade point averages. The interview will
consist of questions relating to the goals and
expectations of the program, and how the youth perceive
they are communicated. The interview will occur at a
mutually convenient time and place. During this time, I
would like to both tape record the interview and
transcribe notes at the same time. Your son or daughter
may at any time withdraw from the project, should that
prove necessary.

Your son or daughter is being asked to participate in
this research study because they are participants in the
Refuge Community After-school program's academic tutorial
Program. Participation in research may mean a loss of
confidentiality. Study records will be kept as
confidential as is possible. No individual identities
will be used in any reports or publications resulting

from the study. If you agree to be in this study, your identifying information will be kept in the strictest confidence. I will use pseudonyms. in place of your son or daughter's names.

There will be no cost to you as a result of your child taking part in this study, nor will you be reimbursed for participation in this study.

If you have questions about this research, you may contact me at (916)921-1672. If you have further questions about this study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing   HYPERLINK "mailto:IRBPHS@usfca.edu" IRBPHS@usfca.edu , or by writing to IEBPHS, Department of Psychology, University of San Francisco, and 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your program director is aware of this study but does not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as an active participant at your program.

Thank you for your attention. If you agree to participate, please sign your name at the bottom of this page.

Sincerely,

Ms. Errie D. Bohanon
Doctoral Student
University of San Francisco

I _____, have discussed with
<u>Errie Bohanon</u> her research project, focusing on the
academic achievement of Black Middle school youth in an
after-school tutoring program, and I agree to participate
in it. I understand that <u>Errie Bohanon</u> will conduct an
interview, and gather documents from me as a research
participant. I understand that all efforts will be made
to protect my identity and confidence. If necessary, I
may withdraw from the project at any time.

_____ (Signature of parent)

_____ (Date)

Appendix D

CAREGIVER INFORMED CONSENT LETTER

Errie D. Bohanon
University of San Francisco
School of Education
2130 Fulton St.
San Francisco, CA 94117-1071

_____Date

Dear Mr.Mrs.Ms._____

My name is Ms. Errie D. Bohanon, and I am a doctoral
student in the School of Education at the University of
San Francisco. I am conducting a study on the impact of
an after-school programs academic tutorial service on the
academic achievement and self-esteem of Black Middle
school youth between the ages of 12 and 13 What I hope to
identify are key factors in the program that have helped
to improve the youth's academic achievement. At the
conclusion of this study, I would like to come away with
an understanding of how the youth were influenced by the
program as well as well as whether or not the program has
had any impact on their academic achievement.

Given my focus, I am requesting your help by allowing me
permission to conduct a one hour interview with you about
your education goals and expectations of your son or
daughter, as well as your perception of how well the
stated goals and expectations were communicated to your
child. The interview will occur at a mutually convenient
time and place. During this time, I would like to both
tape record the interview and transcribe notes. You may
at any time withdraw from the project, should that prove
necessary.

You are being asked to participate in this research study
because you are the Parent, Stepparent, Legal Guardian,
Adoptive Parent, Foster Parent, or Maternal or Paternal
Grandparent of a child receiving academic tutorial
services from the After-school program.

Participation in research may mean a loss of
confidentiality. Study records will be kept as
confidential as is possible. No individual identities

will be used in any reports or publications resulting from the study. If you agree to be in this study, your identifying information will be kept in the strictest confidence. I will use pseudonyms. in place of your names.

There will be no cost to you as a result of taking part in this study, nor will you be reimbursed for Your participation in this study.

If you have questions about this research, you may contact me at (916)921-1672. If you have further questions about this study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing   HYPERLINK "mailto:IRBPHS@usfca.edu" IRBPHS@usfca.edu , or by writing to IEBPHS, Department of Psychology, University of San Francisco, and 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Thank you for your attention. If you agree to participate, please sign your name at the bottom of this page.

Sincerely,

Ms. Errie D. Bohanon
Doctoral Student
University of San Francisco

I _____, have discussed with
Errie Bohanon her research project, focusing on the
academic achievement of Black Middle school youth in an
after-school tutoring program, and I agree to participate
in it. I understand that Errie Bohanon will conduct an
interview, and gather documents from me as a research
participant. I understand that all efforts will be made
to protect my identity and confidence. If necessary, I
may withdraw from the project at any time.

_____ (Signature)

_____ (Date)

Appendix E

STAFF INFORMED CONSENT LETTER

Errie D. Bohanon
University of San Francisco
School of Education
2130 Fulton St.
San Francisco, CA 94117-1071

_____Date

Dear Mr. Mrs. Ms._____

My name is Ms. Errie D. Bohanon, and I am a doctoral student in the School of Education at the University of San Francisco. I am conducting a study on the impact of an after-school program's academic tutorial service on the academic achievement of Black Middle school youth between the ages of 12 and 13. What I hope to identify are key factors in the program that have helped to improve the youth's academic achievement. At the conclusion of this study, I would like to come away with an understanding of how the youth were influenced by the program as well as whether or not the program has had any impact on their academic achievement.

Given my focus, I am requesting your help by allowing me permission to conduct a one-hour interview with you about your program's educational goals and expectations of the youth participating in the academic tutorial program. In addition to that, I would like to explore your perception of how well the stated goals and expectations are communicated to the youth. The interview will occur at a mutually convenient time and place during operating hours of the program. At this time, I would like to both tape record the interview and transcribe notes. You may at any time withdraw from the project, should that prove necessary.

You are being asked to participate in this research study because you are the Executive Director, or Program Coordinator, or a full or part-time tutor employed by the Refuge Community Boy's and Girl's Club. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. If you agree to be in this

study, your identifying information will be kept in the strictest confidence. I will use pseudonyms. in place of your names.

There will be no cost to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

If you have questions about this research, you may contact me at (916)921-1672. If you have further questions about this study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing   HYPERLINK "mailto:IRBPHS@usfca.edu" IRBPHS@usfca.edu , or by writing to IEBPHS, Department of Psychology, University of San Francisco, and 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your program director is aware of this study but does not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as an active participant at your program.

Thank you for your attention. If you agree to participate, please sign your name at the bottom of this page.

Sincerely,

Ms. Errie D. Bohanon
Doctoral Student
University of San Francisco

I _____, have discussed with Errie Bohanon her research project, focusing on the academic achievement of Black Middle school youth in an after-school tutoring program, and I agree to participate in it. I understand that Errie Bohanon will conduct an interview, and gather documents from me as a research participant. I understand that all efforts will be made to protect my identity and confidence. If necessary, I may withdraw from the project at any time.

_____ (Signature)

_____ (Date)

APPENDIX F

CREST CHARTER SCHOOL REPORT OF STUDENT PROGRESS/PERFORMANCE
STANDARDS

Crest's Standards-Based Grade System

CREST'S STANDARDS-BASED GRADE SYSTEM

Crest Academy, a public charter school located in a Midsized Urban community, California utilizes a standards-based grading system. The attached transcript reflects a "composite score" based on course standards. Thus, we do not issue traditional letter grades, course credits or GPA's. All Crest Academy required courses are both UC a-g approved and aligned to the California content standards.

COMPOSITE SCORES AND THE SUGGESTED LETTER GRADE TRANSLATION

At Crest Academy, in order to pass a class a student must earn a composite score of 2.4 or higher. To assist a traditional school's effort at interpreting our information, we provide the following:

1. Crest Report Card Standards and a Suggested Letter Grade Translation.
2. A list of courses required to graduate with a suggested credit equivalent.
3. A list of other graduation requirements with a suggested credit equivalent
4. A list of elective courses not required to graduate with a suggested credit equivalent

In brief, our standards are measured as follows:

Crest Report Card Standards	4 = Advanced	3 = Proficient	2 = Basic	1 = Below Basic
Suggested Letter Grade	3.0 or above = A	2.9-2.7 = B	2.6-2.4 = C	2.3 or below = F